

# Way Ahead

*A Foundation Course in English*

*Teacher's  
Book*

**5**



**Mary Bowen  
Printha Ellis**

*New Edition*

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# Introduction

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## 1 Components of the course

### The Pupil's Book

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The Pupil's Book consists of 18 units with four lessons and *Reading for pleasure* (one or two pages) in each unit. The skills of reading, writing, listening and speaking are all dealt with systematically, and new language is regularly recycled and revised. The last five pages summarise all the tenses used in *Way Ahead 5*, and the new language constructions introduced, with examples demonstrating usage.

### The Workbook

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Each Pupil's Book lesson is complemented by one page of workbook activities where language points introduced in the Pupil's Book are practised and consolidated. The Workbook also contains exercises encouraging study skills. Alphabet work and dictionary skills are the main features of these pages. Children are encouraged, through a variety of activities, to discover what a good dictionary has to offer and how it can be used effectively. There are exercises dealing with spelling, principally spelling rules which govern the formation of present participles and regular past tenses, irregular plurals and the formation of adverbs. In addition to the usual writing practice, each Workbook unit also includes a composition page which leads children beyond writing at sentence level. Children progress from more controlled practice in the beginning to freer composition by the end of the book.

There is a short practice test in Workbook units 5, 10, 15 and 18 which consolidates the language points revised in the corresponding unit of the Pupil's Book.

### The Teacher's Book

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The Teacher's Book contains:

- a language summary and detailed notes for each lesson in the Pupil's Book and Workbook.
- notes on preparation for lessons.
- suggestions for warm-up activities.
- detailed step-by-step notes on how to present and practise the language points.
- suggestions for extra optional activities including projects.
- all tapescripts.
- keys to Workbook exercises.
- answers to tests.

The Teacher's Book uses these symbols for easy reference to components of the course.

 Pupil's Book

 Workbook

 Tape

### Language Tapes

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The language tapes include all presentation material from the Pupil's Book, including stories and other texts, as well as dialogues, songs and rhymes and a variety of listening comprehension activities. The *Reading for pleasure* material is on a separate tape.

## 2 Features of *Way Ahead 5*

### Grammar file cards

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*Grammar file cards* replace the *Noticeboards* which were a feature of *Way Ahead 1-4*. The main grammar point of each unit is summarised on a grammar file card in the Pupil's Book. Children reproduce these grammar cards and add their own examples. The cards can be stored in a folder or envelope and can be used for reference as required.

### Reading for pleasure

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These pages are found at the end of each unit. They include stories, poems and descriptive texts which can be read and enjoyed by the children without their having to understand every word. The colourful illustrations are designed to be both entertaining and useful in promoting understanding. The purpose of the *Reading for pleasure* pages is to encourage children to find enjoyment in reading in English. There are notes on each *Reading for pleasure* section in the Teacher's Book.

### Recycling and revision

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Once the language has been introduced and practised initially in the Pupil's Book, it is reinforced by exercises in the Workbook, recycled in subsequent units and practised again in revision units, followed by practice tests. In the language boxes at the head of each lesson in this book, new words which will be introduced are given. Words being recycled are marked **(R)** and printed in *italic*.

Words which appeared in earlier levels of *Way Ahead* are printed in *italic*. Some of these will be very familiar but others

have been used less frequently and teachers may wish to revise them at the same time as introducing the new words during the lesson. Children also meet familiar language again and again on the *Reading for pleasure* pages.

## Short forms and long forms of verbs

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The treatment of short forms (I'm, aren't, haven't, etc.) is based on the assumption that it is important for children to be aware of these and their formation, at an early stage. It is also important that they become used to the idea of different levels of formality between, for example, spoken and written English. For this reason, short forms appear in spoken language (they are always presented in speech bubbles or on tape). Written texts and written work, on the other hand, generally use the full forms.

## Songs, rhymes and games

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Language is also reinforced through a variety of songs and rhymes. There is also a variety of games, including guessing games, spelling games, word games and games using picture cards.

## Projects

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Teachers may wish to introduce long-term projects as part of the course, and it is suggested that this might be done over the units as follows. There are project notes for each unit in the Teacher's Book.

### Project 1: My neighbourhood (Units 1–5)

Children can work with others who live in the same neighbourhood. They can produce posters and/or files and display their work for the rest of the class to see.

Children can:

- draw a simple map of their neighbourhood and place on it photos or drawings of significant places.
- describe in more detail some of the significant places on their map, for example, describe a trip to the park or a visit to the cinema.
- write about their neighbours and accompany their writing with photos or pictures. They may like to interview some of their neighbours.
- describe the shops in their neighbourhood.
- describe the sounds and the smells.
- describe what they like best about their neighbourhood.
- outline changes that they would like to see in their neighbourhood, for example, less traffic, a playground for children, more trees and flowers, etc.

### Project 2: Produce a class newspaper or magazine (Units 6–10)

- Look at some children's magazines which are popular in your country. Let the children decide themselves what they would like to include in their magazine.
- Appoint one or two editors who will be responsible for the final production.
- Different groups of children work on different sections. For example, news stories, features, interviews, sports reports, short stories, poems, pictures, photos, advertisements, music reviews, fashion news, jokes, etc.
- If possible, photocopy the final newspaper/magazine so that each child can have a copy and it can be shown to other classes and parents.

### Project 3: Inventions (Units 11–15)

- Ask children to research a number of inventions. They can do this in groups with each group taking a different invention. Suggest inventions which they might find interesting (television, in-line skates, the telephone, the bicycle, cars, trains, etc.) or let children suggest inventions themselves. They can display their research on posters.
- Ask groups of children to choose a civilisation which was responsible for many inventions, such as the Egyptian, Greek, Roman or Chinese. Children research the inventions or discoveries which these people made and display their findings on posters or in files.
- Ask children to invent a new machine. They can think of their own machines or you can help them with suggestions, for example, a car which is good to drive in traffic jams, a machine which helps children with their homework, a machine which does the housework, a machine which can do the shopping. Their ideas can be displayed on posters. Children can present their inventions to the rest of the class.
- Ask children to design a building or place, such as a sports centre, a park, a swimming pool, a playground for very young children or a funfair. They can display their ideas on posters and present their work to the rest of the class.

### Project 4 (Units 16–18)

#### Either

- Ask children to research an important monument in their country. (When was it built? Why was it built? Who built it? What did it look like when it was first built? What does it look like now?) They can write about the monument, draw pictures or use photos.

#### Or

- Ask children to find out about a famous traveller or explorer. When did he/she live? Where did he/she travel? What did he/she discover? They can illustrate their work with maps, drawings and photos.

Or

- Ask children to create advertisements to attract tourists to their country. They can create posters with drawings, photos and words (including a catchy slogan).
- They could also create a television advertisement with words, music and sound effects, and act this out for the rest of the class.

## Tests

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Practice tests appear at the end of units 5, 10, 15 and 18 in the Workbook. Photocopiable tests covering the full scope of *Way Ahead 5* can be found on pages 121–136 of the Teacher's Book. The answers for all tests and marking schemes can be found on pages 137–141 of the Teacher's Book.

## 3 Methodology

### Introduction of new words

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- Make word cards for the new words and use these in conjunction with items in the classroom or items you have brought in (suggestions are under *Preparation* in the Teacher's Book).
- Point to and name at random the pictures or objects; children repeat and then name the objects at random themselves.
- Hold word cards next to the objects or pictures and read them; children read. Scramble the word cards and hold them up without pictures or objects; children read.
- Children choose word cards, read them and put them next to the appropriate picture or object. The class then reads the cards.
- Where a word cannot be illustrated by an object or picture, for example, some adjectives and adverbs, you may need to give the first language equivalent.

### Listening

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Listening takes place on two levels in the book. Language presentation pages are always on the tape. Children should be encouraged to listen and follow in their books. It is very important that children hear presentation pages through from beginning to end before they do any silent or choral reading or any other practice.

Listening is also treated as a skill. Listening tasks appear in every unit. These encourage children to listen extensively and intensively to a variety of texts to develop their listening skills.

Children's ability to listen and recall words can be extended by putting the words of a poem or song on the board and reading it aloud while children listen. Then a significant word

in each line is rubbed out; children read the lines, supplying the missing word which they have heard. This procedure can be continued until only one word in each line remains. Then the children have learned the poem or song by heart. Songs and poems can also be divided into parts, so that groups of children take on particular roles, verses or lines and sing or speak and listen to each other.

### Reading

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Reading also operates on two levels in the book. Children learn to read words and sentences in the course of language presentation, by following the tape, reading silently and aloud, etc.

Reading as a skill is also dealt with. Each unit contains a reading passage accompanied by a variety of exercises. Every alternate unit contains a longer extended reading passage. Children are presented with tasks which encourage them to develop a variety of reading skills, including prediction, skimming for gist and scanning for information.

### Speaking

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As with listening and reading, children are required to speak as part of the presentation and practice of new language. Although these spoken activities can always be teacher led, it is a good idea to include pair work as a routine part of the lesson. 'Ask and answer' exercises are particular opportunities to practise oral work in pairs or small groups. Where Workbook answers depend on choices or opinion, children can be encouraged to look at each other's work and talk about differences, as another means of increasing confidence and fluency. Functional dialogues also encourage fluency, where children are encouraged to use language for a purpose and are given the chance to learn useful 'chunks' of language. It is therefore important that children master these and perform them in small groups or pairs if possible. Children should also be encouraged to 'perform' in front of the class, reciting poems and rhymes or acting out scenes, stories and dialogues they have read or learned.

### Writing

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Children are encouraged to undertake short writing tasks throughout the Pupil's Book. Teachers should guide children quickly through these tasks so that they can be performed with a minimum of error, to reinforce the language being taught and to boost confidence. Teachers may wish to do this by eliciting examples from the class and writing them on the board, before erasing key words so that children can work within the framework that is left.

The majority of the Workbook exercises involve writing at either word or sentence level. However, it is also important for children to progress beyond this and to learn writing as a

creative skill. The final page of each Workbook unit is devoted to composition writing. Process writing is a feature of *Workbook 5* compositions. The writing activities are initially quite tightly controlled with models for the children to follow, working independently. To ensure that the model is understood, teachers can prepare the class orally before they write, asking questions and eliciting answers about the model to assist children with their own writing. As the composition tasks become freer, oral preparation can be used to guide the children toward the content. Teachers can elicit questions and answers from the class to help them organise their writing, and help children to decide for themselves what to include.

Workbook exercises are mostly designed for children to complete by working alone, either in class or as homework, but where necessary teachers can go through all or part of the exercises with the children to prepare them for writing.

# Scope and sequence

Language development				Skills development	
Unit	Structures	Functions	Lexis	Reading	Writing
1	<i>She likes cats. He is interested in computers. The cat climbed the tree. Did you see the cat?</i>	stating personal details  stating past events	<i>address, canary, hobbies, pets, next door; chest, crash, lap; kick, break, fall, see, put, give</i>	<b>for task:</b> narrative passage (present) narrative passage (past) comprehension questions skimming for information  <b>for pleasure:</b> <i>A coral reef</i>	factual statements (present) compose questions state past events compose negative questions
2	<i>Have you ever been to? I have been to ... She has never ... He went to ...</i>	stating travel experiences describing a person's life in the past	<i>dragon, jewellery, souvenir; childhood, pilgrimage, homesick, fleet, mat, Turkey, Morocco, Himalayas, Iran; Statue of Liberty, the Great Wall (of China)</i>	<b>for task:</b> dialogue narrative passage  <b>for pleasure:</b> <i>Sid, the travelling cat</i>	statements using <b>ever/never</b> factual statements (past) compose questions about past events compose a paragraph describing a person's travels
3	<i>While she was working, he was playing. While people are sleeping in America, they are awake in China.</i>	describing past situations describing present situations describing two concurrent situations	<i>busy, while; spin, zone, backwards, forwards; Beijing, Sydney, New York</i>	<b>for task:</b> dialogue factual passage instructions comprehension questions  <b>for pleasure:</b> <i>Telling the time</i>	state present continuing situations state continuous situations in the past correct false statements
4	<i>If you go into the barn, you'll see the lambs. They'll eat your hat if you're not careful. I didn't enjoy myself.</i>	finding out and giving information  expressing personal experience	<i>dairy, path, lamb; calf, foal, chick, kid, duckling, hurt (v.), farmyard</i>	<b>for task:</b> dialogue + narrative comprehension questions narrative passage  <b>for pleasure:</b> <i>The fox and the crow</i>	compose a narrative account from visual prompts complete sentences compose factual statements with reflexive pronouns
5	<i>What are you doing at the weekend? I'm going shopping. We're arriving at 10 o'clock.</i>	planning for future activities	<i>weekend; kick off, row, seat, message</i>	<b>for task:</b> dialogue + narrative printed ticket information plans on a calendar  <b>for pleasure:</b> <i>Molly and the roller-coaster (Part 1)</i>	statements of intent compose questions about future plans
6	<i>I have just made a cake. What has he just done? Who has just broken a window? He isn't tall enough.</i>	stating recent past events describing hobbies  stating limitations	<i>just, photography; ridden, found; attic, downstairs, shelves, magazine, problem; chess</i>	<b>for task:</b> dialogue; narrative account comprehension questions match definitions scan for information  <b>for pleasure:</b> <i>Molly and the roller-coaster (Part 2)</i>	compose questions/statements about recent past events complete statements of limitation compose answers to comprehension questions
7	<i>How long have you lived here? I have known her since August. They have played together for two years.</i>	reporting personal details reporting/describing events interviewing	<i>news, for, since, competition prize, win; lose, beat, join, team, match, table tennis, poet, during</i>	<b>for task:</b> dialogue statements newspaper report skim for gist  <b>for pleasure:</b> <i>Films</i>	compose sentences from word prompts compose a poem from phrase prompts compose a reporter's questions
8	<i>Bread is made by the baker. What is this made of? The pieces are sewn together.</i>	describing a making process describing a manufacturing process describing trades and products	<i>flour, yeast, wheat, dough, loaves, mixture, mix, add, knead, rise; wool, metal, glass; jeans, cotton cloth, denim, fluffy, picked, spinning, dyed woven, sewn</i>	<b>for task:</b> factual account comprehension questions descriptive factual passage  <b>for pleasure:</b> <i>Amazing cakes</i>	make statements about materials complete sentences about a process
9	<i>They've been waiting for ages. He has been saving his money for months.</i>	describing events starting in the past and continuing into the present describing wildlife	<i>spending, saving, pocket money, expensive, ages, sea-horse; tropical, tank, keep (v.), favourite, hedgehog, tortoise, leopard, hunt, shape, hid, sharp, muddy, stripes, spots, fur, spines hotel, guests, look after, die (v.)</i>	<b>for task:</b> dialogue + narrative questionnaire/survey form natural history account  <b>for pleasure:</b> <i>The ant and the grasshopper</i>	write correct statements compose sentences from word prompts explain differences compose questions from answers take notes

				Activities	
Composition	Listening	Speaking	Dictionary skills	Grammar file card	Project
compose a paragraph stating personal details and interests of a friend	follow narrative passage listen for information	make statements from given information make questions/give answers on personal likes and interests retell a story	<b>matching:</b> vocabulary practice <b>alphabetical order:</b> words starting with different letters <b>spelling:</b> present participles	present simple past simple	My neighbourhood 
write a holiday postcard	follow narrative + dialogue listen for information	compose questions about personal travel experiences discuss a traveller's experiences in the past from visual prompts	<b>definitions:</b> guessing from context <b>spelling:</b> past tense (regular) past tense (doubling the consonant)	present perfect + <b>ever/never</b>	
write a paragraph describing a past situation	follow dialogue + narrative listen for information	answer comprehension questions make statements about continuing situations compose questions/give answers about past situations	<b>scanning:</b> locating entries	present continuous past continuous	
write a narrative description of past events on a farm	follow dialogue + narrative listen for information	answer comprehension questions request/give directions discuss day trips	<b>parts of speech:</b> identifying nouns	first conditional	
compose a day by day account of plans for the week ahead	follow dialogue + narrative listen for information	enquire about future plans answer comprehension questions	<b>parts of speech:</b> identifying verbs	present continuous (making plans)	
compose a paragraph about a friend's hobbies and about personal hobbies	follow dialogue listen for information	discuss personal hobbies enquire about recent past events  discuss limitations	<b>matching:</b> vocabulary practice <b>alphabetical order:</b> words beginning with the same letter <b>spelling:</b> long/short vowel sounds	present perfect + <b>just</b>	Class newspaper or magazine 
write a short newspaper report	follow dialogue listen for information	discuss qualities of a picture discuss answers enquire about timescale conduct an interview about personal circumstances	<b>parts of speech:</b> identifying adjectives	present perfect + <b>for/since</b>	
describe how biscuits are made	follow factual account listen for information	discuss kinds of bread ask about materials discuss jeans make statements about shopkeepers/goods	<b>parts of speech:</b> identifying adverbs	present simple passive	
write a letter to a pen friend describing interests, hobbies, etc., already begun and continuing in the present	follow narrative + dialogue listen for information	discuss pets ask about activities already started and continuing in the present enquire about hobbies conduct a short interview	<b>matching:</b> parts of speech and abbreviations	present perfect continuous	

Language development				Skills development	
Unit	Structures	Functions	Lexis	Reading	Writing
10	<i>I enjoy doing ... He doesn't mind doing ...</i>	expressing preferences	housework, do the cleaning/ washing/ironing/cooking/ dusting/sweeping, make a mess, vacuum cleaner, broom, washing machine frying pan, iron; tidying, gardening, baby sitting parts of a car	<b>for task:</b> factual passage description of a school fair comprehension questions  <b>for pleasure:</b> <i>Let me help!</i>	write statements about activities from picture prompts write statements about preferences
11	<i>I have just made a cake. Children used to write on slates. She said that her favourite toy was a rocking horse.</i>	describing repeated past actions describing past customs reporting speech	uniform, slate, chalk, exercise, bend, stretch, everyday, strict, in time; calculator; rocking horse, spinning tops, string, hoops, scooters, lucky, popular, wind (v.) furniture, pushchair	<b>for task:</b> factual texts comprehension questions scan for specific words  <b>for pleasure:</b> <i>Moving pictures</i>	statements about past customs compose a paragraph about a grandmother's childhood
12	<i>He said that it was cold. He said that the path looked very steep. A climber fell from the path.</i>	reporting speech reporting events	mountaineer, climber, summit, equipment, blizzard, steep; storm, Mountain Rescue Team, helicopter, take off, land, alive; lovely, water ski	<b>for task:</b> narrative and dialogue newspaper report postcards  <b>for pleasure:</b> <i>The tale of Billy Brown</i>	take notes from direct speech write a holiday postcard write answers to comprehension questions complete sentences with verbs compose statements from picture prompts report speech
13	<i>It was invented in 1897. The clothes were put into the box.</i>	describing inventions describing construction work	invention, soap, handle, roller, size, briefcase, engine, electronic, petrol, invent, squeeze; dam, valley, trap, huge; beaver, swallow, termite, stork, wasp	<b>for task:</b> factual text comprehension questions  <b>for pleasure:</b> <i>Beavers</i>	give an account of a cleaning process compose questions about dam building compose statements about inventions compose a paragraph about dam building from prompts
14	<i>If I had a horse I would call it Star. It's so boring. At last we saw a ship.</i>	talking about hypothetical situations recounting past and present events	mountain bike, roller blades, Walkman, electric guitar, saddle, elbow/kneepads, riding hat, stable yacht, diary, palm trees, stream, hut, coconut, sink (v.), light (v.), crawl, raw, marvellous, fantastic terrible, awful hammock, matches	<b>for task:</b> narrative + dialogue diary entries comprehension questions  <b>for pleasure:</b> <i>The story of Robinson Crusoe</i>	take notes on a friend's hypothetical choices state personal hypothetical choices state choices from picture prompts write about an imaginary situation
15	<i>The soup smells delicious, doesn't it? I expect it tastes good, too. This is such a wonderful surprise!</i>	talking about how things sound, look, smell, feel, taste. making exclamations.	look, sound, taste, smell, feel	<b>for task:</b> narrative and dialogue  <b>for pleasure:</b> <i>Peter and his cats</i>	describing photographs.
16	<i>This book is so funny you will laugh out loud. I think it was ... because ...</i>	discussing books  stating cause and effect deducing facts	decide, diamond, detective,  miss (v.), handkerchief, hoot, disappear, servants, gardener, guest, visitor, bottom, voice, gasp	<b>for task:</b>  book reviews mystery narrative comprehension questions extract from childrens' story  <b>for pleasure:</b> <i>The castle</i>	finish/compose sentences  expressing cause and effect write a 3-line poem of cause and effect explain a choice of book put correct verb tense in narrative
17	<i>Perhaps they built rafts. I think they used to ... He knew that people had travelled ...</i>	discussing possibility discussing the past recounting exploration	temple; skins; islander, tree trunks, crew	<b>for task:</b> factual passage dialogue factual account  <b>for pleasure:</b> <i>Thor Heyerdhal and his rafts</i>	describe ancient remains make sentences from word prompts make questions from picture prompts explain a deduction create a poem from scrambled phrases
18	<i>The volcano erupts quickly and noisily.</i>  revision	describing natural features (fact)  revision	volcano, surface, solid, liquid, magma, lava, erupts, cool (v.) Iceland, exist, smoke (n.), well, mosaic, pour	<b>for task:</b> factual account of volcano eruption comprehension questions account of Pompeii's destruction  <b>for pleasure:</b> <i>Renoir</i>	rewrite factual passage correctly make notes from spoken information

					Activities
Composition	Listening	Speaking	Dictionary skills	Grammar file card	Project
write a story about helping from picture prompts and questions	follow narrative listen for gist  <b>poem:</b> <i>Car Mechanics</i>	compose questions about facts discuss household tasks conduct a survey discuss school fairs	<b>matching:</b> vocabulary practice <b>alphabetical order:</b> words with 1st two letters the same <b>spelling:</b> irregular plurals	verb + verb-ing	
compose 3 paragraphs about great-grandmother's childhood from question and picture prompts	follow narrative listen for specific information listen for gist	discuss old-fashioned school items compare old and modern school items compose questions about schools toys/games/in the past report past tense speech	<b>parts of speech:</b> words which have more than one meaning: (adj./v./n./adv.)	<b>used to + verb</b>	
create a 3-paragraph story from picture and question prompts	follow narrative + dialogue listen for information	predict a story ending interview a friend and report back to the class discuss report titles discuss mountainous regions	<b>parts of speech:</b> finding verb tenses using verb tenses	reported speech	
describe two local places of interest	follow narrative listen for information	relate a sequential process discuss use and construction of dams discuss animal builders	<b>matching:</b> vocabulary practice <b>alphabetical order:</b> words with 1st 3 letters the same <b>spelling:</b> irregular plurals	past passive	
compose a poem about imaginary situations following a model structure	follow narrative + dialogue listen for gist  <b>song:</b> <i>Lazy coconut tree</i>	discuss hypothetical choices discuss a hypothetical situation discuss possible use of items on an island	<b>parts of speech:</b> adjectives – finding comparatives and superlatives	second conditional	
describe a trip to a market	follow narrative and dialogue listening for information	discuss surprises talk about how things feel, look, taste, smell, sound describing a photo to someone	<b>parts of speech:</b> nouns – irregular plurals	question tags	
write a 4-part account of a favourite book	listen for gist listen for information follow narrative	discuss book choices play a mime guessing game to show cause and effect give an opinion on a mystery discuss differences in a pair of pictures	<b>vocabulary:</b> names of countries, derived adjectives and nationalities	<b>so ... that</b>	
create a story with a given beginning and end	follow narrative follow dialogue listen for information predict from context	discuss everyday life in ancient times give an opinion from factual information discuss possibilities	<b>matching:</b> abbreviations to full forms expand abbreviations		
Write 2 paragraphs about last year's holiday and the holiday to come	follow a factual account listen for specific information listen for gist  <b>song:</b> <i>To everyone in all the world</i>	discuss differences in pictures explain volcanic eruption discuss answers to comprehension questions discuss a possible visit to a place	<b>matching:</b> vocabulary practice <b>alphabetical order:</b> list of 10 words <b>spelling:</b> add 2 letters		

# New neighbours

## Lesson 1 Page 4 Page 3

**Language focus** Stating personal details; (R) present tenses

**New language** is interested in; (R) has, likes

**New words** address, canary, hobbies, neighbour, pets

### Warm-up

- Begin by greeting the children and asking them the type of questions it is usual to ask when meeting after a holiday. **Hello. How are you? Did you have a nice holiday? Where did you go? What did you do?** etc. Put the questions on the board, asking children for suggestions. Invite pairs of children to ask and answer across the room. Do this quite briskly. After hearing a few pairs, rub the questions off the board and continue for a short time.
- Hand out the Pupil's Books. Encourage them to spend a few minutes looking through them. Allow them to talk with their friends about any pages which interest them.

### Page 4

#### Introducing the characters (1 What are their names?)

- Ask children to look at the faces and to find the characters in the main picture below. Encourage children to talk about the picture. Ask who they can see in the house on the right. Teach **neighbour** and **canary**.
- Ask children to skim through the text (look through it quickly without dwelling on detail) to find the names of the characters. Elicit the names and write them on the board.

#### Listening and reading (2 Look, listen and read.)

- Play Tape 1. Children listen and follow the text.



#### Tape 1

*Narrator:* This is Moon Street and outside number 21 there is a car. It is full of suitcases, bags and boxes. It is the Gordons' car. Today they are moving into number 21. Joe is eleven and Sally is twelve. Joe likes music and he plays the guitar. Sally likes animals. She has a canary and a cat. Joe and Sally have an older brother. His name is Alex. He is interested in computers. He knows everything about them. He likes animals, too. He has a fish called Fin.

*Dad:* Here we are!  
*Alex:* Welcome to your new home, Fin.  
*Mum:* The garden is lovely!  
*Joe:* Where's my guitar?  
*Sally:* Where's my canary? And where's Tiger?

- Play the tape again. Children look at the picture and point to items as they are mentioned.
- Children read the words below the picture and find the items above. They can work in pairs, asking and answering.

#### Reading and speaking (3 Answer the questions.)

- Children read the text aloud in pairs.
- Ask individuals to read aloud to the class, a different child for each paragraph.
- Children answer the questions in pairs. Encourage them to discuss their answers – in English as far as possible! – and to note down their answers.
- Check their answers.
- Elicit further questions on the text and write them on the board. Ask individuals to answer them.
- Ask children if they have ever moved house. Where did they move from? Where did they move to? How did they feel about moving and why? etc.



### Page 3

#### Writing (1 Write the names.)

Children use the letters in the balloons to form the names of the characters.

#### Reading (2 Match.)

Children match the words and phrases on the left to the appropriate endings on the right.

**Answers:** 1 The Gordons like their new house. 2 Alex is interested in computers. 3 Joe is the youngest child. 4 Sally has a canary and a cat. 5 Their new neighbour is an old lady.

#### Reading and writing (3 Correct the sentences.)

- Children work in pairs. They should try to correct the sentences without looking back at the Pupil's Book.
- Encourage children to talk about their answers in English.
- Check their answers.

**Answers:** 1 The Gordons' new house is in Moon Street. 2 They are moving into number 21. 3 The house has a garden. 4 The Gordons have three pets. 5 Joe plays the guitar. 6 Sally's cat is called Tiger (or: Alex's fish is called Fin.).

**Language focus** Giving personal details; (R) present simple

**Language** (R) *I like, He/She likes. Do you like? Does he/she like?*

**Words** (R) *hobbies, pets*

**Preparation** Make copies of the grammar file cards on page 115.

Make folders or bring envelopes for children to keep their files in.

**Warm-up**

- Play a drawing game using vocabulary from Lesson 1. Start to draw an item. Stop from time to time. Children try to guess what the item is. Children can also come to the board to draw.
- Children look in their books at page 4. Focus attention on the row of faces at the top of the page. What can the children remember about the characters?

 Page 5

**Listening and writing (1 Listen and write.)**

- Focus attention on the cards. Ask a few questions based on the information given. **Who likes sport? What is Alex interested in? Does Sally like books? etc.**
- Explain to the children that they are going to hear three short interviews with Joe, Sally and Alex. Play Tape 2. Children listen but do not write yet.

 **Tape 2**

*Interviewer:* What's your name?  
*Joe:* Joe Gordon.  
*Interviewer:* How old are you?  
*Joe:* I'm eleven  
*Interviewer:* What are your hobbies?  
*Joe:* I like music. I play the guitar. And I like sports – basketball is great.  
*Interviewer:* Do you like any other sports?  
*Joe:* Yes. I'm good at swimming.  
*Interviewer:* Do you have any pets?  
*Joe:* No, I don't.  
*Interviewer:* What's your name?  
*Sally:* Sally Gordon and I'm twelve.  
*Interviewer:* What are your hobbies?  
*Sally:* I love animals and I like reading. I like playing tennis, too.

.....

*Interviewer:* Do you have any pets?  
*Sally:* Yes, I have two pets: a canary and a cat.  
*Interviewer:* Alex, you're older than Sally and Joe, aren't you?  
*Alex:* Yes, I'm thirteen.  
*Interviewer:* What are your hobbies?  
*Alex:* Well, I like reading very much – I've got lots of books. And I like photography. And I'm interested in computers, too.  
*Interviewer:* Do you have any pets?  
*Alex:* Yes. I have a fish. It's called Fin.

- Play the tape again pausing after each section. Children write down the missing information.
- Check their answers and play the tape once more if necessary.

**Speaking (2 Talk about them.)**

- Point out the small dialogues. Ask pairs of children to read them.
- Write **Joe, Sally, Alex** on the board. Make statements about the characters and, by pointing to a name, elicit **What about Joe (...Sally, Alex)?** from the class. Respond.
- Choose pairs of children to make similar dialogues.

**Speaking (3 What about you? Ask and answer.)**

- Ask the children to complete the card with their own information. They should draw a picture of themselves.
- Look at the questions. Choose a child and ask the same/similar questions.
- Choose a child and elicit similar questions for him/her from the class.
- Children can then ask and answer in pairs.

**Grammar card (4 Look and write.)**

- This is the first grammar card in the book. Explain to the children that they will come across similar cards throughout the book. Each card concentrates on an important aspect of grammar. Children will make their own cards and gradually build up their own personal collection.
- Give a file card to each child.
- Look at the first examples (affirmative). Remind children of the **s** ending with the third person singular. Ask children to copy these examples.
- Elicit similar examples and put them on the board. Children copy one or two examples onto their cards.
- Repeat with negative and then with interrogative sentences. Remind children that we generally use the long forms (do not/does not) when writing and the short forms (don't/doesn't) when speaking.



**Reading (1 Read and write.)**

- Read the text to the children.
- Using the information given, children must find the hobbies and pets of the three boys. It is useful to do this in pairs. Children then have the chance to talk about how they arrive at their conclusions. Encourage them to do this in English!
- When children have finished, write the three names on the board. Ask one pair to come to the board and show how they solved the problem.

**Answers:** **Ben** guitar, computers, canary. **Tom** photography, swimming, cat. **Sam** reading, basketball, no pets.

**Writing (2 Write questions with have and like. Write answers.)**

- Go through the questions orally before children start to write.
- When children have completed the dialogues, check their work.
- Children can read the dialogues in pairs.

**Answers:** **1 Does** he **like** photography? Yes, **he does. Does he have** a camera? **Yes, he does. 2 Do** they **have** any pets? **Yes, they do.** What **do they have?** They **have a canary and a fish. 3** What about you? **Do you have** many hobbies? **Yes, I do. / No, I don't.** What sports **do you like?** **I like...**(football, basketball, swimming, etc.)

**Language focus** Talking about past events; **(R) past simple (regular and irregular verbs)**

**New language** The branch broke, the bird flew away and Tiger fell.

**New words** chest, crash, lap, next door

**Warm-up**

- Write the word **neighbour** on the board. Do the children remember what it means? Who is the Gordons' neighbour?
- Ask children to work in pairs. They must think of and write down words beginning with the letters of **neighbour**. As they finish, they put up their hands. Ask the first pair to finish to write their words on the board. If they have spelled them correctly, they are the winners. If they have spelled them wrongly, ask a second pair to write their words on the board. Continue until a winner is found.

 Page 6

**Speaking (1 Read and say.)**

Point out the pictures at the top of the page. Ask children what they remember about the cat: **What is the cat's name? Whose pet is it?** and the old lady: **Who is she? Where does she live?**

**Reading (2 Read.)**

Explain to the children that they are going to read about the cat and the old lady. Read the text. Teach **next door**. Children follow in their books. Do not ask any questions yet. Children read the passage again silently.

**Words (3 Find the words.)**

Children can work in pairs to find the words to match the pictures. Ask them to demonstrate **chest**, and **lap**. Ask them what else can make a **crash**?

**Reading and speaking (4 Answer these questions.)**

- Ask individual children to read the text aloud.
- Ask children to ask and answer the questions in pairs. Check their answers.

**Ordering and reading (5 Put the pictures in the right order.)**

Children decide on the order of the pictures according to the story. When they have written the letters next to the numbers, ask them to read the text again to check their work. Check their answers.

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

**Speaking (6 Tell the story.)**

- Children cover the text and retell the story according to the pictures.
- Ask individuals to retell the story to the class. Pay particular attention to the past tenses. Children can then retell the story in pairs.
- If you wish, children can write one sentence about each picture.

 Page 5

**Reading and writing (1 Read and write the words.)**

Children complete the sentences according to the pictures. They then fit the words into the crossword grid.

**Answers:** 1 lap, 2 feathers, 3 near, 4 branch, 5 chest, 6 break, 7 thin.

**Reading and writing (2 Choose the right words.)**

- Remind children of the way in which adjectives and adverbs are used. Say **Good morning** very loudly. Ask a child to do the same and elicit **He has a loud voice**. Write it on the board. Whisper **Good morning**. Ask another child to do the same and elicit **She has a quiet voice**. Write it on the board. Now ask **How does he/she speak?** and elicit **He/She speaks loudly/quietly**.
- Look at the adjectives and adverbs in the balloons. Ask children to think of sentences using some of the words.
- Children complete the sentences. Let them compare their answers in pairs before you check them.

**Language focus** Relating past events; (R) *past simple* (regular and irregular verbs)

**Language** (R) *She picked up the fish ... She gave the glass to Alex.*

**Words** (R) *kick, break, fall, see, put, give*

**Preparation** Write these adverbs on pieces of paper: **loudly, quietly, slowly, quickly, happily, sadly.** Make copies of the grammar file cards, one for each child.

**Warm-up**

- Play a game. Put the pieces of paper with the adverbs face down on your desk and write the six adverbs on the board. Ask a child to come to the front of the class. He/She chooses a piece of paper and reads the adverb. The rest of the class ask him/her to do things e.g. **Can you walk like this? Can you eat like this? Can you speak like this?** etc. The child at the front of the class performs the action in the manner of the adverb. The rest of the class guesses the word. Repeat with another child and another adverb.

 Page 7

**Listening (1 Listen and ✓.)**

- Ask the children to look back at the illustration on page 4. Remind them of the situation and ask them to describe the scene. Be sure to mention Alex and his fish tank.
- Ask children to close their books. Explain that they are going to hear about something which happened while the Gordons were moving into their new house. Play Tape 3. Children listen.

 **Tape 3**

**Voice:** Joe kicked his football. (*sound of breaking glass*) The ball broke the fish tank... The fish fell onto the ground... Mrs Gordon saw the fish.

**Mum:** Oh, the poor fish!

**Voice:** She picked up the fish and put it in a glass of water. She gave the glass to Alex.

**Mum:** Here you are, Alex.

**Alex:** Thanks, Mum.

- Children open their books at page 7 and look at the pairs of pictures. Explain that they must tick the correct picture.
- Play the tape again. Children listen and tick.

- Go through the story step by step asking children to say what happened. Be sure that they use past simple.

**Listening and writing (2 Listen again and write the past tenses.)**

- Play the tape again, pausing the tape after each verb.
- Children write down the past tenses.
- Check their answers.

**Speaking and writing (3 Tell the story. Write the story.)**

- Children can tell the story in pairs. Then ask one or two of them to tell the story to the rest of the class.
- Children write the story in their notebooks.

**Grammar card (4 Look and write.)**

- Hand out a grammar file 'card' to each child.
- Point out the affirmative sentences. Remind children of how the past tense of regular verbs is formed. Elicit some examples and put them on the board. Ask for some examples of past tenses of irregular verbs and put them on the board. Point out the words 'ago', 'yesterday', 'last' and the date '1960' and remind children how they are used. Children copy from their books and from the board.
- Repeat the process with interrogative and negative forms.
- Remind children that the long form (did not) is used when writing and the short form (didn't) is used in speech.
- Make sure that children store their new 'card' in their grammar card folder.

 Page 6

**Ordering (1 Number the pictures in order.)**

Children number the pictures so that they make a story.

**Answers:** D1, B2, C3, F4, A5, E6

**Writing (2 Write the story.)**

- Elicit the past tenses of the verbs in the box.
- Children use the verbs to write the story told in the pictures above.

**Answers:** (Alternatives in brackets) **1** Yesterday John **gave some** (a bunch of) **flowers to his mother.** (...gave his mother some (a bunch of) flowers.) **2 She put the flowers** in a vase. **3 The cat saw a dog.** **4 It** (The cat) **jumped onto the table.** **5 The vase of flowers fell** off the table. **6 It** (The vase) **broke** on the floor. What a mess!

**Writing (3 Make questions.)**

Children write questions about the picture story.

**Answers:** **1** What **did John give** his mother? **2** Where **did she put them?** **3** **Did it fall** (break) on the floor?

### Writing (4 Correct the sentences.)

Children make negative sentences referring to the picture story.

**Answers:** 2 The cat did not see a mouse. (It saw a dog.)

3 The dog did not jump on the table. (The cat jumped on the table.) 4 The table did not break. (The vase broke.)

## Unit 1: Additional pages

 Pages 8, 9

Reading for pleasure notes,  page 8, Unit 1 A coral reef

- Children should be familiar with looking at illustrations to help them predict a text. They may also be familiar with scanning the text before reading it to help them predict it more accurately. If you wish to revise these prediction skills follow these steps:
  - 1 Give children a moment or two to read the title, look at the pictures and read the labels. (In this text the title and labels give them a lot of information.) Ask what they think the text is about. Write their ideas on the board.
  - 2 Tell them to look at the text quickly for a moment, but not to read every word.
  - 3 Ask if they notice any words in the text that they think are important to what it is about. Write these up on the board. If they do not match the first ideas on the text, let them suggest a new one.
- Note: If scanning the text is a new skill to your class, or they have not practised it often, they may not pick out appropriate words at first. This skill can be practised with other texts in this course
- Play the tape. Children listen and follow in their books. Explain any new or unfamiliar words.
- With the class, look at the ideas on the board and ask how well they match the text they heard.
- Ask if the words they picked out were important. If not, which words would they pick out now? Write them on the board.
- If you have confident readers, let them take turns to read a part of the text. Alternatively, read paragraphs and ask individuals to read each one after you.

### Personal profile project

- Help children to make up and copy a personal profile form like the ones in Exercise 1 of Lesson 2. The same details can be used and more can be added, e.g. brothers and sisters, favourite colour/book/TV programme, etc.
- Children work in pairs and interview each other. If possible, put children together who do not know each other well, or do this activity with another class.
- Children record the information on their forms.
- Let as many children as possible tell the class about the person they interviewed. Display the finished profiles.

 Page 7

### Dictionary skills

- 1 Children match words to objects by writing the words in the correct spaces.
  - 2 Children put words in alphabetical order.
    - By this stage children will probably not need to see the alphabet in order to do the exercise. However, if they have any difficulty, write it on the board.
- Answers:** Alphabetical order; branch, canary, feather, guitar, moon, suitcase
- 3 This spelling exercise gives practice for verbs which drop the final **e** when the suffix **-ing** is added.
    - Ask children to think of other verbs which behave in the same way, e.g. drive, slide, save, write, dive, hate, love.
- Answers:** 1 making, 2 sleeping, 3 living, 4 moving, 5 carrying, 6 riding

 Page 8

### Composition

- 1 Children read the description of Joe Gordon.
- 2 Working with a friend, children ask questions and make notes about the answers. You may wish to check that children can form the questions correctly first.
- 3 Children look back at the model description. Ask how many parts it has and what each part is about (family, hobbies, pets).
- Children write their composition in three similar parts. Finally they draw a picture.

# Have you ever been abroad?

## Lesson 1 Page 10 Page 9

**Language focus** Talking about travel experiences; (R) present perfect

**Language** (R) *Have you ever been to...? I have been to... He/She has been to...*

**New words** dragon, jewellery, souvenir (R) *statue; names of countries*

**Preparation** Find a large poster size map of the world. Bring in holiday souvenirs and postcards. Photocopy the world map on page 116, one for each child. Write the names of the countries on one of the copies for your reference.

### Warm-up

- Put up the map of the world.
- Play a game. Divide the class into two teams. Say a letter and write it on the board. The first team to say a country beginning with that letter scores a point. If someone from that team can also point to the country on the map, the team scores another point. If they cannot, but the other team can point to it, the second team scores a point.
- Countries which the children should be familiar with are: America, Australia, China, Egypt, England. They may also remember: France, Germany, India, Japan, Jordan, Lebanon, Mexico, Russia, Rwanda, Saudi Arabia, Spain, Switzerland.

### Page 10

#### Speaking (1 *Look at these holiday souvenirs.*)

- Show the class your postcards and souvenirs. Talk about where they came from and encourage questions.
- Point out the row of souvenirs in the book. Can the children name them? Do they know where they come from?

#### Listening and reading (2 *Listen and read.*)

- Let children look at the picture story and ask general questions about it. **Who are the children? Who is the woman? Where does she live?** Revise **next door**.
- Read the introduction. Pause after **pictures, photos**, etc. and ask children to find these items in the strip story.
- Play Tape 4. Children look and listen.

### Tape 4

**Narrator:** Miss Walker lives next door to Sally and Joe. Her house is full of interesting things. There are pictures, photos, masks, statues and jewellery from all over the world.

