

1 A journey to adventure

Lesson 1 Poster 1, Reading

Lesson aim Reading

Lesson targets Children:

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

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

Key language *used to*

Vocabulary story features; language of fiction

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

Time division

W-up	Poster	Reading	WB
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Warm-up

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

- 4 Read the two bullet points to the class. Do they agree it is good beginning?
Read the last sentence. Tell the class the story is in their Pupil's Books.

Reading (PB pp 22–23)

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

Poster 1

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

- **characters:** the people in the story

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

- **a setting:** the place where the story happens

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

study history books armchair

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

Chapter 1 Grandad

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

The first sentence is *Robert was excited*.

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

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

Text type and vocabulary

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

Text type features

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

Reading text questions

Where are Robert and Lucy going at the weekend?
Grandfather's
Who is Lucy? Robert's cousin
What was Robert doing when Lucy phoned? packing his bag
What two things do Robert and Lucy like about Grandad? He's an inventor (and clever); He loves history.
What things does Grandad invent? mobile phones, mostly
What sort of books does Grandad have? history books
Who is Mrs Green? the maid
What has happened to Grandad? He has hurt his ankle.
What has happened to Lucy? She's disappeared, travelled back in time.
How did Lucy travel back in time? She used a mobile phone (Grandad's new invention).
What is the password for the phone? Adventure
Why does Grandad think Lucy has used a phone? One of them is missing.

1 A journey to adventure

Reading 1 Escape from the fire

Chapter 1: Grandad

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

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



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

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

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

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

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

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

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

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

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



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Unit 1 Reading: the beginning of an adventure story

"Grandad, what happened?" Robert asked.

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

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

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

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

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

Chapter 2: The time-travel phones



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

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

Robert thought the mobile phone looked ordinary. "What's special about it?" he asked. "Do you promise not to tell anyone?"

"Not even Lucy?"

"Lucy knows already."

"Not even Mum and Dad?"

"I'll tell them soon."

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

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

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

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

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

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

"Did you tell Lucy this?"

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

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

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

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

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

Unit 1 Reading: the beginning of an adventure story

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

Workbook: Study skills (WB p2)

Make sure the children understand the tasks.

Exercise 1

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

Exercise 2

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

Workbook answers

Exercise 1

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

Exercise 2

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

1 Study skills

Do you remember the **abc**?



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

1 abc Write the words in the correct order.

1 cousin inventor history maid armchair

2 surprise bandage ankle weekend study

3 nod shake travel whisper promise

4 clever worried ordinary great true

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

inventor surprise history cousin ordinary age missing great

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

Now check the words and their definitions in your Dictionary

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Unit 1 Dictionary skills

Lesson 2 Reading comprehension and vocabulary

Lesson aim Reading comprehension; vocabulary

Lesson targets Children:

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

Key structure and language from Lesson 1

Vocabulary from Lesson 1

Materials PB p24; WB p3

Time division

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

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

Activity 1

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

Continue with the other sentences.

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

Reading comprehension and vocabulary

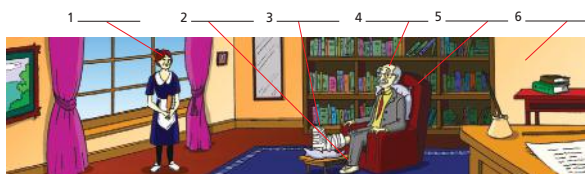
1 Who said these words? Circle the answer.

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

2 Talk about the answers to these questions.

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

3 Label the picture. maid study inventor armchair ankle bandage



4 Match the verbs and the definitions.

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

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Unit 1 Reading comprehension and vocabulary: Who said it?; personal response; definitions

Activity 2

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

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

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

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

Activity 3

Ask one or more children to read the words.

Give the children a minute or two to label the picture.

Check answers together.

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

Activity 4

Ask a child to read the five words.

Give the class a short time to read the definitions silently.

Tell the class to write the letters *a* to *e* next to the correct definition.

They may use their Dictionaries to check if they are not sure.

Ask for the first answer. Check everyone agrees.

