

## 7 People of the world

## Lesson 1 Poster 7, Reading

**Lesson aim** Reading

**Text type** factual information with captions

**Lesson targets** Children:

- read, understand and practise new vocabulary on the poster
- read, understand and practise reading the information
- answer oral comprehension questions

**Key structure** *much, many, a lot of, lots of*

**Key language** *lots of shops; They do not use much electricity.*

**Key vocabulary** countries, continents and their people

**Materials** PB pp74–75; poster 7; CD B track 18; Dictionary 4; word cards for poster vocabulary (see poster 7 below or list on p15)

**Preparation** Make word cards; listen to CD B track 18

### Warm-up

Ask children to name all the countries and cities they know in English.

## Poster 7

- 1 Point to the poster. Read out the title. Give the class a moment or two to look.
- 2 Let volunteers come forward and point to and name countries and cities that they recognise.
- 3 Point to the continents: *North America, South America, Europe, Asia*. Read the word/s. Show the word card/s.
- 4 Class reads and says the word/s.  
Do the same with the new countries and the oceans.
- 5 Point to the different people shown on the poster and read the names of the people.  
Point out and name the reindeer. Show the word card. Class reads.
- 6 Ask children if they know anything about the countries where the people live. *Is it hot? cold? Are there mountains? rivers?*



The following words are not in Dictionary 4. You may wish to check that children have understood them:

### Bedouin

Arab people who live in desert areas of the Middle East  
a country in South America

Peru

people that live in part of northern Europe

Sami

the continent that is south of North America

## South America

from Tibet, a land near the Himalayan mountains

Tibetan

## Reading (PB pp74-75)

1 Give children time to look at the pictures. Read the title. Ask the class what they can see in the pictures. Encourage them to name and say something about things they know, e.g. weavers, reindeer, dancers, desert, camel, bird.

2 Play track 18. Children listen and follow in their books.

3 Read one paragraph or section of the text at a time.

Use Dictionary 4 to help you to explain new words as necessary. Check children understand *fighter* – a person who fights. Help children to find new words. Make up extra sentences for new words if you wish.

4 Ask questions about each paragraph or a section of the text. See Resource box.

5 Give reading practice around the class. Ask individuals, groups or the class to read sentences or paragraphs. Play track 18 again.

### Homework task

Children learn selected vocabulary from Unit 7 Dictionary 4. See unit word list on pp190-191 for key words, extension words and words for understanding only.

## Unit 7 People of the world

### Reading Old customs in the modern world

People live in all parts of the world. Most people live in towns and cities but other people live hundreds of kilometres from the nearest city. They live on high mountains. They live in hot deserts and in snowy forests. They keep animals for food. They make their clothes and houses. They are different to people who live in large towns and cities because they do not need lots of shops, cars and buses. They do not use much electricity or water.

#### Weavers of South America

The Incas lived in Peru in South America. Five hundred years ago they were very rich and powerful. They had many large cities and they were good fighters. They had gold, silver and jewels. They kept many animals and they had good food and clothes. Then explorers from Spain came. They fought the Incas and captured their king. After that, the Spanish ruled over the Incas.



Each village has special patterns.



Children learn the patterns. They weave the clothes.

Women carry their babies in fruit and vegetables in the cloth. Men carry flowers and corn.

The Incas spoke the Quechua language. Quechua people are still living in Peru today. They keep sheep and goats in the mountains. They get wool from the animals. They spin the wool and weave it into cloth. They make patterns in the cloth. The patterns are like the old Inca's patterns.



#### Herdsmen of northern Europe

The Sami people live in northern Europe. It is very cold in winter and there is always a lot of snow on the ground. Some Sami people are nomads. That means they travel from one place to another. They keep big herds of reindeer. They live in tents and wear the reindeer head and horn. They pack up their tents and move on.



#### Farmers of Tibet

The Tibetan people live near the highest mountain in the world. Some Tibetans are nomads. They keep sheep and goats. Tibetan farmers use yaks on their farms. The yaks pull carts and ploughs.

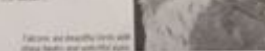


Yaks are strong animals. Tibetans work sheep and goats. The yaks wear amazing headgear and masks.