**Joe:** Have you been to America?

**Miss W:** Yes. That's from America. And this necklace is from Egypt.

**Sally:** You've been to Egypt, too!

**Narrator:** Miss Walker has been to America and Egypt.

**Joe:** Have you ever been to China?

**Miss W:** Yes, I have. This umbrella is from China. Look at the dragon!

**Narrator:** She has visited China.

**Sally:** Have you been to the North Pole?

**Miss W:** Oh, yes, and the South Pole. These boots are from the North Pole.

**Narrator:** She has been to the North Pole and to the South Pole, too.

**Sally:** Miss Walker, you've been everywhere!

**Miss W:** Well, I've never been to the moon! But perhaps one day...?

**Narrator:** But she has never been to the moon ... not yet!

- Ask some general questions: **Which countries has Miss Walker visited? What are her souvenirs from Egypt (... the North Pole, China)? What is a dragon? Has she been to the moon? Will she go there?**
- Play the tape again.
- Divide children into groups of four. They read the story, one child being the narrator and the others the three characters. One or two groups read to the class.

#### Speaking (3 *Ask, point and answer.*)

- Do the exercise with the whole class. Children ask about Miss Walker's travels and point to the appropriate souvenir as they answer.
- Children repeat the exercise in pairs.

#### Look at the map

- Put up the large world map. Which countries has Miss Walker visited?
- As children name the countries, ask for volunteers to come and point to the countries on the map.

- Give out the maps you have photocopied. Children write the names of the countries Miss Walker has visited in the correct places.



Page 9

**Reading and writing (1 Write the missing words.)**

- Go through the exercise orally before children write.  
**Answers:** 1 India, 2 Statue, 3 Australia, 4 Egypt, 5 North, 6 umbrella, 7 dragon, 8 South, 9 jewellery
- The letters in boxes form a word: **neighbour**.

**Reading and writing (2 Look at the souvenirs. Write.)**

Children look at the pictures and answer the questions. They can go through the exercise orally and in pairs first.

**Answers:** 1 Yes, he has, 2 No, she hasn't/has not, 3 Rose has been to China and Egypt, 4 John has visited two countries, 5 I have visited (student's own answer).

**Reminder** Ask children to bring in holiday souvenirs to the next lesson.

**Language focus** Talking about experiences;  
(R) *present perfect*

**Language** (R) *Have you ever ...? I have never ...*  
*He/She has never ...*

**Words** (R) *ever, never; ridden, climbed, swum, made, travelled, seen, been; theatre, seaside, swimming pool, circus, cinema*

**Preparation** Make copies of the grammar file cards on page 115.  
Bring in magazine pictures which can practise the past participles above.

### Warm-up

- Ask children who have remembered to bring in holiday souvenirs to show them to the class.
- Encourage questions about the objects themselves and the places they came from.

### Page 11

#### Speaking (1 Ask and answer.)

- Show a magazine picture (e.g. a man on a camel) to the class. Elicit a brief description. Ask **Have you ever ridden a camel?** and elicit short answers. Repeat with your remaining pictures.
- Look at the picture prompts in the book. Working with the whole class, elicit the questions and short answers. Children can then repeat the exercise in pairs.

#### Reading (2 Read.)

- Read the dialogue to the class.
- Divide the class in half. One half asks the questions, the other half says the answers. Read the dialogue again yourself. Pause after each sentence. Children repeat. Pay attention to intonation. Swap roles and repeat.
- Children can now read in pairs. Hear one or two.

#### Speaking (3 Now you!)

Children make up their own short dialogues (like that in the previous exercise) based on the prompts. Hear one or two first and then let them continue in pairs.

### Writing (4 Write.)

Children write sentences based on the dialogues in the previous exercise.

### Grammar card (5 Look and write.)

- Hand out the grammar file cards.
- Children copy the title and the first sentence. Elicit more affirmative sentences and write them on the board. Children copy sentences which are appropriate to them and their friends. Make sure they understand when **have** and **has** are used.
- Repeat with the interrogative and negative sentences. Make sure children are aware of the position of **ever** and **never**.
- Make sure children know how to use the key words 'already', 'just', 'yet' and 'almost'.

### Further practice

Use your magazine pictures as prompts for asking and answering questions. Pay attention to past participles.

### Page 10

#### Writing (1 Where have they been?)

Children follow the maze and write sentences accordingly. Make sure they use **have** and **has** correctly.

**Answers:** 2 The boys have been to the swimming pool. 3 Julie has been to the circus. 4 The girls have been to the cinema. 5 Sam has been to the moon.

#### Writing (2 What is Rose asking John?)

Children make questions using the verbs given. Check that children know the past participles of the verbs before they start.

**Answers:** 1 Have you ever *ridden a horse?* 2 ...*seen an elephant?* 3 ...*made a cake?* 4 ...*climbed a mountain?*

#### Writing (3 Write ever or never.)

Children can work on their own and then compare their answers.

**Answers:** ever, never, ever, never, never, ever.

**Language focus** Describing a person's life in the past; (R) *past simple*

**New language** He went to Iran ... He travelled to Spain ... He wrote books.

**New words** childhood, pilgrimage, homesick, fleet, mat; Turkey, Morocco, the Himalayas, Iran, Mali; (R) *Russia, India*

**Teaching aid** World map

### Warm-up

- Play a *Memory game*. Write the alphabet on the board.
- Say **Yesterday I went shopping and I bought...** (point to A) **some apples**. Then say **Yesterday I went shopping and I bought...** (point to A) **some apples...** (point to B) **and a balloon**.
- Now ask the children to continue, adding another item each time in alphabetical order. To add fun to the game suggest an action or a sound to accompany some of the items, e.g. **Yesterday I went shopping and I bought some apples, a balloon and a canary** (whistle like a bird).

### Page 12

#### Introducing the reading passage

- Write **Ibn Batuta** on the board. What does this name mean to the class?
- Children look in their books. What do they know about Ibn Batuta from the illustrations?

#### Listening and reading (1 Read.)

- Tell children that you are going to read the passage to them. They should listen and try to get a general idea of the passage. They should not worry about individual words which they do not understand.
- Read the passage. Children follow in their books.

#### Getting a general understanding of the text

(2 Circle the best answers.)

Children choose the correct answer. Encourage them to skim quickly through the text again to find the right answer.

**Answers:** 1 c, 2 b, 3 a

### Page 13

#### Understanding the text in more detail (3 Answer these questions.)

- Read the text to the children once more. Do not explain individual words at this stage.
- Read out the questions. Children can work in pairs so that they can discuss their answers. They should note down their answers. Check them.

#### Words (4 Find the words.)

Children look back at the text in greater detail to find words to match the definitions.

**Answers:** childhood, pilgrimage, homesick, fleet, mat

#### Ordering information (5 Ibn Batuta saw many things...)

- Put up the large world map. Ask one or two children to come to the board. The class calls out the places Ibn Batuta visited in order (starting with Morocco). The children at the board try to show his journeys.
- Children look at the pictures in their books and number them in order. They can do this in pairs so that they can discuss their reasons.
- Children look at their own world maps and write in the countries that Ibn Batuta visited.
- **Answers:** 1 D, 2 F, 3 A, 4 E, 5 B, 6 C

#### Speaking (6 Talk about the pictures.)

Class discussion based on the pictures above.

### Page 11

#### Writing (1 Who are they?)

- Children write the names of occupations and definitions.
- Pay attention to spelling.

**Answers:** 1 traveller, 2 writer, 3 neighbour, 4 teaches, 5 is a person who makes bread, 6 is a person who studies

Ask children to think of more examples of professions and definitions: e.g. a footballer is someone who plays football, a singer is someone who sings.

#### Writing (2 Countries and languages.)

You may wish to prepare children for this exercise by referring to the world map.

**Answers:** 1 Turkey, 2 China, 3 English, 4 Arabic, 5 Russia

#### Writing (3 Think and write about a journey...)

Children answer the questions. They can then compare their answers in pairs.

**Language focus** Talking about journeys; (R) present perfect; past simple

**Language (R)** I've been to America. I went to New York.

**New words** Statue of Liberty, the Great Wall (of China)

**Teaching aid** World map

**Preparation** Write the names of countries on slips of paper. For example, **Morocco, Turkey, England, America, Australia, China, India, Egypt** and any others which the children know.

**Warm-up**

- Put up the world map. Divide the class into two teams.
- Take a slip of paper and ask, for example, **Where is Morocco?** The first person to put up their hand comes to the board and sticks the name on the map. Continue with the other countries. Give a point for each name correctly placed.
- You could appoint one of the children to keep the score on the board and also another to ask the questions.

 Page 14

**Listening (1 Listen and write ...)**

- Let children look at the exercise for a moment or two. Explain that they are going to hear Max and Kate talking about journeys which they have made. Point out the photos on the right and ask where they are.
- Play Tape 5. Children listen but do not write yet.



**Tape 5**

**Voice:** Max, have you ever been abroad?  
**Max:** Yes, I have.  
**Voice:** Where have you been?  
**Max:** I've been to America.  
**Voice:** Really? When did you go there?  
**Max:** I went there in 1996. I went to New York.  
**Voice:** What did you see?  
**Max:** I saw the Statue of Liberty. It was great!  
**Voice:** Did you buy anything?  
**Max:** Yes, I bought a T-shirt and a cap.  
  
**Voice:** Kate, have you ever been abroad?  
**Kate:** Yes, I have.  
**Voice:** Where have you been?  
**Kate:** I've been to China.

**Voice:** Really? When did you go there?

**Kate:** I went there in 1995.

**Voice:** What did you see?

**Kate:** I saw the Great Wall. It was wonderful!

**Voice:** Did you buy anything?

**Kate:** Yes, I did. I bought a beautiful green necklace.

- Play the tape again. Children write M (for Max) or K (for Kate) in the boxes. Pause after the interview with Max and again after the interview with Kate for children to complete the exercise.
- Check their answers and play the tape again if necessary.

**Speaking (2 Ask and answer; 3 Now ask and answer about Kate.)**

- Ask the questions about Max and elicit answers. Children then repeat the exercise in pairs.
- Ask individuals to ask the same questions about Kate (changing **he** into **she**). Children then work in pairs.

**Speaking (4 Speak.)**

- Ask the class if any of them have been abroad. Ask those who put their hands up to write down where they went.  
**I went to ...**
- Ask one of these children to come to the front. Help the rest of the class to form questions to ask about his/her trip. Put key words from these questions on the board, e.g. **When? What? buy? a good time?**
- Ask another one or two children to come to the front of the class and answer questions in the same way.

**Note:** If no children have been abroad, they can talk about trips to interesting places in their country.

 Page 12

**Reading and writing (1 Read; Write questions about Max.)**

- Read the passage about Max to the children. They then write questions to fit the answers.
- Check their answers and then let them ask and answer in pairs. The person answering should cover the answers.

**Answers:** (Alternatives/additions in brackets) **1** Where did Max go (last year)? **2** How did he travel? **3** How long did he stay there (in New York)? **4** Did he like it? **5** What did he see? **6** Did he take any photographs? **7** What did he buy (for his friends at home)?

**Reading and writing (2 Read again about Max. Write about Kate.)**

- Children read the passage about Max again.

- Ask questions to help them use the information in boxes.
- Children construct the passage orally before writing it down.

## Unit 2: Additional pages

### Page 15

#### Reading for pleasure notes Unit 2 Sid, the travelling cat

- Children read the title and look at the pictures. Follow the procedure for predicting the text from these sources. Note ideas on the board.
- Children scan the text for significant words. Note them. Let the class change the prediction, if necessary.
- Play the tape. Children listen and follow in their books. Explain any new or unfamiliar words.
- With the class, check their predictions. Record any new words children now think are significant to the story.
- Let children read parts of the text, either a paragraph each, or choose children to read the narration and others to read the words of the characters.
- Help the class to turn this story into dialogue, either the whole story, incorporating direct speech given in the text, or focus on a detail, such as Jim asking his new neighbours about his cat.
- Ask children to think what they would say to a new neighbour that they haven't met before. How would they introduce themselves, explain who they are and why they have knocked on the door? What would the neighbour reply? What questions would the neighbour ask?
- With the children, compose a dialogue of about ten lines.
- Children can write it out and practise it with a partner. Alternatively, let pairs stand up and read their lines off the board.

### Souvenir project

- Children choose any country in the world they would like to visit. They think of a souvenir they would like to buy there and draw a picture of it. They write sentences describing the souvenir. They also write why they bought it. It could be a present for someone in their family.
- Let some children show their pictures and tell the class what it is and why they bought it.
- Interview other children, e.g. Where have you been? What souvenir have you brought back? Who is it for?
- To display the work, put up a world map and pin the drawings and descriptions around the map. Put strings from the souvenirs to the country they came from.

### Page 13

#### Dictionary skills

1 This exercise deals with words in context and encourages children to make intelligent guesses about unknown words before reaching for the dictionary.

- Some more examples:

A stork was building a large nest on a chimney.

a) an animal b) a bird c) a workman

A flock of sheep came down the road.

a) a group b) a lorry c) a bag

At night the dogs howled at the moon.

a) jumped b) sat c) made noises

Because she loved eating sweets and cakes, Mrs Rose was very plump.

a) thin b) fat c) happy

It was a funny story and Jane started to giggle.

a) laugh b) cry c) scream

2 This spelling exercise deals with verbs whose final consonant doubles when **-ed** or **-ing** is added. Encourage the children to work out the rule for themselves. (If the verb ends in one vowel and one consonant, that consonant is doubled when **-ed** or **-ing** is added.)

**Answers:** 1 sitting, 2 watched, 3 rained, 4 cutting, 5 playing, 6 stopped

### Page 14

#### Composition

1 Read the postcard and ask questions about it: **Is Don having a good time or a bad time? What's the food like? What about the weather? Where have they swum? Was the water nice? What has Don ridden?**

2 Explain to the children that they are going to write a postcard about a good holiday.

- Focus attention on the words in the box. Ask questions about their holiday (as above). Children use the given words in their answers.
- Children write their postcard using the same form as the example and substituting the new words.
- They can address the postcard to whoever they want. Remind them of **Mr**, **Miss** and **Mrs**. Point out how addresses are written in English with the number of the house preceding the street name.

# What were they doing?

## Lesson 1 Page 16 Page 15

**Language focus** Describing past situations; **(R)** *past continuous*

**Language** **(R)** *I/He/She was sleeping. They were working. What was he/she doing? What were they doing?*

**New word** busy; **(R)** *activities around the house*

**Preparation** Make a clock: cut a large card circle, write the numerals; cut hour and minute hands, fix to the centre with a split pin paper fastener.

Make sets of Sally and Joe cards (on pages 117–120).

### Warm-up

- Play a *Miming game*. Ask a child to come to the front of the class. Whisper an activity to the child, who then mimes it. The rest of the class guesses what it is.
- You can play this as a team game if you wish. The first team to guess correctly scores a point.
- Suggested activities: playing basketball/tennis/football; riding a bike/a horse/a camel; making a cake, painting a picture, cleaning shoes, making a phone call.

### Page 16

#### Speaking (1 *Think about it.*)

- Put the clock on the board. Ask what the time is. Ask a child to put the hands of the clock in the correct place.
- Say, for example, **It's ten o'clock. What are we doing?** Elicit as many different verbs as possible.
- Adjust the time on the clock. Write **Yesterday** above it. Ask everyone to think what they were doing at this time yesterday. Again, elicit as many suggestions as possible. Let them ask each other: e.g. **What were you doing at two o'clock yesterday?**

#### Listening, reading and speaking (2 *Look, listen and read.*)

- Let children look at the picture story. Ask a few general questions. **Where were the Gordons yesterday? Who was painting** (... doing homework, working in the garden)?
- Play Tape 6. Children listen and follow.

### Tape 6

**Narrator:** Last Sunday at 10 o'clock the Gordons were all very busy – except Joe. Mr Gordon was painting the sitting-room. Sally was helping him – or was she?

**Sally:** Am I helping, Dad?

**Mr G:** Well...

**Narrator:** While Mrs Gordon was working in the garden ...

**Mrs G:** Don't sit on the plants, Tiger.

**Narrator:** Alex was doing his homework on his computer.

**Alex:**  $8(x - y) = 24 + y - x$

**Narrator:** Joe was making a phone call to his friend in America.

**Joe:** I'm so sorry!

**Narrator:** In America it wasn't 10 o'clock. It was 4 o'clock in the morning!

**Sally:** How's Bill?

**Mr G:** How are his mum and dad?

**Joe:** I don't know. They are sleeping!

- Play the tape again. Stop after each picture and ask one or two questions.
- Look at the questions in the book. Children can work in pairs to find the answers.
- Check their answers.

#### Reading and speaking (3 *Answer the questions.*)

- Children read the text again. They can work in pairs so that they can discuss their answers.
- Talk about their answers with the whole class.

#### Speaking (4 *Cover, ask and answer.*)

- Children cover the picture story and ask questions about the characters.
- Go through the exercise with the whole class. Then children repeat the exercise in pairs.

### Page 15

#### Matching (1 *Write a verb under each picture.*)

- Point out the verbs in the box. Ask children to mime the actions.
- Children write the verbs under the appropriate pictures.
- **Answers** 1 helping, 2 cleaning, 3 painting, 4 sleeping, 5 driving, 6 playing

**Writing (2 Finish the sentences.)**

Children complete the sentences referring to the pictures above and using the past continuous.

**Answers:**

- 1 At 4 o'clock Jim was helping his mother.
- 2 Ken was cleaning windows.
- 3 Molly was painting a picture.
- 4 The cats were sleeping.
- 5 Miss Jones was driving her car.
- 6 The boys were playing football.

Play the **Sally and Joe** game.

You will need a set of cards between 2–4 players. Mix the cards and place them face down on the table. A player picks up a **Sally** card then a **Joe** card and says, for example, **Yesterday Sally was playing tennis...and Joe was watching TV**. The player places the cards back face down on the table. The aim is to find pairs of identical activities: **Yesterday Sally was playing tennis...and Joe was playing tennis, too**. The player can keep these matching cards. The winner is the one with the most cards at the end of the game.

**Language focus** Comparing the present and the past; present continuous and past continuous

**New language** While Mrs Gordon was working in the garden, Alex was doing his homework.

**New word** while; **(R)** words for outdoor activities, indoor activities

**Teaching aids** Sally and Joe cards from Lesson 1

**Preparation** Find pictures of people doing things. (The children must be able to say what they are doing.)

Copy the grammar cards from page 115. You will need 2 cards per child.

### Warm-up

- Play a guessing game with the pictures you have brought in. Hold a picture so that the class cannot see it and say, for example, **I have a picture of a boy. What's he doing?** The children must ask questions to find out the activity, e.g. **Is he outside? Is he playing something?** etc. You can only answer **Yes** or **No**.
- When children have guessed the first picture, let a child come to the front of the class to take your place.

### Page 17

#### Speaking (1 Look, ask and answer.)

- Let children look at the two pictures. Elicit a description of the **Today** picture. Then elicit a description of the **Yesterday** picture.
- Read the example questions and answers. Ask about the other characters in the same way. After doing the exercise with the whole class, let children ask and answer in pairs.

#### Speaking (2 Look ... and say.)

- Ask children to look back at the picture story on page 16. Ask them what the time was. Ask them to say what the characters were doing. Remind children that all these things were happening at the same time
- Ask what Mrs Gordon was doing. Write it on the board. Ask what Alex was doing and write it on the board. Show children how the two sentences can be joined together using **While**.

- Look at the pairs of pictures on page 17. Invite children to make two sentences about the characters and then join them together as in your example on the board.

#### Writing (3 Write.)

- Children write the sentences they have produced orally in the previous exercise.
- Hear their sentences and check their work.

#### Grammar cards (4 Look and write.)

- Hand out the grammar cards, two for each child.
- Ask children to copy the **present continuous** card.
- Put up the pictures you used in the warm up at the beginning of the lesson and elicit more examples of affirmative, interrogative and negative sentences. Write them on the board. Children copy. Point out the key words.
- Ask children to copy the **past continuous** card.
- Look back at the picture story on page 16. Use this to generate more examples of affirmative, negative and interrogative sentences. Write them on the board. Children copy. Point out the key words.
- Make sure children store the cards in their folders for future reference.

### Page 16

#### Writing (1 Look and write.)

- The pairs of pictures compare **Today** (present continuous) with **Yesterday** (past continuous).
- Do the exercise orally before the children write.

**Answers:** Today she **is making a phone call**. Yesterday she **was writing a letter**. Today he **is playing the piano**. Yesterday he **was swimming**. Today they **are drawing**. Yesterday they **were riding horses**.

#### Writing (2 Look and write.)

Do the exercise orally first. Help the children by eliciting separate sentences first: **What was Mum doing? What were the boys doing?** Then join them together with **While**.

**Answers:** 1 While Mum was **eating**, the baby was **sleeping**. 2 While the boys were **playing**, the girl was **cyclng/riding a bike**.

**Activity** Give out the sets of **Sally** and **Joe** cards (see pages 117–120), one set between 2–4 children. Children turn over a Sally card and then a Joe card and make sentences, e.g. **While Sally was watching TV, Joe was playing basketball**.

**Language focus** Describing present situations;  
(R) *present simple, present continuous*

**New language** While people are sleeping in Australia, they are awake in Europe.

**New words** spin, zone, backwards, forwards; Beijing, Sydney, New York; (R) *Europe, London, Cairo*

**Teaching aid** World map

**Preparation** Bring in a football or basketball (or a globe if you have one).

**Warm-up**

- Ask children to close their eyes and imagine that they are outside and it is a nice sunny day. They look up into the sky. What can they see there? How many different things can they see in the sky? Let them sit quietly thinking for a minute or two. Now ask them to imagine that they are outside but it is night time. They look up into the sky. How many different things can they see? Again, let them sit quietly for a short time.
- Ask them to open their eyes and, with a friend, talk about what they 'saw'. Ask them to make a list. Whose is the longest?
- Ask what they 'saw' and write the items on the board.

**PE** Page 18

**Reading (1 Read.)**

- Put up the world map.
- Using the ball (or the globe) teach **spin**. Ask why we have day and why we have night. Does the earth spin? Does the sun spin?
- Ask children to look at the first illustration in their books for a moment or two, then read the first paragraph. Use the globe and/or the map to revise Europe.

- Ask children to look at the second illustration. What do they think it shows?
- Read the second paragraph. Children follow the text. Read the paragraph again and ask children to look at the illustration. Can they point to the different zones?
- Read the third paragraph. Children follow the text. Read it again while children look at the illustration.
- Read the whole text once more.

**Reading and speaking (2 Answer these questions.)**

- Children try to answer the questions alone and note down their answers.
- They can then compare their answers with a friend.
- Discuss their answers.

**Words (3 Words.)**

- Children find the opposites of the words and note them down. Check their answers.
- Children use the time zone map to find cities in countries. They can do this in pairs. Then check their answers.

**WB** Page 17

**Reading, writing, drawing (1 Read, write ... draw)**

- Children look at the words in the box and then write down the words.  
**Answers: 1** Mars, the earth; **2** the sun, a candle; **3** east; **4** England; **5** New York; **6** a watch; **7** an hour.
- One word is not used (space).
- Children draw a space picture with six things they might see in space (planets, stars, spaceships. etc).

**Reading (2 Read and write the letters.)**

- Use the world map to revise north, south, east and west.
- Children follow the instructions and write down the letters in the squares where they land.  
**Answer: AUSTRALIA**

**Language focus** Describing present and past situations; (R) *present/past continuous*

**Language** (R) *They are getting up. They are having dinner. He/She was watching TV.*

**Words** (R) *while; names of cities; everyday activities*

### Warm-up

- Play the *Miming game* (Step 1 on page 13).
- Suggested activities: playing basketball, watching a tennis match, riding a bike, eating an ice cream, swimming, playing a computer game, making a cake, painting a picture, getting dressed, making a phone call.

### Page 19

#### Speaking (1 Look at this!)

- Point to the names of the cities. Read them. Children repeat. Ask **Where's New York?** and elicit **It's in America.** Repeat with the other cities.
- Point to the children and ask what they are doing: getting up, having/eating lunch, having lessons, having/eating dinner, going to bed.

#### Speaking (2 Talk about the times.)

- Read the example and point to the first pair of clocks. Repeat the times, pointing to the labelled clocks in the first exercise.
- Point to the second pair of clocks and say the times: **It's twelve o'clock. It's two o'clock.** Point back to the clocks and city names above and elicit **When it's twelve o'clock in London, it's two o'clock in Moscow.**
- Go through the rest of the exercise and then let the children repeat in pairs.

#### Speaking (3 Talk about the children.)

- Remind children of the activities in the first exercise. Ask **What are the children in New York doing?** Children look back and answer **They are getting up.** Repeat with the other cities.
- Point to the first pair of cities, say the names, then read the example pointing to the pictures above.
- Go through the exercise with the whole class and then let them repeat it in pairs.

#### Listening (4 Listen and match.)

- Focus attention on the children and ask the class to read their names. Let the class look at the thought bubbles for a moment or two.

- Play Tape 7. Children look and listen.

### Tape 7

**Voice:** Lisa, what were you doing yesterday?

**Lisa:** Yesterday? I was at home. I was painting the sitting-room with my dad.

**Voice:** What about you, Jim? Were you painting, too?

**Jim:** No, I wasn't. I was playing a computer game. It was a really exciting game. I was playing it all day.

**Voice:** And you, Ben? Where were you yesterday? What were you doing?

**Ben:** I was swimming. I went to the swimming pool with some friends.

**Voice:** What about you, Kay? What were you doing?

**Kay:** I was shopping. I went with my mother. I wanted to buy a new dress.

**Voice:** And you, Paul? Were you shopping yesterday?

**Paul:** No, I wasn't. I don't like shopping. Yesterday I was watching a football match. I like football.

**Voice:** Meg, what were you doing yesterday?

**Meg:** I was riding my bike in the park. It's a new bike. It's really nice. I was riding it all afternoon.

- Play the tape again. Pause after each child and let children match the children with the appropriate activities. Play the tape for a third time if necessary.

- **Answers:** Lisa F, Jim B, Ben C, Kay A, Paul D, Meg E

#### Speaking (5 Ask and answer.)

- Children ask questions and answer according to their answers to exercise 4.
- They then ask each other about what they did yesterday.

### Page 18

#### Reading and writing (1 Read. Write the sentences correctly.)

Children look at the pictures, read and write a corrected version of the sentences.

#### Writing (2 Write about the children.)

- Children refer to the pictures in activity 1 and write about the children using **While**.
- Do the exercise orally before children write.

**Answers:** **1** While the American children are getting up, the Russian children are at school. **2** While the English children are eating their lunch, the Australian children are going to bed. **3** While the Russian children are having lessons at school, the Chinese children are eating their dinner.

**Answers:** **1** While the children in New York are getting up, the children in Sydney are going to bed. **2** While the

children in London are eating lunch, the children in Beijing are eating dinner. **3** While the children in Moscow are having lessons at school, the children in New York are getting up.

## Unit 3: Additional pages

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**PG** Pages 20, 21

### Reading for pleasure

*Telling the time*

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#### 11 o'clock on Saturday project

- Ask all the children to write down what they were doing at a particular time over the weekend, e.g. 11 am Saturday morning, and bring it to the next lesson.
  - At the next lesson, check that everyone has the activity written down. If not, ask them to think now and write it.
  - Begin a chain going round the class. The first child says, e.g. **At eleven o'clock I was shopping.** The next child says, e.g. **While Dina was shopping I was swimming at the pool.** The next child continues, e.g. **While Max was swimming at the pool, I was helping my mother,** etc. Continue until all children have said their sentences.
  - Children write their names at the end of their sentences, e.g. **I was playing football. Sam**
  - Make a poster titled, e.g. 11 o'clock on Saturday morning. Stick all the sentences and names on the poster. How many children were doing the same things?
  - This poster can be used to practise, e.g. **While Sam was playing football, Dina was shopping. While I was reading, Sue, Meg and Anna were playing basketball.**
- 

**WB** Page 19

### Dictionary skills

- The exercise deals with efficient ways to find words in a dictionary.
- If children have dictionaries of their own in class, they can also practise trying to open the dictionary at, or close to, the right initial letter. Call out words. Children open their dictionaries. Who is in the right section? Children will soon be able to judge whether a word comes at the beginning, middle or end of the dictionary.

**WB** Page 20

### Composition

- 1** Children look at the picture and talk about what they can see. Encourage them to note down words.
  - 2** Read out the questions and go through them orally.
  - 3** If children answer the questions in order, they will write a coherent description.
- Encourage children to check their own work with a critical eye. They can underline in pencil any items of which they are not sure and ask about them or look them up.
  - Children can also read each other's compositions and mark, in pencil, any mistakes which they think they have spotted. Encourage them to discuss these points and to look them up or ask about them if necessary.

# If you want to see the cows ...

## Lesson 1 Page 22 Page 21

**Language focus** Finding out and giving information;  
(R) *First conditional (presentation)*

**Language** (R) *If you go into the barn, you'll see the lambs. The goats will eat your hat if you're not careful.*

**New word** dairy, (R) *farm animals; trip*

### Warm-up

- Make word chains. Write any word on the board. Ask children to suggest a second word which starts with the last letter of the first word. Write it on the board and continue in the same way. e.g. **castle egg garden naughty yellow wall lamp panda ask kitchen.**
- Ask children to write down their own word chains. They can do this in pairs if they wish. Set a time limit (e.g. 1 minute). Who can make the longest chain in this time?
- Divide the class into two teams. One team calls out a word. The opposing team calls out a word beginning with the last letter of the first word and so on. When one team cannot think of a word, a point is scored by the opposing team.
- This time, restrict the words to animals and do a few more word chains on the board.

### Page 22

#### Speaking (1 *Can you name these animals?*)

- Children name the animals.
- Children work in pairs to group the animals into those you would see at a farm, a zoo or a circus. Some animals may fall into more than one category.
- Write the groups on the board.
- Focus on the farm animal group. Ask what else they might expect to see on a farm.

#### Listening and reading (2 *Listen and read.*)

- Let the children look at the picture story for a short time. Quickly ask who and what they can see.
- Play Tape 8. Children listen and follow in their books.

### Tape 8

- Narrator:** Last week Joe and Sally went on a school trip. They visited a farm. It is called Hilltop Farm and people can visit it in spring and summer. A young man called Colin showed them round.
- First they saw the cows. The farmer was milking them.
- Kay:** What do you do with the milk?
- Farmer:** We make butter and cheese.
- Narrator:** Then they went to the dairy. The farmer's wife was making cheese.
- Farmer:** If you look in the dairy, you'll see my wife. She's making cheese this morning.
- Narrator:** Sally wanted to see the lambs.
- Sally:** Are there any lambs?
- Colin:** Yes. If you go into the barn, you'll see them.
- Narrator:** Joe liked the goats and the goats liked Joe.
- Colin:** Mind your hat! They'll eat it if you're not careful.

- Play the tape again. Pause after each section of direct speech. Children repeat.
- Children read, preferably in groups of three. One child is the narrator, the other two read the dialogue. Hear one or two groups read to the rest of the class.

#### Reading and speaking (3 *Answer the questions.*)

- Children can talk about their answers in pairs before discussing the answers with the class as a whole.
- Children think of more questions to ask about the picture story and write them down.
- Ask to hear their questions and write them on the board. Write the name of a different child in front of each question.
- Children ask the questions and the person named answers.

### Page 21

#### Match (1 *Think and write. What do these animals give us?*)

- Children name the animals and talk about the products. Ask **What is made of leather?** Ask if the children have anything made of leather. Ask **How do we use milk and eggs? What is made of wool? Who likes to eat meat?** Ask children to name their favourite meat dish.

- Children compare and discuss in pairs. Check and discuss their answers.

**Answers:** sheep – *leather, milk, wool, meat*; cows – *leather, milk, meat*; chickens – *eggs, meat*; goats – *leather, milk, wool, meat*

- Children write sentences following the example. Make sure their punctuation is correct with a comma between each item except for the last two items which are joined with **and**: e.g. *From cows we get leather, milk and meat.*

### **Writing (2 Finish the sentences.)**

- If children are doing the exercise in class, you might like to play Tape 8 again to refresh their memories. If they are doing the exercise for homework, suggest they look back at the story in their Pupil's Book but they should close their books before doing the exercise.

- Children choose words from both boxes to form sentences.

**Answers:** **1** Joe and Sally were visiting the farm. **2** The farmer was milking the cows. **3** The farmer's wife was working in the dairy. **4** Colin was showing round the visitors. (...showing the visitors round.) **5** The lambs were playing in the barn. **6** The ducks were swimming on the pond.

**Language focus** (R) *First conditional*

**Language** (R) *If you take the path on the right you will see the sheep.*

*You will see the ducks if you look on the pond.*

**New word** path

**Preparation** Make copies of the grammar file cards on page 115.

**Warm-up**

- Write this short poem on the board:  
*Hickety Pickety, my black hen.  
She lays eggs for gentlemen.  
Sometimes nine, sometimes ten,  
Hickety Pickety, my black hen.*
- Read the poem. Ask children to read it. What is the name of the hen?
- Rub out one or two words and ask children to read again. Repeat, rubbing out a word or two each time until children can say the poem without seeing any words.

 Page 23

**Listening and speaking** (1 *Listen and say.*)

- Let children look at the farm plan for a moment or two. What animals can they see? Can they see the button? If visitors press the button, they will hear information about the farm.
- Play Tape 9. Children listen and point but do not speak yet.

 **Tape 9**

*Voice: (recorded message)*  
Hello and welcome to Hilltop Farm.  
You are here.  
If you take the path to the right, you'll see the (beep) (pause)  
You'll see the sheep.  
If you take the path to the left, you'll see the (beep) (pause)  
You'll see the goats.  
If you go straight on, you'll find the (beep) (pause)  
You'll find the cows.  
If you look in the big barn, you'll see the (beep) (pause)

.....  
You'll see the horses.  
If you look in the little barn, you'll see the (beep) (pause)  
You'll see the hens.  
And if you go to the pond, you'll see the (beep) (pause)  
You'll see the ducks. Have a nice day!

- Play the tape again. Children listen, follow in their books and call out the names of the animals as appropriate.

**Speaking** (2 *Ask and answer.*)

- Children ask questions about the animals and answer according to the farm plan above.
- Do the exercise with the whole class first. Make sure they are using the correct tenses.
- Children repeat the exercise in pairs.

**Grammar card** (3 *Look and write.*)

- Hand out the grammar file card copies.
- Children copy the title and the first sentence. Point out the tenses.
- Ask children for more conditional sentences starting with **If**. They can use the farm plan to help them. Write them on the board. Children copy. Make sure they put a comma after the first clause.
- Repeat with the second sentence, paying particular attention to the tenses and the position of **if** in the middle of the sentence.

 Page 22

**Reading and matching** (1 *Read and match.*)

- Children find appropriate endings for the sentences and match the two parts.  
**Answers: 1** If you go to the farm, **Colin will show you round.** **2** If you visit the dairy, **you will meet the farmer's wife.** **3** If you look on the pond, **you will see the ducks.** **4** You will see the lambs **if you look in the barn.** **5** The goats will eat Joe's hat **if he is not careful.** **6** The children will have fun **if they go on the school trip.**

**Writing** (2 *Complete the sentences.*)

- Get suggestions from the class before the children start to write. There will be more than one possible answer.
- When they have finished, hear some of their sentences.
- Children can refer to their grammar card if they feel they need help.

**Answers: 1** is shining; will go, **2** will not swim; is, **3** are; will buy, **4** will stay; is

**Writing (3 What about you? Finish the sentences.)**

- Let children discuss possible answers in pairs before they write.
- Hear some of their answers.
- Children can refer to their grammar cards.

**Activity** Children draw the following groups of animals and then cut each group out: two horses, four cows, six sheep, four ducks, five goats, seven hens. They may also like to colour them. Children work in pairs, sitting back to back or at least so that one cannot see what the other is doing. Child A places his/her animals on the plan. Child B picks up the animals in turn and asks, for example, **Where can I see the horses?** Child A answers according to his/her plan. **You'll see the horses if you look in the big barn.** Child B places the picture in the big barn. When all the animals are in place, children compare their plans to see if they match. Repeat, swapping roles.

**Language focus** Reading about past events; (R) *past simple, past continuous*

**Language** *Katie saw the ... ducklings. They were swimming in a line ...*

**New words** calf, calves, foal, chick, kid, duckling; (R) *lamb; hurt (v.)*

**Warm-up**

- See if children can remember the *Hickety Pickety* rhyme from the previous lesson.
- Ask a child to come to the blackboard. Children say the poem line by line. The child at the board writes it down.
- Read it once more.
- Repeat the previous lesson's warm up, teaching a different rhyme by writing it on the board and gradually rubbing out more and more words. e.g.

*Swimming on the pond  
Through the rushes tall  
Ducks are having dinner –  
Up tails all!*

 Page 24

**Reading and listening (1 Read.)**

- Let children look at and comment on the pictures. Explain that they are going to read about a school trip which two children made to a farm.
- Tell children to listen to the story. They should not worry about understanding every word but try to get a general idea of the story. Read the passage. Children follow.

 Page 25

**Reading (2 True or false?)**

After one reading children should be able to answer these general questions on the text.

**Reading and matching (3 Find the words for these baby animals ... What were the animals doing?)**

- Children look at the pictures of the baby animals.
- They scan the text quickly to find the names then write them down.
- Children look carefully at the pairs of pictures. They read the text once more and tick the appropriate picture.
- Let them compare their answers in pairs.
- **Answers:** 1 – 2nd picture; 2 – 1st picture; 3 – 2nd picture; 4 – 2nd picture; 5 – 1st picture; 6 – 2nd picture

**Reading and understanding (4 Answer the questions.)**

- Before they start, point out questions 10 and 12 and revise **hurt him/herself**. Children can discuss the questions in pairs, referring back to the text when necessary. Hear the answers.
- Read what Katie and Tom's father said when they arrived home. Elicit another way of saying **Did you enjoy yourself?** What do the class think? Did Katie and Tom have a good time? Hear the children's opinions and let them discuss briefly.
- Children read the passage aloud in pairs, taking alternate sentences.

**Writing (5 Write about Katie and Tom's trip.)**

- Children write a sentence for each picture.
- Go through the exercise orally first, putting words which may help them on the board.

 Page 23

**1 Matching (1 Match the animals with their young.)**

Children write the letter for the young in the boxes and then write the word for the young under each picture.

**Answers:** A lamb, B calf, C duckling, D foal, E kid, F chick

**2 Crossword (2 Find the words.)**

Children can work in pairs to complete the crossword.

**Answers:** 1 kid, 2 calf, 3 chick, 4 lamb, 5 pond, 6 goat, 7 foal, 8 ducklings, 9 field, 10 cow, 11 barn

**Language focus** past events; reflexive pronouns

**New language** He enjoyed himself. Did she enjoy herself?

Did you enjoy yourself?

**New words** farmyard; myself, yourself, him/herself;  
(R) words for farm animals and their young

**Preparation** Write the names of about six farm animals (adults or young) on pieces of paper.

**Warm-up**

- Put the pieces of paper with the farm animal names face down on your desk or in a hat.
- Ask a child to come to the front and choose a piece of paper. The rest of the class must ask questions to find out the name of the animal. The child at the front can only answer **Yes** or **No**.
- At first help the class to think of questions to ask. e.g. **Is this a baby animal? Does it give us milk? Can it swim? Is it big? Does it lay eggs? Does it have four legs? Does it have wings?** etc.
- The person who guesses correctly, comes to the front to choose another animal.

 Page 26

**Listening and writing (1 Listen and write. Where were the animals?)**

- Let children look at the farmyard plan. Ask them to describe what they can see.
- Explain that they are going to hear a conversation. A child is talking about a trip to a farm.
- Play Tape 10. Children listen and look at the farm plan.

 **Tape 10**

**Voice:** Did you see lots of animals at the farm?

**Child:** Yes. We saw sheep, goats, horses, cows, chickens and ducks. And some of them had babies.

**Voice:** Where were the cows?

**Child:** They were in the big barn. Their calves were in the barn, too.

**Voice:** Were the sheep in a barn?

**Child:** No, the sheep and the lambs were in the big field behind the big barn.

**Voice:** What about goats?

**Child:** They were in the small barn.

**Voice:** Did they have any kids?

**Child:** No, they didn't.

**Voice:** What about ducks and chickens?

**Child:** The chickens and their chicks were in the farmyard in front of the small barn. The ducks were on the pond in the farmyard.

**Voice:** Did they have any ducklings?

**Child:** Yes, they had a few.

**Voice:** What about horses?

**Child:** We saw one horse in the small field behind the small barn. And it had a beautiful foal.

**Voice:** How lovely!

**Child:** Yes, it was.

- Ask who they think the people are. Did the child enjoy herself at the farm?
- Play the tape again. This time children write the names of the animals in the appropriate boxes. Pause the tape where necessary to give children time to write.
- Check their answers and play the tape again if you wish.

**Speaking (2 Ask and answer.)**

- Ask children to name the animals.
- Children ask and answer, basing their answers on the completed farm plan above.
- Do the exercise with the whole class and then let them repeat in pairs.

**Reading and speaking (3 Look, read and say.)**

- Children look at the pictures of Zoe and Mark. Read the dialogues. Ask children to read the dialogues.
- Point out the picture prompts below. Ask where the children went.
- Do the first example (Linda) with the class. Let the children do the other examples in pairs. When they have finished, hear some of them.

**Reading and speaking (4 Ask your friends.)**

- Read the dialogue. Point out the use of **very much** and its opposite **not at all**.
- Ask three children to read the dialogue.
- Ask the children to write down the name of a place that they went to on Saturday.
- Children ask and answer as in the example.

 Page 24

**Reading and writing (1 Complete the sentences.)**

- Children use the pronouns at the top of the page to complete the dialogue. They can work individually.

- Check their answers and let them read the dialogue in pairs. Hear one or two.

**Answers:** yourself; myself; myself; yourself

### Writing (2 Look and write.)

- Children complete the sentences according to the prompts.
- Go through the exercise orally before children write. Make sure they are using **and** and **but** correctly.