Reading comprehension and vocabulary (PB p24)

Read again

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

Continue with the other definitions.

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

Workbook: Reading comprehension and vocabulary (WB p3)

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

Exercises 1 and 2

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

Exercises 3 and 4

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

Workbook answers

Exercise 2

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

Exercise 3

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

Exercise 4

1 b 2 a 3 a 4 b

Reading comprehension and vocabulary

1 Read *Escape from the fire* again.

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

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



3 Choose the correct word to complete each sentence.

cousin kind proudly history surprise chapter

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

4 Choose and circle a or b.

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

Unit 1 Find the incorrect word; cloze; meanings

3

Lesson 3 Grammar

Lesson aim Grammar

Lesson targets Children:

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

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

Vocabulary from Lesson 1

Materials PB p25; WB p4; GPB p4

Time division

W-up	Presentation / practice	WB
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Warm-up

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

Grammar (PB p25)

Activity 1

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

Tell them to look at the two pictures.

Let a volunteer read the first two sentences.

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

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

Let a volunteer read the third sentence.

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

Activity 2

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

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

Continue with the other pictures.

Answers: 1 d 2 c 3 a 4 b

Activity 3

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

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

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

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

Answers:

2 met a bear / saw a bear / heard a bear / scared a bear

3 While the man was digging / working / in the garden ...

4 While we / they / were having dinner / lunch / eating ...

Grammar

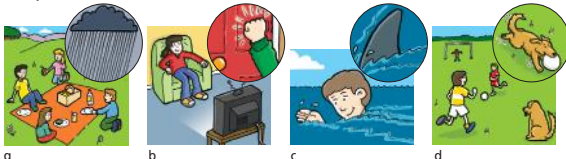
1 Look and read.



Robert **was packing** his bag.
The telephone **rang**.

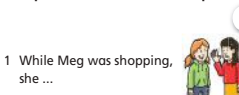
While Robert **was packing** his bag, the telephone **rang**.

2 Look, read and match. Write the letters.

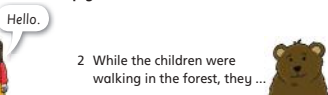


- 1 While the boys were playing football, a dog took their ball. _____
- 2 While Jim was swimming, he saw a shark. _____
- 3 While we were having a picnic, it started to rain. _____
- 4 While Sue was watching TV, someone knocked on the door. _____

3 Complete the sentences. The pictures will help you.



1 While Meg was shopping, she ...



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



3 ..., he found a ring.



4 ..., the telephone rang.

Workbook: Grammar (WB p4)

Exercise 1

Make sure the children understand the tasks.

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

The children should be able to complete these sentences independently.

Exercise 2

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

Remind them to start their sentences with *While*.

Workbook answers

Exercise 1

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

Exercise 2

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

Grammar

I love grammar. Do you?



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

do play make
walk climb watch

see knock hurt
begin ring arrive

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

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

1



2



3



4



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

4

Unit 1 While + past continuous, past simple

Grammar Practice Book (GPB p4)

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

Grammar Practice Book answers

Activity 1

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

Activity 2

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

Lesson 4 Grammar in conversation

Lesson aim Grammar in conversation

Lesson targets Children:

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

Key language *used to* + verb

Vocabulary toys, childhood and family

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

Time division

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

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

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

Grammar in conversation (PB p26)

Activity 1

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

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

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

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

Activity 2

Read the sentence and the question to the class.

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

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

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

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

Activity 3

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

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

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

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

Grammar in conversation

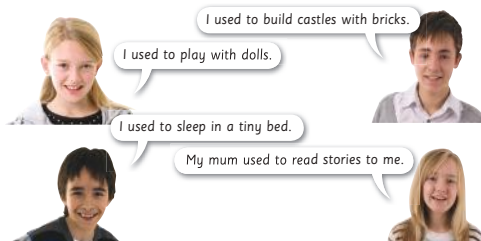
1 Listen and read.