#### Travellers in the desert



The Bedouin people live in hot places. Some Bedouin travel through the desert. Like the Sami people, they keep animals and live in tents. When they move the animals, they can take their tents with them. They hunt with falcons so their families have more food. Nowadays not many Bedouin live in the desert all the time. Many of them live in houses in towns and villages but they still fly falcons in the desert.



Falcons are beautiful birds with sharp beaks and powerful eyes.

### Resource box

#### Text questions

When people live far away from a city, how do they get food? **They keep animals.**

How do they get clothes and houses? **They make them.**

What were the Incas like five hundred years ago? **rich and powerful**

Where did the explorers come from? **Spain**

Where do the Quechua people get wool from? **their animals**

Where do the Sami people live? **northern Europe**

Which animals do the Sami people keep? **reindeer**

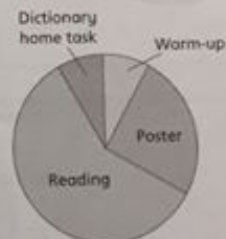
What do the Sami people live in when they travel with the reindeer? **tents**

Which animal pulls the carts and ploughs in Tibet? **yak**

Are some Bedouin people nomads? **Yes, but not many.**

Which bird helps the Bedouin people to hunt? **falcon**

### Time division





## Lesson 2 Reading comprehension and vocabulary (PB p76)

**Lesson aim** Reading comprehension; vocabulary

**Lesson targets** Children re-read *People of the world*, then:

- (PB) complete sentences; answer inferential questions
- match words to definitions
- (WB) answer literal questions
- match words to pictures

**Key structure** *much, many, a lot of, lots of*

**Key language** *lots of shops; They do not use much electricity.*

**Words** vocabulary from Lesson 1

**Materials** PB p76; CD B track 18 (optional); WB p62; Dictionary 4

### Warm-up

Play *Opposites* (see Games, page 187).

### Read again

Remind children of *Old customs in the modern world*.

Play track 18 or read the text to the class. Children listen and follow in their books.

### Activity 1

Give children a minute or two to look at all the sentences. Remind them they should look back to find and check answers.

Ask a volunteer to read and complete the first sentence. Check with the class. Children write in their books.

Where children disagree on answers, tell the class to scan the text and find the sentence. Continue with the other sentences.

### Activity 2

Ask the class the first question. If they cannot answer, tell them to look back at the first paragraph. Help them to think it through if necessary.

Ask the second questions. Help them work out an answer if necessary.

### Activity 3

Ask one or more volunteers to read the words in the box.

Give the class a few moments to read the definitions.

Ask a volunteer to read the first definition and give the answer.

Check with the class. Children write.

They may refer to their dictionaries during this activity.

### Reading comprehension and vocabulary

#### 1 Complete the sentences.

- 1 Five hundred years ago the Incas were very \_\_\_\_\_.
- 2 The Incas spoke the Quechua \_\_\_\_\_.
- 3 The Quechua people \_\_\_\_\_ the wool and weave it into cloth.
- 4 They make \_\_\_\_\_ in the cloth.
- 5 Some Sami people are \_\_\_\_\_.
- 6 The Tibetan people live near the highest \_\_\_\_\_ in the world.
- 7 Some Bedouin people travel through the \_\_\_\_\_.
- 8 Falcons are beautiful birds with sharp beaks and \_\_\_\_\_ eyes.



#### 2 Talk about the answers to these questions.

Some people live hundreds of kilometres from the nearest city:

- 1 They do not need lots of shops, cars and lorries. Why not?
- 2 These people do not use much electricity or water. Why not?

#### 3 Write the words next to the correct definition.

powerful explorer watchful village spin capture hunt electricity

- 1 strong \_\_\_\_\_
- 2 power that travels along wires and makes lights and machines work \_\_\_\_\_
- 3 seeing everything that is happening \_\_\_\_\_
- 4 to follow and catch \_\_\_\_\_
- 5 person who travels and looks at new places \_\_\_\_\_
- 6 a small group of houses \_\_\_\_\_
- 7 to turn or twist round and round \_\_\_\_\_
- 8 to catch and hold onto \_\_\_\_\_



## Reading comprehension and vocabulary (WB p62)

If children are doing this page for homework, make sure they understand the tasks. You may wish to read the text in exercise 1 with the class as preparation.