**Answers:** 2 Maggie went to the cinema and she enjoyed herself. 3 Ted went to the swimming pool, but he did not enjoy himself. 4 Sandy went to the beach, but she did not enjoy herself. 5 Mike went to the zoo and he enjoyed himself.

## Unit 4: Additional pages

### Page 27

#### Reading for pleasure The fox and the crow

- Children look at the title and the illustrations. Ask if they recognise the title or the story. Explain/ elicit that the poem is based on one of the fables told by Aesop. Ask if they know any other stories told by him.
- Children look at the pictures again. If they already know this story, let the class try to tell you what happens. If the story is new, ask them to guess it from the pictures. Note their ideas on the board.
- Play the tape. Children listen and follow in their books. Explain any new words or phrases.
- If your class is familiar with rhythms and rhyming words, let individuals read a verse each aloud. Alternatively, play the tape a second time; children listen again then read.
- Point out the last line of the poem. Ask **What were the lies that the crow believed? (That he was beautiful and sang better than the nightingale.)** Ask children if they feel sorry for the crow. Why or why not?
- Tell children to close their books. Write on the board: **three, crow, beak, heard, below, tell, Caw!, prize.** Ask children to try to recall the word in the poem that rhymes with each of the words on the board. If they find it hard to remember, let them look at the poem again and find the word.
- Children can learn this poem, either all or part of it. They could also write all or some of it for handwriting practice.

### Farm map project

- Use the activity from the Teacher's Book.
- If this is not possible, children make farm maps in groups of up to five. Give each child paper for drawing on and a large sheet for their map. Each group must draw a pond, a big barn, a small barn, a big field, and a small field. Write these on the board.

- Children decide in their groups which place they draw and which animals they draw in them. Underneath the pictures children write a sentence to match the place and the animals e.g. **If you want to see the sheep, look in/go to the small field.**

- They cut out their pictures and stick them on the map, then draw paths between the places and trees, if they wish. They cut out their sentences and stick them at the top of the map.
- Show the maps to the class one at a time. Individuals come forward and read the sentences. The class checks to see if the sentences match the drawings.

### Page 25

#### Dictionary skills

- 1 Children read the sentences. Ask them to look at the underlined words and say whether they are a person, animal, place or thing.
- 2 After underlining the nouns in the sentences, ask children to give more examples of nouns which are a person, a place, an animal or a thing.  
**Answers:** 1 girls, house, box 2 kitten, table, glass, milk 4 Henry, mother, London, train
- 3 Children do not need to know the meanings of the words on the dictionary page presented here. They are simply becoming familiar with the meanings of abbreviations.

### Page 26

#### Composition

- 1 Let children look at the pictures and name the people and animals that they can see.
- Children answer the questions orally first. Make sure they use the correct forms of the verbs. Write these on the board and number them 1–6 according to the pictures they accompany.
- 2 Each picture corresponds to a paragraph. When children write, make sure they start each section on a new line.

# 5 What are you doing this weekend?

## Lesson 1 Page 28 Page 27

**Language focus** Planning for the weekend; present continuous for future (presentation)

**New language** Mark is going to a football match tomorrow. Alex is studying all weekend.

**New word** weekend; (R) words for hobbies and spare time activities

**Preparation** Find magazine pictures of people doing spare time activities: e.g. sports, watching TV, shopping.

### Warm-up

- Put the magazine pictures up on the board. Ask children what the people are doing.
- Ask children what they like doing when they are not at school. Write them on the board.
- Ask children to choose one activity which they like the best. They write it down.
- Take a vote on the activities to find the most popular. Two children can come to the front of the class to ask **Who likes reading best?** and to count the hands as they are put up. They write the number of votes next to the activities on the board.

### Page 28

### Speaking (1 Think about it. Talk about it.)

- The children in the pictures are thinking about what they are going to do at the weekend. Ask what they are going to do. Use **going to**: Elicit e.g. **The boy is going to go fishing.**
- Ask what the class are going to do at the weekend. They can refer to the activities put on the board during the warm up.

### Listening and reading (2 Listen and read.)

- Point to the picture of the schoolchildren. Ask questions. **Is it morning or afternoon? What are the children doing? Can you name any of the children? Who has the most books? Why is this do you think?**
- Read the introduction and let the children look at the picture story for a moment or two.
- Play Tape 11. Children listen and follow in their books.



### Tape 11

- Narrator:** It is Friday afternoon and school is finished. Sally and Joe are walking home with their friends. They are talking about the weekend. Mark is going to a football match tomorrow. Joe is going with him.
- Joe:** Are you doing anything this weekend, Mark?
- Mark:** I'm going to a football match tomorrow. Do you want to come?
- Joe:** Yes, please.
- Narrator:** Zoe's cousin is visiting this weekend. They are going to the cinema. There's a good film at the cinema on Sunday.
- Sally:** What are you doing this weekend, Zoe?
- Zoe:** My cousin is visiting us. We're going to the cinema on Sunday. There's a good film.
- Narrator:** Sally is going shopping with her mother tomorrow. They are buying new shoes.
- Linda:** What are you doing this weekend, Sally?
- Sally:** I'm going shopping with Mum tomorrow. I'm buying some new shoes.
- Narrator:** Alex isn't playing on his computer this weekend. He is studying all weekend because he has a test on Monday. Poor Alex!
- Mark:** What about you, Alex?
- Alex:** I'm doing homework today, tomorrow and on Sunday. I have a test on Monday.

- Ask questions. Do not insist on full answers at this stage. **Who is having fun this weekend? Where is Mark going? Is anyone going with him? What is Zoe doing? Who is going with her? What about Sally? What is she doing? Who isn't having fun this weekend? What is Alex doing? Why?**
- Play the tape again. Children listen.
- Working in threes, children read the story. One child reads the part of the narrator, the other two read the dialogue. When they have finished, one or two groups read to the class.

### Speaking (3 Ask and answer.)

- Children ask questions based on the picture prompts. Go through the questions first and help children to form them correctly.
- Children ask and answer in pairs.

**Writing (1 Find the words and write.)**

Children must unscramble the letters in the thought bubbles to find out where the people are going on Saturday.

**Answers:** Jane *is going to the cinema*. Pete and Dan *are going to a football match*. Ann and Kay *are going to the beach*. Ricky *is going to the swimming pool*. Mr and Mrs Sims *are going to the theatre*.

**Writing (2 Look and write. What are they doing at the weekend?)**

Children follow the lines of the maze from the characters to the picture prompts. They then choose an appropriate verb. They then form sentences saying what the characters are doing at the weekend.

**Answers:** Ben is watching television. Matt and Sue are having a picnic. Kim is buying a dress. Harry is playing on the computer. Mr and Mrs Dunn are working in the garden. Ned and Ray are riding their bikes.

**Language focus** Present continuous for future plans

**Language (R)** *What are you doing at the weekend?*  
*I am going to the cinema on Saturday.*

**Words (R)** *spare time activities*

**Preparation** Make copies of the grammar file cards on page 115. Bring in the sets of **Joe** and **Sally** cards (pages 117–120) – one set of each per pair of children.

**Warm-up**

- Make word chains. Put a word on the board, e.g. **match**. Ask for a word which begins with the last letter **h**, e.g. **hand**. Continue adding words which start with the last letter of the previous word.
- Put a new word on the board. Children work in pairs forming word chains in the same way. Set a time limit, e.g. 30 seconds. Who has the longest word chain after that time? Put the words on the board.
- Play the game orally. Divide the class into two teams. Someone in Team A says a word, someone in Team B responds with a word beginning with the last letter of the first word. If any child hesitates for too long a point is awarded to the other team.

 Page 29

**Speaking (1)** *What are they doing at the weekend?*  
*Ask and answer.*

Point to Linda and ask **What is Linda doing at the weekend?** Children follow the line to a verb and then to a picture. They respond **Linda is playing tennis**. Invite individuals to form questions in the same way. Other children respond. Children can then repeat the exercise in pairs.

**Speaking (2)** *Ask your friends.*

- Ask children to write three headings in their notebooks:  
**after school at the weekend tomorrow**  
Under each heading they jot down a word or two about their plans, e.g. shopping, fishing with Dad, basketball.
- Children ask each other **What are you doing after school?** and reply according to their notes. They should ask at least three different people.

**Writing (3)** *Write three sentences about your friends.*

Children write sentences about their friends based on information gathered in the previous exercise: e.g. **After school John is going shopping with his mother.**

**Grammar card (4)** *Look and write.*

- Children write the title of the card and copy the first example. Ask for more examples about the children's own plans. Write them on the board. Children copy some of them.
- Children copy the interrogative example. Elicit more questions and write them on the board for children to copy.
- Repeat with negative examples.
- Try to elicit examples which use the different persons (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, singular and plural).
- Children can refer to their grammar cards if necessary when they are doing their Workbook exercises.

 Page 28

**Reading (1)** *Look at this.* **2** *Right or wrong? Write ✓ or X*

- Children look at the two diary pages. Explain that they show what Ann and Paul are planning for the coming week.
- Children read the sentences below, which refer to the two diaries, and mark them right or wrong.

**Answers:** 1 X, 2 ✓, 3 X, 4 X, 5 ✓, 6 X

**Writing (3)** *Correct the wrong sentences. Use not.*

Children correct the sentences which they have marked wrong above.

**Answers:** Paul is not going swimming on Wednesday. Ann is not visiting her grandma on Saturday. They are not having a maths test on Thursday. Ann is not helping her mum on Tuesday.

**Writing (4)** *Make questions ...*

- Children use the prompts to form questions in the present continuous. Go through the exercise orally before children write.  
**Answers:** 2 Is Paul playing in a football match on Sunday?  
3 Are Anne and Paul studying for a maths test on Tuesday?  
4 When is Anne's mother coming? 5 What is Paul doing on Monday?

**Activity** Children work in pairs. Give each pair a set of **Joe** and **Sally** cards. Children write the days of the week in their notebooks. They space them out so that there is room to put a card under each word. Demonstrate on the board.

Child A has his/her set of cards face down. Child B asks **What's Joe doing on Monday?** Child A turns over the top card, places it under Monday and says, for example, **On Monday Joe's playing basketball**. When they have completed Joe's week, children swap roles and child A asks child B about Sally.

Demonstrate the activity on the board first.

**Language focus** Talking about future events and arrangements; (R) *present continuous for future plans*

**Language** (R) *We're leaving at half past one.*

**New words** stadium, kick off, row, seat; message

**Warm-up**

- Ask children to name six letters of the alphabet at random. Write them on the board.
- Ask for six words which start with these letters. Write them on the board.
- Children work in pairs. They write a short passage which contains the words on the board. Set a time limit (two or three minutes).
- Let some pairs read out what they have written.
- Repeat with a new set of letters and words.

 Page 30

**Reading and listening (1 Read, listen and ✓.)**

- Children turn back to page 28 and look again at the picture story. Ask **What are the children doing at the weekend? What about Sally (... Zoe, Alex)? What's Mark doing? Who's going with him?**
- Children look at page 30. Read the introduction and ask some quick questions: e.g. **Did Joe phone Mark? Did Mark speak to Joe? What did Mark do?** Elicit **He left a message.** Explain **message** (written and spoken).
- Play Tape 12. Children listen but do not write.



**Tape 12**

**Mrs Gordon:** Hello! This is the Gordon's house. Sorry, we can't come to the phone just now. Please leave a message after the long tone. Thank you!

(Bip bip beep)

**Mark:** Hi Joe! It's Mark. Listen, about the football match tomorrow. We aren't going by train after all; we're going by car. Dad says he can drive us to the match. He likes driving. We're leaving at half past one. The match starts at three and finishes at about quarter to five. We'll be home at about six o'clock. See you tomorrow. Bye!

- Let children look at the exercise so that they know what to listen for next time.
- Play the tape again. Children tick the correct boxes. Play the tape once more if necessary.
- Check children's answers.

**Speaking (2 Speak.)**

Children work in pairs. One child talks about Mark and Joe's plans for tomorrow, referring back to the previous exercise. They then cover the exercise and the other child tries to remember the information.

**Reading and speaking (3 Read ... and say.)**

- Children look at the football match tickets. Ask if they know what they are.
- Read the information on the top ticket. Do not try to explain any unknown words yet.
- Children work in pairs to answer the questions. They should be able to work out the meanings of unknown words.
- Check and discuss their answers.



Page 29

**Dictionary skills**

- This page deals with recognising verbs. Children read the sentences. Point out the underlined words.
- After underlining the verbs in the sentences, ask children to give more examples of verbs in sentences.  
**Answers: 1** was, shining; **2** got, baked  
**3** wanted, buy, was
- Children do not need to know the meanings of the words on the dictionary page. They are simply becoming familiar with the meanings of abbreviations.

**Language focus** Stating future events; (R) *present continuous for future*

**Language** (R) *We're arriving at 10 o'clock.*

**Words** (R) *zoo animals*

**Preparation** Write the names of zoo animals on separate pieces of paper: e.g. **lion, tiger, elephant, monkey, parrot, penguin, kangaroo, camel.**

**Warm-up**

- Hold up the pieces of paper and explain that on them there are the names of animals that you might see in a zoo. Put the pieces of paper face down on your desk or in a hat.
- Ask a child to come to the front and choose a name. The rest of the class must ask questions to identify the animal: e.g. **Does this animal live in Africa? Can this animal climb trees? Can it fly?** The child at the front may only answer **Yes** or **No**.
- When the class has guessed, another child comes to the front to choose another animal.

 Page 31

**A song (1 Listen and sing.)**

- Play the tape. Children listen with their books closed.

 **Tape 13**

Who's coming to the zoo with me?  
Who's coming to the zoo?  
There are lots of animals to see.  
Who's coming to the zoo?

There are lions and tigers, elephants too,  
A camel with a hump and a kangaroo,  
And a naughty little monkey oo-oo-oo,  
Who's coming to the zoo?

- Play the song again. Children follow the words in their books.
- Play it once more. Children join in.

**Writing (2 Look, choose and write.)**

- Children describe the picture.
- Explain that they will be helping the zoo keepers. They have to look at the list of jobs and choose six jobs. They then write the six jobs on the list next to the correct times.

**Speaking (3 Talk about your jobs.)**

- Children ask and answer questions in pairs following the examples.

**Writing (4 Write about the jobs.)**

- Ask children to choose two jobs that are on their list and two jobs that aren't.
- They have to write four sentences saying why they picked the jobs they did, and why they didn't pick the other two jobs. They cannot use the verb 'like'.
- Go over the example with them before they start writing.

 Page 30

**Composition**

- 1 Children read through the entries in Tom's diary. Ask questions about it: e.g. **What's Tom doing on Monday? When is he going shopping? What is he going to buy?** etc.
- Read the model composition. Pause after each sentence so that children can point back to the appropriate diary entry. Draw attention to how some extra details have been added: e.g. He's very good at basketball. Ask how Tom has written about Tuesday and Wednesday where no activities are mentioned.
- 2 Children fill in the diary page using the prompts in brackets.
- Children write about their week. Encourage them to look back at the model and to follow its pattern.
- If children are doing the composition in class, they can exchange compositions with a friend. Encourage them to spot mistakes in grammar or spelling and to help their friend correct them.

**Unit 5: Additional pages**

 Pages 32, 33

*Reading for pleasure notes*  **Molly and the roller-coaster (Part one)**

- Read the title to the class. Children look at the pictures. If roller-coaster is a new word, say that it is in one of the pictures. They must guess which (bottom of page 33).
- Ask individuals to describe what is happening in each of the pictures. Ask the class what they think the story is about. Note their ideas on the board.
- Tell them to scan the text and to pick out any words they think are important. Note these, too. Let them change their idea about the story, if they wish.
- Play the tape. Children listen and follow.
- Explain any new or unfamiliar words and phrases.
- Let individuals around the class read aloud, either a paragraph each, or several narrators with three children reading the words spoken by the three characters.

**Note:** Dividing narration and direct speech in class reading helps children to practise recognising direct speech and to

identify in their own writing which words should be inside quotation marks.

- Ask children to think what is going to happen next. Hear some ideas and note them on the board. Choose three or four of the ideas and develop them by asking questions to get extra information. Give any necessary extra vocabulary.
  - Children write the second part of the story. They can use one of the ideas on the board or a different one. Go around helping and checking their work. They should try to write 8–10 sentences.
  - Choose children who have a variety of different endings to read their work aloud. Tell the others they will have a chance to read theirs next time. All the children can illustrate their stories for homework.
- 

### Weekend timetable project

- Children draw two-day timetables with Morning, Afternoon and Evening for each day. Children write what they will be doing in each part of the day.
- If you wish, tell the class this is their ideal weekend: they can write down their favourite activities, but they must write something different for each time.
- Children use their timetables to ask and answer, e.g. **What are you doing on Saturday afternoon? I'm going to see a film.**

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 Pages 31, 32

### Revision

These are practice tests covering the main items dealt with in the first five units. You may wish to go through each exercise orally before the children write.

# I've just taken some photos

## Lesson 1 Page 34 Page 33

**Language focus** Talking about recent past events; present perfect with **just** (presentation)

**New language** She has just made a cake. You have just broken a window. What have they just done?

**New words** just, photography; (R) *finished, painted, seen, made, had, broken*

**Preparation** Bring in a variety of items connected with hobbies, e.g. a camera, paint brushes, books, a wooden spoon, a riding hat. Put them in a bag.

### Warm-up

- Sing *Who's coming to the zoo with me?* from the previous lesson (  page 31;  13).
- Divide the class into four groups. Ask each group in turn to sing the song in a different way. Sing it quietly, sing it loudly, sing it slowly, sing it quickly.

### Page 34

#### Pre-reading (1 Think about it.)

- Talk about hobbies. Hold up your bag of items and ask children to guess what your hobbies are. Invite them to feel the bag and make suggestions. Invite children to take items out of the bag. They name the hobbies.
- Ask some of them about their own hobbies. Ask them to find out about each other's hobbies. They quickly ask the children sitting near them and report back to the class.

#### Presentation

- Write the date on the board. Say **Look. The date. I've just written the date.** Do a simple drawing and say **Look. A flower. I've just drawn a flower.**
- Write your name and ask **What have I just written?** Children respond with a short answer: **Your name.** Do a simple drawing and ask **What have I just drawn?** Children respond, e.g. **The sun.** At this stage do *not* ask **What have just I done?** as the answer will require the children to manipulate the construction.

#### Listening and reading (2 Listen and read.)

- Focus attention on Alex and read the introduction.
- Children look at the picture story and Alex's photos. Ask who they can see in the photos.
- Play Tape 14. Children look and listen.

### Tape 14

- Narrator:** Alex is interested in photography. He likes taking photos of people and animals. He took some photos of his family and now he is showing them to Joe.
- Alex:** This is Dad and Sally. They've just finished painting the sitting room.  
This is Mum. She looks frightened because she's just seen a mouse.  
This is Sally again. She's just made a cake.
- Joe:** Mmm! Delicious!
- Alex:** This is Tiger. He's sleeping because he's just had his dinner.
- Alex:** This is the best photo.
- Joe:** What is it? Let me see it!
- Alex:** It's you and you've just broken a window with your ball.
- Joe:** Oh no!

- Ask a question about each photo: **What have Dad and Sally just painted? What has Mum just seen? What has Sally just made? What has Tiger just eaten? What has Joe just broken?** Do not insist on long answers.
- Play the tape again.

#### Speaking (3 Look at the photos again. Answer.)

- Ask the first question and elicit the names: **Mr Gordon and Sally.** Ask **What have they just done?** and elicit full answers: **Mr Gordon and Sally have just painted (finished painting) the sitting room. Sally has just made a cake.**
- Ask the second question. Elicit **Joe.** Ask **What has he just done?** Elicit a full answer: **He has just broken a window.**

#### Writing and speaking (4 Write questions ... 5 Ask your friends.)

- Children write questions based on the pictures, as in the example. Hear their suggestions and write them on the board.
- Children ask and answer in pairs.

### Page 33

#### Writing (1 Write questions.)

- Children make questions based on the pictures and using the given verbs.
  - Go through the questions orally before children write.
- Answers:** 2 What has **the cat** just had? 3 What have **the girls** just broken? 4 What have **the boys** just made? 5 What has **the man** just taken?

**Writing (2 Write the answers to the questions. Use just.)**

- The sentences are based on the pictures in the exercise above.
- If children are doing the exercise in class, put in a speaking stage here: get them to combine Exercises 1 and 2 by asking and answering before they write.

**Answers:** **1** The dog has just seen a cat. **2** The cat has just had a fish. **3** The girls have just broken a doll. **4** The boys have just made a castle. **5** The man has just taken a photo.

**Reading and matching (3 Read and match.)**

- Children find suitable endings to the sentences and draw lines to join them.
- Let them compare their answers in pairs before checking their work.
- Bring out again the bag of items you used in the warm up at the beginning of the lesson. Hold each item up, ask **What do you need this for?** and elicit answers.

**Answers:** **1** for taking photos, **2** for painting, **3** for playing football, **4** for cycling, **5** for cooking, **6** for sewing

**Language focus** present perfect to show recent events

**Language (R)** *What has she just done? She has just made a cake.*

**New words** ridden, found; (R) *climbed, jumped, seen, made*

**Preparation** Think of pairs of simple commands: e.g. **eat a banana or eat an apple; wash your hands or wash your face; read a book or read a newspaper; clean the windows or clean your shoes; brush your hair or brush your teeth**, etc.

Make copies of the grammar file card on page 115.

### Warm-up

- Create 'photos'. Ask four or five children to come to the front of the class. They are the 'models'. Give a subject to the rest of the class, e.g. **a birthday party, a football match, at the beach, at the zoo, at the circus, climbing a mountain**.
- The class 'directs' the models (using words only, not gestures) and creates a scene to go with the subject: e.g. **Sally, you are the mother. Stand in the middle. You are holding the birthday cake. John, stand next to Sally. It's your birthday. You are going to blow out the candles on the cake**, etc.
- When the class is happy with the scene, they hold up 'cameras' and pretend to take a photo. Repeat with another scene and another group of models.

### Page 35

**Speaking (1)** *Miss Walker has lots of interesting old photos...*

- Remind children of the use of present perfect with **just**. Repeat the presentation from Lesson 1, page 31, but write and draw different items.
- Remind children of Miss Walker. Ask who she is and what they remember about her. Let children look at Miss Walker's old photos for a moment or two. Ask children what they can see in each one.
- Look at each photo in turn. Ask **What has Miss Walker just done?** Children answer using the past participles given under each photo.
- Working in pairs, one child makes a statement about one of the photos, e.g. **Miss Walker has just made a snowman**. The other child points to the appropriate photo, **That's this photo**. Repeat with the remaining photos.

**Speaking (2)** *Look at Alex's photos again. Ask and answer.*

Children look back at the photos on page 34 and ask and answer about the characters as in the example.

**Writing (3)** *Cover page 34 and write...*

Children write a sentence about each character. Check their answers and put them on the board.

**Activity** Ask three or four children to come to the front. Give one of them a command, e.g. **Wash your hands or wash your face**. The child chooses one action and mimes it. When he/she has finished, ask the class **What has he just washed?** and elicit **He has just washed his face**.

Be sure to give, in your question, the verb which will be used in the answer. Be sure to wait until the child has stopped miming before asking your question.

**Grammar card (4)** *Look and write.*

- Children copy the grammar card and add examples of their own. (Only affirmative and interrogative forms are used as the negative form is not very common.)
- Remind children to store the card in their folder.

### Page 34

**Matching (1)** *Write the past participles.*

Children match the past participles in the box to the verbs.

**Answers:** take: took, make: made, do: done, climb: climbed, ride: rode, jump: jumped, play: played, see: saw, find: found, break: broke, have: had, finish: finished

**Writing (2)** *Complete the sentences. Use just.*

- Children complete the sentences by choosing verbs from the previous exercise.
- Go through the exercise orally before children write.
- Children can refer to their grammar file cards if they need help.

**Answers: 2** I have just found **this watch in the street!** **3** We have just made **a snowman.** **4** The horse has just jumped **over the fence.** **5** She has just ridden a **camel.** **6** They have just climbed **the mountain.**

**Word game (3)** *Find the word.*

Children write down the name of each item. They take the first letter of each word and rearrange them to form a word. They then complete the sentence and complete the picture. Point out the example.

**Answer:** She has found a necklace.

**Language focus** Describing hobbies; (*R*) *present perfect* + **just; too** + adjective/adverb; **not** + adjective + **enough**

**New language** The guitar was too big.  
...my fingers weren't long enough.

**New words** attic, downstairs, collecting, shelves, magazine, problem, too

**Preparation** Write the names of hobbies on separate pieces of paper. The hobbies should be connected with music, collecting and sport: e.g. **violin, guitar, drums; stamp collecting, collecting dolls; basketball, tennis, table tennis, riding.**

### Warm-up

- Play the *Miming game*. Put your pieces of paper with the names of hobbies face down on your desk or in a hat. A child comes to the front, chooses a piece of paper and mimes the hobby. The rest of the class guess: e.g. **She likes playing the violin**. You could make this a team game with points being scored by the first team to guess.

### Page 36

**Reading and writing (1 Read quickly and write the children's names.)**

- Children look at the photos. Ask children to describe the photos. Explain that they are going to read about these children and their hobbies.
- Children scan through the text to find the children's names. They write the names under the photos.

**Reading (2 Read again.)**

Read the text to the class. Children follow in their books. Point to the appropriate photo before you start to read about that child. Children should try to get a general understanding of the text and not worry about individual words.

### Page 37

**Reading and speaking (3 Answer the questions.)**

- Read the first paragraph again. Ask the first two questions.

- Children read the second paragraph silently. When they have finished ask the next two questions.
- Read the final paragraph. Ask the last two questions.

**Words (4 Find the words.)**

Children scan the text to find words to match the pictures. Let them compare their answers.

**Answers:** guitar, attic, earrings, shelves, poster, magazine

**Reading and understanding (5 True or false?)**

- Children decide if the statements are true or false. If they are unsure, they can go back to the text to check. They should write **true** or **false** next to the statements.
- Discuss their answers.

**Answers:** false, true, true, true, false, false

**Speaking and writing (6 What has just happened?)**

- Children can discuss the pictures in pairs and write down a sentence for each.
- Check their answers.
- Children can now look back at the text and find similar sentences there.

### Page 35

**Word search (1 Find the hobbies.)**

Picture prompts help the children to find the words. All the words go across. None go down.

**Answers:** violin, reading, postcards, cycling, sewing, tennis, stamps, piano, swimming, dolls, painting, guitar

**Categorising (2 Put the hobbies in groups.)**

When they have written the hobbies, children can compare their answers.

**Writing (3 What is wrong?)**

Elicit more examples with **too** + adjective before children start to write: e.g. mime lifting a heavy bag; put a very difficult sum on the board; try to reach a book on a high shelf; try to put a large item in a small container; speak too quickly/slowly/loudly/quietly etc.

**Answers:** 1 **The guitar** is too big, 2 **The bike** is too small, 3 **She has** too many dolls, 4 **She plays** too loudly.

**Writing (4 Write. Use yet.)**

- Point out the example and revise how to use the structure 'yet' and present perfect before children start to write.
- Children look at the pictures and write sentences using 'yet'.

**Answers:** 2 I haven't opened it yet. 3 I haven't read it yet. 4 I haven't brushed it yet.

**Language focus** Finding out about hobbies;  
(R) *stating limitations: not + adjective + enough; too + adjective*

**Language** (R) *The boy is not tall enough.*

**New word** chess; (R) *strong, old, tall, warm, long, big*

### Warm-up

- Write **black** on the board. Ask children to call out as many things as they can think of which are black.
- Do the same with **white**.
- Write **black and white** on the board. Ask children to write things which are black and white. They can talk about it with a friend.
- Find out who has thought of the most. Put all the words on the board. If they have not thought of a chess game, draw a chess board and elicit/teach the word **chess**.

### Page 38

#### Listening (1 Listen and ✓.)

- Children close their books. Tell the class that they are going to hear a girl talking about her favourite hobby – don't name it!
- Play Tape 15. Children listen.

#### **Tape 15**

**Voice:** Why do you like this game?

**Jenny:** Well, I don't like sports. I don't like running around. This game is nice and quiet and you can sit down. It's a really good game. You have to think all the time. And it's pretty, too. I like the kings and the queens and the horses and the castles.

**Voice:** When did you learn to play?

**Jenny:** I learned to play 6 years ago when I was 5 years old.

**Voice:** Who taught you to play? Your father?

**Jenny:** No. It was my mother. She plays very well.

**Voice:** Who do you play with? Your brother and sister?

**Jenny:** No. My sister is two years old so she isn't old enough. My brother can play but he isn't good enough. I always win.

**Voice:** So who do you play with?

**Jenny:** I play with my friends – and with Mum if she has time and isn't too busy.

- Children open their books and look at the questions and the possible answers.
- Play the tape again. Children tick the right boxes.
- Play the tape again, pausing the tape when appropriate to check their answers.

#### Thinking and making notes (2 Think about it.)

- Go through the questions.
- Children work individually, thinking about the questions and making notes (*not* full sentences.)

#### Speaking (3 Now ask your friends.)

- Children ask and answer. They can work in pairs or small groups.
- Ask one or two children to report back to the class if they have found someone with an interesting or unusual hobby.

#### Speaking (4 Look at the pictures...)

- Read out the example. Give more examples of how the constructions can be used: mime lifting a heavy bag and feel your tiny muscles; put a very difficult sum on the board and scratch your head; try to reach a book on a high shelf; try to put a large item in a small container, etc.
- Children can talk about the pictures in pairs and try to form sentences. Check their answers.

### Page 36

#### Reading (1 Read.)

- Read the passage to the class. All words should be clear except possibly **chess set**. Elicit the meaning.
- Children read in pairs, each taking a different paragraph.

#### Reading and writing (2 Write the answers.)

Children write the answers, referring back to the text if necessary.

**Answers:** 1 Because the pieces were pretty, 2 When she was five, 3 She plays well, 4 Because her sister is not old enough yet, 5 She has won. Because he is not good enough.

#### Writing (3 Finish the sentences. Use *not... enough* and *too*.)

There is more than one possible way to finish the sentences. Go through the exercise orally before children write and discuss the different possibilities.

**Answers:** A variety of the children's own answers.

## Unit 6: Additional pages

### Page 39

#### Reading for pleasure Molly and the roller-coaster (Part 2)

- Ask children to look at the pictures and predict the ending. Note ideas.
- Children scan the text and pick out words they think are important. Note them. Let them change their prediction, if they wish.
- Play the tape. Children listen and follow. Explain any new vocabulary.
- Look at the notes for the predicted ending. Were the predictions right? Were any of the endings that children wrote for Unit 5 the same as this story?
- Children take turns to read a part of the story aloud. Class follows.
- Ask children to explain why Molly was afraid of the roller-coaster before, but enjoyed the ride in the end.
- Let children who did not read their endings before do so now.
- Ask the class if the ending in the book is a good one. Is it the best? Does the class think that some of the other endings they heard were better? Which ones? Take a vote to find the best ending.

#### Hobbies poster project

- Ask children to bring in something to do with their hobbies or things they enjoy doing out of school. It could be a photograph or drawing of themselves doing the activity, or an object connected with the hobby or pastime, for example some stamps for stamp collecting, some music for playing an instrument, a programme from a sports event, etc.
- In turn, children show the objects and tell the rest of the class what the hobby is.
- Children write one or two sentences about their hobby. Children whose objects cannot be displayed on a poster can draw a picture.
- Stick all the sentences and pictures on the poster, with the names of the children beside them.
- Use the poster for children to talk about other children's hobbies.
- Keep this poster for the project in Unit 9.

### Page 37

#### Dictionary skills

- 1 Children match the words to the pictures.  
**Answers:** 1 crown, 2 corner, 3 camel, 4 cup, 5 chips, 6 clock
- 2 Children put in alphabetical order words which have the same initial letter.
  - Put some other examples on the board first, e.g. **bird, basket, blue, boat; flag, fish, face, fox.**
  - Show children how they must look at the second letter to establish the alphabetical order.  
**Answers:** camel, chips, clock, corner, crown, cup
- 3 This spelling exercise practises words which show how double consonants make the preceding vowel sound short.
  - Read the words to the children. You may want to exaggerate the length of the long sounds slightly.
  - Ask children to spot the difference between words with short sounds and words with long sounds.
  - Children cover the words before they write.
  - Before writing get children to pronounce the words, to say whether the sound is long or short and to say if there is a double letter or not.

### Page 38

#### Composition

- 1 Children look at each picture in turn. Elicit at least two questions that could be asked of each child in the picture and put them on the board.
- 2 Children write down the questions.
- 3 Children talk to at least two other children about their hobbies. They should start with **What's your hobby?** The questions they have written down in Part 2 will help them although they will have to choose questions appropriate to the hobbies of their friends. They should make notes.
  - When they start their compositions, ask children to write at least two sentences about each person. There must be a separate part (paragraph) for each person.

## Lesson 1 Page 40 Page 39

**Language focus** Asking for and giving personal details; present perfect with **for** and **since**

**New Language** How long have you known her? I've known her for two years. We have lived here since August.

**New Words** news (n.), for, since, competition, prize; (R) photography, photographer

**Preparation** Bring in some personal belongings, e.g. an umbrella, a hat, a soft toy.

### Warm-up

- Teach the class a short poem. First draw two large shoes on the board and long, thin legs going right to the top of the board
- Write the poem on the board:
 

*I knew a young girl called Paula,  
Who grew taller and taller and taller  
When friends called out 'Hi!  
She kept wondering why  
They looked smaller and smaller and smaller.*

When writing the poem on the board, stop before the last word and ask the class for suggestions.

- Read the poem. The class reads in chorus.
- Follow the procedure of rubbing out a few words at a time and reading the poem again until all the words have disappeared and the class knows the poem by heart.

### Page 40

**Pre-reading (1 Here are some more of Alex's photos ...)**

- Ask what the children remember about Alex.
- Children look at the photos and describe them. Ask which one they like best. Ask them to say why.

### Presentation

- Ask what month it is. Write the name of the month on the right of the board. Elicit the name of last month and the one before that and so on. (Six months will be enough.) Write them on the board in a line.
- Hold up one of your personal items, e.g. the soft toy. Say, for example, **This is my cat. His name is Monty. I bought**

**Monty in October.** Write **M** under **October**. Say **I've had Monty since October**. Repeat with the other items.

- Ask **How long have I had Monty?** and elicit **Since October**. Repeat with the other items.
- Count the months from October to the present. Say **I've had my cat Monty for three months**. Repeat with the other items.
- Ask **How long have I had Monty?** and elicit **for three months**. Repeat with the other items.

### Listening and reading (2 Listen and read.)

- Children look at the illustration. Ask **Who is talking to Alex? Why is he talking to him?**
- Read the introduction. Explain **competition**. Ask what other kinds of competition there are. Ask if children have ever won a competition.
- Play Tape 16. Children listen and follow in their books.

### Tape 16

**Reporter:** Alex, you've just won the Young Photographer of the Year competition. Congratulations!

**Alex:** Thank you very much.

**Reporter:** How long have you been interested in photography?

**Alex:** For about two years.

**Reporter:** Your winning photo is called 'Miss Walker'. Who is Miss Walker?

**Alex:** She's my next door neighbour. She's a very interesting person. She's travelled all over the world.

**Reporter:** How long have you known her?

**Alex:** Not long. I've known her since August. We moved into our new house in August.

**Reporter:** Can I see your camera? It's very nice. Have you had it long?

**Alex:** Since yesterday! It was my prize for winning the competition.

- Ask a few questions about the dialogue:
  - Why does the reporter say 'Congratulations!'?
  - Which was the winning photo? Point to it.
  - What is Alex's camera like?
  - When did he get it? Why did he get it? (Teach **prize**)
- Play the tape again.

**Reading and understanding (3 True or false?)**

Children do the exercise individually.

**Speaking (4 Talk about your answers with your friends.)**

- Children compare their answers and discuss any differences.
- Check their answers.

**Answers:** (alternatives in brackets) Alex has been interested in photography for a few (two) years. He has known Miss Walker for a short time (since August). He has had his camera for a short time (since yesterday).

**Reading and writing (1 What are the words?)**

Children unscramble the words and finish the sentences.

**Answers:** 1 photographer, 2 photos, 3 competition, 4 neighbour, 5 reporter, 6 prize, 7 camera

**Reading and matching (2 Read and match.)**

Children complete the sentences by matching the phrases on the left to the appropriate phrases on the right.

**Answers:** Alex has taken **some good photos**. He has just won a **photography competition**. He has been interested in photography **for about two years**. He has known Miss Walker **for a short time**. He has had his new camera **since yesterday**.

**Prepositions (3 Complete the sentences.)**

Children write the appropriate prepositions.

**Answers:** 1 in, 2 over, 3 at, 4 for, 5 about

**Language focus** Present perfect + **for/since****New language** How long has he had his computer?

He has had it for six months.

She has had her necklace since 1980.

**Words** (R) words for personal possessions, periods of time**Preparation** Make copies of the grammar file cards.**Warm-up**

- Play the game *Simon says* but substitute your soft toy from the previous lesson for *Simon*. Explain that Monty is going to give commands. If you say **Monty says stand up**, the children must stand up. If you say **Stand up** (with no **Monty says**) they must *not* obey the command. Possible commands: **Stand up, sit down, jump, run, wave, hop, sing a song, whistle, cry, laugh, play the guitar, turn round, clap your hands.**
- Play the game eliminating those who make mistakes until you find a winner. (You can award a prize (a sweet?) if you wish.)
- Repeat with one of the children giving the commands.

## PE Page 41

**Speaking** (1 *Ask and answer.*)

- Remind children of the use of **for** and **since** by using the same method as in Lesson 1, *Presentation* on page 37.
- Give prompts and ask children to choose **for** or **since**: say e.g. **August**. Elicit **Since August**. Say **Three weeks**. Elicit **For three weeks**. Other prompts: **yesterday, last week/month/year, Tuesday, 1996, two days, seven weeks, twelve months, a year.**
- Children look at the maze. Ask the questions. Children follow the lines to form the answers. Do the exercise with the whole class first. Then children can ask and answer in pairs.
- Ask children to choose one of their own personal possessions. Ask them to think about when they got it. Demonstrate a short dialogue like this:
 

**A:** Look at my watch.  
**B:** Mmm. It's nice. How long have you had it?  
**A:** I've had it since July. (*or* I've had it for two months.)

**Reading and speaking** (2 *Read the conversation ...*)

Children look back at the dialogue on the opposite page. You may like to play the tape once more. Children read the dialogue in pairs and then answer the questions.

**Writing and speaking** (3 *What about you?* 4 *Ask your friends.*)

- Children answer the questions in note form.
- They ask the same questions of the children sitting near them.

**Grammar card** (4 *Look and write.*)

- Hand out the grammar cards. Children copy the sentences on the card. Help them to add examples of their own.
- Go over the use of 'for' and 'since' with them.

## WE Page 40

**Reading and writing** (1 *Write for or since.*)

- Children complete the sentences with **for** or **since**.
- If they are unsure, they can refer to their grammar file.

**Answers:** 1 for, 2 since, 3 for, 4 for, 5 since, 6 since

**Writing** (2 *Write the sentences.*)

- Children write sentences based on the prompts as in the example.
- Go through the exercise orally before children write. Make sure they know their past participles.

**Answers:** 2 Joe has played the (his) guitar for six months.  
 3 The Gordons have lived in Moon Street since September.  
 4 We have been friends for a long time.  
 5 I have not seen the cat since yesterday.  
 6 Miss Walker has known the Gordons for six weeks.  
 7 Mr Gordon has had a (his) car since last year.

**Language focus** Reporting events; past and present tenses

**Language** (R) *Pat has played with them since July. The team has played together for two years.*

**New words** (language of sport) win, lose, beat, join, team, match, table tennis; poet; during

### Warm-up

Play one of the word games from a previous warm-up which the children have enjoyed.

### Page 42

**Read and match** (1 Match these titles to the photos.)

- Children look at the photos in the 'newspaper' and describe them.
- Read the titles of the stories. Elicit the meaning of **poet**.
- Children match the titles to the photos and write them in.

**Reading and speaking** (2 Read.)

- Read the first newspaper story. Children follow in their books.
- Ask one or two questions: **What sport do they play? Are they a good or a bad team? How old are they?**
- Repeat with the second and third stories. Suggested questions: (Bridge Street boys) **What sport do they play? Are they a good or a bad team?** (Paul Morton) **What is Paul's hobby? Is he a good writer?**

**Speaking** (3 Answer these questions.)

Children work individually and answer the questions in note form. They then compare their answers in pairs. Hear their answers.

**Read and match** (4 Finish the sentences.)

- Children will need to refer back to the stories before drawing lines and finishing the sentences appropriately.
- Answers:** Three of the girls have played together **for nine months**. Pat has played with them **since July**. The boys have won most of their games **since December**. Paul has

been interested in writing **for several years**. He has been at Bridge Street School **since September**.

- Ask the children to read the stories again. They can do this aloud in pairs. Ask them to make a note of any words which they still do not understand. When they have finished reading, look at these words. Perhaps other children can help to explain. Children can also use their dictionaries.

### Page 41

**Reading and writing** (1 Choose present perfect or past.)

- Remind children of the difference in use between the present perfect and the past: write the days of the week on the board. Show the class your watch and say **This is my new watch. I bought it on Monday**. Put a tick under **Monday**. Say **I have had my watch since Monday**. Count the days from Monday to today. Say **I have had my watch for three days**. Ask **When did I buy my watch?** Elicit, **You bought your watch on Monday**. Ask **How long have I had my watch?** Elicit **You have had your watch for three days** (since Monday).
  - Children do the exercise, putting the verbs into the correct tense. They may wish to refer to their grammar file cards.
- Answers:** 1 have played, 2 joined, 3 have just won, 4 has only lost, 5 has been interested, 6 wrote

**Write a poem** (2 Read and write.)

- Remind children of Paul Morton who won a poetry competition.
- Ask children to imagine a beach in the summer. Ask **Is the sun shining? What colour is the sea? the sky? Who is on the beach? What are they doing?** Now they imagine the same beach in winter. Ask **What colour is the sea? the sky? Are there lots of people on the beach?**
- Point out the phrases in boxes and make sure children understand the words. Focus attention on the outline of the poem below and explain to the children that they must put the phrases in the correct verse and in the right order. Tell them to look for pairs of lines that rhyme to help them.
- Draw three boxes on the board. Label them **Summer**, **Winter** and **Remember**. Ask children to find three more phrases to put in the **Summer** box, three more phrases to put in the **Winter** box and three more phrases for the **Remember** box. Write the phrases in the boxes as appropriate.
- You may want the children to try ordering the phrases on their own or you may feel they need more help. In this

case, discuss the phrases in each box. Help them to find the first phrase, the second and so on. Show children how full stops, capital letters and rhyming words can assist them in the task. Number the phrases.