Molly: Do you remember when you were little?
Sam: Yes, of course. *I used to go* to my grandmother's house every day.
Molly: Really? Why?
Sam: Because *she used to look after* me while Mum was at work.
Molly: Did you like going to her house?
Sam: It was great. Grandma *used to read* stories and sing songs.
And we *used to make* cakes together, too.
Molly: That sounds nice.
Sam: Yes, it was.

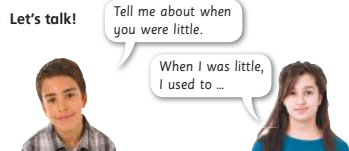


2 Think, write and say.

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



3 Let's talk!



Useful phrases
How about you? Really?
Why? That sounds nice.

Workbook: Grammar in conversation (WB p5)

Make sure the children understand the tasks.

Exercise 1

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

Exercise 2

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

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

Workbook answers

Exercise 1

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

Exercise 2

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

Grammar in conversation

1 Complete the sentences with words from each box.

used to look after sleep live read play go drive make

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

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

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

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

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

- 5 Miss Fox taught French but now she teaches English.

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

- 7 Billy liked ice cream but now he hates it.

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

Unit 1 *used to*

5

Grammar Practice Book (GPB p5)

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

Grammar Practice Book answers

Activity 1

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

Activity 2

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

Lesson 5 Spelling, Use of English

Lesson aim Spelling; poem; Use of English

Lesson targets Children:

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

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

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

Time division

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

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

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

Activity 2

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

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

Activity 3

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

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

Activity 4

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

Play track 14. The children listen and follow.

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

Play track 14 again. The children listen and follow.

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

Tell the class to read the first two lines together.

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

Tell the class to read the last two lines together.

The class may learn this poem if you wish.

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

Workbook: Use of English (WB p7)

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

Exercise 1

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

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

Spelling

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



Where

Where will the time machine take me?



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



____eel



____isper



____ale



____istle

Listen and say the words.

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

____ere

____y

____at

____en

____ich

Listen and say the words.

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



1 Hello, _____ is your name?

2 _____ will the train arrive?

3 _____ shoes do you like?

4 _____ is your homework, Dan?

5 _____ does an elephant have a long trunk?



4 Listen and say.

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

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

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



Unit 1 Spelling: words with *wh*

27

Spelling (PB p27)

Spelling box

Point out Miss Sparkle's speech bubble. Tell the class to listen and follow in their books. Play track 11. The children listen.

Read the example word. The class repeats. Ask a volunteer to read the example sentence.

Activity 1

The children complete the words then write the whole word.

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

Exercise 2

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

Exercise 3

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

Workbook answers

Exercise 2

angrily prettily heavily greedily lazily

Exercise 3

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

Workbook: Spelling (WB p6)

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

Exercises 1, 2 and 3

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

The children write the words independently.

The children complete the sentences in exercise 2 independently.

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

Workbook answers

Exercise 2

1 whale 2 whistle 3 wheel 4 whisper

Grammar Practice Book (GPB p6)

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

Grammar Practice Book answers

Activity 1

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

Activity 2

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

Use of English

Some adverbs have special rules for spelling.

Suddenly the telephone rang noisily.

1 Read.

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

a noisy telephone

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

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

The telephone rang noisily.

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

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

Remember. Change the **y** to **i** and add **ly**

funny angry pretty heavy greedy lazy
funnily _____ _____ _____ _____ _____

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

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

Unit 1 Spelling of adverbs from adjectives ending y

7

Spelling

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

Where Where are my glasses?

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



whistle

wheel

whisper

whale



2 Complete the sentences. Use words from exercise 1.

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

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

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

6 Unit 1 Spelling: words with wh

Lesson 6 Class composition; Writing preparation, Composition practice

Lesson aim Writing

Lesson targets Children:

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

Key structure and language from the unit

Vocabulary from the unit

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

Time division (session 1)

W-up	Discussion & notes	Writing	Editing, improving
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Time division (session 2)

W-up	Writing prep	Composition
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Session 1 Warm-up

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

Class composition

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

1 Look at the pictures.
Read the speech bubbles.

2 Write the story.

The Chinese inventors

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

Those soldiers look very fierce.