### Exercise 1

Children read the text and answer the literal questions.

### Exercise 2

Children match the pictures to the words.

### Resource box

#### PB answers

**Activity 1** 1 rich and powerful 2 language  
3 spin 4 patterns 5 nomads 6 mountain  
7 desert 8 watchful

**Activity 2** 1 Children should be able to work out: These people keep animals for food. They don't buy all their food so they don't need cars to go to the shops. They don't need so many lorries to bring food. (Explain that there are cars and lorries in these distant places, but a lot fewer than in a city.)

2 The people are a long way from cities and perhaps they live where there is no electricity

or only a few houses have it. They probably use water from rivers and lakes nearby. There may not be pipes bringing water into their homes.

**Activity 3** 1 powerful 2 electricity 3 watchful  
4 hunt 5 explorer 6 village 7 spin  
8 capture

#### WB answers

**Exercise 1** 1 They learned the Inca language.  
2 They used Inca money. 3 They grew corn, fruits and vegetables. 4 They built roads and bridges. 5 People could travel through the mountains.

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

UNIT

7

## Reading comprehension and vocabulary

### 1 Read. Answer the questions.

A long time ago the Incas were the most powerful people in Peru. Other people lived in Peru but the Incas fought against them and won. The other people learned the Inca language. They used Inca money and the Incas ruled over them but it was better than fighting all the time.



The Inca soldiers were brave fighters but they were also good farmers. They grew corn, fruits and vegetables. People were not hungry. They had work and they had homes. The Incas were good builders, too. They built roads and bridges. People could travel through the mountains.

- When the Incas fought against other people and won, what did the other people learn?
- What money did the other people use?
- What did the Incas grow?
- What did the Incas build?
- Where could people travel?

### 2 Match. Write the letter.



1 plough 2 corn 3 tent 4 yak 5 reindeer 6 firewood

Unit 7 Literal questions, matching words to pictures

### Time division



Unit 7 Reading comprehension and vocabulary



## Lesson 3 Speaking (PB p77) Study skills

**Lesson aim** Speaking, (WB) Study skills

**Lesson targets** Children:

- listen to a dialogue; listen and repeat the dialogue
- understand the story and answer oral questions
- read and act the dialogue
- (WB) practise dictionary skills; finding the odd one out

**Informal everyday expressions** *Come along! Well...*

**New words** *wonderful, Chinese, invented, rude, suspicious*

**Materials** PB p77; CD B tracks 19, 20; WB p63; Dictionary 4

**Preparation** Listen to CD B tracks 19, 20 before the lesson

### Warm-up

Play *Words from words* for a minute or two (see Games, page 187). Use, e.g. *farmer, far, farm, arm, me, are*.

### Activity 1

Children look at PB page 77. Read the title of the story and the title of Part 1.  
Ask *Who is in the picture? the children and Miss Carey; a man* Are they in school? *No, they aren't. What is the man wearing? a long coat, a hat*  
Tell children to cover the dialogue text and look at the picture.  
Play track 19. Children listen.

### Activity 2

Children look at the dialogue. Play track 19 again.  
Children listen and follow.  
Check children understand the new words. Use the dictionary if you wish.

### Activity 3

Children close their books. Play track 20. Children listen and repeat in the pauses. Encourage them to use the same expression and intonation.

### Activity 4

Ask questions to check understanding of the story. See Resource box.

### Activity 5

Children act the dialogue. Let one or two groups act it out in front of the class or from their desks.  
Encourage them to speak out with expression, even if they need to refer to their books.