- Children write the poem, putting one phrase on each line. The poem should read:

*In summer waves break  
so gently and make  
soft sounds that belong  
to the mermaids' sweet song.*

*But in winter waves crash  
so wildly and smash  
the gleaming rocks under  
their fury and thunder.*

*It is hard to remember  
in the storms of December  
that brilliant blue sky  
and the waves' lullaby.*

**Language focus** Describing events; interviewing

**Language (R)** *The strong winds have blown down trees.*

*How long have you lived there?*

**New words** rescue (v.), surprise, sunflower, seed;  
(R) problems, storm

**Warm-up**

- Try some tongue-twisters. Write on the board: **Peter picked a pretty poppy.** Explain **poppy.** Read it; the class repeats in chorus. Read it three times; the class does the same. Read it several times very fast; the class tries to do the same. Let individuals try to say it.
- Some more tongue-twisters to try: **red lorry, yellow lorry; Sally sells shells on the sea-shore; George snores worse than a horse.**

 Page 43

**Listening and speaking (1 Listen to the television newsreader.)**

- Children look in their books. Ask what they think they are going to listen to.
- Children look at the four scenes. See if they can describe them.
- Explain that they are going to listen to the news but that the items are in a different order.
- Play Tape 17. Children listen and number the pictures in order.

 **Tape 17**

*Woman:*

Good evening. This is the 6 o'clock news. The storm last night has caused a lot of problems. The strong winds have blown down trees and many have fallen across roads. Many people could not drive their cars to work this morning. There was a fire at the supermarket in Station Road this morning. Six fire engines raced to the shop and rescued five women and six children. No one was hurt. A lady in Brighton had a surprise today. Miss Doris Barnes, who is eighty years old, was digging in her garden when she found an old box. Inside the box there was money and gold jewellery. 'I was very surprised,' she said. 'I have lived here for forty years and I didn't know there was gold in my garden.'

.....  
Finally a young girl from Brighton is also in the news this evening. Maggie Jones has grown an interesting plant in her garden. She planted a sunflower seed two months ago and she now has the tallest sunflower in town. She has looked after it carefully and now it is nearly four metres tall. Well done, Maggie!

- Children look at the questions under each picture. Play the tape again. Pause after each item so that children can note down their answers.
- Check their answers.  
**Answers:** Order is 1 D, 2 C, 3 A, 4 B.  
Forty years; nearly four metres; five women and six children; because of the storm.

**Writing (2 Write three sentences about one of the pictures.)**

- Play the tape once more. Pause after each item and ask one or two more detailed questions about each one. Put words on the board if necessary. Children make notes.
- Children choose one picture and write three sentences about it.

**Reading and speaking (3 An interview.)**

- Read through the questions. Children read them again silently and think about their answers. They can make notes if they wish.
- Children interview each other in pairs or small groups.
- One or two pairs repeat their interview in front of the class. Be sure that they use **for** or **since** in answers to questions beginning with **How long ...?**

 Page 42

**Matching (1 Find the past participles.)**

Children read the past participles in the box – check pronunciation – and then match them to the infinitives below.

**Answers:** grow: grown, blow: blown, steal: stolen, break: broken, fall: fallen, find: found

**Writing (2 Write. Look at the TV news. What has happened?)**

- Children make sentences about the news items using the present perfect. All the verbs appear in the exercise above.
- Discuss the pictures and go through the exercise orally before children write.

- When they have finished, ask children to come and write their sentences on the board.

**Answers:** **1** A tree has fallen on the car. **2** Someone (A thief) has taken the diamond rings. **3** The girl has grown a very tall sunflower. **4** Someone has broken the statue. **5** The wind has blown the roof off the house. **6** The girl has found some money/a wallet.

### Writing and speaking (3 Write the questions.)

- Let children work out the questions in pairs. They do not write yet.
- Go through the questions with the class.
- Children write. Check their work.
- Children act out the dialogue in pairs. Hear one or two of them.

**Answers:** **1** When did you start playing table tennis? **2** Why do you like it? **3** How long have you been in the school team? **4** How often do you play? **5** How many matches have you lost? **6** What have you just won?

## Unit 7: Additional pages

 Pages 44, 45

### Reading for Pleasure Films

- Children look at the pictures. Ask which characters they recognise. Write them on the board. Children scan the text. Ask what information they think the text will tell them. Note ideas on the board.
- Play the tape. Children listen and follow. Explain any new vocabulary as necessary.
- Ask the class if the information in the text was the same as their ideas on the board. If they are quite similar tell the class they have predicted well.
- Children look at the two questions at the end again. Invite children to tell you what sort of films they like (not the titles yet) e.g. adventure, cartoons, funny/exciting films. What do they like films to be about, e.g. space explorers, animals, other children, etc? Note answers on the board.
- Brainstorm with the class words to describe a film that is very good, e.g. wonderful, great, fantastic.
- Children think of a film they thought was very good but do not tell anyone else what it is. Explain they are going to write a film review – their opinion about the film they have seen.
- Write questions on the board:
  - 1** What is the film? When did you see it?
  - 2** Who are the main characters in the film?
  - 3** Why did you like it? Would you tell someone else to see this film? Why?

- Children write their answers in three paragraphs. Go around helping and monitoring their work. They can illustrate their work with their favourite scene from the film.
- Let some children read their work to the class.
- Put all the work into a book of Film Reviews. Encourage children to read each other's work.

### News page project

- Children work in groups of four or five. Each child writes a report for a news page. If possible, let them write about things that have been going on in school, e.g. a special assembly, unusual visitor(s), a special school project. Help them to remember events and think of ideas. Alternatively, they can make up the content of the page.
- They should write four or five sentences for each article and draw a picture of the event.
- Groups take turns to read the articles on their page.
- Display the pages, or make them up into a newspaper. Let children read the different articles.

 Page 43

### Dictionary skills

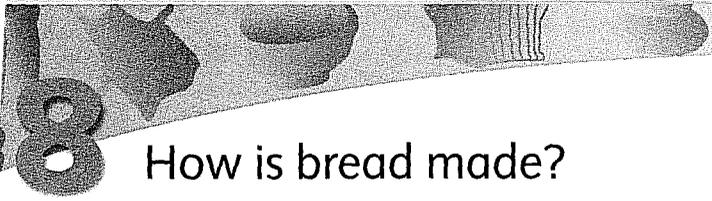
- 1** This page deals with recognising adjectives. Children read the sentences; point out the underlined words.
- 2** After underlining the adjectives in the sentences, ask children to give more examples of adjectives in sentences.
 

**Answers:** **1** dangerous, dark; **2** new, old; **3** golden, black
- 3** Children do not need to know the meanings of the words on the dictionary page. They are simply becoming familiar with the meanings of abbreviations.

 Page 44

### Composition

- 1** Children look at the picture of the old lady and read the reporter's notes on his pad.
- 2** They can use the information on the notepad to answer the questions.
- 3** By answering the questions in the order given, children can compose a short newspaper report about Mrs Banks.



# How is bread made?

## Lesson 1 Page 46 Page 45

**Language focus** Describing a manufacturing process; present simple passive

**New language** Bread is made by a baker.  
The loaves are put in a warm place.

**New words** flour, yeast, wheat, dough, loaves, mixture, mix, add, knead, rise

**Preparation** Find pictures of different kinds of shops and of items (clothes, cakes, bread, shoes, etc)  
Write these words on pieces of paper:  
**sandcastle, house of cards, coffee, sandwich, jumper, paper hat, necklace, snowman.**

### Warm-up

Play a miming game *What are they making?* Divide the class into two teams. Put the pieces of paper with words face down on your desk or in a hat. One child comes to the front and chooses a piece of paper. He /she must mime making the item on the piece of paper. The first person to guess correctly scores a point for their team.

### Page 46

### Pre-reading (1 *Think about it.*)

Children look at the different kinds of bread. Ask how many different kinds of bread they can see in the picture. Talk about the questions briefly.

### Presentation

- Put up the pictures of shops. Talk about them. Ask **What kinds of shops are there?** Point out that all the shops sell things but some shops also make things. Ask **Which ones make things?** (this will depend on your pictures, for example, café, tailor's, baker's, shoemaker's)
- Hold up the pictures of items you have found which are made in shops. Ask children to name them and hand them out.
- Ask **What do you have, Ann?** Elicit *I have some cakes.* Ask **Where are cakes made?** Elicit *At the baker's.* Ann comes to the front of the class and sticks her picture in the appropriate place. Continue with the other items.
- When all the items are on the pictures of shops, point to each one and say **Bread is made at the baker's. Boots are made at the shoemaker's,** etc.

### Listening and reading (2 *Listen and read.*)

- Give children time to look carefully at all the pictures. Ask what the man is doing.
- Ask **What is bread made from?** and point to the second picture. Teach the new words.
- Play Tape 18. Children follow in their books.

### Tape 18

*Narrator:*

How is bread made?

In many countries bread is made by a baker in his bakery.

Bread is made from flour, yeast and water. The flour is usually wheat flour. Yeast is added if you want the bread to rise.

First the flour is mixed with the water and the yeast. This mixture is called dough.

Then the baker kneads the dough. He pushes and pulls it.

The dough is cut into loaves.

These are put in a warm place to rise.

The loaves are baked in the oven.

The baker takes the bread out. Mmm! It smells delicious!

- Go through the text again. Discuss the pictures, teach the new words. Get children to do the actions of mixing and kneading, etc.
- Play the tape once more.

### Reading and speaking (3 *Answer the questions.*)

Read through the questions. Children can answer the questions alone or in pairs. Hear their answers.

### Reading and speaking (4 *How is bread made?...*)

- Children read the text aloud. A different child reads the caption for each picture. Pay attention to pronunciation.
- Children cover the text and, working with a friend, describe how to make bread using the verbs given.
- One or two pairs describe the process to the class. Encourage them to incorporate actions.

**Reading and matching (1 Make sentences.)**

- Children match the phrases to make meaningful sentences.
- They read out their sentences when they have finished.

**Writing (2 Write the sentences.)**

Children write the sentences they have found above.

**Answers:** 1 Bread is made from flour, yeast and water.

2 If yeast is added, the bread will rise. 3 The flour, yeast and water are mixed together into dough. 4 The dough is kneaded and cut into loaves. 5 The loaves are put in the oven to bake.

**Crossword (3 What's the word?)**

Children look at the picture clues and write the words in the crossword. They read the sentence clues and write the missing words in the crossword.

**Answers:** 1 dough; 2 wheat; 3 loaves; 4 mixed; 5 cut; 6 rise; 7 oven; 8 flour; 9 yeast. Children can then read the word across the middle: **delicious**.

**Language focus** Present simple passive

**New language** Meat is sold by the butcher.

The toys are made of plastic.

What is this made of?

**New words** wool, metal, glass; (R) wood, plastic, paper

**Preparation** Find as many items as you can made of the materials in **New words** above and put them in a bag.

Write the names of the materials on cards.

Make copies of the grammar file card on page 115.

### Warm-up

- Ask children to call out eight letters. Write them on the board.
- Ask them to think of words beginning with these letters. Write them on the board.
- Ask the children to make up a very short story which incorporates as many of the words as possible. They can work in pairs or small groups to do this.
- Hear some of their stories.

### Page 47

#### Speaking (1 Ask and answer.)

- Children look at the row of materials in their books. Read them. Children repeat.
- Put three of the word cards on the board.
- Point to one of the cards, e.g. **wood** and ask **What's made of wood?** Children have to find something. They stick the card to it. Repeat with the other two cards.
- Put the remaining three cards on the board and follow the same procedure.
- When all the cards have been allocated, elicit statements, e.g. **Sam's jumper is made of wool.**
- Put the cards back on the board. Ask children to take items from your bag. They say what they are made of, e.g. **The spoons are made of plastic.**
- Children look in their books and ask and answer as in the example. Do the exercise with the whole class and then let children repeat it in pairs. **Note** : some examples are plural: **What are these made of? They're made of ...**

#### Reading and speaking (2 How many true sentences can you make?)

- Before doing the exercise, children look back at the previous page. They can read the text again or you may wish to play the tape again.
- Children combine the words to make true sentences about bread. There are many possible combinations.

#### Writing (3 Write four sentences about bread...)

Children write in their notebooks.

#### Grammar card (4 Look and write.)

- Hand out the grammar file cards. Children copy the first three sentences. Elicit further examples, which the children copy.
- Point out the last two examples, focusing attention on the phrases **by the baker** and **by the butcher**. Ask **Who bakes the bread? Who sells the meat?** and elicit answers. Children copy the sentences. Ask them to think of more examples, put them on the board and ask the children to copy them.

### Page 46

#### Writing (1 Write. What are they made of?)

Go through the exercise orally first. Make sure children are aware of which sentences are singular and which are plural.

**Answers:** 2 wood, 3 glass, 4 paper, 5 plastic, 6 wool.

#### Writing (2 Complete the sentences.)

Look at the verbs first and make sure children know what the past participles are.

**Answers:** 2 is mixed, 3 is cut, 4 are put, 5 are sold, 6 is eaten.

#### Reading (3 True or false? Write ✓ or X.)

Children read and put a tick or a cross in the boxes. They can do this in pairs.

**Answers:** 1 X, 2 X, 3 ✓, 4 ✓, 5 X, 6 X.

#### Writing (4 Correct the false sentences. Use not.)

**Answers:** Toys are not always made of wood. Meat is not sold by the baker. Sweets are not only eaten by children. Poems are not only written by girls.

**Language focus** Describing a manufacturing process; present simple passive

**New language** The cotton is made into yarn.  
The pieces are sewn together.

**New words** jeans, cotton, cloth, denim, fluffy, threads, pocket; picked, spinning, dyed, woven, sewn

### Warm-up

- Ask children to think of as many items of clothing as possible. They call out the names. Write them on the board.
- Ask for a volunteer to come to the front of the class. The child must mime putting on ten items of clothing. The class calls out the names. Another child acts as a timekeeper and times how long it takes to guess all of them.
- Repeat with another volunteer. Can he/she do it in less time?

### Page 48

#### Pre-reading (1 Talk about it.)

Children look at the jeans and talk about the questions.

#### Reading (2 Read.)

- Children look at the title. Ask what it says.
- Children look at the pictures. Ask what they think they are going to read about.
- Read the passage to the children. They follow in their books. Ask them to try and get a general idea of what the passage is about. They need not worry about detail at this stage.

### Page 49

#### Reading and understanding (3 True or false?)

Children should try this exercise after reading the passage only once.

**Answers:** T, T, F, F, T

#### Words (4 Find the words.)

Children read the passage again and look for words to match the pictures. They can compare their answers.

**Answers:** cotton, factory, threads, cloth, pocket

#### Reading and understanding (5 Answer these questions.)

- Children will probably be able to answer some of the questions without looking back at the text. They can try to do as much as they can and write their answers in note form.
- Read the passage to the class once more. Children can change their answers, add to them, fill any gaps etc.
- Go through the answers.

#### Reading and ordering (6 Number these pictures in the right order.)

- Children can work in pairs so that they can talk about the process.
- They should number the pictures in pencil so that they can change them if necessary when they go back to the text to check if they are right.
- Check their answers.

**Answers:** 1 picking, 2 cleaning, 3 combing, 4 spinning, 5 dyeing, 6 weaving, 7 cutting, 8 sewing

#### Speaking (7 Do you know?)

- Ask children to name the pairs. They should say **This is a pair of...** for each example.
- Ask what pairs of things can children find in the classroom. Let them make a list. See who can find the most.

### Page 47

#### Writing (1 How is a pair of jeans made? 2 Complete the sentences.)

- Children look carefully at the process shown in the pictures.
- Ask them to look at the past participles. Make sure they understand all of them.
- Children write the verbs in the gaps, following the process shown in the pictures.

**Answers:** picked, is taken, is made, is dyed, is woven, is cut, are sewn

#### Writing (3 Write. How many pairs can you see?)

There are six: a pair of scissors/glasses/trainers/gloves/eyes/socks.

**Language focus** Describing trades and products; present simple passive; **by** + agent

**Language (R)** *Bananas are sold by the greengrocer.*

**Words (R)** *butcher, baker, tailor, shoemaker, greengrocer*

**Warm-up**

- Write the following nonsense poem on the board:

*There was a young lady from Riga,  
Who rode with a smile on a tiger.  
They returned from the ride  
With the lady inside,  
And the smile on the face of the tiger.*

As you write it, omit the last word of each line and ask the children for suggestions.

- Read the poem with the class in chorus. Give it a brisk rhythm.
- Follow the procedure of rubbing out a few words at a time and reading the poem again until all the words have disappeared and the class knows the poem by heart.

 Page 50

**Listening and writing (1 Look, listen and write.)**

- Look at the shopkeepers. Read the names and ask what each one makes or sells.
- Explain to the children that they are going to find out where the shopkeepers work.
- Play Tape 19. Children listen.

 **Tape 19**

*Voice:*

Five shopkeepers have their shops in the same street.  
The tailor works in the shop on the left.  
The baker sells his bread in the shop on the right.  
The butcher's shop is in the middle.  
The greengrocer has his shop between the butcher's and the tailor's.  
The shoemaker's shop is between the butcher's and the baker's.

- Play it again. Children listen and jot down the first letter or two of the word for each shopkeeper on the correct line.
- Children then write the names out in full.
- Play the tape again so that they can check.  
**Answers:** 1 tailor, 2 greengrocer, 3 butcher, 4 shoemaker, 5 baker

**Speaking (2 Ask and answer.)**

Children ask and answer in pairs as in the example to check their answers to the previous exercise.

**Naming (3 Look and say.)**

Children name the items.

**Answers:** 1 bananas, 2 jackets, 3 meat, 4 shoes, 5 chickens, 6 dresses, 7 trousers, 8 cakes, 9 grapes, 10 bread, 11 boots, 12 oranges

**Speaking (4 Point and say.)**

- Point to an item and say its name. The children say which shopkeeper it is sold or made by.
- Do a few examples with the whole class. Then let them work in pairs.
- Ask children if they can think of any other items which are sold or made by the shopkeepers.

 Page 48

**Read and match (1 Read and write the names.)**

Children read the passage and write the names of the characters in the appropriate boxes.

**Answers:** 1 Bob, 2 Ted, 3 Molly, 4 Rose, 5 Tom, 6 Nellie.

**Reading and writing (2 Look at the picture and answer the questions.)**

- Children read the questions and look at the picture to find the names.
- Do the exercise with them orally first. It may help if you put the past participles of the verbs on the board.

**Answers:** 2 Bob cuts the cloth. 3 Molly pins the pieces together. 4 Ted sews the shirts. 5 Nellie irons the shirts. 6 Rose sews on the buttons. 7 Tom picks up the pins.

**Speaking (3 Can you say it?)**

A tongue-twister – just for fun.

## Unit 8: Additional pages

**PE** Page 51

### Reading for pleasure **PE** Amazing cakes

- Let children look at the pictures for a few moments. Ask if any of them have seen a cake like one of these. Ask what their favourite cakes are and when they have them.
- Children scan the text and try to pick out significant words. Write these on the board.
- Play the tape. Children listen and follow. Explain any new words.
- Individuals read parts of the text aloud.
- Prepare children for drawing and writing in answer to the questions at the bottom of the page: list all the other occasions when people might make special cakes, e.g. on Mother's Day, for a wedding, etc.
- Write a list of favourite sweets that could be used to decorate the cake.
- Children choose an occasion and design the decorations for a cake. Make sure they realise it can be any shape they like. They draw and colour their design, then label it to show what sweets they have used and what coloured icing they have included.
- They then write a short description of the cake, when and who it is for.
- Let as many children as possible show their designs to the rest of the class. Display all the work on posters or in a book of Amazing Cakes.

### Shops project

- Write the names of these shops on the board, spaced out: baker's shop, tailor's shop, café, shoemaker's shop, butcher's shop, greengrocer's shop.
- Write items on cards, or draw pictures: bread, cakes, shirts, trousers, sandwiches, ice cream, shoes, boots, meat, chicken, grapes, carrots.
- Children come forward, take a card, read it, put it under the correct shop and say, e.g. I have some shirts. Shirts are made by the tailor.
- To make this a whole class activity, divide the class into groups. Give each group a sheet of paper with the names of the shops stuck on, well spaced out. Give each group small cards with names of items which belong in each shop.
- To make the activity more interesting, add more items to the list and give each group a different set of small cards.
- Children talk in their groups and place the items under the right shop. When all the items have been placed, groups show their poster and talk about the things on it, e.g. *The chocolate cakes are made in the café.*

**WB** Page 49

### Dictionary skills

- 1 This page deals with recognizing adverbs. Children read the sentences. Point out the underlined words.
- 2 After underlining the adverbs in the sentences, ask children to give more examples of adverbs in sentences.  
**Answers:** 1 beautifully, 2 quietly, 3 fast, slowly
- 3 Children do not need to know the meanings of the words on the dictionary page. They are simply becoming familiar with the meanings of abbreviations.

**WB** Page 50

### Composition

- 1 Let children look at the pictures and get some idea of the process of making the biscuits.
  - 2 Talk about the pictures with them. They should make up one sentence about each. The present simple passive should be used in each case. **First the butter and sugar are mixed together**, etc.
- Children write one sentence about each picture on each line. Linking words are provided for them.  
**Answers:** First the butter and sugar are mixed together. Then the flour is added. After this the dough is rolled out and cut into shapes. Then they are put into the oven and baked. Next they are covered with sugar and put in a box and then they are taken to the shop.

**Lesson 1**  Page 52  Page 51

**Language focus** Talking about events which started in the past and continue in the present; present perfect continuous

**New language** He's been saving his pocket money since July.  
They've been waiting for ages.

**New words** spending, saving, pocket money, expensive, ages, sea-horse, tropical, tank, keep (v.)

**Preparation** Ask four children to help in the lesson: they will be people waiting at a bus stop. They must look at their watches and look down the 'road' for the 'bus'.  
Bring in pictures of animals.

**Warm-up**

Play *Simon says*: see *Warm-up* on page 40.

**Presentation**

- Draw a bus stop on the board. Say **At one o'clock a lady came to the bus stop**. A girl from the group of four helpers comes to the 'bus stop'. Write **1.00** on the board above her. Continue **But the bus didn't come. So she waited**.
- Repeat with 'an old man' who came to the bus stop at 1.30 and 'two children' who arrived at 2.00.
- Say **The time is now half past two**. Draw a clock showing 2.30. **But where is the bus?** (The queue of people is getting impatient.) **How long have they been waiting?**
- Point to the times. Ask about the people in the queue: **How long has she been waiting? She's been waiting for 1½ hours**. Repeat with the old man and the children. Ask them **How long have you been waiting?** Elicit the answers **1½ hours**, etc.
- Write on the board **She's been waiting for 1½ hours**. Write similar sentences for the other people in the queue.

 Page 52

**Pre-reading (1 Talk about it.)**

- Put your pictures of animals up on the board. Children name them.
- Ask children to think of as many animals as they can: wild animals, farm animals, household pets, etc.

- Use the questions in the book as the basis for a short discussion.
- Ask about the Gordon family. Ask children if they can remember what pets they have.

**Listening and reading (2 Listen and read.)**

- Explain that Alex is going to buy a new pet. Children look at the picture story for a few moments.
- Play Tape 20. Children listen.


**Tape 20**

**Narrator:** Alex has a big tank in his room. He keeps tropical fish in the tank. These fish are beautiful colours. Alex bought his first fish a year ago. Now he has ten. He has been spending all his pocket money on them.

**Alex:** I've been keeping fish for a year.

**Narrator:** Today Alex is going to buy a new pet. It is very expensive. He has been saving his pocket money for months.

**Man:** It costs £50.

**Alex:** That's OK. I've been saving my pocket money since July.

**Narrator:** Sally and Mrs Gordon are sitting in the kitchen. They have been waiting for Alex. They want to see his new pet.

**Sally:** There you are! We've been waiting for ages.

**Joe:** Mum! Alex has bought a horse!

**Mum:** What?

**Narrator:** It is all right. Joe was joking. Alex has not bought a horse.

**Alex:** Look! Isn't it beautiful?

**Narrator:** He has bought a sea-horse.

Play the tape again. Stop after each frame. Explain new vocabulary and ask one or two questions about each frame:  
1<sup>st</sup> frame: **Where does Alex keep his fish? When did he buy his first fish?**

2<sup>nd</sup> frame: **What is Alex going to buy? Does it cost a lot of money or only a little money?**

3<sup>rd</sup> frame: **What are Sally and Mrs Gordon doing? What does Joe say? What does Mrs Gordon say? Why?**

4<sup>th</sup> frame: **What has Alex bought? What do you think of it?**

- Play the tape once more.

**Reading and speaking (3 Answer the questions.)**

Read through the questions and then let children answer them in pairs. Hear their answers.

**Writing and speaking (4 Write, ask and answer.)**

- Children think of one or two more questions. Working in pairs will probably generate more ideas.
- When they have written their questions, ask them to write, in front of the question, the name of the person they are going to ask. This will speed up the asking process.
- Children ask and answer.

 Page 51

**Reading and writing (1 Underline the mistakes.)**

- There is a mistake in each sentence. Children read and underline them.

- They re-write the sentences correctly.
- **Answers:** 1 ...ten tropical fish...; 2 ...all his money...; 3 ...an expensive pet.; 4 ... for a long time.; 5 ...in the kitchen.; 6 ...a sea-horse.

**Reading and writing (2 Answer the questions.)**

- Children complete the questionnaire.
- They will probably find it interesting to compare their pocket money situation with that of other children so let them look at each other's books and/or ask questions.

**Language focus** Talking about activities and hobbies; present perfect continuous + **for** and **since**

**Language (R)** *I have been waiting since 7 o'clock. She has been reading for twenty minutes.*

**New word** favourite; (R) save, time words

**Preparation** Make copies of the grammar file cards.

### Warm-up

- Play a *Memory chain game*. Say **Yesterday I went to the park and I saw a little girl on a swing**. Choose someone to repeat your sentence and to add another item to the list. E.g. **Yesterday I went to the park and I saw a little girl on a swing and some ducks on the pond**.
- Children continue, adding a new item each time. The last two items must be joined by **and**. The rest of the class can add sound effects or actions to accompany each item. See how long the chain can get.

### Look back

- Children look back at the picture story on page 52.
- Write these questions on the board:  
**How long has Alex been keeping fish?**  
**How long has he been saving his pocket money?**  
**How long have his mother and sister been waiting for him?**
- Play Tape 20. Children look and listen. They try to answer the questions without looking again at the text.

### Page 53

#### Speaking (1 Ask and answer.)

- Remind children of how we use **for** and **since**. Give them the beginnings of sentences. They finish them with **for** or **since**. Say, e.g. **Alex has been waiting for a bus....** Children say **Alex has been waiting for a bus for ages/since two o'clock**.
- Children look at the chart and make questions, using the verb given, and reply using **for** or **since**.
- Do the exercise with the whole class and then let them ask and answer in pairs.

#### Read and write (2 Read the questions and write the answers.)

Children write the answers. Make sure they use **for** or **since** correctly in the second answer.

#### Speaking and writing (3 Write about yourself then ask a friend. Write the answers.)

Children first fill the table in with their own information and then ask two friends the questions they have just answered about themselves and note down their friends' answers.

#### Writing (4 Write about your friend.)

Children write two sentences about each friend, like this:  
**John likes playing football. He has been playing football for three years.**

#### Grammar card (5 Look and write.)

- Hand out the grammar file cards. Children copy the first two sentences using **since**. Elicit further examples, which the children copy.
- Children copy the two other sentences using **for**. Elicit further examples including questions, which the children copy.
- Children may also like to list phrases which follow **since** and phrases which follow **for**.

### Page 52

#### Writing (1 Write the verbs.)

Children use the verbs in the box to complete the sentences.

**Answers:** 2 has been playing, 3 have been studying, 4 have been waiting, 5 have been shopping, 6 has been roller blading

#### Writing (2 Make sentences.)

- Children write sentences based on the prompts as in the example.
- Go through the exercise orally first, making sure that they can form the verbs and use **for** and **since** correctly.  
**Answers:** 2 The baby has been sleeping for twelve hours. 3 They have been living in Moon Street since September. 4 I have been playing table tennis since 1994. 5 We have been waiting since this morning. 6 Alex has been saving his pocket money for ages.

**Language focus** Describing wildlife; present tenses

**Language** When they are hunting, they can hide...

**New words** hedgehog, tortoise, leopard; stripes, spots, fur, spines; hunt, shade, hide, sharp, muddy; (R) caterpillar, polar bear, tiger, snake, crocodile, shell

**Warm-up**

- Draw a boy. Write **Algy** underneath. Introduce him. Say **Algy was walking down the street and he met an animal.** Invite children to guess which animal it was: **a bear.**
- Write the poem on the board omitting the last word.
 

*Algy met a bear*  
*The bear met Algy.*  
*The bear grew bulgy.*  
*The bulge was...*

Read the poem, demonstrating **bulgy** and **bulge**. Ask children if they can guess what the last word should be: **Algy.**

- Children read the poem. Be careful with pronunciation especially the difference between [æ] and [ʌ].
- They read it again briskly and repeat it several times starting quietly and getting louder and then going back to a whisper.

 Page 54

**Pre-reading (1 Think about it.)**

Children name the animals (teach **leopard**) and talk about where they live.

**Reading (2 Read.)**

- Children look at the photos. Ask how many of the animals they can name. From looking at the pictures ask what they think this passage is about. Invite them to guess: **hiding.**
- Read the passage. Children point to the appropriate pictures as they listen. Remind children not to worry about words they do not know. They should try to understand the passage in general.

**Reading and understanding (3 True or False?)**

Read through the statements. Children decide whether they are true or false.

**Answers: 1 F, 2 T, 3 T, 4 F**

**Words (4 Words.)**

- Children read the passage again to find the words for the different items. Check their answers.
- Children can work in pairs reading the definitions and finding the animals to match.

**Speaking (5 Answer the questions.)**

Children work in pairs to work out answers to the questions, looking back at the text to find the appropriate information.

**Reading**

Children read the passage about hiding aloud, a different child taking each paragraph. By now they should have a good understanding of the text but ask if there are any words they do not understand.

 Page 53

**Writing (1 Which one is different?)**

Children find the odd one out and explain why it is different.

- Answers: 2 C** – leopard – because it does not have a shell.  
**3 D** – tortoise – because it does not have spines.  
**4 A** – crocodile – because it does not have fur.  
**5 B** – jumper – because it does not have spots.

**Writing (2 Answer the questions.)**

Go through the exercise orally before children write.

**Answers:** A tiger has stripes so that it can hide in long grass. A polar bear has white fur so that it can hide in the snow. A crocodile is dark green so that it can hide in rivers. A hedgehog has spines so that other animals cannot eat it. A tortoise has a hard shell so that it can hide inside. (so that other animals cannot break it.)

**Language focus** Finding out personal details;  
(R) *present perfect continuous*

**Language** (R) *I've been looking after kangaroos for a long time.*

**New words** hotel, guests, look after, die (v.)  
(R) *kangaroo*

**Preparation** Ask two good students to prepare the dialogue on  page 55. They will present it to the class. Help them with pronunciation and intonation.

**Warm-up**

Play any of the word games which the children have enjoyed.

 Page 55

**Reading and speaking (1 Look at this.)**

Read about Vanessa Edwards. Ask children to look at the picture of Vanessa and to say as much as they can about her.

**Listening and speaking (2 Listen and say.)**

- Vanessa looks after animals. Explain **look after**. Ask **Who else looks after people or animals?** Elicit, e.g. **doctor, fireman, policeman**. Ask the children if they can guess which animals Vanessa looks after.
- Play Tape 21.

 **Tape 21**

**Interviewer:** How long have you been living in Silverton, Vanessa?  
**Vanessa:** We came here in 1987.  
**Interviewer:** You have a hotel, don't you?  
**Vanessa:** Yes, I do. But it's not a hotel for people.  
**Interviewer:** Who are the guests at your hotel?  
**Vanessa:** My guests are kangaroos. Baby kangaroos.  
**Interviewer:** Why do you look after baby kangaroos?  
**Vanessa:** I look after them because their mothers have died. Sometimes when kangaroos are crossing the road, the cars can't stop. The cars hit the kangaroos and they die. But sometimes the babies don't die. So I look after them. I'm their mother!  
**Interviewer:** How long have you been doing this work?  
**Vanessa:** I've been looking after kangaroos for a long time. Ten years, I think.  
**Interviewer:** Is it hard work?  
**Vanessa:** Yes, it is. But my children help me. They like looking after the babies.

- Ask **What are the animals which she looks after?**

**Listen and write (3 Listen again and make notes.)**

- Children look through the questions. Elicit explanations for **hotel and guests**.
- Play the tape again. Children make notes.
- Children may need to hear the tape once more.

**Speaking (4 Talk about your answers with your friends.)**

Children work in pairs or small groups comparing their answers. Hear their answers.

**Listen and read (5 Read. 6 Now you!)**

- The two children who have prepared the dialogue come to the front of the class. Children close their books and listen to the dialogue.
- They open their books and read while the two at the front read it again.
- The questions remain the same but children write their own answers.
- They read the new dialogue in pairs.
- Two or three pairs read their dialogues to the class.
- Children ask each other the questions in pairs.

 Page 54

**Writing (1 Write the questions.)**

- Children write questions to fit the answers. You may like to go through this orally first.
- When they have finished, check their work. Children can then read in pairs.

**Answers:** **1** How long have you been working here? **2** Which animals do you look after? **3** How long have you been looking after them? **4** What have you been doing this morning? **5** Is there a lion in this cage? **6** How long has it been sleeping there?

**Writing (2 Look and write.)**

Children follow the lines of the maze to find out what the animals have been doing.

**Answers:** The tiger has been sleeping. The monkeys have been playing. The penguins have been swimming. The elephant has been eating. The kangaroos have been hopping. The parrot has been talking.

## Unit 9: Additional pages

**PB** Pages 56, 57

### Reading for pleasure **PB** The ant and the grasshopper

- Read the title to the class. If necessary, explain grasshopper. Children may already know this story. Ask who wrote the story. If it is new to them, see if they can guess that it is a fable by Aesop.
- Children look at the pictures and scan the text. They should be able to predict accurately what the story is about. Listen to their ideas.
- Play the tape. Children listen and follow. Explain new vocabulary as necessary.
- Children read the text aloud, either a paragraph each or with narrators and two children reading the words spoken by the characters.
- Ask children to think what happens next. Write these questions on the board:
  - 1 Who was the friend the grasshopper saw?
  - 2 What was the friend doing?
  - 3 What did the grasshopper say?
  - 4 What did the friend say?
  - 5 What happened next?
- Hear some suggestions from the class. Write some ideas and any necessary vocabulary on the board.
- Children write and illustrate their own endings to the story. Let as many children as possible read out their work. Display all the work and encourage children to read each other's endings.

**WB** Page 55

### Dictionary skills

- This page deals with recognising the four parts of speech which have been considered in previous units.
- 1 Children write the number to match words with their abbreviations.  
**Answers:** adj: 3, n:1 adv: 4 v: 2
  - 2 They copy the underlined words and write the abbreviations.  
**Answers:** teacher (n), pet (n); barked (v), loudly (adv); happy (adj); were playing (v); new (adj), well (adv)
  - 3 Children identify the parts of speech and write the words in the appropriate boxes.  
**Answers: nouns:** girl, tree, horse, street, cakes, bread, window, bakery, children, beach  
**verbs:** was sitting, ran, were, played  
**adjectives:** pretty, big, black, white, delicious, small, sandy  
**adverbs:** quietly, fast, happily

**WB** Page 56

### Composition

- 1 Children look at the letter but do not read its content. Ask who it is from and who he is writing to. Ask **Where does Alex live? When did he write the letter?**
- Read the body of the letter. Ask **How does it start?** Elicit **Dear Paul, Thank you for your letter.** Ask what Alex writes about. Point out that there are three main sections. **What are they?** Elicit **town, family and pets, hobbies and interests in and out of school.** Ask **How does Alex finish the letter?** Elicit **Please write soon...** etc.
- Children write their own letter, following the same pattern.

### Lesson 1 Page 58 Page 57

**Language focus** Talking about likes and dislikes;  
like, enjoy, hate, not mind + gerund, do + gerund

**New language** I enjoy doing the ironing.  
He doesn't mind doing the washing up.

**New words** housework; do the cleaning/washing/  
ironing/cooking/dusting/sweeping; make a mess;  
vacuum cleaner; broom, washing machine, frying  
pan, iron

**Preparation** Think of words for the warm-up activity

#### Warm-up

- Rhyming words. Divide the class into two teams. On the board write **Team A** and **Team B**. Give each team 10 points.
- Say a word. In turn, the teams have to say words which rhyme, e.g. You: **car**, A: **star**, B: **far**, A: **jar**, etc. If a team cannot think of a rhyming word, or they say a word which does not rhyme, they lose one point. They may say a word which is unfamiliar to the opposing team. If so, this team can challenge them to use the word in a sentence. If they can do it, the challenging team loses a point. If they cannot do it, they themselves lose a point.
- Some words to try: **box, chair, tree, snake, cat, park, light, eye, ball, pen, ear, walk.**

#### Presentation

- Write a list of activities in a column on the board: **reading, watching TV, shopping, painting, playing football, going to the dentist.** The class asks you questions beginning with **Do you like...?** Answer with **Yes, I do, No, I don't** or (uncertainly) **Well...it's OK.** As you answer each question, draw a face next to the activity: 😊 for **Yes**, ☹️ for **No** and 😊 for **It's OK.**
- Point to each activity and face in turn and say, for example, **I enjoy reading. I hate playing football. I don't mind going to the dentist.**
- Write **enjoy, hate** and **don't mind** on the board. Ask children to make up true sentences about themselves using these verbs.

### Page 58

#### Pre-reading (1 Think about it.)

Look at the pictures. Say **Look at the children. They're at home. They're helping their mother.** Read the questions and discuss whether the children in the class help at home, too.

#### Listening, reading and matching (2 Listen, read and match.)

- Read the introduction. Elicit the meaning of **housework** (compare it with **homework**). Play Tape 22. Children listen and look at their books.



#### Tape 22

**Narrator:** Mrs Gordon hurt her leg and she could not do any housework. She made a list and gave it to her children.

**Mrs Gordon:** Please do the cleaning, the washing, the ironing, the cooking. Thanks!

**Narrator:** Joe did the cleaning. He did not like doing the dusting but he enjoyed doing the sweeping.  
Sally helped too. She did not mind doing the washing because they had a washing machine. But she hated doing the ironing.  
Alex went to the kitchen. He was not very good at cooking but he was very good at making a mess!

- Play the tape again. Stop after each section and ask children to point to the appropriate pictures. Check that children know any new vocabulary, which should be clear from the pictures.
- Children read aloud in pairs.

#### Speaking (3 Talk about it.)

Elicit sentences based on the pictures. Ask if the children enjoyed doing the housework.

#### Speaking (4 Ask and answer.)

- Children look at the household items. Point to each in turn and read. Children repeat. Check pronunciation.
- Children ask questions as in the example. As they answer, children point back to the appropriate pictures above.

**Writing (1 Write the words)**

Children write the name of the activity under the pictures.

**Answers:** 1 cooking, 2 ironing, 3 washing, 4 dusting, 5 sweeping

**Reading and writing (2 Answer the questions.)**

Go through the exercise orally first. Make sure children are using **doing** in their answers, **doing the ironing**, etc

**Answers:** 1 She is doing the ironing. 2 He is doing the washing. 3 They are doing the sweeping. 4 They are doing the cooking. 5 She is doing the dusting.

**Words (3 Find the words. Circle and write the words.)**

The pictures will help children identify the words. When they have circled the words they match them and draw lines to the appropriate picture.

**Answers:** 1 vacuum cleaner 2 iron 3 apron 4 cooker  
5 washing machine 6 frying pan 7 broom

**Reminder** Ask children to bring in pictures of household appliances, cleaning equipment and tools, e.g. washing machine, cooker, iron, duster, vacuum cleaner, shopping bag/basket, garden spade, garden fork, washing-up liquid, washing-up bowl, broom. Remember to find some yourself.

**Language focus** Talking about likes and dislikes;  
(R) verb + gerund

**Language** (R) *I enjoy doing the sweeping. I don't mind doing the shopping.*

**New words** washing-up, tidying, gardening,  
(R) *sweeping, dusting, shopping*

**Preparation** Write these commands on pieces of paper: **do the dusting, do the sweeping, do the washing, do the ironing, do the cooking.**

Cut out slips of lined paper, one for each child.

Make copies of the grammar file card.

Stick the pictures you have found of household appliances, tools, etc. on a large sheet of paper, leaving room for children's pictures to be added (for the Activity). Keep the sheet for Lesson 4.

### Warm-up

Play the *Miming game*. Put the pieces of paper face down on your desk (or in a hat). A child comes to the front, chooses a piece of paper and mimes the activity; the rest of the class guesses.

### Page 59

#### Writing (1 Do you like helping at home?..)

- Children first look back at page 58. Point to the pictures and ask who did what. Play the tape again or ask children to read.
- Point again to the pictures on page 58 again. Ask if the characters enjoyed, hated or minded doing these things.
- Children look at page 59. Teach the new phrases, **do the washing-up/the gardening/the tidying**, by miming.
- Children look at the activities and write **enjoy, hate** or **don't mind** next to each one according to their personal preferences.