Chinese ladies always used to carry umbrellas in the garden.

These men are scientists and I think they are inventing ...

... gunpowder!

Look out! The soldiers are coming!

28 Unit 1 Class composition: continuing an adventure story

Class composition (PB p28)

Activity 1

Ask a volunteer to read Miss Smart's speech bubble. Ask *What was Grandad's invention?* **a mobile phone.** What was special about the phone? **It was a time-travel phone.** Point out the top picture. Ask *What are they doing?* **looking at the phone**

Read the short paragraph to the class. Give the children a moment to look at the page.

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

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

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

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

Activity 2

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

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

Continue in the same way with the other pictures.

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

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

Example class composition

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

Session 2 Warm-up

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

Workbook: Writing preparation (WB p8)

Exercise 1

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

Exercise 2

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

Exercise 3

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

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

Exercise 4

Explain the task.

Give the children time to read all the sentences.

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

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

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

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

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

The children complete the exercise in their books.

Workbook: Composition practice (WB p9)

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

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

The children write the story in their copy books.

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

Encourage the children to use their own ideas to tell the story.

Remind them to use adjectives, adverbs and interesting verbs.

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

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

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

Assessment

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

In assessing their work, look for writing which:

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

Writing preparation

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

speech marks → "Those soldiers look very fierce," said Robert. ← speech marks
a comma

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

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

They can come at the end of the sentence:

"Where are we going?" asked Robert.

They can come in the middle of the sentence:

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



3 Read.

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

We can use other words that show how someone spoke:

shout scream whisper exclaim explain

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

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

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

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

8 Unit 1 Direct speech and reporting words

Composition practice

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

The Chinese inventors

Chapter 2



Unit 1 Story writing

9

Lesson 7 Listening

Lesson aim Listening

Lesson targets Children:

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

Key structure and language from the unit

Vocabulary *moneybox, skyscraper*

Materials PB p29; CD A track 15

Time division

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

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

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

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

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

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

Who has got a lot of money? **Jamie**

What does Jamie want to buy? **a guitar**

Activity 2

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

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

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

Play track 15. The children listen and look.

Activity 3

Ask questions to check understanding:

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

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

What is his job? **pilot**

Whose moneybox looks like a skyscraper? **Jamie's**

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

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

Where is Jamie going to buy his guitar? **the mall**

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

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

Optional

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

Suggested homework task

The children complete Check-up 1.

Listening

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

The skyscraper moneybox – Part 1



Unit 1 Listening

29

Listening (PB p29)

Activity 1

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

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

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

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

Listening audioscript: The skyscraper moneybox – Part 1

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

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

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

4 *Jamie took Uncle Bob into the living room.*

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

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

6 *Uncle Bob was in a hurry. He was going to the airport.*

Uncle Bob: Sorry I can't stay.
Dad: Goodbye, Bob!

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

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

Jamie: Oh! It's heavy!

8 *Jamie emptied the moneybox onto his desk.*

Jamie: Let's see... How much money have I got now? Five ... ten ... fifteen ... twenty ...

9 *Suddenly, while Jamie was counting his money, he heard a voice. It was his brother, Paul. He was standing in the doorway.*

Paul: How much have you got?
Jamie: twenty-five ... thirty ... thirty-five ... forty...

10 Paul: I haven't got any money. I used to have lots.

Jamie: You spend your money. I save mine.

11 Paul: What for? What are you going to buy?

Jamie: I'm going to buy a guitar – an electric guitar.

12 Paul: Where are you going to buy that?

Jamie: In the mall. We're going to go to the mall next week. I've seen the one I want. It's fantastic!

Deductive questions

Why do you think Paul watched Jamie counting his money?

Perhaps he wants to know how much Jamie has got.

Do you think Jamie is lucky to have this much money?

Children's own answers.

How do you think Paul feels?

Children's own answers. They might suggest that he is unhappy because Jamie has money and he does not.

Personal response questions

Would you like to have an uncle who is a pilot?

What would be good about it?

Would there be anything bad about it?

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

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