### Speaking

1 Talk about the pictures.

2 Listen and read.



- |  |   |
|--|---|
| 1 Come along, children! We're going to have a wonderful afternoon.         | 1 Really? Wow!                                    |
| 2 There are so many things to see!   | 2 Are you ready?                                  |
| 3 I want to see the Incas. They made a lot of things from gold and jewels. | 3 Yes, Miss Carey.                                |
| 4 I want to see the Chinese room. The Chinese invented lots of things.     | 4 Then let's go!                                  |
| 5 Yes, they were very clever.  | 5 Look at that man over there.                    |
| 6 I want to go into space.   | 6 You shouldn't point, Alfie. It's rude.          |
| 7 You can't do that, silly.  | 7 He looks strange.                               |
| 8 Well... I think we can.  | 8 Yes, he looks a bit suspicious.                 |
|  | 9 Come along, children! We haven't got much time. |

3 Listen and say.

4 Talk about the story.

5 Now you!

Unit 7 Dialogue



## Study skills (WB p63)

The exercises on this page practise dictionary skills and finding the odd one out. Children should be able to do this work independently once the tasks have been explained.

### Exercise 1

Make sure children understand they must look at the third letter to find the order. Do one or two sets with the class if you wish before they do the rest alone.

### Exercise 2

Children circle the odd one out. Look at the example with the class. Ask *Why is 'parrot' the odd one? because the others are all water birds*. Children find the other odd ones in each set. Tell them to think of the reason why the one they chose is odd.

### Study skills

abcdefghijklmnopqrstuvwxyz

Look at the third letter!



1 Write the words in the correct order.

1 doll door dog  
dog doll door

2 brush bread brown

3 horse hot hope house

4 rock room road rose

5 cat cattle car came café

2 Circle the odd one out.

1 duck swan goose parrot  
2 cow puppy sheep horse  
3 wolf giraffe penguin tiger  
4 carrot banana grape melon  
5 shout read sing speak

Unit 7 Dictionary skills, identifying the odd one out

### Resource box

#### Story questions

What place are the children visiting this afternoon? *the City Museum*

Who wants to see the Incas? *Lulu*

Who wants to see the Chinese room? *Max*

What does Max know about the Chinese? *They invented a lot of things.*

Where does Alfie want to go? *into space*

Who has Alfie noticed? *a man*

What shouldn't Alfie do? *point*

Why not? *It's rude.*

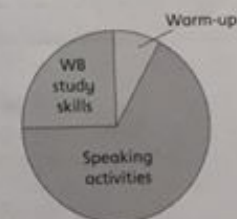
How does the man look? *strange, suspicious*

### WB answers

Exercise 1 2 bread brown brush 3 hope horse hot house 4 road rock room rose 5 café came car cattle cat

Exercise 2 2 puppy – the others are all adult animals 3 penguin – the others are all land animals 4 carrot – the others are all fruit 5 read – the others are all things you do with your voice

### Time division



Unit 7 Study skills



## Lesson 4 Grammar (Session 1), Grammar in conversation (Session 2) (PB pp78-79)

**Lesson aim** Grammar

**Lesson targets** Children:

- (session 1) understand and practise the key structure
- (session 2) listen to and read a conversation; repeat and practise it
- (session 2) listen to a song, say it and learn it (optional)

**Key structure** (session 1) *much, many, a lot of, lots of*

**Key vocabulary** nature; food and drink

**Key language** (session 2) *should, shouldn't*

**Materials** PB pp78-79; CD B tracks 21-24; WB pp64-65

### Session 1 Warm-up

Play the *Word chain* game (see Games, page 187).

### Session 2 Warm-up

Ask children to make five words from *Museum* (*me, us, use, Mum, sum*).

#### Activity 1

Ask *What is in the picture?* *yaks, snow*  
Ask four children to read the PC kids' bubbles.

Write up the two questions. Class reads.  
Write the first prompt words on the board.

Help the class to compose the question.  
Elicit a short answer. Continue with the other prompt words.

Children practise questions and answers in pairs.\*

#### Activity 2

Ask volunteers to read the bubbles.  
Point out Pete's reminder. Explain to the class that the two phrases mean the same. Children may use the pictures in Activity 1 to practise the sentences.

**Grammar in conversation**

**1 Look! Ask and answer.**

Are there many yaks on the mountain?

Yes, there are. / No, there aren't.

Ask and answer:

1. Are there many yaks on the mountain?	Yes, there are.
2. Are there many yaks on the mountain?	No, there aren't.
3. Are there many yaks on the mountain?	Yes, there are.
4. Are there many yaks on the mountain?	No, there aren't.
5. Are there many yaks on the mountain?	Yes, there are.
6. Are there many yaks on the mountain?	No, there aren't.