#### Speaking (2 Ask and answer.)

- Children look at the question and the three different answers. Read them, putting expression into the responses. Children repeat.
- Ask a few children some of the questions and elicit a variety of answers. (Children refer back to the previous exercise for their answers). Then they can ask and answer in pairs.

#### Writing (3 Think and write.)

- Hand children the slips of paper you have cut out.

- Children draw four columns. The children write their name in the first column and **I enjoy, I hate, I don't mind** in the other three. They write down three activities according to their own preferences. Make sure they use the **-ing** form.

#### Reading and speaking (4 Read and guess.)

Children hand in their slips of paper. Ask a child to take a slip at random, then to read out the information as in the example. The rest of the class must guess who it is.

#### Grammar card (5 Look and write.)

- Hand out the grammar cards you have copied.
- Children copy the information on the card. Point out the double **m** in swimming. Ask if they can think of any other verbs ending in **-ing** which have a double letter.
- Ask for more suggestions for sentences for the Grammar card and put them on the board. Children copy them. Include examples of all four verbs: **like, hate, enjoy, don't/doesn't mind.**

**Activity** Put up the sheet of paper you have prepared with household appliances, etc. on it. Invite children who have brought in pictures to bring them forward and say what they are for, e.g. (washing machine) **You use this for** (This is for) **washing** (cleaning) **clothes**. Add the children's pictures to the sheet of paper. (It doesn't matter if there are duplicates of some items.) Divide the class into 2 teams. Have 4 children from each team standing at the board in lines. Give a definition, e.g. **You use this for cleaning the carpet**. The first child in each team has to point to the item. The one who does it first scores a point. He/She scores an extra point if he/she can name it. The rest of the class can also try to name the item. Repeat with three other items and then change the teams at the board.

### Page 58

#### Matching (1 Look, read and write the names.)

Children look at the pictures and write the names of the characters as appropriate.

**Answers:** 1 Peter 2 John 3 Anne 4 Terry 5 Lucy

#### Writing (2 Look and write.)

Children write sentences according to the face and activity symbols. Do the exercise orally before children write and make sure they use the **-ing** form after the verbs.

**Answers:** Wendy hates doing the ironing. Terry doesn't mind doing the gardening. Jean hates playing table tennis. Kate hates doing the shopping. John enjoys playing football. Max doesn't mind doing the washing-up.

#### Writing (3 What about you?)

Children write about their own preferences.

**Language focus** Consolidation; revision of verb tenses.

**Language (R)** *The children are at school. They are not having lessons.*

*Some children have baked cakes. This boy has just won a prize.*

*They have been singing for half an hour.*

*The children's faces are painted.*

**New words** fair, stall, hammer, trampoline; have fun, make money

### Warm-up

Divide the class into two teams. Call out adjectives or adverbs. Children have to think of the opposites; award a point to the first team to do so. From time to time ask children to put a word in a sentence. Award a point for a good sentence (two points if is particularly good). Words you can use: **tall, fat, light, narrow, fast, quietly, badly, better, boring, thick, full, cold, dark, wet, long, clean, sour, difficult, happy.**

 Page 60

### Pre-reading (1 Think about it.)

Children look at the pictures and think about the questions. Discuss what is happening.

### Reading (2 Read.)

Read the passage. Children listen and follow in their books. Tell children not to worry about individual words which they might not know. They should try to understand in general.

 Page 61

### Reading and matching (3 Read and match.)

Some pictures are missing from the text on page 60. Children read the accompanying text and find the right picture on page 61. They write its number underneath. Children can compare their answers.

**Answers:** A 8, B 4, C 6, D 9, E 2

### Reading and speaking (4 Answer these questions.)

- Children work in pairs and make notes of their answers.
- Discuss their answers with the whole class.
- Show children how pictures can help to explain unknown words.

### Words (5 Words.)

All the past participles can be found in the passage and at the back of the Pupil's Book.

### Reading and writing (6 Complete the sentences. Don't look at the text!)

- Children use verbs from the previous exercise to complete the sentences.
- When they have finished the exercise, they can look back and check.

**Answers:** 1 brought 2 bought, won 3 brought 4 made, brought 5 given, thrown 6 come

### Speaking (7 Talk about it.)

Children can consider the questions in pairs or small groups before sharing their ideas with the whole class.

 Page 59

### Dictionary skills

- This deals with words whose first two letters are the same.
- 1 Children read the words in the box and match them with the appropriate picture.
- Answers:** boqt, bow, bone, box, boat, boy
- 2 Ask them how they will put the words in alphabetical order. Elicit the fact that they must look at the third letter of each word.
- 3 **Answers:** boat, bone, boot, bow, box, boy
- This exercise deals with irregular plural nouns: **-f** changes to **-ves**.
- Point out the examples. Read. Children repeat.
- Children match the singular nouns to the pictures.
- They then write the plural forms of these words.

**Answers:** 1 knife, 2 half, 3 loaf, 4 calf, 5 leaf, 6 leaves, 7 calves, 8 knives, 9 halves, 10 loaves

**Language focus** Vocabulary practice (cars); household tasks (survey)

**Language (R)** *Do you make your bed? Yes, I do./No, I don't.*

**New words** parts of the car; make a bed, set a table, babysit; helpful

**Teaching aids** Sheet of paper with pictures of household items (from Lesson 2)

**Preparation** Bring in pictures of cars (magazine advertisements) and some toy cars – enough for one between three or four children.

**Warm-up**

Put up the sheet of household items and play a guessing game. One child comes to the front and chooses one of the items on the poster. The rest of the class must ask questions to find out what it is. **Is it big** (...heavy/noisy, etc)? **Can you see this in the kitchen? Do you use it for cleaning?** etc.

 Page 62

**Listen and reading (1 Listen and read.)**

- Talk about the picture: ask **What is the man doing? Is anyone helping him? Who is she?** Establish the meaning of **mechanic**.
- Play Tape 23.

 **Tape 23**

*Car Mechanics*

Sometimes	And then we open up the bonnet
I help my dad	And feed in oil
Work on our car.	From a can with a long spout.
We unscrew the radiator cap	And then we take a lot of rags
And let some water run –	And clean all about.
Swish – from a hose	We clean the top and the doors
Into the tank.	And the bumpers and the wheels
	And the windows and the floors...
	And work hard
	My dad
	And I.

- There are words which will be unfamiliar to the children. They will find out what these are by doing the exercise below. Play the tape again.

**Words (2 Find the names.)**

- Children work in pairs. With the help of the first and last letters, they can refer back to the poem and work out the names of the parts of the car.
- Check their answers, putting the words on the board.
- Read the poem. Children listen and point to the various items as they are mentioned.
- They shut their books. Read the poem again. Children look at the words on the board. When they hear a word, they put up their hands.
- Hand out the pictures of cars and/or toy cars. Children work in small groups. They ask questions about the words on the board and try to find the items in their pictures or on their cars, e.g. **Can you see the radiator? Yes, I can. Here it is.**

**Answers:** bonnet, rag, radiator, hose, oil can, spout, bumper, wheel

**Activity** Children work in threes or small groups. One person reads the *Car Mechanics* poem. The others act it out. They can prepare it as a performance for the rest of the class.

**Speaking (3 Ask and write ✓ or X.)**

- Give children time to look at the questionnaire. Make sure they understand the new words and phrases **make your bed, babysit, set the table**.
- Children write down the names of three friends in the first column.
- Point out the example question. Children ask and answer in the same way, writing ✓ or X as appropriate.

**Writing (4 Write.)**

- Explain **helpful**.
- Children find the most helpful person from the three on their questionnaires.
- Make sure they form the verbs correctly: ... because he **makes** his bed, **tidies** his room, etc.
- A few children read out their sentences.

 Page 60

**Composition**

Make this a class composition if you wish.

- 1 Give children time to look at the picture story. Go through it asking quick questions.
- 2 Go through the story picture by picture asking the questions below about each one.

- Write a sentence on the board about each picture. The class tells you what to write. There may be mistakes but let the class try to spot them and correct them themselves. Help children to make full sentences using the words in brackets.
- When you have finished writing, ask the children to divide the story into four parts or paragraphs. Numbering the pictures of the story will also help them. (1,1,2,3,4,4.)
- Children can copy the composition from the board or you can rub it off (or cover it) and ask children to write the composition themselves.

**Answers:** 1 Because her back hurts. 2 Yes he is and he can help his mother. 3 Yes she is. 4 She gives him a list of jobs to do. 5 He must do the washing up, make his bed, tidy his room, wash the car and set the table. 6 Yes he does and he has done all the jobs. 7 His mother is looking for him but she can't find him. 8 Jim is lying down on the sofa. 9 Yes, he is tired and his back hurts.

## Unit 10: Additional pages

### Page 63

#### Reading for pleasure Let me help!

- Children look at the pictures and scan the text quickly. Ask what the story is about. Note ideas on the board.
- Play the tape. Children listen and follow. Explain any new words.
- With the class, check back to see how accurate their predictions about the story were.
- Children read the text aloud. Choose a narrator for each frame and children to read each character.
- Ask the children to say what has gone wrong in each of the frames 1-5, e.g. **All the tins fell down. Harry broke the eggs,** etc. Write answers on the board.
- Ask the class to imagine Harry and his family on a day out to the beach or the zoo. Write sentence beginnings on the board, e.g.  
Harry wanted to help Mum to put out the picnic, but...  
Harry wanted to help Grandfather read his newspaper, but...  
Harry wanted to help make a sandcastle, but...  
Harry wanted to help Dad to catch fish, but...
- Children complete the sentences. Go around helping. Give new vocabulary as necessary.
- Children can illustrate their work. Hear as many of their ideas for endings as possible.
- This could also be done as a group project with each child finishing and illustrating one sentence. The group's work could be stuck onto a poster.

### A helping poster project

- Give children two small pieces of paper large enough to write a short sentence on.
- Stick the blank poster on the board. Ask children to think of all the people who they could help, e.g. mother, father and other family members, neighbours, school staff, etc. Write these in the middle of the poster.
- Ask children to think of things they do to help at home or at school, e.g. carrying the shopping, reading to my sister, collecting in the books. Write a list on the board (not on the poster).
- Divide the class into four groups. Ask one group to choose things they enjoy doing, the next group to choose things they don't mind doing, the third to choose things they don't like doing and the fourth to choose things they hate doing. Within the groups children should choose different tasks.
- Ask them to tick or cross according to this code: enjoy ✓✓✓; don't mind ✓; don't like X; hate XXX; then sign their name.
- Children come forward, read their sentences, e.g. **I hate carrying the shopping. I don't mind sweeping the floor,** etc. and stick them on the poster in any order.
- Use the poster for children to talk about each other, e.g. **Sam enjoys reading to his grandfather. Six children don't mind doing the washing-up.**
- You could also do a survey and find out which jobs are the most/least favourite.

### Pages 61, 62

#### Revision

This test covers the main items dealt with in units 6–10. You may wish to go through the exercise orally before the children write.

# How things used to be

## Lesson 1 Page 64 Page 63

**Language focus** Talking about repeated past actions; **used to + verb**

**New language** Children used to write on slates.  
Teachers used to be very strict.

**New words** uniform, slate, chalk, exercises; bend, stretch; everyday, strict; in time; **(R) rag**

**Preparation** Make a word card for **used to**

### Warm-up

- Play a *Rhyming game*. Divide the class into pairs or small groups. Write a word on the board, being careful to choose one which has a number of rhyming words which the children will know, e.g. **door, car, high, cat**. The pairs or groups write down as many words as they can think of that rhyme with the word on the board. Set a time limit. At the end of the time limit, check their words and see who thought of the most. Repeat with another word.
- Divide the class into two teams, A and B. Say a word and point to Team A. They must think of a rhyming word, then Team B must think of another, and so on. The last team to think of a rhyming word scores a point.

### Presentation

- Ask the class to think of any babies or very young children that they know. Ask the class to think of things which these young ones do, e.g. sleep in a cot/cradle, suck their thumb, sit in a high chair, cry a lot, play with a teddy, etc. Write a list on the board.
- Ask children to think about themselves when they were very young. Did they do any of these things? Ask **Who slept in a cradle?** etc. and write a name in front of each phrase, leaving enough space to add your **used to** card.
- Place the **used to** card between the first name and phrase and say, for example, **When she was a baby, Sally used to sleep in a cradle**. Go through the list, placing the card after a new name each time, and then elicit sentences from the children.
- Rub out the names and place the **used to** card to the left of the phrases. Elicit sentences from the class, e.g. **I used to suck my thumb**.

## Page 64

### Pre-reading (1 Look and say.)

- Ask children to look at the pictures. Discuss the questions.

### Listening and reading (2 Listen and read.)

- Look at the pictures in turn and talk about them. Teach as much of the new vocabulary as possible with the help of the pictures.
- Read the text. Make sure children understand the new vocabulary.
- Play Tape 24. Children listen and follow in their books.



### Tape 24

*Narrator:*

One hundred years ago schools were very different. Children did not wear uniforms. They used to wear their everyday clothes to school.

Children learned to read, write and do mathematics. They had history and geography lessons but they did not learn science.

They used to write on slates with white chalk. When the children finished their work, they cleaned their slates with a rag so that they could write on them again and again.

When they were older, children learned to write with pens and ink. They did not have biros or crayons like children today. And they did not have many books because they were very expensive.

Teachers were usually very strict. If the children were naughty, they had to stand in the corner.

They did exercises in the playground. The teacher blew a whistle and the children used to bend down and stretch up in time to the whistle. They did not do sports like basketball or football.

### Reading and speaking (3 Right or wrong? Read and say.)

- Ask children to cover the text. Read the sentences. Children try to remember if the sentences are right or wrong.
- Children uncover the text. They repeat the exercise (alone or in pairs), checking their answers against the text.

### Speaking (4 Talk about it.)

- Ask one or two children to come to the front of the class with their schoolbags. Ask them to take out items. Ask the

class to say whether schoolchildren one hundred years ago used to have these things. Ask them to give reasons if possible.

- Children work in pairs or small groups discussing the contents of their schoolbags in the same way.

 Page 63

**Reading and understanding (1 Finish the sentences.)**

Children match the first part of the sentences with the correct endings.

**Answers:** 1 100 years ago schools were **very different**.  
2 Children did not learn to write **with biros**. 3 They used to write **on slates**. 4 Books used to be **very expensive**.  
5 Teachers used to be **strict**. 6 Children did not wear **uniforms**.

**Writing (2 Write the subjects.)**

- Children first write the names of the school subjects under the symbols.

**Answers:** 1 mathematics (maths), 2 science, 3 geography, 4 history, 5 sports

- The ✓ or X below each subject indicates whether children used to do these subjects at school or not. Children write a sentence about each subject, using **used to** in the affirmative sentences.

**Answers:** 1 Children used to do mathematics (maths).  
2 They did not do science. 3 They used to do geography.  
4 They used to do history. 5 They did not do sports.

**Language focus** Talking about repeated actions in the past; **(R) used to + verb**

**Language (R)** *They used to have pens.  
Grandfather used to drive a horse and cart.*

**New word** calculator; **(R) school vocabulary**

**Preparation** Make copies of the grammar file cards. Bring in pictures from magazines connected with infancy, e.g. cradle/cot, pushchair, feeding bottle, teddy, doll, crayons, ball, for a guessing game in the *Warm-up* and also to demonstrate **used to** for the grammar card. Mount these on plain paper or card.

### Warm-up

- Play a *Guessing game* using the magazine pictures. Tell the class you have pictures of things for very young children. Hold up a card so that the picture cannot be seen. Children ask questions to try and find out what it is. You can only answer **Yes** or **No**. If you wish, you can limit the number of questions to 10 or 20.
- Invite one or two children to take your place, hold up a card and answer the class's questions.

### Page 65

#### Speaking (1 *Can you name these things?*)

- Children look at the small pictures. Ask them if they can name any of the items. Invite children to come and write the names on the board as they name them.
- Ask children if they have any of these items. Invite them to hold up items and show the class saying, for example, **I have a calculator.**

#### Speaking (2 *Ask about schoolchildren 100 years ago.*)

- Ask children to look back at Lesson 1. What was the lesson about? Focus attention on the pictures and ask children to describe them.
- Point out the small pictures in Exercise 1 above. Which of these items can they see in the pictures in Lesson 1?
- Children now use the small pictures in Exercise 1 above as prompts for questions. Let children ask and answer in pairs and then hear individuals.

#### Speaking (3 *Point and say.*)

- Children point only to the items which children used to have 100 years ago and make sentences about them. Again, let children work in pairs and then check their answers with the whole class.

### Writing (4 *Write.*)

- Children write six sentences about children 100 years ago, based on Exercise 3 above.
- Hear their suggestions and invite children to come and write their sentences on the board.

### Speaking and writing (5 *Talk about it. Then write.*)

- A chance for discussion: you may like to divide the class into groups to allow them to discuss with each other. Then ask each group to share its ideas with the rest of the class.
- Children write two answers for each question.

### Grammar card (6 *Look and write.*)

- Hand out copies of the grammar file cards.
- Ask children to copy the title and the first sentence.
- Explain to the children that **used to** is another way of talking about things that happened in the past. We could also say **One hundred years ago children wrote on slates**. Explain that **used to** often shows that something happened in the past but *not now*. Ask children for other examples about schools 100 years ago. Put them on the board and ask children to copy.
- Look at the other two examples on the card. Ask children to copy. Ask children for examples about their own grandparents, such as what jobs they used to do, where they used to live. Put the examples on the board and stress the idea that these are things which happened in the past but *not now*.
- Ask for further examples about the children themselves and things they used to do when they were small. Put your pictures from the *Warm-up* on the board. Elicit sentences using **used to**. Put them on the board. Children copy.

### Page 64

#### Reading and understanding (1 *Read ... Write the names.*)

- Children read and put the correct information in the table.
- **Answers: Jim:** England, robot, roller blading; **Billy:** Australia, teddy, tennis; **Harry:** Egypt, train, collecting stamps

#### Writing (2 *Underline the mistakes and write the sentence correctly.* 3 *What are their hobbies now?*)

- Children refer to the table in activity 1 and correct the incorrect information. They then look at the picture and write down what the boys' hobbies are now.
- **Answers: 1** Billy used to play with a **teddy**. **2** Harry used to **collect stamps**/Jim used to go **roller blading**. **3** Jim used to live in **England**. **4** Harry used to play with a **train**. Billy used to live in **Australia**/Harry used to live in **Egypt**. Jim **swims**. Billy plays **basketball**. Harry plays **football**.

**Language focus** Talking about toys and games in the past

**Language (R)** Boys used to play with toy soldiers.  
Girls used to play with doll's houses.

**New words** rocking horse, spinning tops, string, hoops, scooters, hopscotch, lucky, popular, wind (v.);  
**(R)** metal, wooden, spin; soldiers, doll's house, rope

**Preparation** Bring in a number of children's toys and a plastic or cloth bag.

**Warm-up**

- Without the children seeing, put one of the toys in the bag. Let some of the children feel the object in the bag and guess what it is. Repeat with two or three more toys.
- Hold up one of the toys. Ask children to describe it. Ask questions to help children say as much as they can about it: e.g. **Do girls or boys play with this? Do children play with it inside or outside? Is it expensive or cheap to buy? Is it a modern toy or did children play with toys like these many years ago?**
- Put all the toys where children can see them. Ask children to write a few sentences about one of the toys but without naming it. They then work in pairs reading out their descriptions to a friend. The friend guesses which toy is being described. Ask two or three children to read out their descriptions to the class. The class guesses.

**PE** Page 66

**Pre-reading (1 Think about it.)**

- Ask children to write down their favourite toys and their favourite games. They then have a concrete basis for discussion.
- Put the names of the toys and games on the board. See which is the most popular toy and game. Ask children to think about which of these toys and games were popular 100 years ago.

**Reading and understanding (2 Look, read and write the numbers.)**

- Let children look at the pictures for a short time. Ask which toys and games they can name.
- Read the text to the children but do not explain any new words yet as the pictures will help to explain many of the unfamiliar words.
- Ask children to work in pairs. They read the text and, in the brackets, write in the numbers of the appropriate pictures.

- When they have finished, ask individuals to read aloud and check the numbers.

**Answers:** 8, 5, 2, 6, 4, 1, 7, 3, 9

- Then read the text again and go through the new vocabulary. Elicit as much as possible from the children themselves.
- Look at the pictures once more and ask children to name the toys or describe the activities.

**Reading and understanding (3 Read again and fill in the table.)**

- Children read the text once more and then complete the table by writing a ✓, or a X in each box.
- Children can work individually and then compare their answers in pairs.

**Answers: Boys:** ✓ soldiers, hopscotch, tops, scooters; X skipping. **Girls:** ✓ hopscotch, tops, scooters, skipping; X soldiers. **Inside:** ✓ soldiers; X hopscotch, tops, scooters, skipping. **Outside:** ✓ hopscotch, tops, scooters, skipping; X soldiers.

**Speaking (4 Ask and answer.)**

- Children base their questions and answers on the information in the table in Exercise 2 above.
- Work with the whole class first and then let them ask and answer in pairs.

**Speaking (5 Talk about it.)**

- Children can discuss the old toys and games in pairs or small groups and then report back to the class.
- Ask children to talk to their grandparents (or any other older person) as part of their homework. Tell them to be ready to report back at the next lesson.

**WB** Page 65

**Wordsearch (1 Find the toys and games in the doll's house.)**

Children look across and down to find the words.

**Writing (2 Write the names.)**

Children write the names of the toys or the activities under the pictures.

**Answers:** 1 bikes, 2 dolls, 3 tops, 4 soldiers, 5 hoops, 6 scooters, 7 skipping, 8 hopscotch

**Writing (3 What do you do with them?)**

Children use the verbs in the box to write about the toys.

**Answers:** 1 You ride on it. 2 You spin it. 3 You rock (on) it. 4 You roll it. 5 You skip with it. 6 You push it. 7 You pull it.

**Language focus** Reported speech: introduction

**New language** She said that her favourite toy was a rocking horse. She told Joe that there was a swing in the garden.

**New words** furniture, pushchair

**Preparation** Bring in some large pieces of card on which to write words.

**Optional** Make toys from the Moving Pictures text (see *Reading for pleasure* notes).

**Warm-up**

- Homework from the last lesson included talking to a grandparent or another older person about the games and toys they enjoyed when they were children.
- Ask children to report their findings. Help with vocabulary where necessary. On the pieces of card write the names of the toys and games which the older people enjoyed. Stick these up on the board at random.
- Across the top of the board write the names of some of the people the children interviewed: **Ben's grandmother, Ken's grandfather**, etc.
- Ask children to rearrange the cards, placing them under the appropriate names. As they do so they practise the **used to** construction: **Ken's grandfather used to play with marbles**, etc.

 Page 67

**Listening (1 Listen and number the pictures.)**

- Explain to the class that they are going to hear Mrs Gordon talking to Joe about her childhood.
- Ask them to look at the pictures. Ask them to suggest some of the words that they might hear on the tape. Put these on the board.
- Play Tape 25. Children listen but do not write.

 **Tape 25**

*Mrs Gordon:*

When I was a little girl, I didn't go to school. I used to stay at home with my mother. I loved books and my mother used to read me lots of stories. My favourite toy was my doll's house. I used to take all the furniture out and put it back again. I had a rocking horse too. I loved riding on my rocking horse. When the weather was nice I used to play in the garden. There was an apple tree in the garden and there was a swing hanging from a branch. Sometimes we used to go to the shops. I used to sit in my pushchair. If I was good, my mother used to buy me an ice cream.

- Play the tape again. This time children number the pictures in the order in which they are mentioned on the tape.
- Ask children to look at the words on the board. Play the tape again. This time children call out **Stop!** when one of the words is mentioned. They repeat the sentence in which it was used.

**Reading and listening (2 Listen again. Write ✓ or X.)**

- Read through the sentences first.
- Play the tape once more. Children mark whether they are right or wrong.
- Check their answers. (Only the second sentence is wrong. Ask children to correct it: **She said that her favourite toy was her doll's house.**)

**Reading and speaking (3 Read and say.)**

- Read the speech bubbles to the class.
- Children report what Mrs Gordon said. In these cases it is not necessary to change the tenses of the verbs. The only changes necessary are in the subject of the sentences: I → she, my → her, we → they
- Look at the different ways of starting the reported sentences. Children are free to choose any of the four possibilities.
- Do the exercise with the whole class first. Then ask children to repeat it in pairs.

**Writing (4 Write.)**

Children report four of the speech bubbles. They should begin each sentence in a different way as shown in Exercise 3 above.

 Page 66

**Writing (1 Who said what? Look and write.)**

Children follow the lines of the maze to discover what each child said.

**Answers:** Liz said that she went to the beach. Ben said that he visited his grandmother. Kate said that she studied for her exam. Ned said that his cousins came to stay with him. Sally said that she played tennis.

**Speaking and writing (2 Ask and write notes.)**

Children ask and answer in pairs, noting down their partner's answers in one or two words.

**Writing (3 Write.)**

- Children write about their friend using the notes in Exercise 2 above. They should begin each sentence with **He/She told me... or He/She said (that)...**
- There is no need to change the tense as these statements still remain true at the moment of reporting.

## Unit 11: Additional pages

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**PE** Pages 68, 69

### Reading for pleasure

#### *Moving pictures*

Children can read about two toys which were popular 100 years ago and also try to make them themselves.

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Reading for pleasure. **PE** Moving pictures

- Give children a few minutes to look at the pictures and scan the text. Ask what it is about. Note ideas on the board.
  - Play the tape. Children listen and follow. Explain any new words.
  - Check back to see how accurate their predictions about the text were.
  - If possible, let children make one or other of these toys.
  - Alternatively or as well, show children the toys you have made. Explain that the instructions in the book show a dot, but a more interesting object could be drawn, such as a space rocket going a little higher up each page, so it seems to be taking off.
  - Otherwise, ask children what their favourite toys are now. Write a few of these up on the board. Ask children why they like these toys. Note reasons on the board.
  - Ask the class what differences they can think of between the toys on the board and the Moving Pictures toys in the book. If necessary prompt them with questions, e.g. **What are they made of? Where are they made? Can you make it yourself?**
  - Ask children why they think these Moving Pictures toys were popular. Note the reasons on the board.
  - Children draw their own favourite toy, write a description of it and explain why they like it. They write two or three sentences about the Moving Pictures toys, and explain why children used to like them.
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### Past times project

- Ask children to speak to an older relative or family friend. Children find out one or two facts about that person's life as a child or young person and write it down, e.g. what they played with as a child, where they lived, where they worked, etc.
  - Children bring their notes to class. They read out the facts they have heard. If necessary, help them to make sentences, e.g. **My grandmother used to have a doll. Its name was ...**, etc. Children write their sentences out neatly and draw pictures to illustrate their writing.
  - Stick all the sentences on paper and make a book or a poster.
- 

**WB** Page 67

### Dictionary skills

This page deals with words which have more than one meaning and which may be a verb, a noun, an adjective or an adverb depending on the context.

**WB** Page 68

### Composition

- Children look at the pictures and answer the questions. This step could be done orally before children start to write.
- Each picture and set of questions forms the basis of one paragraph.

## Lesson 1 Page 70 Page 69

**Language focus** Reported speech (introduction to tense changes)

**New language** 'The weather is fine.' He said that the weather was fine.

'We can't see.' He said that they could not see.

**New words** mountaineer, climber, summit, equipment, blizzard, steep **(R)** *difficult*

### Warm-up

- Draw a big mountain shape on the board. Ask the children to guess what it is. Draw two men at the bottom of the mountain. Teach **mountaineer**. With the help of the class create a story about the two men climbing the mountain. Add details to the picture on the board. (If you are not confident about drawing, ask if any of the children would like to draw on the board.) If possible introduce some of the new vocabulary but let the children decide on the details themselves with the help of questions from you e.g. **What was the weather like? What did they hear/see? What happened next?** etc.
- Before you reach the end of the story, stop. Let the children work in pairs or small groups to think of an ending to the story. Hear their ideas.

### Page 70

#### Pre-reading (1 Look at the story and find these things.)

- Point to the words and pictures. Say the words, children repeat. Ask children to think of other types of equipment, e.g. cleaning equipment, sewing equipment, gardening equipment, etc.
- Children look at the pictures and find the same things in the story.

#### Listening and reading (2 Listen and read.)

- Read the introduction to the class.
- Let the children look at the picture story for a moment or two. Ask a few general questions about the story: **What was the weather like at the beginning? Did the weather change? How did it change?** etc.
- Play Tape 26. Children listen and follow in their books.

### Tape 26

**Narrator:** Marty Harris and Jake Flint were mountaineers. They were getting ready to climb a high mountain called Black Crag. They had a radio so that they could speak to the rest of their team at their camp. Jake said that the weather was fine and that they could see the summit. Marty was checking their equipment.

**Jake:** The weather's fine and we can see the summit. Marty is checking our equipment.

**Narrator:** At first the climb was easy. Jake told the team at the camp that there were some clouds in the sky and the wind was starting to blow.

**Jake:** There are some clouds in the sky and the wind is starting to blow.

**Narrator:** The climb started to be more difficult. Jake told the team that the rocks were very steep. He said that it was snowing and that it was cold.

**Jake:** The rocks are very steep. It's snowing now and it's cold.

**Narrator:** Jake said that they were in a blizzard and they could not see the path. Then the team at the camp heard a shout...

**Jake:** We're in a blizzard. We can't see the path...

**Marty:** Help!

- Go through the story asking questions about each picture.
- Play the tape once more.

#### Speaking (3 Talk about it with a friend.)

- Let children talk about the question in pairs or small groups.
- Hear their ideas. Children can draw diagrams on the board to explain their ideas if they wish.

#### Reading and writing (4 What did Jake say? Write the speech bubbles.)

- Go through the exercise with the whole class orally first. Children must find, in the story, the direct speech (in speech bubbles) which matches the reported speech of the sentences.
- Do not point out the tense changes at this stage. Simply let the children find the direct speech.
- Children write the direct speech in the blank speech bubbles.
- Check their work. Children can come to the board to write and draw the speech bubbles.

**Writing (1 Look at this and answer the questions.)**

Children look at the picture and answer the questions. They should write full sentences.

**Answers:** (alternatives in brackets) **1** He is a mountaineer (climber). **2** He is trying to reach the summit. **3** He is carrying (his) equipment. **4** Yes, they are. **5** It is fine (sunny). **6** There is going to be a blizzard.

**Writing (2 Look at the picture and write. Report what he said.)**

- Children should look again at the picture in Exercise 1, read the speech bubbles and report what the man said.

**Answers:** **1** He said that his equipment was heavy. **2** He said that a blizzard was coming. **3** He said that the rocks were very steep. **4** He said that he did not have a radio. **5** He said that he could reach the summit.

**New Language focus** Reported speech (with tense changes)

**New language** 'The path looks very steep.'  
He said that the path looked very steep.  
'Marty, I want to climb the mountain.'  
He told Marty that he wanted to climb the mountain.

**Words (R)** equipment, climbers, summit; easily, storm

**Preparation** Make copies of the grammar file cards.

### Warm-up

- Ask children to give you twelve words at random. Write them on the board. Then ask for three nouns, three verbs, three adjectives and three adverbs.
- Children work in pairs or small groups to create a story involving as many of the words as possible.
- Set a time limit (e.g. 4 minutes) and then hear some of their stories. Children can vote for the best one.

### Speaking and listening

- Ask children to look back at Lesson 1. Ask what they can remember about the story. If necessary ask questions to help them recall the story.
- Play Tape 26 again. Children listen.

### Page 71

#### Reading (1 Read and match.)

Read the dialogue to the class. Let them read through it again silently, then ask them to match each line of the dialogue with the corresponding reported sentence.

#### Speaking (2 Look at these climbers. Ask and answer.)

- Children follow the lines of the maze to discover what each climber is saying.
- Say a name and ask a child to read out the appropriate speech bubble. Then ask another child to report it.
- Go through the whole exercise orally, paying particular attention to the change of tenses. Then let the children repeat the exercise in pairs.

#### Grammar card (3 Look and write.)

- Hand out the copies of the grammar file card and ask children to write the title.
- Ask children to copy the first speech bubble and the first reported sentence.
- When they have done this, elicit more examples of statements using the verb **to be**. Include some plural forms. Put them on the board and ask children to report them. Children copy them onto their cards.
- Ask children to copy the second example of **can** changing to **could**. Elicit further examples and ask children to copy some of them.
- Finally ask children to copy the example of the present simple tense changing to the past simple. Elicit further examples and ask children to copy some of them onto their cards.

### Page 70

#### Writing (1 Underline the verbs in the speech bubbles. Then write the verbs)

- Children read the speech bubbles and underline the verbs.
- They then complete the sentences (reported speech) with the verb in its new tense.
- Children will probably find it helpful to refer to their grammar file cards when doing this.

**Answers:** are → **were**, looks → **looked**, can → **could**, are coming → **were coming**, have → **had**

#### Writing (2 Write **said** or **told**.)

- Children complete the sentences with **said** or **told**.
- It may be helpful to go through the exercise orally before children write.

**Answers:** told, said, said, told, said

#### Writing (3 What did Jake say? What did he tell Marty?)

- Go through the exercise orally first.
- Remind children to use **told** when saying the person's name.
- Children may find it useful to refer to their grammar file card.

**Answers:** Jake said (that) he loved climbing. He told Marty (that) he could see the summit. He said (that) a blizzard was coming. He told Marty (that) he had the radio.

**Language focus** Reporting past events; **(R)** past simple, past continuous, reported speech

**Language (R)** *A climber fell from the path. He was climbing the mountain. He said he was happy to be alive.*

**New words** Mountain Rescue Team, helicopter; take off, land; alive

**Preparation** Write the words to the song for the *Warm-up* on a large piece of paper.

**Warm-up**

- Warm the class up with a quick song. Pin up the song you have prepared (or write the words on the board).  
*The bear went over the mountain,  
 The bear went over the mountain,  
 The bear went over the mountain  
 To see what he could see.  
 But all that he could see,  
 But all that he could see  
 Was the other side of the mountain,  
 The other side of the mountain,  
 The other side of the mountain  
 Was all that he could see.*
- Sing the song to the class. The tune is *For he's a jolly good fellow*.
- Sing it again, encouraging the class to join in.
- Sing it in different ways: very quietly, very quickly. Divide the class into four groups and have each group sing a different line, etc.

 Page 72

**Pre-reading (1 Do you remember?)**

Look at the pictures and discuss the questions with the whole class. If they have difficulty remembering any details, ask them to look back to the picture story in Lesson 1.

**Reading (2 Read this newspaper report about the two mountaineers.)**

- Explain to the children that they are going to read a story from a newspaper. It will tell them what happened to Jake and Marty after Marty fell from the path.
- Give children some time to look at the pictures. Can they say from the pictures what happened? Hear some possible explanations.
- Read the newspaper report to the children. Children listen to get a general idea of what happened.

 Page 73

**Reading and understanding (3 Choose the best title for the newspaper report.)**

- After hearing the report once, children should have a general idea of its content and should be able to choose a title which encompasses the whole article. Look at the titles and make sure children understand them.
- Let children choose a title individually and then compare their choice with their friends. If possible they should be able to give reasons for their choice. Discuss the best title with the whole class.

**Answer:** the best title is: **Helicopter rescues climbers**

- Children write the title at the start of the report on page 72.

**Reading and understanding (4 Write 1, 2 and 3.)**

- Look at the report. Ask how many parts it has.
- Explain that each part can be given a title. Look at these and make sure children understand them.
- Ask children to read the report silently. They then choose a title for each part.
- Let them compare their choices and then discuss with the whole class.

**Answers:** **3** The rescue, **1** The accident, **2** Calling the Mountain Rescue Team.

- Children write the titles above each part of the report on page 72.

**Reading and speaking (5 Answer the questions.)**

- Children cover the text and read through the questions.
- Ask children to work in pairs or small groups. They should try to answer the questions without looking back at the text, noting down their answers or guesses.
- Ask children to read the text aloud in their pairs or small groups.
- Children then discuss their answers. They may wish to change them now that they have read the text again.
- Go through the answers with the whole class.

**Suggested answers:** **1** There was a blizzard and he could not see the path. **2** Yes, he did. He broke his leg. **3** Jake called his team with his radio. They called the Mountain Rescue Team. **4** The pilot saw their red jackets. **5** One of the rescuers went down on a rope and pulled up the two men. **6** They went to hospital because Marty had a broken leg. (Perhaps they were both cold. The doctors could check that they were both all right.)

**Words (6 Match the words and the pictures.)**

Children match the words to the appropriate pictures.

**Reading and matching (7 Choose titles for the pictures.)**

- Let children look at the pictures for a moment or two and then read the titles.
- Children choose the appropriate titles individually and then compare their choices in pairs or small groups.
- Discuss the appropriate titles with the whole class before they write them into the spaces on page 72.

**Answers:** 1 *Starting towards the summit* 2 *Black Crag before the climb* 3 *The mountain after the blizzard* 4 *The Rescue Team* 5 *Safe and warm at last*

**Reading**

Ask the children to read the text aloud once more in pairs or small groups. Vocabulary should now be clear but if not, clear up any outstanding problems.

**Speaking (8 Think about it. Talk about it.)**

Children can discuss the questions in groups and then report back to the whole class.

 Page 71

**Ordering (1 Number the pictures in order.)**

Children number the pictures to make a coherent story.

**Answers:** 1 F, 2 B, 3 C, 4 A, 5 E, 6 G, 7 D

**Writing (2 Write a sentence about each picture)**

- You may want to hear oral suggestions from the children before they write.
- They may want to give a name to the mountaineer and/or the mountain.

**Suggested answers:** (alternatives in brackets) 1 Last week a mountaineer (a climber/John Smith) was climbing a mountain (Black Crag). 2 While he was climbing, he fell. 3 He broke (hurt) his leg. 4 The Mountain Rescue Team (helicopter) arrived (found him). 5 One of the rescuers went down on a rope. 6 They pulled the climber up into the helicopter. 7 The helicopter took him to hospital.

**Words (3 Write the opposites.)**

Children match words with their opposites.

**Answers:** 1 push – pull, 2 take off – land, 3 inside – outside, 4 easy – difficult, 5 the same – different, 6 sell – buy, 7 hate – enjoy, 8 spend – save.

**Language focus** Reported speech (from speech and from writing)

**New language** 'I'm going swimming, Mandy.'  
He told Mandy he was going swimming.

**New words** lovely, water-ski

**Preparation** Bring in a plain postcard for each child, or cut out cards to the size of a postcard.

### Warm-up

- Write **mountaineer** on the board. Ask children to find words which use the letters of this word.
- As they call out words, write them on the board.
- Write **postcard** on the board. Ask children to write down as many words as possible using the letters of the word. Set a time limit.
- Hear their words and put them on the board. See who found the most.

### Page 74

#### Listening (1 Look at this family. Listen.)

- Give children time to look at the pictures of the family members. Tell them that they are going to hear the family talking. They should try to work out where they are and what they are doing.
- Play Tape 27. Children listen to get a general idea of the scene.

#### Tape 27

**Grandma:** It really is a lovely day. The sun is very hot.

**Billy:** Mandy, I'm going swimming. Do you want to come?

**Mandy:** No. I don't want to go swimming. I want to build a sandcastle.

**Grandpa:** I think it's time for lunch.

**Mum:** Well, Grandpa, our picnic is ready. Come along everyone.

**Dad:** Oh no! The wind's starting to blow. It's blowing sand into my sandwiches!

- Children say where the family is and what they are doing.

#### Listening (2 Listen again.)

Children listen again and number the pictures according to the order in which the characters speak.

### Reading and listening (3 Who said it?)

- Read through the sentences.
- Children try to remember who the speakers were. They write the numbers in their notebooks then the name.
- Play the tape again. Children check. Check their answers.

### Listening and speaking (4 Listen and speak.)

- Ask children to cover Exercise 3. Play the tape once more.
- Pause after each speaker and ask children to report what each person said.

### Reading (5 Read the postcards.)

- Explain to the children that they are going to read two postcards from Billy and Mandy (the two children from the family on the beach). They do not say the same things.
- The children read the two postcards and underline the differences.

### Speaking (6 Talk about the differences.)

- Children can work in pairs to discuss the differences they have found between the two postcards.
- Remind them to be careful about changing the tenses, e.g., *Billy said that he **was having** a great time.*
- Go through the exercise with the whole class.

### Writing, reading and speaking (7 Write a postcard. Swap postcards with a friend. What did your friend say?)

- Hand out the plain postcards or pieces of card.
- Children write a short holiday postcard, using the postcards in Exercise 5 as a model. Three or four sentences will be enough. They must use present tenses.
- If there is enough time, children can draw a scene on the reverse of their card, draw a stamp and write the name and address, etc.
- Children exchange postcards and read them.
- Working in small groups children report what their friend said in his/her postcard. Remind children to be careful with verb tenses.
- Ask two or three children to talk about their postcards to the whole class.

### Page 72

#### Reading (1 Find the opposites.)

Children read what Billy and Mandy said. They then match contradicting sentences.

#### Writing (2 What did they say? Write like this.)

Children report what Billy and Mandy said as in the example.

**Answers:** 1 Billy said (that) Sunny Island was great but Mandy said (that) she did not like Sunny Island. 2 Billy said (that) he was enjoying himself but Mandy said (that) she was not having a good time. 3 Billy said (that) he could water-ski but Mandy said (that) Billy (he) could not water-ski.

### Reading and writing (3 What did they say? Write.)

- Children read the direct speech in the speech bubbles and write the reported speech.
- Remind them to change the tenses.

**Answers:** 1 Mandy said/told Billy she wanted an ice cream. 2 Billy said/told Mandy he was going to water-ski. 3 Mandy told Billy he couldn't water-ski. 4 Billy said/told Mandy that he liked Sunny Island.