**2 Listen and read.**

1 Listen and read.

Oh dear.  
Oh dear!  
Oh dear!  
Oh dear!  
Oh dear!  
Oh dear!  
Oh dear!  
Oh dear!  
Oh dear!  
Oh dear!

2 Listen and sing.

3 Now sing!

4 Listen and sing.

When you're feeling old and lonely,  
When you're feeling down and blue,  
Don't cry, cry your eyes out,  
Don't cry, cry your eyes out,  
Don't cry, cry your eyes out,  
Don't cry, cry your eyes out,  
Don't cry, cry your eyes out,  
Don't cry, cry your eyes out,  
Don't cry, cry your eyes out,  
Don't cry, cry your eyes out,

#### Activity 1

Explain that the boy and girl are talking before they go to school. Tell the class to listen to them.  
Play track 21. Children follow in their books.

#### Activity 2

Children listen to track 22 and repeat in the pauses.

#### Activity 3

Children practise the conversation in pairs.  
See Resource box.\*\*

#### Homework task

Children complete WB p64 in class time or for homework.

#### Activity 4

Ask *How does the boy look in the first picture?* *What is Paddy saying?*  
Play track 23. Children listen and follow the first time.  
Read the words with the class. Play track 23. Children join in.  
Play track 24. Children sing with the music. They may learn the song, if you wish.

## Grammar (Session 1), Grammar in conversation (Session 2) (WB pp64-65)

If this page is for homework, check children understand the tasks.

### Exercises 1 and 2

Check children know: in questions – *How much* for things that they cannot count; *How many* for plural items, in statements – *much* for things they cannot count; *many* for plural items; *lots of* or *a lot of* for things they cannot count and for plural items.

### Exercise 3

Encourage children to write interesting sentences.

**Grammar**

1 Complete the questions with *How much* or *How many*.

- \_\_\_\_\_ goats are there on the farm?
- \_\_\_\_\_ shoes are there on the mountains?
- \_\_\_\_\_ people live in the desert?
- \_\_\_\_\_ belts have they got?
- \_\_\_\_\_ bread did Mum buy?
- \_\_\_\_\_ time have you got?


2 Complete the sentences with the correct word in brackets.

- There is not \_\_\_\_\_ water in the desert. (much / many)
- My sister has got \_\_\_\_\_ friends. (much / many)
- The children did not find \_\_\_\_\_ flowers. (much / many)
- There are not \_\_\_\_\_ green on the table. (much / many)
- Joe could see \_\_\_\_\_ animals in the field. (much / many)
- There was \_\_\_\_\_ grass for the spider to eat. (much / many)

3 Write sentences of your own using the words in brackets.

- not much
- not many
- lots of
- a lot of

Remember! a lot of = lots of



**Grammar in conversation**

Remember! should / should not




1 Complete the sentences with *should* or *should not*.

- It's late. Jimmy \_\_\_\_\_ go to bed.
- Tim \_\_\_\_\_ be late to your parents.
- We \_\_\_\_\_ speak politely to our teachers.
- Your hands are dirty. You \_\_\_\_\_ wash them.
- The children \_\_\_\_\_ make a noise in the classroom.
- We \_\_\_\_\_ eat too many sweets.

2 Write questions.

- Should we take the bus to school?  
Yes, we should take the bus to school.
- \_\_\_\_\_ Yes, he should get up earlier.
- \_\_\_\_\_ Yes, they should leave now.
- \_\_\_\_\_ Yes, she should phone her mother.

3 Write answers to these questions.

- What should she do?  

- What should he do?  

- What should they do?  


If this page is for homework, check children understand the tasks.

### Exercise 1

Point out Pete the Paperclip's bubble. Remind children to use the full form in this written exercise.

### Exercise 2

Go through the example before children write.

### Exercise 3

Children work out their own answers for these pictures.

### Resource box

Pair work: Grammar (PB p78)

#### Activity 1

Children work in pairs at their desks. They take turns to say the questions and give the short answer. If necessary, bring an able pair forward to demonstrate the activity.