## Unit 12: Additional pages

### Page 75

#### Reading for pleasure:

Reading for pleasure.  **The tale of Billy Brown, who did not want to hurry**

- Give children a few minutes to read the title and look at the illustrations. Let children suggest what happens in the poem. Note their ideas on the board.
- Play the tape. Children listen and follow. Explain any new words or phrases.
- Note The bull ...it saw red: the expression seeing red means 'getting very angry'. Bull fighters in Spain have red cloaks that they wave at the bull to make it charge. The popular idea is that the colour red makes the bull angry.
- If children need practice in reading poems with correct rhythm, play the tape a second time.
- Children take turns to read a verse each. If you have confident readers, the poem can be read again with one child reading the exact words of Billy and two reading the exact words of Billy's friends. Other children read the narrative lines. This can be done with some practice.
- Children close their books. Write on the board: *day, find, said, said, then*. Children must try to remember the words in the poem that rhyme with the words on the board. If they cannot recall, let them open their books and look for the words.
- Ask children what they think this poem teaches, e.g. **Don't play in a field if there is a bull in it. Listen to people who tell you something important.** List their ideas on the board. See if there is one that everyone agrees to.
- Children can copy one or more verses for handwriting practice and draw their own illustrations.

### People talking poster project

- Collect heads/faces of people of all ages from magazines, enough for one for each child. Divide the class into groups. Give each group a sheet of paper, a face each, a small piece of paper each and a group topic, e.g., the weather, sport, hobbies, plans for the weekend, holidays, etc.
- Children decide what the person they have might be saying, e.g. **It is hot and sunny. I play basketball after school**, etc. They write it on a piece of paper. Children arrange the faces on the paper, well spaced out and stick them on. They stick the sentence beside the face and draw a speech bubble around it.
- Children write the sentence reporting what the person said, e.g. **He said it was hot and sunny**. They stick them underneath the bubbles. Go around helping.
- Groups exchange posters, read the bubbles and check the sentences.

### Page 73

#### Dictionary skills

This page encourages children to be aware of the lists of irregular verbs at the back of their Pupil's Books and which are found in all good learners' dictionaries. Children are shown how to refer to these lists and how they can help them with their work.

**Answers:** 2 told, thought, threw, woke, torn, understood, taken, woven

3 1 taught, 2 took, 3 woken, 4 tore, 5 threw

### Page 74

#### Composition

- Children write a composition based on a picture story.
- Go through the story with them first and encourage them to talk about the pictures. They should try to incorporate the words which are given with each picture. There are opportunities to use reported speech.
- The composition will have three paragraphs. Each paragraph corresponds to a line of pictures.

## Lesson 1 Page 76 Page 75

**Language focus** Describing inventions; past simple passive

**New language** It was invented in 1897.  
The clothes were put into the box.

**New words** invention, machine, soap, handle, roller, size, briefcase, engine; electronic, petrol; invent, squeeze, suck

**Preparation** Find a number of items which have labels on them saying **Made in** + country (clothes, food, toys, household items).

### Warm-up

- Draw a funny face (male) on the board. Give it one very small ear and one very large one. Teach **size**: say **the man's ears are different sizes**. Point out that the children's ears are the same size. Compare children's feet (shoes). Ask **Are they the same size or different sizes?**
- Write the following poem on the board:  
*There was a young man from Devizes,  
Whose ears were of two different sizes.  
One was so small  
It was no good at all  
But the other won several prizes.*
- Follow the procedure for teaching a rhyme by reading and rubbing out progressively more words.

### Presentation

- Hold up one of the items you have brought in and ask **Where does it come from?** Look for the label and say, for example, **China. It was made in China.** Draw a label on the board. Write on it: **Made in China.** Repeat with some of the other items.
- Pass some of the items around. Children look for the countries of origin. Ask **Where was it (were they) made?** One word answers are fine at this stage.
- Write on the board: **It was made in...** and **They were made in...** Collect all the items in. Hold them up one at a time and ask **Where was it (were they) made?** Children try to remember or guess. They can give full answers this time.
- Let children look at each other's things: clothes (jumpers, shirts, shoes), contents of schoolbags, etc., to find out where things were made. Give them two or three minutes to do this and then hear what they have found.

## Page 76

### Pre-reading (1 Talk about it.)

- Discuss what the people in the pictures are doing.
- Say **Today we have machines for doing these things.** Ask children to name the machines.
- Children match the machines to the pictures above, e.g. **Today people use a washing machine for washing clothes.**
- Teach **invent** and **invention**: e.g. say **Washing clothes by hand is hard work and it takes a long time. Then someone thought 'Aha! Let's make a machine to do the work!' He thought about it, he drew it and he made the machine. He invented the machine.**

### Listening and reading (2 Listen and read.)

- Children look at the pictures. Ask if they can guess what the machines are.
- Play Tape 28. Children listen and read, trying to get a general idea of the text.



#### Tape 28

**Narrator:** The first washing machine was invented by an Englishman in 1897. The dirty clothes, hot water and soap were put into a big wooden box. When the handle was turned, the box went round. The clothes were taken out and squeezed between two rollers above the box. Next the clothes were rinsed in the box with clean water. Then they were squeezed between the rollers again. It was a lot of hard work!

Today many families have a computer at home. They are usually the same size as a small television. Some are very small and they can fit inside a briefcase. The first electronic computer was invented in 1946. It was very big. In fact, it filled a room. It was built in America.

The vacuum cleaner was invented in England in 1901 by Cecil Booth. It had a big petrol engine and was placed on a cart. The cart was pulled by a horse and it was taken to a house. The window was opened and the long hose was pushed through into the room. The hose was used to suck the dust and dirt out of the carpet. This is how carpets were cleaned by machine a hundred years ago.

- Pause after each description and ask one or two general questions: e.g. **Was the first washing machine fast or slow? Was the first computer large or small? Was the first vacuum cleaner large or small?**

**Reading and understanding (3 Answer the questions.)**

- Children read the text again. They can work in pairs so that they can discuss their answers.
- Talk about their answers with the whole class.

**New words**

- By now children should have a good understanding of the text but they may wish to clarify certain words.
- Ask them to read the text again and to underline in pencil words of which they are unsure.
- Put all these words on the board. The children themselves must try to explain the words. Some children will already know some of them. If nobody knows a word, let one child look it up in the dictionary and try to explain. Keep your role, and your speaking, to a minimum: let the children see how much they can achieve by their own efforts.

**Matching (1 Write the names.)**

Children match the words to the pictures.

**Answers:** 1 vacuum cleaner, 2 washing machine, 3 dishwasher, 4 calculator, 5 computer, 6 sewing machine

**Reading and writing (2 Read and write the words.)**

Children read the definitions and write the name of the machines. All the words appear in the exercise above so they can check their spelling if necessary.

**Answers:** dishwasher, calculator, computer, washing machine, sewing machine, vacuum cleaner.

**Reading and writing (3 Complete the sentences with these words.)**

- Children use the words in the box to complete the sentences.
- They should try to do the exercise without referring to their Pupil's Book. When they have finished, they can turn back to the text to check their answers.

**Answers:** 1 by an Englishman, 2 of wood, 3 in America, 4 in 1946, 5 on a cart, 6 by a horse

**Language focus** Talking about inventions and past processes; (R) *past simple passive*

**Language** (R) *The calculator was invented in 1642. First the dirty clothes were put into the box.*

**Words** (R) *words from Lesson 1*

**Preparation** Write these words on pieces of paper: **washing machine, vacuum cleaner, computer, sewing machine, calculator, dishwasher.** Make copies of the grammar file cards.

**Warm-up**

Play a *Drawing game*. Place the pieces of paper face down on your desk or in a hat. A child comes to the front, chooses a piece of paper, reads the word then starts to draw the machine on the board. The class must guess what it is. You can play this as a team game if you wish.

 Page 77

**Speaking and writing** (1 *Ask and answer. Write the dates.*)

- Children look back at page 76. Ask **Where was the washing machine invented?** and elicit the answer. Ask **When was the washing machine invented?** and elicit the answer. Ask children to ask similar questions about the computer and the vacuum cleaner.
- Children turn to page 77 and focus on the information gap exercise. Make sure they can name all the items. Explain to the children that they will work in pairs. Child A will ask for information as in the example. Child B (who is holding his/her book upside down) answers. Child A writes the answer down. Then Child B asks and Child A answers. Demonstrate this so that children understand.
- When children have finished, check their work.

**Reading, ordering and speaking** (2 *Read, write and say.*)

- Children turn back to page 76 again. Ask children to read the relevant section. They then cover the page so that they cannot refer back to the text.
- They look at the pictures and number them in order. They compare what they have written with their friends.

- Children describe the process to the whole class, a different child describing each picture. Make sure they use the passive correctly. They can then repeat this in pairs.

**Grammar card** (3 *Look and write.*)

- Hand out copies of the grammar file. Children write the name of the construction and copy the first three sentences.
- Focus attention on how the past passive is formed. Ask who built the first computer and what pulled the cart. Point out the use of **by**. Ask for some more examples and write them on the board. Children copy.
- Ask children to copy the fourth example. Ask for more examples of questions and write them on the board. Children copy.
- Repeat the process for negative sentences.

 Page 76

**Writing** (1 *Look and write.*)

- Children use the maze to write sentences about the inventions.
- Do the exercise orally first.

**Answers:** 1 The calculator was invented in 1642. 2 Pencils were invented 400 years ago. 3 The computer was invented in 1946. 4 The sewing machine was invented in 1850. 5 The washing machine was invented in 1897. 6 Cameras were invented 200 years ago.

**Reading and writing** (2 *Read, look and write ✓ or X... correct the false sentences.*)

- Children look at the three boxes. They show things which were made by different peoples. Do not ask the children to name the things yet!
- Children read the sentences and decide, by looking at the boxes, whether they are right or wrong. Words which they may not know are explained. They can check their answers in pairs.
- They then correct the false statements by making the sentences negative.
- Children can now name the items. Ask **What was invented by the Egyptians?** etc.

**Answers:** Candles were not invented by the Chinese. The first scissors were not made by the Chinese. Fireworks were not invented by the Greeks. The first umbrellas were not made by the Egyptians.

**Language focus** Describing construction work;  
(R) *past simple passive*

**New language** Where was the dam built?  
Animals were trapped by the rising water.

**New words** dam, valley; trap; huge

### Warm-up

- Play **Buzz**. Children count round the class. Whenever they say a number which contains the number **3** or a multiple of **3**, they must stand up and say **buzz**. like this: *one, two, buzz, four, five, buzz, seven, eight, buzz, ten, eleven, buzz, buzz, fourteen*, etc.
- Keep a good pace and rhythm going. When someone makes a mistake, start again.

### Page 78

#### Pre-reading (1 *Think about it.*)

- Look at the pictures and discuss the questions.
- Teach the new words.

#### Reading and matching (2 *Look and read. Write the numbers.*)

- Read the four sections to the children. They follow in their books and look at the pictures but they do not write yet.
- Children read and write the numbers of the pictures next to the appropriate sections. Let them compare their answers and then check them yourself.
- Ask children to read the text in the right order.

#### Reading and speaking (3 *Answer these questions.*)

- Children can work in pairs and discuss their answers.
- Hear their answers.

#### Writing and speaking (4 *Write some more questions... Ask and answer...*)

- Get some suggestions for questions orally first. The children can write.
- Hear their questions and put some of them on the board.
- Children ask and answer in pairs.

### Page 77

#### Writing (1 *What do you remember...? Write questions....*)

Children look at the pictures and write questions about them which match the given answers. Go through this orally first.

**Answers:** **1** Where was the Kariba dam built? **2** What were the people given? **3** Why were the animals trapped? **4** How were they (the animals) rescued? **5** Where were they taken?

#### Writing (2 *Describe the Kariba Dam ...*)

Children look at the pictures and study the questions, then write a few sentences about the dam based on the information in the picture.

**Suggested answer:** The Kariba Dam was built in a narrow valley. The dam is 128 metres high and there is a huge lake behind it. The lake is 240 kilometres long. There is a road along the top of the dam.

**Language focus** Talking about constructions; (R) *past simple passive*

**Language** (R) *When was the bridge opened? This was made by a beaver.*

**New words** beaver, swallow, stork, wasp, termites

**Preparation** Write questions for the quiz on beavers. See Reading for pleasure notes.

**Warm-up**

Play one of the word games which the children have enjoyed.

 Page 79

**Listening (1 Look and listen.)**

- Children look at the four pictures and say something about each bridge. Ask **Does it look old or new? What is it made of?** Find out which they like best. Ask why.
- Look at the questions at the top of the page. Play Tape 29.

 **Tape 29**

*Narrator:*

The Golden Gate bridge is in San Francisco, in America. It carries cars and lorries across San Francisco Bay. It was built in 1937.

The Pont du Gard is in France. It was built 2,000 years ago but you can still see it today. It did not carry people. It carried water to a town nearby.

Old London Bridge was built across the river in London in England. People lived and worked on the bridge. It had many shops and houses. It was built in 1176. It stood on the river for 600 years but then it fell down.

Tower Bridge is also in London. Cars and buses go across it. You can walk across it too. Sometimes big ships go up the river but they cannot go under the bridge. When this happens, the cars and the buses are stopped and the bridge opens. Then the ships can go through. The bridge was built in 1894.

- See if the children can answer the questions now.
- Write these words on the board: **cars and lorries, water, shops and houses, big ships.** Play the tape again. When the children hear these words they must put their hand up.

**Listening, writing and speaking (2 Answer these questions. Talk about your answers...)**

- Read through the questions.
- Play the tape once more. Stop after each section and let children note down their answers.

- Children ask and answer, comparing their answers with their friends.

**Matching and speaking (3 Think and write the numbers.)**

- Children look at the animals. Read the names. Children repeat. Do these animals live in their country?
- Children look at the things the animals have built. They write a number in each box.
- Point out the short dialogue and read it. Talk about one or two of the animals' constructions with the whole class, eliciting the responses as in the dialogue. Then let children talk in pairs.

**Answers:** 1 G, 2 C, 3 A, 4 B, 5 E, 6 D, 7 F

**Listening (4 Listen and check. Were you right?)**

Play Tape 30 and let children check their answers.

 **Tape 30**

*Narrator:*

This is a bird's nest. It was built by a swallow. Number 3. This is full of honey and it was made by bees. Number 4.

This was made by a spider. Number 2.

This big nest was built on a chimney by a stork. Number 6.

This looks like a castle. It was made by thousands of termites. Number 5.

This little pot was made by a wasp. Number 7.

This dam across the river was made by beavers. Number 1.

 Page 78

**Reading and writing (1 Read about the Statue of Liberty. Write the missing words.)**

- Ask what the children know about the Statue of Liberty and where it is?
- Children look at the words in the box and make sure they understand them.
- They complete the passage with the words from the box.

**Answers:** New York, island, given, built, crown, in her right hand, in the world, visited, stairs, inside

**Writing (2 Who did it? What did it?)**

- Children write the appropriate past participles.

**Answers:** grown, built, made, taken, baked

- Children write sentences based on the pictures. They should use the past passive and **by**.

**Answers:** 2 It was taken by a photographer. 3 They were baked by a baker. 4 It was grown by a farmer. 5 It was built by a bird.

## Unit 13: Additional pages

**PB** Pages 80, 81

### Reading for Pleasure

Reading for pleasure **PB** Beavers

- Give children a few minutes to look at the pictures and scan the text.
- Ask if they have heard of beavers before. If they haven't, explain that they are wild animals that live in rivers in North America.
- Ask what information about beavers they expect to find in the text. Note their ideas on the board.
- Play the tape. Children listen and follow. Explain any new vocabulary.
- Check the notes on the board. Did the class find the information they predicted?
- Children read the text aloud.
- Ask children what information in the text was new to them. What facts did they find most interesting or surprising.
- Children close their books. Divide the class into two or more teams. Hold a quiz about beavers using the information in the text, e.g. **What is the beavers' home called? How do beavers go in and out of it?** etc. Children give answers orally or all children write answers.

### Inventions timeline project

- Divide the class into groups. Give each group a long sheet of paper. Give each group the names of the nine inventions on pages 76 and 77 on separate pieces of paper: washing machine, computer, vacuum cleaner, calculator, pencils, television, camera, sewing machine, telephone; and the dates on separate pieces of paper: 1897, 1946, 1901, 1850, 1926, 1642, 1876, 1600.
- Children sort the dates into order and stick them along the time line. They stick the correct invention under the date.
- Children could draw their own pictures of the inventions and/or write sentences: **The washing machine was invented in 1897.**
- To extend the activity, ask each group to find out who invented one of the objects that they did not read about in the first lesson, e.g. the TV, the camera, sewing machine, telephone. Each child in the group must write a different sentence about the object and read it to the class. The information can be added to the timeline.

**WB** Page 79

### Dictionary skills

- This deals with how to put into alphabetical order words whose first three letters are the same. Put some examples on the board first: **scream, scratch, scribble; thin, thick, this; spot, spoon, sport; March, Mark, marble**
- Show children how they must look at the fourth letter of the words in order to put them in alphabetical order.
  - 1 Children match the words to the correct picture.
  - 2 Children arrange the sets of three words in alphabetical order.  
**Answers:** stream, string, stripes; shed, sheep, shell; money, monkey, monster
  - 3 This spelling exercise deals with the plural forms of words ending in **y**. Why do some nouns end in **s** and others in **ies**?
    - Children look at the examples in the two boxes. Ask if they can see the difference. Can they think of a rule about these words? (The plural is **ies** when there is a consonant in front of the **y**. When there is a vowel in front of the **y**, it does not change.)  
**Answers:** holidays, boys, hobbies, families, monkeys, canaries, keys, factories

**WB** Page 80

### Composition

- 1 Children make a list of interesting places in their town.
- 2 They draw two of them and write about them as suggested by the questions. Children may need to do a little research here. Suggest where they might be able to find certain information (e.g. when a monument was built).

**Lesson 1**  Page 82  Page 81

**Language focus** Talking about hypothetical (unreal) situations; second conditional

**New language** If I had a horse, I would call it Star. What would Joe do if he had some skates?

**New words** mountain bike, roller blades, walkman, electric guitar saddle, elbow/knee pads, riding hat, stable; (R) *helmet*

**Preparation** Find pictures of pets: **cats, dog, fish, birds** etc.  
Prepare a list of commands (for the Warm-up).

**Warm-up**

- Ask the children on one side of the room to clap out a regular rhythm. Give commands from your list to the children on the other side of the room. They must follow the commands in time to the clapping. Swap roles.
- Ask every child to think of one command and write it down.
- Ask a group of children to come to the front. (Ask for volunteers, or the children can nominate friends.) They will probably need chairs.
- The class clap a rhythm and in turn, round the class, call out their commands. (They must do this loudly and clearly.) The group at the front follow the commands. Repeat with another group.
- Suggested commands: **stand up, sit down, hop, jump, say Hello, look/turn to the left/right, turn around, clap your hands, bend your knees, sing, shake your right/left leg/arm, nod/shake your head, close/open your eyes, laugh, cry, wave to a friend, shout Goodbye, stop.**

**Presentation**

- Put your pictures of pets up on the board.
- Ask the class **Who has a pet?** (They put their hands up.) Ask who doesn't have a pet. (Hands up.) Ask those who don't have pets if they would like to have a pet. Write on the board the names of some of those who would like a pet. Ask them what pet they would like and write the animal next to their name.
- Ask the class to suggest good names for pets. Ask those who would like a pet to think about what they would call it. Say, for example, **Sam, you don't have a cat, do you?**

**But if you had a cat, what would you call it?** Write the name next to the pet. Ask the other children in the same way.

- Point to the lists of names and animals on the board. Say **Does Sam have a cat? No, he doesn't. Would he like to have a cat? Yes, he would. And if he had a cat, what would he call it?** Class gives the name. Say **Yes, if he had a cat, he would call it Fred.** Repeat with the other names and animals.

 Page 82

**Pre-reading (1 Look!)**

- Point to the pictures. Read the names; children repeat.
- Ask if they would like any of these things. Ask which ones they would like and why.

**Listening and reading (2 Listen and read.)**

- Point to the first picture of Sally and Zoe. Children describe it.
- Play the first part of Tape 31 and then ask a few questions: **Does Sally have a cat? Does she have a horse? Would she like a horse? If she had a horse, what would she call it?**
- Point to the picture of Alex and Joe. Children describe it.
- Play the second part of Tape 31 and ask questions: **Does Joe have any roller blades? Would he like some? If he had some, what would he do?**


**Tape 31**

**Sally:** I love horses.  
**Zoe:** If you had a horse, what would you call it?  
**Sally:** Star. And I'd ride it every day.  
**Narrator:** Sally has a cat called Tiger. She would like to have a horse, too. If she had a horse, she would call it Star. She would ride it every day.

**Joe:** These roller blades are fantastic. I must buy some.  
**Alex:** What would you do if you had some?  
**Joe:** I'd go really fast. And I'd learn to jump and spin, too.  
**Narrator:** Joe does not have any roller blades but he would like to buy some. If he had some roller blades, he would go very fast and he would learn to jump and spin.

- Children read the text in groups of three. Hear some of them.

**Speaking (3 Answer the questions.)**

Children work in the same groups as before and answer the questions. Go over the answers with the whole class.

**Speaking (4 What would they need? Ask and answer.)**

- Point to the equipment. Read the names; children repeat.
- Read the question about Sally. Let children look at the pictures and decide which items she would need. Ask the question again and elicit answers.
- Ask children to make up a similar question about Joe. **If Joe had some roller blades, what would he need?** Ask the question and elicit the answers.



Page 81

**Reading (1 Finish the sentences.)**

Children find the right ending for the sentences. The items in bubbles will help them.

**Answers:** 1 If Sally had a horse, **she would ride it every day.** 2 If Joe had some roller blades, **he would jump and spin.** 3 If Alex had more money, **he would buy a new camera.** 4 If Mrs Gordon had more time, **she would do the gardening.** 5 If Mr Gordon had a new car, **he would drive to the beach.**

**Writing (2 Write the names. Which things would you like? Write ✓.)**

- Children write the words in the box under the appropriate pictures.
- They tick the things they would like to have.

**Answers:** 1 walkman, 2 watch, 3 mountain bike, 4 electric guitar, 5 computer, 6 roller blades

**Writing (3 Write about the things you would like.)**

Get suggestions from the class before children write.

**Language focus** Talking about hypothetical (unreal) situations; (R) second conditional

**Language** (R) *If Ben had enough money, he would buy a mountain bike.*

**Words** (R) words from Lesson 1

**Preparation** Make copies of the grammar file cards.

### Warm-up

- Play the *Drawing game*. Start to draw an item on the board. Stop from time to time. Children must guess what it is. Choose items which have occurred in recent lessons, e.g. **roller blades, walkman, camera, computer, electric guitar, mountain bike, calculator, bridge, dam, island, statue, wasp, termites, beaver, swallow**.
- Children can also come to the board to draw. Whisper an item to them.

### Page 83

#### Listening and speaking (1 *Look and say.*)

- Children look back to page 82. Play Tape 31 again and ask a few questions to establish the hypothetical situation: **Does Sally have a horse? Would she like one? If she had one, what would she call it?** Ask similar questions about Joe.
- Write **pocket money** on the board. Quickly ask the class if they get pocket money. Ask if they get a lot or a little.
- Children look at page 83 and the line of children. Explain that these children get pocket money but not very much. They would like to buy things. Point to the line of items and ask **What would the children like to buy?** Revise the names of the items. Ask **Can they buy these things? Why not?** Establish that they don't have enough money. Then ask **If they had enough money, what would they buy?**
- Point out the example. Children follow the line and finish the sentence. Ask about the other children. Do the exercise with the whole class and then let the children repeat it in pairs.

#### Writing (2 *Write about three of the children.*)

When they have finished writing their sentences in their notebooks, ask children to come and write sentences on the board until you have a sentence for each of the six children.

#### Making notes (3 *Look at these pets. Think about it and write notes.*)

- Children look at the pictures. Ask children to name the pets. Then ask if they would like to have one of these pets, and if so, which one?

- Read through the question with the whole class. Children then work alone thinking about the questions and answering in note form.

#### Speaking (4 *Talk about it with your friends. Which pets would they choose?*)

Children discuss their answers in pairs or small groups. Then ask two or three children to speak to the class.

#### Grammar card (5 *Look and write.*)

- Hand out copies of the grammar file card. Children write the title.
- Children look at the first two examples. Point out the past tense after **If**. Ask what the verb in the second part of the sentence is. Ask what **I'd** means.
- Children think of more examples of sentences starting with **If**. Put them on the board. Children copy. Point out the comma after the first part of the sentence.
- Children look at the other two sentences on the card. Ask how they are different from the first two. Children look at the verbs after **if**. Ask what tense they are: **past tense** as in the first two examples. Ask about the verbs in the first part of the sentence. Ask what **he'd** means.
- Children think of more examples of sentences where **if** occurs in the middle. Put them on the board. Children copy.

### Page 82

#### Writing (1 *Write. What would they buy if they had enough money?*)

- Children write sentences according to the pictures. Do the exercise orally before children write.
- Children may find it helpful to refer to their grammar cards when doing this exercise.

**Answers:** 1 If Joe had enough money, he would **buy an electric guitar**. 2 If Sue and Fred **had enough money, they would buy a computer**. 3 If Sally **had enough money, she would buy a pony** (horse). 4 Mark would **buy a camera** if **he had enough money**. 5 Ann and Bill **would buy a rabbit** if **they had enough money**. 6 Alex **would buy a parrot** if **he had enough money**.

#### Writing (2 *What about you?*)

- Children look at the pictures. Find a rough equivalent to pounds in the children's currency (the equivalent of a small amount of money, a lot of money and a great deal of money). You may want them to write about their money and not pounds, so make sure they can spell the name of their currency correctly.
- Children choose their own items. If they are unsure of the word in English, they can use a dictionary and/or ask you for help.

**Language focus** Recounting past and present events; (R) *past and present tenses (various)*

**Language** (R) *We had fish for dinner. What a dreadful place this is!*

**New words** desert island, yacht, diary, palm trees, stream, hut, coconut, string, rowing boat; sink (v.), light (a fire), crawl; raw, marvellous, fantastic, terrible, awful

**Teaching aid** Map of the world

**Warm-up**

- Play a *Categories game*. Divide the class into groups. Appoint a 'secretary' for each group who will do the writing. Write the following categories on the board: **animals, birds, insects**. Give the groups three minutes in which to think of and write down as many words as possible within these categories.
- One group reads out its first list. The others listen and say if they also have these words. Everyone crosses out words which others have. Continue with another group, who read out their remaining words. Again, everyone crosses out words if others have them. Continue until all words have been read out.
- Points are scored for words which nobody else has thought of.

 Page 84

**Pre-reading (1 Think about it.)**

- Talk about the picture. Ask **What is it? Do many people live there?** Teach **desert island**. Ask if they can see what sort of trees are growing on it: **palm trees**. Ask **What grows on palm trees?** **Coconuts**.
- Point out the questions. Give children a moment or two to think about them. Then discuss.

**Reading (2 Read.)**

- Children look at the illustration. Ask **What's happening?** Teach **yacht** and **sink**.
- Show the world map. Focus attention on the seas and oceans. Does anyone know where the Pacific Ocean is? Let them come to the map and point.
- Read the introduction. Elicit the meaning of **diary**.
- Read the diary entries. Children listen to get a general idea of the text. Ask **Did they like the island at first** (on day one)? **What about on day five?**

 Page 85

**Reading and matching (3 Match.)**

Children read through the diary entries and find the appropriate pictures. They write the day number under each one. When they have finished they can compare with their friends.

**Reading and understanding (4 Choose a title...)**

Children choose a title. Discuss their reasons. (The best one is **A desert island – the truth.**)

**Reading and speaking (5 Answer the questions.)**

- Look at the questions and then read the text once more.
- Children answer the questions in note form. Discuss their answers.

**Words (6 Read and find.)**

Children scan the text to find the words.

**Answers:** yacht, rowing boat; marvellous, fantastic; awful, dreadful; We are all by ourselves.

**Reading**

Children read the text to the class, a different child for each diary entry. If children are still unsure of any words, help them work out the meanings from the context.

**Speaking (7 Think about it. Talk about it.)**

- Read though the questions. Children think about them and make notes.
- They can discuss their answers in small groups and then report back to the class.

 Page 83

**Crossword (1 What are the words?)**

Children name the items and fit them into the grid.

**Answers:** 1 diary, 2 stream, 3 insects, 4 leaves, 5 storm, 6 palm tree, 7 string, 8 fish, 9 sailor, 10 yacht, 11 pin, 12 birds. The words across are **desert island**.

**Writing (2 Write about it.)**

Children answer the questions starting each sentence with **I would...** If they are unsure of words they would like to use, encourage them to use a dictionary and/or ask you.

**Language focus** Hypothetical situation (*life on a desert island*)

**New language** If I was on a desert island, I would like to have a hammock. If you had a hammock, you could sleep in it.

**New words** hammock, matches

### Warm-up

- Play a *Memory word game*. Ask the class to suggest ten letters of the alphabet. Write them on the board.
- Point to the first letter, (e.g. **t**) and say **Yesterday I went to the zoo and I saw a tiger**. Children add to the list according to the letters on the board: e.g. **Yesterday I went to the zoo and I saw a tiger and an elephant**. If they cannot think of an animal beginning with a letter, they may add an adjective to any other animal: e.g. **Yesterday I went to the zoo and I saw a tiger, an elephant and a fierce crocodile**. The last two nouns on the list must be joined by **and**.

### Listening

- Ask children to turn back to page 84. See what they can remember about Bob and Jenny Hall. Ask **what happened to them? What did Jenny write about in her diary? Did they like living on the desert island?**
- Children close their books. Read Jenny's diary to them but leave out some words. The children must try to remember them and call them out. Suggested words to omit: *Day 1: island, by ourselves, coconut leaves; Day 2: fishing line, fire, coconuts; Day 3: insects (2nd mention), noisy birds; Day 4: food, cakes; Day 5: boring; Day 6: ship, waved, rowing boat, home.*

 Page 86

### Speaking (1 Look and say.)

Children look at the pictures: discuss with the class as a whole how you could use the things. Elicit, e.g. **If you had a hammock, you could sleep in it**, etc.

### Thinking and speaking (2 Think about it.)

Children choose what they consider the three most useful items. They must think of reasons for their choices.

### Writing (3 Write about it.)

Children write about their choices using the structures as in the example.

### Speaking (4 Talk about it with your friends.)

Children can compare what they have written in pairs or small groups. Choose some to tell the whole class about their choices and their reasons for making them.

### Song (5 Listen and sing.)

- Play Tape 32. Children listen.



#### Tape 32

Some folk like to go fishing  
Far across the bay.  
I would rather be dreaming  
On the beach all day.

*Chorus:*

Like the lazy co-co- coconut  
co-co-coconut tree.

Like the lazy co-co- coconut  
co-co-coconut tree

Some folk work in the jungle  
Till the day is done.

I can keep myself busy,  
Dozing in the sun. (*Chorus*)

I could be a rich merchant  
In some fine bazaar.

But I'd rather be happy  
Nodding to a star. (*Chorus*)

- Play the tape again. Children follow the words. Stop after the first verse. See if they can think what **folk** means and if they remember **bay**. Stop after the chorus and ask about **lazy**. Play the third verse and stop. Ask if they can explain **jungle**. After the third verse ask what happens in a **bazaar**.
- Children close their books. Play the tape once more. Children listen and repeat the final word in each line. *Tape: Some folk like to go fishing. Children: fishing, etc.*
- Children open their books. Play the song again. Children join in.



Page 84

### Words (1 Can you name these things?)

Go through the exercise orally. Children write the names of the items. If they are unsure of how to spell words, encourage them to check in a dictionary.

**Answers:** fishing line, needle and thread, camera, chalk, yacht, boots

### Writing (2 Write sentences.)

- Children make sentences as in the examples using the professions in the box and the items from Exercise 1 above. Go through the exercise orally first.
- **Answers:** (The second sentence in each case is a suggestion only.) **2** If I was a fisherman, I would need a fishing line. If I had a fishing line, I would catch lots of fish. **3** If I was a photographer, I would need a camera. If I had a camera, I would take photos of my friends. **4** If I was a mountaineer, I would need some boots. If I had some boots, I would climb a high mountain. **5** If I was a teacher,

I would need some chalk. If I had some chalk, I would write on the board. **6** If I was a tailor, I would need a needle and thread. If I had a needle and thread, I would sew beautiful clothes.

## Unit 14: Additional pages

 Page 87

### Reading for pleasure

Reading for pleasure  **Robinson Crusoe**

- Children read the title and look at the pictures. If any of them already know this story let them tell you as much as they can about it. If the story is new, let them scan the text quickly. Write up their ideas of what the text is about.

- Play the tape. Children listen and follow. Explain any new vocabulary.

- Children read the text aloud.

- Ask the class if they think this story is true or not. Ask children to give reasons for their opinions. Tell children about the full story of Robinson Crusoe:

*The book was written by Daniel Defoe nearly three hundred years ago. He got the idea from what happened to a sailor from Scotland called Alexander Selkirk. Selkirk was on a boat sailing in the South Pacific near South America. He wasn't shipwrecked. He had an argument with the captain of the ship and asked to be put ashore on an island. He lived there alone for five years until another ship passed by. Then he went back to England and was a sailor again. The island that he lived on is now called Robinson Crusoe Island, after the book. The part about the friend, Friday, was made up by Defoe. But the way Robinson Crusoe built his own house, kept animals and made clothes is what Selkirk did to survive on the island.*

- Ask children to think what jobs Robinson Crusoe would have to do every day, when he was on his own, e.g. feed the goats, milk the goats, cut corn, make bread, pick fruit, etc. Note them on the board.
- Ask them to think of details of Crusoe's life, e.g. Did he get up early or late? Where did he get water from? What meals did he eat? What did he do when it got dark? etc. Write notes on the board.
- Children write the diary for one day in the life of Robinson Crusoe. Go around helping. Give new vocabulary as necessary.
- Let some children read their diary pages. They can draw illustrations for homework. All the pages could be put together into a book, The Diary of Robinson Crusoe. Encourage children to read each other's work.

### Places to go project

- Ask children to bring in or draw a picture of a place they

would like to go.

- In turn, children show the class the picture and where it is.
- Write a sentence beginning on the board: **If I went to...** Ask children to think what they would do if they went to the place.
- Ask e.g. **What would you do if you went to London?** Elicit **If I went to London, I would ride on a red bus.** Write example sentences on the board.
- Children stick their picture on a piece of paper, write a sentence underneath and sign their name. Ask children to read their sentences to the class.
- Put all the pictures and sentences on a large poster. Use the poster to practise *If I went to... If Sam went to...*

 Page 85

### Dictionary skills

- 1 This section shows children how they can look up the comparative and superlative forms of many adjectives.

- 2 Children use the excerpts from dictionary pages to help them complete the sentences.

**Answers:** 1 bigger, 2 finest, 3 worst, 4 greatest, 5 worse

- 3 This spelling exercise deals with the formation of adverbs by adding **-ly** to the adjective. In words ending in **y**, the **y** changes to **i**.

- Encourage the children to compare the words in the two boxes and work out the spelling rule for themselves.
- They can then complete the sentences by adding adverbs based on the adjectives in brackets.

**Answers:** 1 noisily, 2 prettily, 3 quickly, 4 hungrily, 5 loudly, 6 angrily

 Page 86

### Composition

- 1 Read the text to the children and ask them to tap out the rhythm gently.

- Ask children to read it aloud. A different child reads each pair of lines and the last three.

- 2 You may wish to do this as a class composition – a combined effort – and then let children try on their own at home.

- Children choose one of the animals, birds, destinations and professions.

- Decide on an animal and write the first line.

- Elicit suggestions for the second line.

- Continue with the children offering suggestions and dictating the lines to you.

- They can finish the text in the same way as the model or they may like to think of a different ending.

- Ask them to read the text when they have finished.

Lesson 1  Page 88

**Language focus:** questions tags, defining relative clauses (objects)

**New language:** They look pretty, don't they? This is such a wonderful surprise!

**New words:** decorations, paper chains, lanterns, arrange, prepare, special, taste, smell,

**Teaching aid:** World map

**Warm-up**

- Listen again to *Lazy coconut tree* ( page 86; Tape 32).
- Ask children to repeat the last word of each line as they did in the previous lesson.
- Divide the class into three groups. Each group sings a verse of the song. Everybody joins in the chorus.

 Page 86

**Speaking (1 Talk about it.)**

- Write **Welcome!** in large letters on the board. Ask children if they can explain the word: **the greeting given when somebody who you are pleased to see arrives**. Explain that **welcome** (verb) is the act of greeting someone with pleasure.
- If your school has recently welcomed parents or a special guest, remind children of the occasion. Did they do anything special for it?
- Children look at the pictures. Name the objects. Children repeat. Ask if they have ever done any of these things to welcome somebody. What else did they do?

**Listening and reading (2 Listen and read.)**

- Ask children to find the objects in Activity 1 in the pictures. Ask who is preparing things (**the Gordons**) and who is arriving (**Miss Walker**).
- Children read the first sentence. Ask where Miss Walker is coming back from. Check that the class knows what part of the world this is. Show them on the world map if you have one.
- Play Tape 33. Children listen and follow in their books.

**Tape 33**

**Narrator:** Miss Walker is coming back from a visit to South America. Mr Gordon has gone to the airport to fetch her. Mrs Gordon is preparing a special meal to welcome her home. Mrs Gordon is cooking soup, rice and meat. Joe is making a banner. Alex is hanging up paper chains that he has made.

**Joe** Mmm! The soup smells delicious, doesn't it?

**Alex** I expect it tastes good, too.

**Narrator:** Sally has hung up balloons and lanterns. She made the lanterns herself.

**Sally:** They look pretty, don't they?

**Mrs Gordon:** Lovely! Oh, listen. That sounds like the car!

**Narrator:** Mr Gordon has arrived. He's opening the door for Miss Walker. They'll be inside in a moment.

**Alex:** Put the banner up, Joe. Hurry!

**Mrs Gordon:** Light the candles!

**Sally:** Put the flowers on the table! Quickly!

**All:** Welcome home!

**Miss Walker** Oh! Thank you! This is such a wonderful surprise!

- Check that children have understood the new words. Explain any other unfamiliar words.
- Play the tape again.

**Reading and speaking (3 Answer the questions)**

- Children work in pairs or individually to find the answers to the questions.
- Check answers together.

**Speaking (4 Talk about it)**

- Check that the class understands surprise. Children discuss the questions in pairs.
- Hear some of their answers. Help with any new vocabulary.



Page 87

**Writing (1 Write the questions)**

Children write sentences about the objects using the verbs for the senses.

**Answers:** 2 How does it smell? 3 How does it feel? 4 How does it sound? 5 How do they taste?

**Writing (2 Write sentences.)**

Children write two sentences about each object using the verbs for the senses and appropriate adjectives from the box.

**Answers:** ice cream tastes delicious (good)/feels cold; lorry sounds loud /smells bad; flowers smell good / look beautiful (pretty); soup smells delicious (good)/feels hot

**Writing (3 Write sentences about these.)**

Children look at the objects and write a sentence about each using the verbs for the senses and appropriate adjectives.

## Lesson 2

**Language focus:** question tags, exclamations

**New language:** The macaw sounded so strange! The llamas have such soft coats!

**New words:** volcano, llama, orchid, macaw, awful, strange, soft,

**Preparation:** Make copies of the grammar file cards, two for each child.

### Warm-up

- Play the *Giving commands game*. See *Warm-up* on page 81.

 Page 89

**Reading (1 Read and write the underlined words beneath the correct photos.)**

- Children read what Miss Walker is saying about the photos. They work out from the context which underlined word belongs under each photo and write it underneath.
- Explain that llamas belongs to the camel family. They live in the mountains in South America and are used to carry heavy loads. A macaw is a kind of parrot.

### Speaking (2 Ask and answer)

- Write on the board: **look, sound, feel, taste, smell.**
- Read the first question. Elicit **Yes, it does.** Read the second question. Elicit **Yes, they do.**
- Ask other questions using the verbs on the board and any of the nouns with suitable adjectives, e.g. **The macaw looks beautiful doesn't it? The llamas feel soft, don't they?** Elicit responses.
- Prompt children to form questions with tags; say, e.g. **Sam, tell me about the sweets. How do they taste?** Prompt, e.g. **They taste delicious, don't they?** Reply **Yes, they do.**
- Prompt half of the class to repeat your question and the other half to give the response. Continue prompting other questions with tags. Half the class repeats and the other half replies each time.

### Speaking (3 Talk about the things in the photos.)

- Read the speech bubbles. Ask individuals to read them aloud.
- Write on the board a few phrases, e.g. **so beautiful, so noisy, so delicious, so soft.** Write up **orchids, volcano, sweets, llamas, macaw.** Ask, e.g. **What was the volcano like?** Prompt, e.g. **It was so noisy!** Write the sentence on the board. Continue with other questions.
- Write **such** on the board. Below write **flowers, animals, a**

**bird.** Write some different adjectives, e.g. **strange, interesting, funny, scary, pretty.**

- Hold up your book. Point to the macaw. Say **It is such a pretty bird.** Class repeats. Point to the orchids. Say **They are such pretty flowers.** Class repeats. Point to the llamas. Ask **What about the llamas?** Elicit **They are such interesting (strange, funny) animals.** Point to the other two pictures on the board and elicit, e.g. **such a scary (noisy) volcano, such delicious (pretty) sweets.**

### Grammar card (5 Look and write.)

- Hand out the grammar cards you have copied.
- Children make the card for question tags first. They copy out the first two sentences. Make sure they identify clearly the single main verb. Point out how the tense in the tag using **do, does, did** is the same as the main verb in the question.
- Elicit other examples for both tenses and write them on the board. Children copy.
- Children copy the next two sentences. Point out that where **be** is used, it is repeated in the tag in the same tense. Elicit other examples and write them on the board. Children copy.
- Point out that where two verbs appear together, it is the first that is repeated in the tag. Elicit or give other examples and write them up for children to copy.
- Children copy the sentences for the *Exclamations* grammar card. Elicit other examples for children to copy.

 Page 88

### Writing (1 Find the correct tag. Write.)

Children read the statements on the left, look for the correct tag on the right and write it in the space.

**Answers:** 1 aren't they? 2 won't we? 3 shouldn't he? 4 isn't it? 5 can't you? 6 won't it? 7 won't they? 8 doesn't it? 9 don't they? 10 wasn't it?

### Writing (2 Write the question tags.)

Children write the correct question tag following each statement.

**Answers:** 1 won't you? 2 isn't it? 3 shouldn't we? 4 can't you? 5 aren't we?

### Matching (3 Match the opposites. Write.)

Children read the adjectives in the top line and write the opposite adjective from the line below in the space.

**Answers:** 1 awful, 2 sour, 3 easy, 4 soft, 5 scary

### Writing (4 Write sentences. Use words from Exercise 3.)

Children read the example. They look at the pictures and write appropriate sentences using their own choice of adjectives from the previous exercise.

## Lesson 3

**Language focus:** describing wildlife

**Language:** *It spends its time hanging upside-down. The leaves can be up to two metres across.*

**New words:** sloth, upside-down, tadpole, lily, terrible,

**Teaching aid:** World map

### Warm-up

- Put up the world map, if you have one, on the board.
- Elicit the names of the continents. Write them on the board.
- Ask children which ones they think have rainforest areas: Central and South America; Africa; Asia; Australia. Underline them.
- Ask if anyone can name any countries which have rainforest. Write those up on the board.

### Pre-reading

- Ask children to tell you as much as they can about rainforests. Where are they? What is the climate like? What animals live there? Ask if they know why rainforests are important. Write their ideas on the board.
- Give children a moment to look at the pictures. Have any of them seen these plants or animals in pictures before? Ask if they can guess anything about them, just by looking at the pictures. Hear some ideas.
- If you wish, pre-teach the new words. Alternatively, ask children to guess meanings from the context when you have read the text once.

### Reading (1 Read about rainforest wildlife.)

Read the texts. Children look and listen.

### Reading and speaking (2 Read again and answer the questions.)

- Children read the text silently.
- They discuss answers to the questions in pairs.
- Check answers with the whole class.

### Reading, writing, speaking (3 Choose a picture and talk about it.)

- Children work individually, making notes about one of the plants or animals on the page. They should make enough notes to be able to say three or four sentences without looking at the book.
- Children tell their partners about the plant or animal they have chosen.
- Hear some pairs.

### Writing (4 Write.)

- Children choose a picture (it can be different from Activity 3).
- They write sentences to explain why the plant or animal interests them and what new information they have learned about it.



Page 89

### Dictionary skills

This section shows children how plural forms can often be found in a dictionary. Look at the examples. Children try to write the plural forms of the words. They then check their answers by looking at the dictionary entries below. If any of the words were wrong, they can now be corrected.

**Language focus:** Defining relative clauses (objects)

**Language:** *This is something that feels rough.*

**New words:** wonderful, rough

**Warm-up**

Play the *Word chains game*: see *Warm-up* on page 19.

**Speaking (1 Talk about it.)**

- Children look at the pictures of the things that Miss Walker brought back for the Gordon family and name them. Write them on the board. Children close their books.
- Ask children to suggest who each object is for. If there is more than one suggestion write up all the names. Children should give reasons for their ideas.

**Listening (2 Listen.)**

- Children open their books. Tell them to point to each of the objects in Activity 1 as they hear it mentioned. Play Tape 34.



**Tape 33**

Alex: Miss Walker gave me this book about tropical fish. I didn't know there were so many different kinds of fish. The photos are wonderful. I think I'd like to be a wildlife photographer when I grow up.

Sally: The hat that Miss Walker gave me is blue and yellow. It's made of llama wool. I showed grandma my hat. She said it was very pretty. I think she'd like one, too!

Joe: This is the guitar that Miss Walker gave me. I can already play four songs on it. I am going to play it and sing a song to my class tomorrow. We have a music lesson in the morning.

Mrs Gordon: These earrings are so pretty! They're made from silver. They were made in Peru. Silver is found in the ground there. It has been used for jewellery for thousands of years.

Mr Gordon: The man who sold Miss Walker this T-shirt works in the rainforest. He tells people about the animals that live there. He shows them the plants that grow there. He explains that many of them are in danger.

- Children say who is speaking each time. Check the names against the objects on the board.

- Tell the class to read silently the sentences in Activity 2.
- Play the tape again. Children listen and tick the correct boxes. Check answers.

**Listening and speaking (3 Listen again and speak.)**

- Play the tape a third time. Children listen.
- In pairs they discuss the answers to the questions.
- Check the answers with the whole class.

**Reading and speaking (4 Name these things. Play the game.)**

- Demonstrate the activity with classroom objects first. Hold up a pencil and a book. Say e.g. **This is something that you read. What is it?** Elicit book. Repeat with other pairs of objects, e.g. pencil/paper, crayon/bag, rubber/ruler and give descriptions, e.g. **This is something that you write with** (write on, colour with, carry, correct mistakes with, draw lines with). Children identify the correct object from its description.
- Ask for volunteers to come forward and describe one of a pair of objects. Class gives the answer.
- Give the class descriptions of single items that are not in the classroom, e.g. **This is something that flies. It carries passengers** (is very heavy and has a long nose, is tall and has leaves on it) etc. Elicit *plane* (elephant, tree).
- Children look at the pictures and name the objects.
- Working individually they read the three descriptions and write the words. Check answers.
- Children work in pairs describing one of the objects by giving two or three facts about it. Go around listening to them.
- Alternatively, keep the class working altogether. Individuals describe objects and other children answer.
- You could also play this in teams and use different pictures or objects.



**Page 90**

**Composition**

- Ask children to recall what objects Miss Walker bought during her travels. Can they see any of them in this market?
  - Children describe the market scene briefly.
- 1 Give children time to think about a market they know. Working in pairs or groups they talk about the shops and stalls they can see there.
  - Working individually, children choose three or four stalls or shops and note down what you can buy there.
- 2 Children write about a trip to a market. Help them prepare their compositions and organise their ideas. Suggest they write three or four short paragraphs. **1** Going to the

market: **When? Who with? 2** At the market (one or two paragraphs): **What did they see? What did they buy?**  
**3** Going home: **How did they get there? What did they do when they got there?**

Put a plan for the composition on the board.

## Unit 15 Additional pages

### Reading for pleasure Peter and his cats

- Children look at the pictures and scan the text. Ask them what they think the story will be about. Note their ideas.
- Play the tape. Children listen and follow. Explain any new vocabulary.
- Check how well the notes on the board match the story.
- Children read the story aloud.
- Help the class to find all the speech between the king and Peter. Write it on the board as dialogue. Two children copy and learn the dialogue if the class acts out the story.
- This story can be acted out in different ways:
  - 1 Children read the narration; two children read the dialogue for Peter and the king and act out the parts.
  - 2 As above, but other children act the parts of servants, cats and mice.

**Note** To extend this into a class play, help children to write extra dialogue, for example for Peter and the servants when Peter arrives at the castle; the people and the king when the mice have gone; Peter saying goodbye to the king and his people. Cats and mice wear masks.

### Adjective bank project

- Ask children to find or draw a picture of something they like or dislike. Alternatively, bring in pictures from magazines with obvious qualities, e.g. pretty flowers, fast car, dirty lorry, old bus, etc.
- Children take turns to show their pictures and say what it is. Ask why they like/dislike the object. Remind them to think how it looks, sounds, tastes, smells, feels. Encourage children to think of different qualities of objects. Give them new adjectives in English as appropriate. Write up all the adjectives. Try to get a different adjective for each picture.
- Children stick their picture onto paper and write, e.g.  
***This is such a shiny/new/fast/expensive car!***  
***These (animals) look so friendly/playful/cuddly/funny;***  
***This volcano/bus/lorry smells so bad/nasty/disgusting/***  
***horrible.***
- Go around helping. Children read their sentences to the class. Display the pictures and writing.
- List all the adjectives from the board on a poster and put them on the wall. Another time, ask children to make up different sentences using words from the list.
- Add to the adjective bank as children come across new ones.

### Pages 91, 92

### Revision

This test covers the main items dealt with in Units 11–15. You may wish to go through the exercises orally before the children write.

**Lesson 1**  Page 94  Page 93

**Language focus** Talking about books; expressing result: **so** + adjective + **that**; **such a/an** + adjective + noun + **that** ...

**New language** This book is so funny that you will laugh out loud. It is such a funny book that you will laugh out loud.

**New words** decide, diamond, detective, miss (v.) handkerchief, hoot (v.) disappear; (R) *valuable*

**Preparation** Bring in a photo and a letter.

**Warm-up**

Divide the class into two teams. Call out adjectives or adverbs. Children have to think of the opposites: a point to the first team to do so. From time to time ask children to put a word in a sentence. Award a point for a good sentence (two points if it is particularly good). Words you can use: **tall, fat, light, narrow, fast, quietly, badly, better, boring, thick, full, cold, dark, wet, long, clean, sour, difficult, happy.**

**Presentation**

- Write these adjectives on the board: **frightening, delicious, funny, sad.**
- Tell children to watch and choose an adjective: pick up the photo, say **Look, a photo.** Look at it and laugh. The class chooses **funny.** Mime, and elicit words in the same way: a letter **sad** (you cry); a cake **delicious** (you eat it all); a film **frightening** (you scream).
- Repeat what you did with the photo. Say **I looked at the photo. It was very funny. So what happened? Elicit You laughed.** Say **The photo was so funny that I laughed. It was such a funny photo that I laughed.** Write the sentences on the board. Repeat with the other three examples.
- Write four more adjectives on the board, e.g. **horrible, heavy, big, hard.** Do mimes to demonstrate: *The apple was so horrible that I couldn't eat it. The suitcase was so heavy that I couldn't lift it. It was such a big ice cream that I couldn't eat it. It was such hard bread that I couldn't cut it.* Elicit the sentences from the children.

 Page 94

**Pre-reading (1 Think about it.)**

Children look at the three questions. Ask the children to write answers. In pairs or small groups they ask and answer. Hear some of them.

**Listening and reading (2 Listen and read.)**

- Point to the picture and ask a few questions: **Where are Alex and Joe? Do you think it is a good book shop? Why?**
- Read the introduction. Ask more quick questions: **Why have they gone to the book shop? Is it easy to choose a book? Why not?** Elicit **There are so many books that they do not know what to choose.**
- Divide the class into four groups. Ask each group to read about one of the books. Ask one person from each group to tell the rest of the class about their book.
- Play Tape 35. Stop after the description of each book. Talk about words which children may not know. Let them work out meanings themselves and help each other as far as possible.


**Tape 35**

- Joe:** Look at all these books!
- Alex:** I don't know what to choose.
- Narrator:** It will soon be Sally's birthday. Alex and Joe want to buy her a present. They have decided to buy her a book because she likes reading. They have gone to a book shop in town. There are so many books in the shop that they do not know what to choose.
- Alex:** Clumsy Kevin. If Kevin washes the dishes, he will always break a plate or a glass. If Kevin goes shopping at the supermarket, he will always drop the eggs. In this story Kevin's aunt asks him to help in her shop for a few days. Clumsy Kevin in a pet shop?
- Joe:** Call Detective Ross! A valuable diamond ring has disappeared. Who has taken it? Will Detective Charles Ross catch the thief?
- Alex:** Looking for Lizzie. When Lizzie moves to a new town, she cannot take her dog, Hal, with her. She is sad without Hal and Hal misses his friend, too. He travels across the country looking for Lizzie.
- Joe:** The night is very dark... The wind is blowing through the trees... An owl is hooting... Who are the people who come to the forest when the moon is full?

**Reading and matching (3 Match the stickers to the books.)**

- Ask individuals to read the stickers. Explain **hair will stand on end.**

- Children work in pairs to match each sticker to a book. Hear their suggestions.

**Listening (4 Which book did Alex and Joe choose? Listen and say.)**

Play Tape 36. Children listen and say which book the boys chose.



**Tape 36**

- Joe:** Sally likes reading stories about animals.  
**Alex:** But she doesn't like sad stories. She likes funny stories.  
**Joe:** What about *Clumsy Kevin* then? That's a funny story.  
**Alex:** She's read it. She got it from the library.  
**Joe:** *When the Moon is Full* is a really good story.  
**Alex:** But it's frightening. She doesn't like scary stories.  
**Joe:** She likes detective stories, doesn't she?  
**Alex:** Yes, she does. Let's buy her this one then.

**Speaking (5 Think about it. Talk about it.)**

Children discuss the books in pairs or small groups and then share their ideas with the rest of the class.



Page 93

**Writing (1 Write the verbs.)**

This is a resumé of the story in the Pupil's Book. Children read it and put the verbs in brackets in their correct form.

**Answers:** (Alternatives in brackets) is, are looking, do not know, has...read, will not buy (are not going to buy), does not like, will not choose (are not going to choose), looks, likes, has not read, will get (are going to get)

**Matching, speaking and writing (2 Look at the books and write the words.)**

- Children match the adjectives to the books.  
**Answers:** A funny, B sad, C interesting, D frightening
- Children write about their own preferences.
- They ask a friend the first two questions and write about his/her preferences.

**Language focus** Expressing result; **(R) so + adjective + that; such a/an + adjective + noun + that ...**

**Language (R)** *The book was so exciting that I could not put it down.*

*They were such delicious sweets that she ate them all.*

**Words (R)** words from Lesson 1

**Preparation** Write sentences on slips of paper for a game. See *A game*, below.

Make copies of the grammar file cards.

### Warm-up

- Make word chains. The last letter of one word becomes the first letter of the next and so on.
- Children can work in small groups: see which group can form the longest chains.
- This time children use only adjectives, e.g. *green new wonderful lazy young great* etc.

### A reminder

- Ask children to look back to page 94. Ask a few general questions about the situation: **Where are Joe and Alex? Why are they there?** etc. Play Tape 35 again.
- Children close their books. Write the titles of the four books on the board. Ask children to tell you what happens in each of the books.
- Can children think of adjectives which describe the four books? Write the adjectives under the titles.
- Remind children of the stickers which described these books. See if children can remember what was on them? Point to the adjectives as this might help them. Children give suggestions to recreate the wording of the stickers on the board, then open their books and check.

### PB Page 95

#### Reading and understanding (1 Find the right picture. Match.)

Children read the first parts of the sentences and then find the picture which best shows what happened next (the result). They match the two parts.

#### Speaking (2 Speak. Finish the sentences. Work with a friend.)

- Children compare their answers in Exercise 1 above.

- Together they put the pictures into words and think of suitable endings to the sentences.

#### Writing (3 Write the sentences.)

Children write the sentences from Exercises 1 and 2 above. Check their work on the board. There may be more than one way of completing each sentence.

**Answers:** (Alternatives in brackets) **1** The book was so funny that she (the girl) laughed (out loud) (started to laugh). **2** It was such a heavy box that he (the man) could not lift it. **3** They were such delicious strawberries that the girl (she) ate them all (up). **4** The film was so frightening that he (the boy) could not look (at it) (watch it). **5** Grandpa was so tired that he fell asleep (went to sleep) (in his armchair).

#### A game (4 Play a game. 5 Can you think of any sentences yourself?)

- The pictures show how the game is played: give a sentence on a piece of paper to a child, who then mimes what it says. The rest of the class asks questions and tries to come up with the sentence which is on the piece of paper.
- Some more suggestions: *The book was so sad that I started to cry. It was such a big sandwich that I couldn't eat it. It was such cold water that I couldn't swim. The hat was so beautiful that I bought it. I was so tired that I fell asleep. The sun was so bright that I put on my sunglasses.*
- Encourage children to think of their own examples.

#### Grammar card (6 Look and write.)

- Hand out copies of the grammar file card.
- Children copy the title and the three sentences.
- Ask for more examples of adjectives and put them on the board. Ask children to think of sentences using as many of these words as they can.
- Write their sentences on the board. Children copy them.

#### Read and write (1 Circle the right word. Write sentences.)

- Children look at the pictures and circle the word which best fits the situation.

**Answers:** 1 heavy, 2 sour, 3 expensive, 4 strong, 5 ill, 6 boring

- Children write a sentence for each picture using the **so...that** construction.

- Do the exercise orally before children write.

**Answers:** (Alternatives in brackets) **1** The suitcase was so heavy that he (the boy) could not lift it. **2** The apple was so sour that she (the girl) could not eat it. **3** The bike was so expensive that he (the boy) could not buy it. **4** He (The man) was so strong that he could lift 1,000 (one thousand) kilos. **5** He (The boy) was so ill that he had to stay in bed. **6** The book was so boring that she (the girl) fell asleep (went to sleep).

### **Writing (2 Now write sentences...)**

Children write sentences prompted by the pictures.

**Suggestions:** **1** He was such a clumsy boy that he dropped the eggs. **2** He was such a clever man/detective that he found the diamond ring.

**Language focus** Past tenses in a narrative; (R) *past simple, continuous and perfect*

**New language** The guests arrived on Saturday morning. She was wearing a big diamond ring. It had disappeared.

**New words** servant, gardener, niece, guest, visitor, bottom, voice, gasp (R) *disappear*; cook, cleaner, famous

**Warm-up**

Play the *Giving commands game*: see *Warm-up* on page 82.

 Page 96

**Pre-reading (1 Think about it.)**

Children think of famous detectives from books, TV and films. Compile a list of names on the board. What do children know about each one?

**Reading (2 Read.)**

- Ask children what they think the story will be about, and what they think Detective Ross is going to do.
- Read the first two paragraphs to the class. Ask how many people there are in the house: **seven**. Ask for their names, put them on the board and elicit details about each one, e.g. **Henry – gardener**. Ask **Who/What are servants? Who/what are guests? How many people in the story belong to Miss Jackson’s family? Two**. Elicit the meaning of **niece** and **nephew**.
- Children read the first two paragraphs silently.
- Read the next two paragraphs to the class. Ask what happened to Miss Jackson’s ring. Elicit the meaning of **gasp** and **disappear**. Ask **What is Charles going to do?**
- Children read the last two paragraphs on page 96 silently.
- Children look at the end of this part of the story on page 97. Read it to the class.

 Page 97

**Reading and making notes (3 Think about it.)**

Children find out as much as possible about the five characters. They must re-read the passage and make notes about personal details and what they were doing when the ring was stolen.

**Speaking (4 Talk about it.)**

Children talk about who they think the thief was and who they don't think the thief was. They base their reasons on the information found in the previous exercise. This would be best done in small groups. Each group can then report back on its discussion.

**Listening (5 Listen and find out.)**

Play Tape 37. Children listen and finally point to the thief.

 **Tape 37**

*Narrator:*

Charles looked at the people in the sitting room. ‘So,’ he said. ‘Who is the thief? Is it Dora? No, it isn’t Dora. Dora was in the kitchen. Her voice was so loud that my aunt could hear her. Dora was talking to Betty. So the thief can’t be Betty. What about Henry? No, Henry was working in the garden. And Henry is old. He is so old that he couldn’t run to the house and take the ring. No, the thief isn’t Henry. What about Susan? Is she the thief? She is my aunt’s favourite niece. She wouldn’t take anything from her aunt. So – what about James? He doesn’t have a lot of money and my aunt has only known him for two weeks. Yes, perhaps it is James. But – James was talking to Susan before lunch so it isn’t James. So who is the thief?’  
Charles walked to the window. There was a tree outside. He pointed up into the tree. He went outside, put a ladder against the tree and climbed up to the nest. ‘Yes,’ he said, ‘That bird is the thief.’ And he held up Miss Jackson’s diamond ring.

**Speaking (6 Answer the questions.)**

- Give children time to think about their answers. They should try to find reasons in the text for their answers.
- Discuss their answers with the whole class.

**Words (7 Find the words.)**

Children look back to the text to find the words. They should write them down.

**Speaking (8 Talk about it.)**

Give children time to think about their answers. They can discuss the questions in small groups and then report back to the class.

**Reading and writing (1 Write the verbs.)**

- Children complete the text using the words in the box.
- Do the exercise orally first. Children must be very careful about the tenses they use.

**Answers:** took off, was wearing, put, looked, had gone, had taken, asked, Don't worry, will...find, will catch

**Reading and writing (2 Read and write the words.)**

Children choose the relation to fit the definition.

**Answers:** 1 aunt, 2 niece, 3 nephew, 4 uncle, 5 cousin, 6 great-grandfather

**Language focus** Expressing result; (R) **so** + adjective + **that**; **such a/an** + adjective + noun + **that** ...

**Language (R)** *It is so hot that the children are swimming. It is such a cold day that they are wearing jackets.*

**Words (R)** *a variety of adjectives*

### Warm-up

Ask children to choose a warm-up activity which they have enjoyed.

### Page 98

#### Speaking (1 Be a detective. Spot the differences.)

- Focus attention on Picture A. Ask children to describe it in as much detail as possible.
- Working on their own, children now look at Picture B and compare it with Picture A. They circle the differences. How many can they find?

#### Speaking (2 Talk about the differences.)

Children discuss the differences they have found in pairs and then report back to the class.

#### Speaking (3 Make sentences like this.)

- Children use the words in the box to make sentences about both Picture A and Picture B.
- They can again work in pairs. Go over the sentences with the whole class and put their sentences on the board.

#### Writing (4 Write.)

- Children choose a friend and then think of three adjectives to describe him/her.
- They complete the text using these words.
- They read their texts to the class who must try to guess who the friend is.

### Page 96

#### Reading (1 Read.)

Read the extract from 'Alice' to the children. They then read it again silently to get a general idea of the story.

#### Reading and matching (2 Match these pictures... Write the numbers.)

- Children look at the pictures and, reading again, match each one to a part of the story.
- **Answers:** A 4; B 1; C 2; D 3.

#### Writing (3 Write one sentence about each picture.)

**Answers:** **A** Alice was so sad/such a sad girl that she started to cry. (Or, She cried so much that her tears made a pool of water). **B** Alice was so big/such a big girl that she could not go through the door into the garden. **C** Alice was so short/such a short girl that she could not reach the key. **D** Alice was so tall/such a tall girl that her head was on the ceiling.

## Unit 16: Additional pages

### Page 99

#### Reading for pleasure

##### Reading for pleasure The Castle

- Children look at the illustrations. Ask where the boy is. What can he see? Is it real?
- Play the tape. Children listen and follow. Explain any new words and phrases: **jester** – a man who told jokes and stories to amuse the people living in the castle.
- Read the fourth and fifth verses to the class. Ask them to find the people and things in the pictures as you read each line.
- Tell children to listen carefully to the rhythm in this poem. Play the tape a second time.
- Ask the class what the boy is doing in the first three verses. Prompt/elicite that he is imagining the people who once lived in the castle.
- Read the last verse to the class again. Ask what the boy might believe. Why is it time to leave?
- List with the class old places or buildings they have been to. Do they know anything about the people who once lived in those places?
- Children choose an old place or building and describe it. They write two or three sentences about the people who once lived there and draw pictures of them in the place.
- Let some children read their descriptions to the class. Display all the work and encourage children to look at each other's descriptions.

### Book review project

- Ask children to tell you any books they have read recently, in any language. List titles on the board in English. Ask them to tell you what they liked about the book.
  - If children have not read many beyond class readers, ask them to tell you about one or two of those.
  - Children choose a book and write a short review about it. To help them, write these questions on the board:  
What is the book? When did you read it?  
Who are the main characters in the book?  
Is the story funny? exciting? sad?  
Would you tell some one else to read this book? Why, or why not?
- 

 Page 97

### Dictionary skills

This section shows children how dictionaries can help in finding out about the names of countries, the adjectives associated with them and also the names for the people from those countries.

 Page 98

### Composition

- Children write a simple composition about a favourite book.
- Questions help children get ideas for their composition and also help with organising their work in paragraphs.
- After they have written about their favourite book, children can design a cover for it.

**Lesson 1**  Page 100  Page 99

**Language focus** Discussing possibility; revision of tenses

**New language** Perhaps they built rafts. Why was Stonehenge built?

**New word** temple, (R) sledge, perhaps, plain, float, stones, raft

**Warm-up**

- Ask children to name all the countries they can think of and compile a list on the board. Point to the first country, e.g. Turkey, and say **When I travelled around the world, I took a taxi in Turkey.** Point to another country, e.g. France, and say **When I travelled around the world, I found a fox in France.**
- Ask children to make up sentences in the same way with verbs and nouns starting with the same letter as the country.
- Make this a memory game. Start with the first country on the list: **When I travelled around the world, I took a taxi in Turkey.** The next person adds to the first sentence, e.g. **When I travelled around the world, I took a taxi in Turkey and I ran a race in Russia.** The next person makes the list even longer.

 Page 100

**Pre-reading (1 Look and say.)**

Children look at the pictures but cover the main text. Talk about what the characters are doing. Ask **What can they see on the computer? Do they know what it is? Is it old or new? Can they describe it?** (Elicit *circle* and *stones*.) Tell them it is called Stonehenge. Ask children to guess which country it is in. Invite children to guess why it was built. (Elicit *temple*.)

**Listening and reading (2 Listen and read.)**

Children uncover the text. Play Tape 38. Children follow in their books. Stop after the introduction and ask a few quick questions about what they have just read.


**Tape 38**

**Alex (reading):** Stonehenge stands on a high flat plain in the west of England. It has been standing there for more than 4,000 years. It is a huge circle of very large stones and there are smaller stones inside the circle. Why was Stonehenge built? Perhaps it was a temple. Nobody knows. The big stones came from a place 50 kilometres away. The smaller stones came from a place 500 kilometres away.

- Ask children if they think the stones are heavy or light. Ask how people could move the stones. Get suggestions and then play the rest of the tape.

**Sally:** How did the people move the stones?  
**Joe:** Did they have carts with wheels?  
**Alex:** No, they didn't. They didn't know about the wheel. Perhaps they pulled the big stones on sledges. The Egyptians did this when they built the Pyramids.  
**Sally:** What about the smaller stones?  
**Joe:** They didn't pull those on sledges. They came from 500 kilometres away.  
**Alex:** Perhaps they built rafts. Perhaps they put the stones on the rafts and floated them down the rivers.

- Children read the whole passage again.

**Reading and understanding (3 Think about it. Write Yes, No or Perhaps.)**

- Children work individually, referring back to the text to find the answers.
- They then compare their answers with a friend. Finally discuss the answers with the whole class.

**Answers:** 1 No; 2 Yes; 3 Perhaps; 4 No; 5 Perhaps; 6 Perhaps


**Page 99**
**Reading and writing (1 Underline the mistakes. Correct the sentences.)**

- Children read the sentences and underline the mistakes.  
**Answers:** 1 America, 2 mountain, 3 carts, 4 square, 5 tiny, 6 tomb.
- Children re-write the sentences replacing the incorrect words with the words from the top of the exercise.

**Answers: 1** Stonehenge is in **England**. **2** Stonehenge was built on a **plain**. **3** Some stones were brought on **rafts**. **4** The stones were placed in a **circle**. **5** The stones are **huge**. **6** Stonehenge was used as a **temple**.

**Writing (2 Make sentences.)**

Children make sentences using the present perfect continuous tense. Go through the exercise orally before children write.

**Answers: 2** The Pyramids have been standing in the desert for thousands of years. **3** Visitors have been coming to the Pyramids for hundreds of years. **4** Tourists have been visiting the Statue of Liberty for many years. **5** People have been sailing on the Nile for thousands of years.

**Language focus** Giving opinions about the past;  
(**R**) *past tenses (affirmative, negative, interrogative);  
used to*

**Language** (**R**) *I think/I'm sure they used to catch fish.  
How did they travel? They did not travel by train.*

**New word** skin (n.)

**Preparation** Bring in a variety of pictures for a guessing game. Mount them on plain pieces of card or paper (see *Warm-up*).

### Warm-up

- Hold up one of your pictures so that the class cannot see it. Encourage children to ask questions to discover what it is. You may only answer **Yes** or **No**.
- Ask one or two children to come to the front and answer questions in the same way.
- Divide the class into small groups. Give a picture to one member of each group. The rest of the group ask questions to discover what the picture is. Repeat with one or two more pictures.

### Page 101

#### Looking, speaking and drawing (1 *Look and draw.*)

- First ask children to glance back at the previous lesson. Find out what they remember about Stonehenge. Ask **What is it? Where is it? What was it? When was it built?** etc.
- Now children look at the picture on page 101. Explain that these children lived 4,000 years ago when Stonehenge was built. Ask children to describe the picture.
- Ask if they think anything is strange about the picture. Ask them to circle anything which appears strange.

#### Speaking (2 *Talk about the picture.*)

- Look at the phrases in speech bubbles. Ask children to make three sentences about the picture using these phrases. Put them on the board.
- Children work in pairs. They discuss the picture using the phrases given in speech bubbles.
- When they have finished, hear some more opinions about the picture.

#### Writing (3 *Write.*)

- Children write sentences about the picture above.
- Ask some of them to come and write their sentences on the board.

#### Speaking (4 *Think about it.* 5 *Ask and answer with a friend.*)

- Ask children to look at the small pictures. Ask them to describe them.
- Read through the questions. Ask children to spend a few moments thinking about their answers.
- Children first ask and answer in pairs. Then run through the questions with the whole class.

### Page 100

#### Writing (1 *Make sentences.*)

Children combine words and phrases from the two boxes to make sentences about early people. They should use **used to**.

**Answers:** 1 Early people used to wear skins and furs.  
2 They used to hunt wild animals. 3 They used to catch fish.  
4 They used to live in caves. 5 They used to draw on the walls. 6 They used to cook over fires.

#### Writing (2 *Write questions about early people. Then write short answers.*)

- Remind children that while **used to** is another way of expressing past actions, it is found mostly in the affirmative form. It is not usual to form questions or negatives with **used to**. Instead, we use the normal negative and interrogative forms of past tenses.
- Children write questions using the picture prompts.
- If children are doing this exercise in class, they can swap books with a friend to write the short answers.

**Answers:** 1 Did they **eat meat**? Yes, they did. 2 **Did they eat ice cream**? No, they didn't. 3 **Did they wear trousers**? No, they didn't. 4 **Did they live in houses**? No, they didn't. 5 **Did they catch fish**? Yes, they did.

#### Writing (3 *Write sentences.*)

Children write three negative sentences about early people. They can base their sentences on Exercise 2 above or they can think of their own sentences.

**Language focus** Recounting exploration; revision of tenses; past simple and past perfect

**New language** He knew that people had travelled across the Pacific.

**New words** islander, tree trunks, crew,

**Teaching aid** Map of the world

**Warm-up**

- Listen again to *Lazy coconut tree*.  page 86; (  32).
- Play the tape again; the whole class joins in.
- Divide the class into three groups. Each group sings a verse of the song. Everybody joins in the chorus.

 Page 102

**Pre-reading (1 Look and find.)**

- Children look in their books and try to find the places on the map.
- Put up the world map. Ask for volunteers to come and point to the same places on the map of the world.
- Explain to the class that they are going to read about a man called Thor Heyerdahl. **He came from Norway** (point out on map) **but lived for a long time on the islands in the Pacific** (point).

**Reading (2 Read.)**

- Read the passage. Children follow in their books.
- Ask some general questions: **What did Thor Heyerdahl build? Where did he build it? Where did he sail?** Can children point on the map?
- Write on the board: **Why did he sail in a raft from Peru to the Pacific Islands?**
- Children read again and try to find the answer.

- Ask what was the same on the islands and in Peru (two things).
- Children look through the passage to find words which they are still unsure of. Encourage children to help each other to understand as far as possible.

**Matching (3 Match.)**

Children match the pictures to three of the paragraphs.

**Answers:** a 4 ; b 5; c 2

**Reading and speaking (4 Read and say.)**

Children work in pairs so that they can discuss the speech bubbles. They must be able to explain why they agree or disagree. Finally go through the exercise with the whole class.

 Page 101

**Writing (1 Write the verbs.)**

Children complete the paragraph with verbs from the box.

**Answers:** came, lived, thought, had come, were, told, thought, was.

**Writing (2 Which is different? Can you say why?)**

Children can discuss the exercise in pairs before writing.

**Answers:** *The Pacific*...the others are countries; *nest*... the others are parts of a tree; *sledge*...the others go on water; *statue*...the others are real people; *island*...the others are water

**Activity**

- Children act out an interview with Thor Heyerdahl.
- They prepare a list of questions for him. Put them on the board. Make sure everyone can answer them.
- Choose one person to be Heyerdahl. Choose two or three interviewers. They act out the interview in front of the class. If you wish, repeat the interview with a different cast.

**Language focus** General revision

**Language (R)** a variety of tenses and constructions

**Words (R)** words from Unit 17

**Teaching aid** Map of the world

**Warm-up**

- Write the following rhyme on the board:  
*A sailor went to sea, sea, sea,  
 To see what he could see, see, see.  
 But all that he could see, see, see  
 Was the bottom of the deep blue sea, sea, sea.*
- Read the rhyme. Children read it in chorus.
- Follow the procedure for teaching a poem by rubbing out a few words at a time.
- When children can say the rhyme without seeing the words, get them to say it in chorus. Say it several times starting slowly and getting faster. Who can say it the fastest?

 Page 103

**Listening (1 Listen and ✓.)**

- Children keep their books closed. Put up the world map. Point to the Pacific and ask what we call this ocean.
- Write **Easter Island** on the board. Ask a child to come to the map to try and find Easter Island.
- Write on the board: **temples tombs statues caves**
- Explain to the children that they are going to hear someone who travelled to Easter Island. He is going to talk about one of these things. Which is it? Play Tape 39.

 **Tape 39**

*Interviewer:* Why did you go to Easter Island?  
*Traveller:* On Easter Island there are some wonderful statues. I wanted to see them.  
*Interviewer:* What do the statues look like?  
*Traveller:* They are statues of people. They have very big heads and their ears and noses are very long.  
*Interviewer:* Are the statues big?  
*Traveller:* Yes, they are very tall, between 3 metres and 12 metres. They stand next to each other in lines. They look at the sea.

.....  
*Interviewer:* Who made them?  
*Traveller:* We think that the first people on the island came from South America. Perhaps they made the statues  
*Interviewer:* How old are they?  
*Traveller:* They're very old. Perhaps 2,000 years old.  
*Interviewer:* How many statues are there?  
*Traveller:* There are about 100. Many years ago there were 600.

- Which things did the traveller talk about?
- Children open their books and look at the exercise. Go through the questions with them.
- Play the tape again. Children tick the boxes.
- Check their answers. Play the tape once more.  
**Answers: 1** 1st picture, **2** 2nd picture, **3** We don't know. **4** 2,000 years, **5** 100.

**Writing (2 Write four sentences about the statues.)**

- Children work on their own and then compare their sentences with a friend's. Encourage them to correct any mistakes which they might spot.
- Put some of their sentences on the board.

**Speaking (3 Think about it. Talk about it.)**

Read through the questions. Then give children time to think about their answers. When they are ready, they can discuss the questions in groups. hear some of their ideas.

 Page 102

**Reading and writing (1 Read the sentences... Write them in the correct order.)**

- Read the separate lines to the class.
- Go through the first part of the exercise with the class. Ask the class to match the lines with the pictures.
- Then give them some help.
- The children then write the lines in the correct order. They could work in pairs.

**Answers: 1** This statue is of a woman. She is called Liberty. She stands on an island in a harbour. It is the harbour of one of the most famous cities in the world.  
**2** This statue is of a character from a children's book. The book is about a boy who never grows up. He fights a bad pirate called Captain Hook. The boy and the pirate live in Never-Never-Land.  
**3** This statue is of a soldier. It is nearly 2000 years old. 7,000 statues like this one were found together in the ground. They were all buried with an Eastern emperor when he died.

## Speaking (2 Where do you think these statues are from?)

Children can work in pairs to work out the answers. They write the number of the statue next to the correct country.

**Answers:** E1, C2, B3.

A suitable title would be: **The Statue.**

- Ask one or two children to read the completed poem to the class.

## Unit 17: Additional pages

 Pages 104, 105

Reading for pleasure  Thor Heyerdahl and his rafts

- Ask children to look at the pictures on page 104. Where do they think the buildings, animal statues and boats are from? The same country? Different countries? Which ones?
- Ask children to look at the pictures on the next page. Ask them to predict what the text is going to be about. Tell them to scan the text quickly to check. Note their ideas.
- Play the tape. Children listen and follow. Explain any new vocabulary.
- Check the notes on the board. Ask children if they predicted correctly. Ask them to say which countries the things on page 104 are from. Ask what information was new to them. Was any of it surprising?
- Children read the text aloud.
- If the class has world maps, let them mark Heyerdahl's journey on it. If they do not have one, show them on a large map.
- Children can make the penguins. Explain that this bird comes from the south of South America, the continent which Heyerdahl reached in his reed boat.

## Living in the past project

- Choose a time in the past. Bring in pictures of things that do and do not belong in that period. Alternatively, write words on paper and cut them up. (You could also do a mixture of the two). Items can cover food, clothing, housing, household items, transport, games, sports.
- Divide the class into groups and give each one six to ten of the words/pictures. Children sort their words into things that do and don't belong in the period.
- They stick them onto a sheet of paper under the headings **They used to... They didn't.**
- Each group shows their sheet and talks about one or two of the items, e.g. **They used to ride horses. They didn't drive cars. They used to eat grapes. They didn't have popcorn, etc. They used to wear skirts. They didn't wear shorts.**
- Other groups listen and say if they think any of the statements are wrong.
- If you wish, children could write sentences to stick onto their sheets.

 Page 103

## Dictionary skills

- 1 This reminds children that the meanings of abbreviations can be found in the dictionary. Children draw lines matching abbreviations for their full forms.
- 2 Children write the abbreviated forms in full.  
**Answers 1:** 1 in the morning, 2 August, 3 kilometres, 4 for example, 5 Friday, 6 North, 7 page, 8 in the afternoon, 9 street, 10 the United States of America  
**2:** 1 North London, 2 King street, 3 Friday the second of August, 4 at 4 o'clock in the afternoon, 5 page sixty two, 6 One hundred kilometres

 (Page 104)

## Composition

This is a chance for children to write a relatively free composition. Advise them not to make their story too complicated. Nor should it be too long: two or three short paragraphs will be enough. Remind them to plan their story carefully before they start to write. They should make a rough draft, check it for errors and write a final, good version in their books.

## Lesson 1 Page 106 Page 105

**Language focus** Describing natural features;  
(R) present simple (active and passive); adverbs of manner

**Language** (R) *The volcano erupts. Rocks are thrown into the air.*  
*The volcano erupts quickly and noisily.*

**New words** volcano, surface, solid, liquid, magma, lava, erupt, cool (v.)

**Preparation** Find or make some *batons* (see **Warm-up**).  
Find a bell or a hooter.

### Warm-up

- Telling stories: for this activity you will need a bell or a hooter, and some kind of 'baton' (a stick, a wooden spoon, a rolled up magazine etc.) which can be passed from child to child.
- Ask a group of about six children to come to the front to demonstrate the activity. You hold the baton and say the first line of a story, e.g. *Last Monday I was walking home from school...* Ring your bell (or hoot your hooter) and pass the baton to one of the children who must take up the story and continue until you ring your bell again. The baton is handed to the next child, who must continue the narrative.
- When the children understand how the activity works, divide the class into groups, give each of them a baton and the first line of a story. e.g. **The sun was shining on the sea.** They invent their own story changing narrators when you ring your bell.

 Page 106

### Pre-reading (1 Talk about it.)

- Children look at the pictures of the two mountains. Ask how many differences they can see. They call out a number.
- Ask children to explain the differences.  
**Answers:** The one on the left is lower (no snow), its sides aren't so steep, there is smoke coming out. The one on the right is very high (snow on its summit), has steep sides and no snow.
- Ask **Which one is a volcano?**

### Listening and reading (2 Listen and read.)

- Give children time to look at the cross section of the volcano.
- Play Tape 40. Children follow in their books.
- Play the tape once more or read the text to the children. Stop from time to time and ask children to point to items.



### Tape 40

*Narrator:*

Under the surface of the earth it is very hot. The rocks are not hard and solid. They are thick and liquid. This liquid rock is called magma. Sometimes there is an opening in the rocks on the surface. Then the magma can come up through this opening and the volcano erupts. Sometimes it erupts slowly and quietly. Sometimes it erupts very quickly and noisily. Dust and pieces of rock are thrown up into the air. Red hot lava pours down the sides of the mountain. Later on the lava cools and becomes hard rock.

### Words (3 Write these words in the boxes.)

- Children label items in the illustration, referring back to the text if necessary. Check their answers.  
**Answers: 1** dust and rock, **2** lava, **3** surface, **4** new rock, **5** magma, **6** opening
- Write **liquid** and **solid** on the board. Say the names of items. Children must say if they are liquid or solid: **milk, gold, water, ice, orange juice, wood.** Ask children to think of more examples.

### Sequencing (4 Number the pictures in the right order.)

Children can work in pairs and discuss the differences in the pictures.

**Answers:** C 1, A 2, E 3, D 4, B 5

### Speaking (5 Talk about it.)

- Ask a few questions about each picture in the sequence:  
**Picture 1:** Where is the magma? Is it hot or cold? Is it liquid or solid?  
**Picture 2:** Where is the opening? What does the magma do?  
**Picture 3:** What does the volcano do? What happens to the dust and rocks?  
**Picture 4:** What does the lava do? Is it hot or cold? Liquid or solid?  
**Picture 5:** Is the lava liquid or solid now? Why does it become solid? (Because it cools)
- Children can now describe the process with a friend.



**Reading and understanding (1 Finish the sentences.)**

Children find the right endings for the sentences.

**Answers:** 1 On the surface of the earth rocks are hard and solid. 2 Deep in the earth it is very hot. 3 It is so hot that the rocks are liquid. 4 Sometimes there are openings in rocks on the surface. 5 Magma erupts through these openings. 6 Lava becomes solid when it gets cold.

**Words (2 What are the words? 3 Fit the words into the volcano.)**

- Children read the sentences and choose the correct word to complete each one.

**Answers:** 1 solid, 2 mountain, 3 rocks, 4 hot, 5 surface, 6 thrown

- They then fit these words into the blanks on the volcano.