Give the class three minutes to speak in pairs. Then let one or two pairs demonstrate a few questions and answers.

Pair work: Grammar in conversation (PB p79)

#### Activity 3

Children practise the dialogue in pairs at their desks.

Give pairs three minutes to practise the dialogue.

Let one or two pairs stand up and say it.

### WB answers

#### \*Grammar (p64)

Exercise 1 1 How many 2 How much 3 How many  
4 How many 5 How much 6 How much

Exercise 2 1 much 2 lots of 3 much 4 many 5 a lot of  
6 lots of

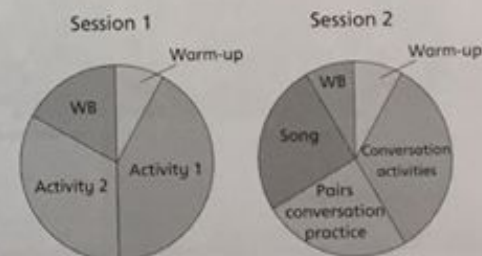
#### \*\*Grammar in conversation (p65)

Exercise 1 1 should 2 should not 3 should 4 should  
5 should not 6 should not

Exercise 2 2 Should he get up earlier? 3 Should they leave now? 4 Should she phone her mother?

Exercise 3 She should go to bed. 2 He should wash his hands and face. 3 They should do/brush/comb/tidy their hair.

### Time division



### Grammar Practice Book

Children may begin Unit 7 when they have completed the PB and WB Grammar pages. They should complete it before the end of PB / WB Unit 7.



## Lesson 5 Listening, Phonics (PB p80) Use of English

**Lesson aim** Listening, spelling and pronunciation, Use of English (WB)

**Lesson targets** Children:

- talk about a world map and people of the world
- listen to a boy talking about people of the world; find his mistakes
- practise saying, reading and spelling words with ew
- (WB) learn about pronouns

**Key structure and language** from Unit 7

**Target words** new, grew, flew, blew, jewel, drew, threw

**Materials** PB p80; CD 8 tracks 13, 25, 26; WB pp66-67

### Warm-up

Sing the song from PB page 69, track 13.

### Listening

#### Activity 1

Ask *What is the boy in the picture doing? What do you think he is talking about?*

#### Activity 2

Play track 25. Children listen.

Ask the questions and elicit, e.g. **1** *The boy is talking about people around the world.* **2** *He says a lot but he makes mistakes.*

#### Activity 3

Play track 25 again. Children listen out for mistakes and write the number.

#### Activity 4

Play track 25 again. Children tell you the mistakes and correct them.

### Phonics

Point out the box. Tell children to follow in their books and repeat in the pauses. Play the first part of track 26. Make sure children repeat accurately. Play the end of track 26. Children listen and follow. Children say the rhyme. They may learn it, if you wish.

Children open their WBs at page 66. They complete the Phonics page now or for homework. If it is for homework, make sure they understand the tasks.

### Listening

**1** Talk about the picture.



**2** Listen and answer the questions.

- 1 What is the boy talking about?
- 2 How much does he know about this? A lot or not very much?

**3** How many mistakes does he make? Listen again.

Write the number.

**4** Listen again. Put up your hand when you hear a mistake.

Correct the mistake.

### Phonics



ew When the reindeer need  
new grass, the Sami move on.



Look and listen!

The wind blew.  
The little bird flew.  
The black clouds grew  
and lightning threw  
silver flashes, too.  
Then we knew -  
"It's a storm! Quick! Run inside!"



Now look at WB p67 Use of English



80 805 7 Listening: focus on information, gist and detail. Phonics: ew long vowel sound

### Use of English

Move on to WB page 67.

## Phonics, Use of English (WB p66-67)

Remind the class of the sound ew and new.

### Exercise 1

Remind children to read the words when they have written them.

### Exercise 2

Children circle and write again.

### Exercise 3

Remind children the words they need are on the page.

**Phonics**

Remember to write words the letter ew sound like ew.

The Incas had gold, silver and jewels.

1 Write ew. Write the words.

2 Now read the words.

3 Circle the word. Write the word.

4 Complete the sentences. Use words from exercise 1.

**Use of English**

Read the sentences.

1 Read.

2 Circle the pronoun in the second sentences. The pronoun replaces a noun.

3 Circle the pronoun in the second sentences.

4 Now answer these questions. Write the noun.

Write the two sentences on the board. Class reads. Circle Incas and They.

### Exercise 1

Go through the presentation with the class. Write sentences on the board and ask children to circle.

### Exercise 2

Children circle and write in their books. Write sentences on the board. Volunteers circle and name the noun. Other children check their work.

### Exercise 3

Children circle the pronouns. Check answers together. They write the noun in answer to the questions.

## Resource box

**Audioscript** (CD 8 track 25) **Listening activities 2-4** (PB p80)

**Boy:**

Here is a map of the world and some pictures. The pictures show some of the people of the world.

First we have the Quechua people. They live in Peru. That's a country in South Africa.

These are the Sami people. They live in the south of Europe. All the Sami are nomads. They travel from one place to another with their yaks.

On the right you can see the Tibetan people. Some Tibetans are nomads and some are farmers.

Finally, here are the Bedouin people. They live in cold countries. Some Bedouin live in the desert but these days many Bedouin live in towns and cities. Sometimes they go to the desert and hunt with albatrosses.

(Incorrect words are underlined.)

### PB answers

**Activity 3** 6

**Activity 4** Corrections for incorrect words: America, north, Some, reindeer, hot, falcons

### WB answers

**Phonics (p66)**

**Exercise 2** 1 drew 2 threw 3 new 4 blew 5 jewel 6 flew 7 grew

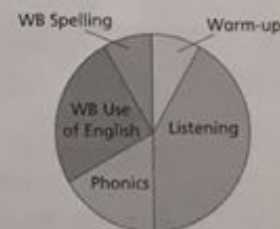
**Exercise 3** 1 threw, grew 2 new, jewel(s) 3 drew, flew

**Use of English (p67)**

**Exercise 2** 2 They, the children 3 She, Molly 4 It, the mouse

**Exercise 3** 1 They 2 He 3 It 4 They; 1 Incas 2 a boy 3 a bird 4 clouds

### Time division





## Lesson 6 Class composition (Session 1) (PB p81) Writing preparation, Composition practice (Session 2)

**Lesson aim** Writing

**Lesson targets** Children:

- (session 1) compose a description of the customs and life of desert people
- (session 2) (WB) practise verbs and writing statements
- (session 2) (WB) write a description of the customs and life of mountain people

**Key structure and language** from the unit

**Vocabulary** desert and mountain features

**Materials** PB p81; WB pp68–69; CD B track 40

### Session 1 Warm-up

Do Look, write, check (see Games, page 187).

### Class composition

#### Activity 1

Give children time to look at the pictures. Ask questions and encourage children to say as much as they can. Use these questions and any others as appropriate.

Write notes of the children's answers on one side of the board.

Main picture: *What animals do the Bedouin people keep?*

*Why do they keep them?*

*What do the women do with the wool first?*

Photo left: *What do they do with it next?*

Small picture right: *What things do they make with the cloth?*

*What colours do they use? What are the patterns like?*

Photo right: *What other things do they make? What are they like?*

#### Activity 2

Help the class to make sentences about the Bedouin people from the notes on the board. Write the sentences. Encourage the class to add extra information as you go through the notes. Add in any new ideas the children think of.

When the paragraph is complete, ask a volunteer to read it to the class.

Ask if there is any more information that they can think of.

Discuss any suggested additions. Make changes to the paragraph that you and the class agree to.

Ask another volunteer to read the final version.

Remove the writing from the board but leave the notes. Children write a paragraph about the Bedouin people in their books.

Encourage them to use their dictionaries to find any words that are not in the notes on the board or to check spelling.

The example writing is a guide and sentences may vary greatly.

Children's own writing may be less detailed and contain fewer sentences.

Encourage children to write to their best level.

### Class composition

1 Talk about the pictures.

2 Write about the Bedouin people. Continue in your copy book if necessary.



Unit 7 Class composition: factual information

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