**Answers:** (reading across from top to bottom) hot, solid, rocks, surface, mountain, thrown

**Language focus** Describing past events; **(R)** past simple and continuous; **(R)** reported statements

**Language (R)** What did they see? What did they think was happening? He said that he could see smoke.

**New words** Iceland, exist, smoke (n.)

**Teaching aids** Map of the world

### Warm-up

- Make a note of these words: **nest, orange, van, lorry, collar, ankle, oven.**
- Ask a child to come to the front. Whisper one of the words to the child who then draws the item and the class guesses. When they have guessed correctly, the child writes the word on the board. Repeat with other children and the other words.
- When all the words are on the board, ask the class to call out the first letter of each word. Write them at random on the board.
- Children now rearrange the letters to form a word: **volcano**
- Do the activity again, if you wish, with: **arrow, thread, needle, umbrella, mask, ice, nose, orange.** The initial letters form **mountain**

### Page 107

#### Pre-listening (1 Look at this.)

- Look at the picture and read the introduction.
- Put up the world map. Ask if anyone can find Iceland on the map.
- Say **In October 1963 Surtsey was not on the map. In November 1963 it was on the map. What do you think happened?** Get suggestions.

#### Listening (2 Listen and point.)

- Explain to the children that they are going to hear two fishermen talking.
- Look at the two pictures. What did the fishermen see? Play Tape 41.



### Tape 41

Two fishermen:

- 1: What's that over there?  
 2: It looks like smoke. Yes, it is smoke. It's rising up from the sea.  
 1: Smoke? It must be coming from a fishing boat. It must be on fire. It must be burning.  
 2: Come on! Quickly! Let's go closer. Let's go and help them...  
 1: I can't see a boat. But what is that?  
 2: It can't be... But it is... It's land. It's a volcano. It's rising up out of the sea.  
 1: Look at the lava and the fire.  
 2: Look at the dust and the smoke.  
 1: We can't stay here. It's too dangerous.  
 2: Quick! Let's go back to the port. We must tell everyone about this.

- Check their answers.

#### Listening (3 Listen again and think about these questions. Make notes.)

- Read through the questions.
- Play the tape again. Children listen and at the end note down their answers.

#### Speaking (4 Talk about your answers.)

Children discuss their answers in pairs and then with the whole class.

#### Reading and writing (5 Read and write)

- Ask children to read the direct speech in the speech bubbles.
- Ask **What did the fisherman say?** Children pick out the statements and report them.
- Go through the statements again in the order in the book. Then children write the sentences.

**Answers:** He said (that) he could see smoke. He said (that) a fishing boat was on fire. He said (that) they must sail towards the burning ship. He said that they must be quick. He said (that) dust and smoke were rising from the sea.

#### Writing and speaking (6 Write and speak.)

- Ask the class for ideas for questions to ask the fisherman. Everyone writes down four questions.
- Children work in pairs. One is the reporter, the other is the fisherman. When they have finished, they form new pairs, swap roles and ask again.

**Reading and writing** (1 Read this magazine report...How many mistakes...? Correct the mistakes.)

- Children read the report and underline the errors. Check their answers before they start to write.

**Answers:** Children should underline: **mountain, Norway, tourists, house, stayed, not dangerous, lots of**

- Children correct the sentences.

**Answers:** Surtsey is an **island** which suddenly appeared out of the sea near **Iceland**. The first people to see Surtsey were some **fishermen** on a boat. They saw smoke and thought that it was coming from a burning **ship**. They **did not stay** to watch because it was **too** dangerous. Today plants grow on the island but **no** people live there.

**Words** (2 Find the opposites.)

**Answers:** 1 dangerous – safe, 2 rise – fall, 3 heats – cools, 4 noisily – quietly, 5 solid – liquid, 6 soft – hard, 7 slowly – quickly, 8 thin – thick

**Language focus** Describing past events; **(R)** Past tenses: simple, continuous, perfect; **(R)** Past simple passive

**Language** **(R)** Vesuvius erupted ... The wind was blowing ... It had been quiet ... dust and rock was thrown ...

**New words** well, mosaic; pour

**Teaching aids** Map of the world

### Warm-up

- Rhyming words. Divide the class into two teams. On the board write Team A and Team B. Give each team 10 points.
- Say a word. In turn the teams have to say words which rhyme, e.g. You: **car**, A: **star**, B: **far**, A: **jar**, etc. If a team cannot think of a rhyming word, or they say a word which does not rhyme, they lose one point. They may say a word which is unfamiliar to the opposing team. If so, this team can challenge them to use the word in a sentence. If they can do it, the challenging team loses a point. If they cannot do it, they themselves lose a point.
- Some words to try: **box, chair, tree, snake, cat, park, light, eye, ball, pen, ear, walk, moon, swing, mask, fridge, catch, sweet**

 Page 108

### Pre-reading (1 Think about it.)

- Put up the world map.
- Children open their books at page 108 but cover the main reading text. Point to the two pictures of Pompeii and read the captions.
- Ask **Can anyone point to Italy on the map? Can anyone see Pompeii?** Children come to the front and point on the map.
- Children describe the two pictures. Ask **What happened to Pompeii?** Elicit suggestions.

### Reading (2 Read.)

- Children uncover just the first two paragraphs of the text. Read the first two paragraphs. Ask children why strange things were happening. Ask if they can guess.
- Children uncover the third paragraph. Read it. Ask what happened to Pompeii.
- Uncover the last paragraph and read. Ask what you can see if you go to Pompeii today.

 Page 109

### Reading and understanding (3 Choose the best title.)

Ask children to vote for the best title.

**Answer:** What happened to Pompeii?

### Reading and matching (4 What happened to Pompeii? Choose the best picture.)

Children read the text again silently and then choose the best picture.

**Answer:** B

### Reading and understanding (5 True or False? Write T or F.)

Children work on their own and then compare their answers in pairs. Check their answers.

**Answers:** 1 F, 2 F, 3 T, 4 F, 5 F, 6 T

### Words (6 Find the words.)

Children scan through the text quickly picking out the words for the definitions.

**Answers:** well, lava, buried, mosaic, coins, stove

### Speaking (7 Think about it. Talk about it.)

- Read through the questions and then let the children discuss in groups. Appoint a group leader in each group who must make sure that everybody speaks.
- Groups report back to the whole class.

 Page 107

### Dictionary skills

- Children match the words to the pictures and then write the words in alphabetical order.
- Tell children to take care when there are words which start with the same letter or letters.

**Answers:** 1 D, 2 H, 3 F, 4 G, 5 A, 6 I, 7 B, 8 E, 9 J, 10 C

**Answers:** calculator, cart, island, kilt, raft, ring, sledge, statue, volcano, well

### Spelling

Two consonants need to be added to form the words.

**Answers:** 1 bath, 2 chips, 3 lamp, 4 brush, 5 wheel, 6 spoon, 7 swing, 8 prince, 9 bridge, 10 mask, 11 chalk, 12 plant

**Language focus** No special focus

**Language** Revision

**Words** Revision

### Warm-up

- Let children choose one or two activities which they have enjoyed.
- Let them suggest a song to sing or rhyme to say.

 Page 110

**A quiz (1 A Quiz. Look through your books and find the answers.)**

- The idea behind the quiz is to encourage children to go back through their books and rediscover pictures and texts which they may have forgotten but which they will enjoy remembering. Thus the quiz is not a race. Children can take their time and if they become sidetracked by something which interests them, so much the better.
- It is probably most valuable to do the quiz in pairs since children will then have the opportunity to talk about and comment on things which interest them.

### A song (2 Listen and sing.)

- Play Tape 42. Children do not look at the words but listen so as to become familiar with the rhythm. They can tap out the rhythm on their desks or clap gently.



#### Tape 42

Someone  
to talk with,  
to dance with,  
to sing with,  
to eat with  
to laugh with  
to cry with  
to think with  
to understand -  
someone ...  
to be my friend

- Play the tape again. This time children follow the words in their books.
- Play the tape again. Children join in with the words.

- If you have time, play the tape again with the children doing the actions/mime for each line.

 Page 108

### Composition

- Children think about their holidays last year and the holidays which are about to come.
- By answering the questions, vocabulary and ideas are generated which will form the basis of their writing.
- The composition will be in two parts: last year and this year.
- Finally children can illustrate their writing.

## Unit 18: Additional pages

 Page 110

Reading for pleasure  **Pierre Renoir**

- Read the title to the class. Children look at the pictures. Explain that the text is about an artist. Do they think the pictures are of the present day? Ask them for reasons to justify their answer.
- Explain that this artist lived in France, and his paintings were done about a hundred years ago.
- Children scan the text. Ask them for significant words. Note these on the board.
- Play the tape. Children listen and follow. Explain any new words.
- Children read parts of the text aloud.
- Remind the class that the children in the pictures are walking on the beach. They do not have any beach toys and they are not going to swim. Ask the class about their favourite things to do at the seaside. What do they like to play with? Do they go in the water?
- Children draw their own beach scene. They write a few sentences describing it. If you wish, write prompt questions on the board, e.g. **Where is it? What is the weather like? Who is there? What are they doing?** Display the pictures and the writing. Let children look at each other's work.

## Volcano poster project

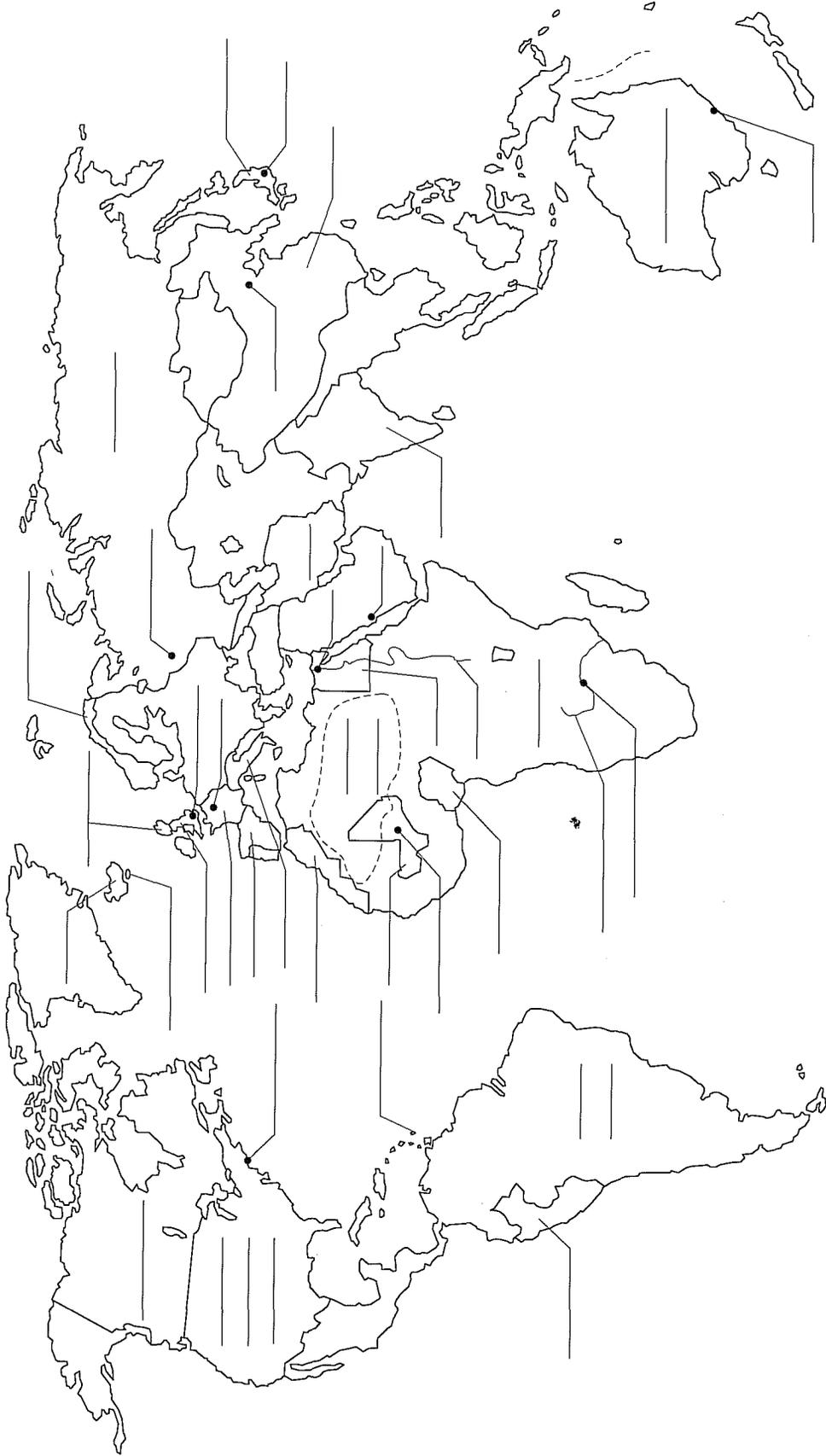
- Draw a large picture outline of a volcano not erupting. Pin it on the board.
- Ask children to think what it would be like to be near a volcano when it erupted. What would they hear, see, smell, taste, feel?
- Collect a few words and phrases on the board, e.g. **flames, ash, dust, bad air, shaking ground**. Ask children for one or two words to describe the experience, e.g. **dangerous, exciting**, etc
- Divide the class into five groups. Ask each group to list words to answer one of these questions: 1 How would it sound? 2 What would you see? 3 How would it smell? 4 What colours would you see? (This group lists the colours, then colours the picture you have drawn accordingly) 5 What words describe the eruption?
- Go around helping. Let children use dictionaries to find new words.
- Children write their words on separate pieces of paper. Groups take turns to come to the picture say their words and stick them around it, or on it, if appropriate.
- Display the poster in the classroom.

 Pages 109, 110

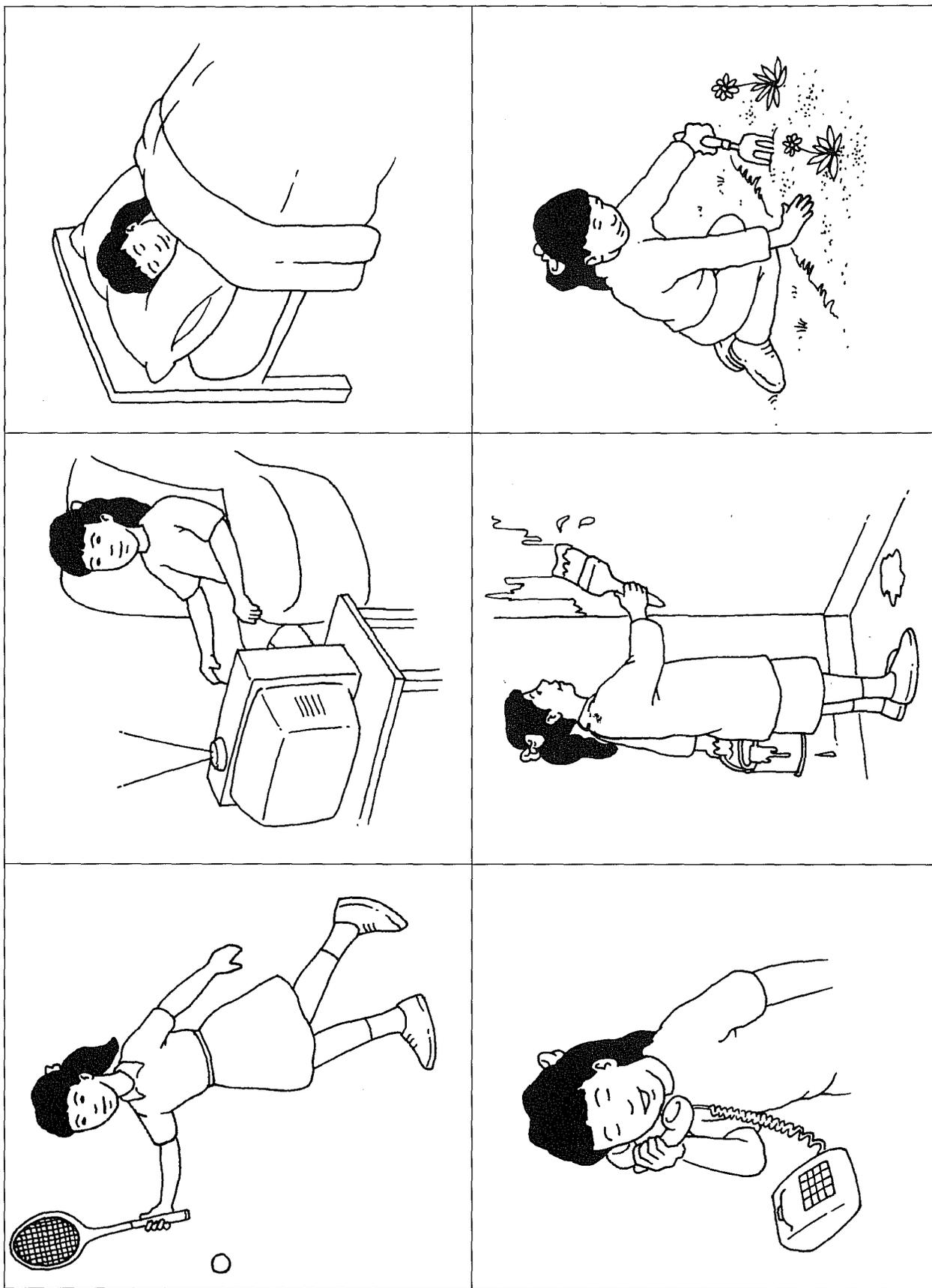
## Revision

This test covers the main items dealt with in Units 16–18. You may wish to go through the exercises orally before the children write.

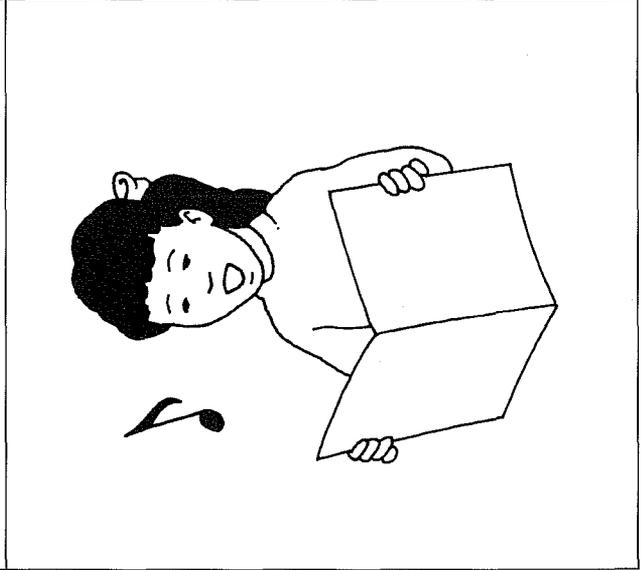
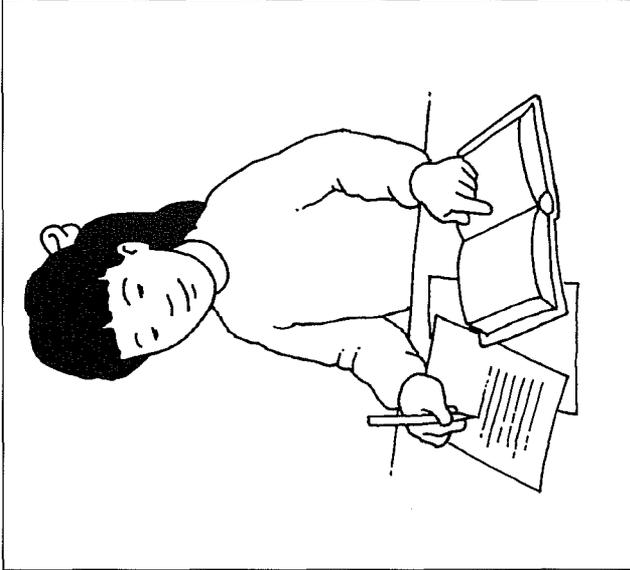
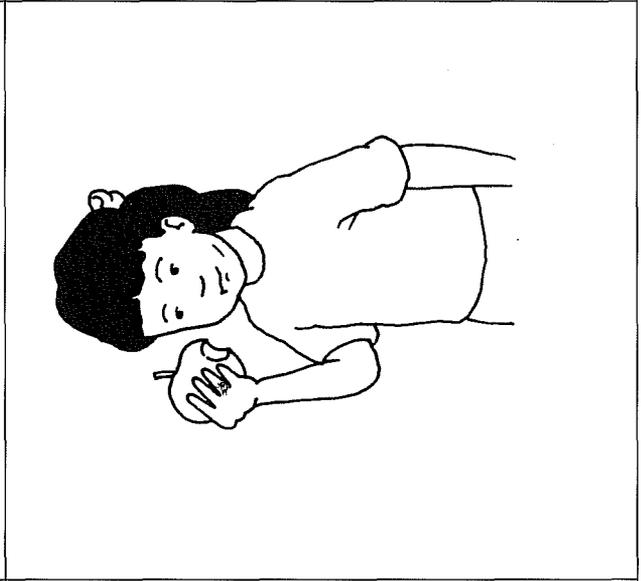
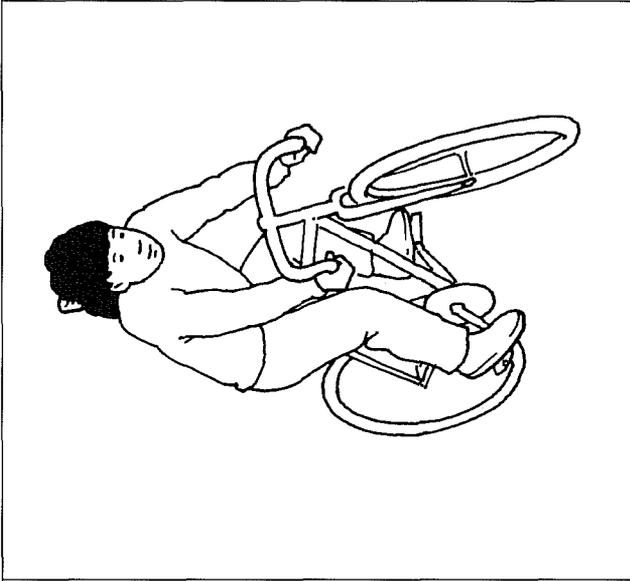
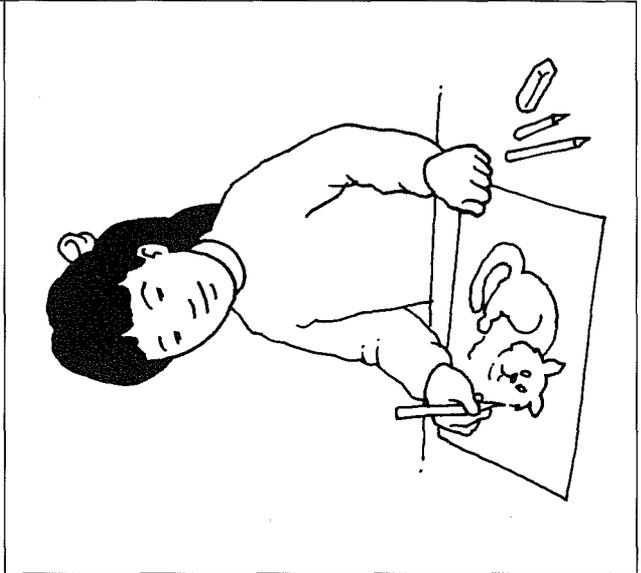
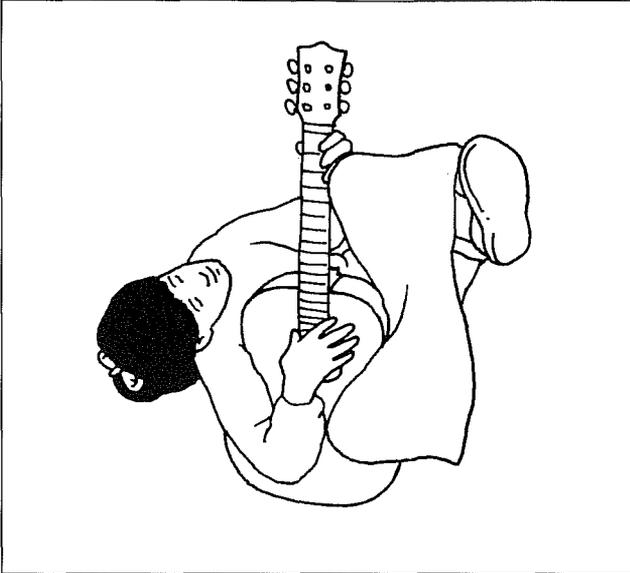




Game cards: Sally 1

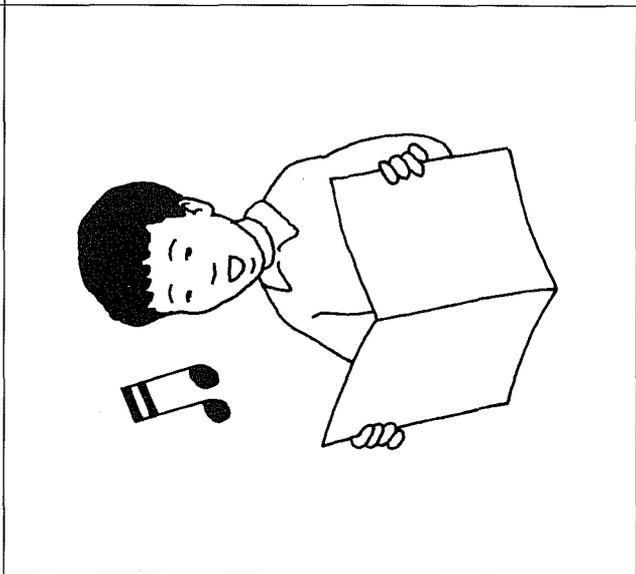
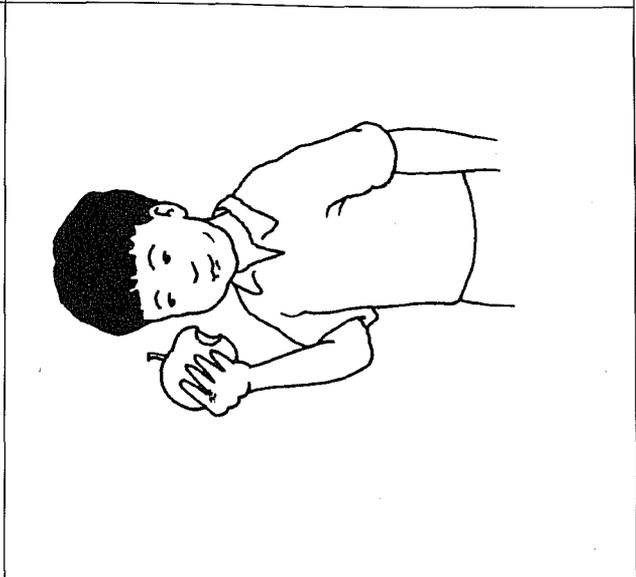
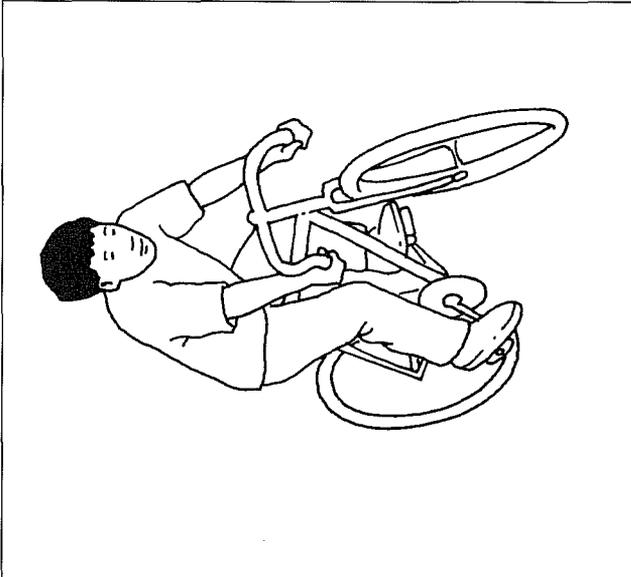
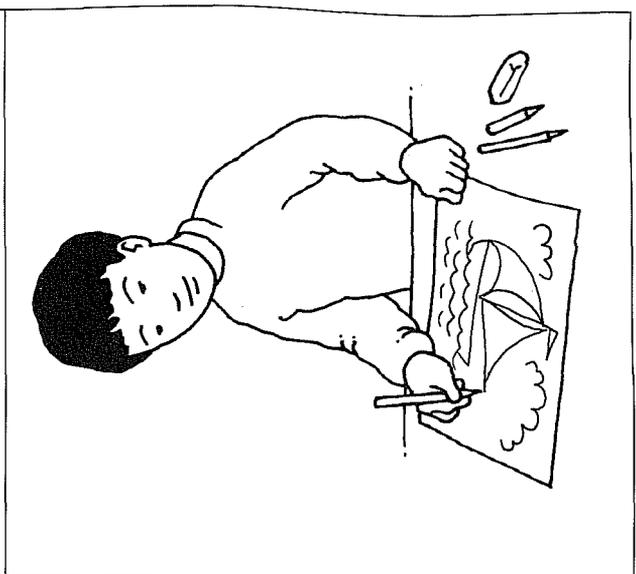
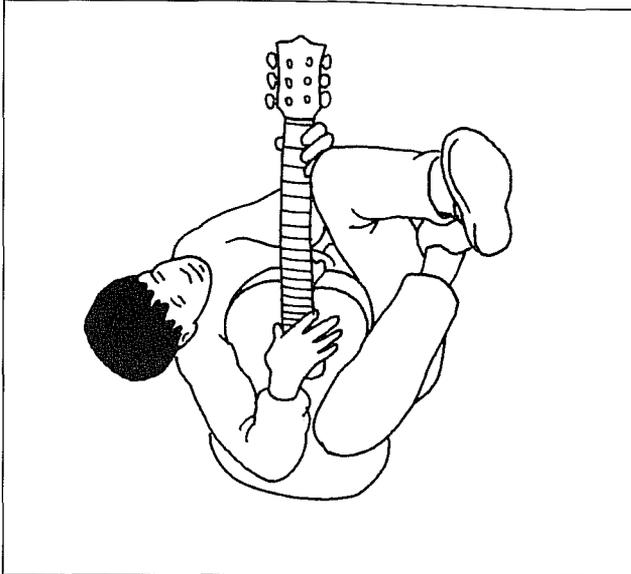


Game cards: Sally 2



Game cards: Joe 1





# Evaluation 1

Name .....

Class .....

(units 1-5)

Total marks .....

## 1 Complete the sentences. Use the present simple.

1 How often \_\_\_\_\_ you \_\_\_\_\_ TV?

2 I \_\_\_\_\_ it every day.

3 \_\_\_\_\_ John \_\_\_\_\_ football?

4 No. He \_\_\_\_\_ not \_\_\_\_\_ football. He \_\_\_\_\_ basketball.

5 \_\_\_\_\_ the Gordons \_\_\_\_\_ in a flat?

6 No, they \_\_\_\_\_ not \_\_\_\_\_ in a flat. They \_\_\_\_\_ in a house.

Marks

## 2 Complete the sentences. Use the present perfect.

Where have they been?

1  Fred \_\_\_\_\_ .

r a t A a s u i l

2   Lee and Dee \_\_\_\_\_ .

h a n C i

3  I \_\_\_\_\_ never \_\_\_\_\_ .

l a d g n E n

4  \_\_\_\_\_ you ever \_\_\_\_\_ ?

m A i c r a e

Marks

## 3 Complete the sentences with these verbs: Use the past simple.

go

see

enjoy

1 A: \_\_\_\_\_ Sally \_\_\_\_\_ to the theatre yesterday?

2 B: She \_\_\_\_\_ not \_\_\_\_\_ to the theatre. She \_\_\_\_\_ to the cinema with Joe.

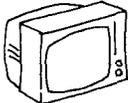
3 A: What \_\_\_\_\_ they \_\_\_\_\_ ?

4 B: They \_\_\_\_\_ an American film. Joe \_\_\_\_\_ not \_\_\_\_\_ it very much.

Marks

**4** Complete the sentences. Use the past continuous.

What were they doing yesterday afternoon?

1  Sally \_\_\_\_\_.

2  Joe \_\_\_\_\_.

3  Mr and Mrs Gordon \_\_\_\_\_.

4  I \_\_\_\_\_.

Marks

**5** Complete the sentences with the verbs in brackets. Use the first conditional.

1 If you \_\_\_\_\_ to England, you \_\_\_\_\_ English. (go, speak)

2 If Alex \_\_\_\_\_ New York, he \_\_\_\_\_ by plane. (visit, travel)

3 We \_\_\_\_\_ a picnic if the weather \_\_\_\_\_ fine. (have, be)

4 The Gordons \_\_\_\_\_ a new car if they \_\_\_\_\_ a good one. (buy, find)

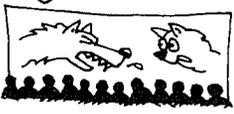
Marks

**6** Complete the sentences. Use the present continuous.

What are they doing tomorrow?

1  Alex and Joe \_\_\_\_\_.

2  Sally \_\_\_\_\_.

3  I \_\_\_\_\_.

4  We \_\_\_\_\_.

Marks

**7** Complete the sentences with *myself*, *yourself*, *himself* or *herself*.

1 Joe fell off his bike and hurt \_\_\_\_\_ .

2  Did you enjoy \_\_\_\_\_ at the zoo?

3 Yes, I enjoyed \_\_\_\_\_ very much. 

4 Sally looked at \_\_\_\_\_ in the mirror.

5  Did Mr Gordon enjoy \_\_\_\_\_ in America?

6 Yes, he did. But Mrs Gordon did not enjoy \_\_\_\_\_.   
Marks

**8** Make questions to match the answers.

1 \_\_\_\_\_ ever \_\_\_\_\_ ?

No. I've never been to America.

2 \_\_\_\_\_ ?

She bought her necklace in Egypt.

3 \_\_\_\_\_ ?

They play football twice a week.

4 \_\_\_\_\_ if \_\_\_\_\_ ?

If the weather's fine, we'll have a picnic.

5 \_\_\_\_\_ ?

She was writing to her pen friend.

6 \_\_\_\_\_ ?

He wants a new camera because his old one is broken.

Marks

# Evaluation 2

Name .....

Class .....

(units 6–10) Total marks .....

**1** Complete the sentences with these verbs:  
Use the present perfect.

write

make

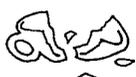
buy

break

eat

What have they just done?

1  Sally and Zoe \_\_\_\_\_ just \_\_\_\_\_.

2  Joe \_\_\_\_\_.

3  Linda \_\_\_\_\_.

4  I \_\_\_\_\_.

5  We \_\_\_\_\_.

Marks

**2** Complete the sentences. Use for or since.  
Use the present perfect of these verbs:

have

wear

be

know

live

1 Bill \_\_\_\_\_ glasses \_\_\_\_\_ 5 years.

2 Lucy \_\_\_\_\_ in London \_\_\_\_\_ 1989.

3  I \_\_\_\_\_ the Gordons \_\_\_\_\_ ages.

4 The Gordons \_\_\_\_\_ their car \_\_\_\_\_ July.

5  \_\_\_\_\_ you \_\_\_\_\_ here \_\_\_\_\_ a long time?

Marks

**3** Complete the sentences with the verbs in brackets.  
Use the present passive.

1 Bread \_\_\_\_\_ all over the world. (eat)

2 Pandas \_\_\_\_\_ in China. (find)

3 Meat \_\_\_\_\_ at the butcher's. (sell)

4 Trousers \_\_\_\_\_ by a tailor. (make)

Marks

**4** Write sentences as in the example.  
Use **for** or **since** and the **present perfect continuous**.

baby – sleep – three hours      The baby has been sleeping for three hours .

1 Joe – save – pocket money – months \_\_\_\_\_

2 The boys – swim – sea – 10 o'clock \_\_\_\_\_

3 I – watch – TV – two hours \_\_\_\_\_



4 How long – you – study – English? \_\_\_\_\_

5 you – wait – a long time? \_\_\_\_\_

Marks

**5** Write sentences as in the example.

Linda – bad  Linda is bad at playing tennis .

1 Joe – enjoy  \_\_\_\_\_

2 Sue – hate  \_\_\_\_\_

3 Sally – not mind  \_\_\_\_\_

4 Alex – good  \_\_\_\_\_

5 Zoe and Linda – interested  \_\_\_\_\_

Marks

**6** Complete the sentences.  
Use **too** or **enough** and these words:

small old long fast sweet

1  This bike is \_\_\_\_\_ .

2  This car is not \_\_\_\_\_ .

3  These fruits are not \_\_\_\_\_ .

4  His hat is \_\_\_\_\_ .

5  His trousers are not \_\_\_\_\_ .

Marks

**7** Complete the sentences.

- 1 Bread is made \_\_\_\_\_ the baker.
- 2 Cotton is grown \_\_\_\_\_ hot countries.
- 3 Cotton yarn is woven \_\_\_\_\_ cloth.
- 4 Bottles are made \_\_\_\_\_ glass or plastic.
- 5 A hedgehog is covered \_\_\_\_\_ spines.
- 6 A caterpillar changes \_\_\_\_\_ a butterfly.
- 7 The tiger was hiding \_\_\_\_\_ the hunters.
- 8 Bears sleep \_\_\_\_\_ the winter.

Marks

**8** Make questions to match the answers.

- 1 \_\_\_\_\_ ?  
She's been waiting since six o'clock.
- 2 \_\_\_\_\_ ?  
Polar bears are found at the North Pole.
- 3 \_\_\_\_\_ ?  
They have just done their homework.
- 4 \_\_\_\_\_ ?  
I enjoy riding because it is fun.
- 5 \_\_\_\_\_ for a long time?  
Yes, I have. I've known Zoe for a very long time.
- 6 \_\_\_\_\_ at the supermarket?  
Yes, and it's sold at the baker's, too.

Marks

# Evaluation 3

Name .....

Class .....

(units 11–15) Total marks .....

**1** Complete the sentences about children 100 years ago. Use *used to*.

1 They \_\_\_\_\_ on slates with chalk.

2 They \_\_\_\_\_ everyday clothes to school.

3 They \_\_\_\_\_ strict teachers.

4 Boys \_\_\_\_\_ with toy soldiers.

5 Girls \_\_\_\_\_ with a rope.

Marks

**2** Write *said* or *told*.

1 John \_\_\_\_\_ that he was going to Australia.

2 Bob \_\_\_\_\_ that he wanted to travel too.

3 John \_\_\_\_\_ him that he could go with him.

4 Bob \_\_\_\_\_ John he did not have enough money.

Marks

**3** Report these sentences. Remember to change the tenses.

1  "I'm feeling ill." Fred said \_\_\_\_\_.

2  "I have a new bike." Jane \_\_\_\_\_  
\_\_\_\_\_.

3  "I can't play tennis." Susie \_\_\_\_\_  
\_\_\_\_\_.

4  "I often go swimming." Bob \_\_\_\_\_  
\_\_\_\_\_.

5  "I don't like snakes." Pete \_\_\_\_\_  
\_\_\_\_\_.

6  "My watch is broken." Maggie \_\_\_\_\_  
\_\_\_\_\_.

Marks

**4** Complete the sentences with the verbs in brackets. Use the past passive.

1 The first computer \_\_\_\_\_ in 1946. (invent)

2  It \_\_\_\_\_ in America. (make)

3 The pyramids \_\_\_\_\_ thousands of years ago. (build)

4  The stone \_\_\_\_\_ by boat. (bring)

5 This jewellery \_\_\_\_\_ in an old box. (find)

6  The rings \_\_\_\_\_ by a queen. (wear)

Marks

**5** Complete the sentences with the words in brackets. Use the second conditional.

1 Bill does not have a bike.

If he \_\_\_\_\_ a bike, he \_\_\_\_\_ it every day. (have, ride)

2 Carol does not have a cat.

If she \_\_\_\_\_ a cat, she \_\_\_\_\_ it Monty. (have, call)

3 I can't speak French.

I \_\_\_\_\_ very happy if I \_\_\_\_\_ speak French. (be, can)

4 Joe and Sally don't know Zoe's phone number. \*

They \_\_\_\_\_ Zoe if they \_\_\_\_\_ her number. (phone, know)

Marks

**6** Write the question tags.

1 He is coming, \_\_\_\_\_ ?

2 We were invited, \_\_\_\_\_ ?

3 This isn't ready, \_\_\_\_\_ ?

4 You will do your homework, \_\_\_\_\_ ?

5 They haven't finished, \_\_\_\_\_ ?

Marks

**7** Change the sentences as in the example.

A Frenchman invented the first calculator.

The first calculator was invented by a Frenchman

1 Strict teachers taught the children.

\_\_\_\_\_

2 A child drew this picture.

\_\_\_\_\_

3 A famous person wrote these letters.

\_\_\_\_\_

4 A helicopter took the climber to hospital.

\_\_\_\_\_

5 An old woman wove this carpet.

\_\_\_\_\_

Marks

**8** Match these words with their definitions:

summit

handkerchief

scooter

dam

whistle

blizzard

1 This makes a loud noise when you blow it: \_\_\_\_\_

2 You put one foot on this and push yourself along with the other: \_\_\_\_\_

3 The top of a mountain: \_\_\_\_\_

4 A snowstorm: \_\_\_\_\_

5 This is built across a river to store water: \_\_\_\_\_

6 A small square of cloth: \_\_\_\_\_

Marks

# Evaluation 4

Name .....

Class .....

(units 16-18) Total marks .....

## 1 Answer the questions as in the example.

Why did Sam go to the park?



He went to the park to ride his bike .

1 Why did Sally go shopping?



\_\_\_\_\_ .

2 Why did Alex go to the zoo?



\_\_\_\_\_ .

3 Why did the Gordons go to Egypt?



\_\_\_\_\_ .

4 Why are the boys going to the beach?



\_\_\_\_\_ .

5 Why is Mrs Gordon buying some eggs?



\_\_\_\_\_ .

Marks

## 2 Make sentences as in the example.

Betty – sad – cry Betty was so sad that she cried. .

1 Jane – tired – sleep – twelve hours \_\_\_\_\_ .

\_\_\_\_\_ .

2 Bill – hungry – eat – all the biscuits \_\_\_\_\_ .

\_\_\_\_\_ .

3 The weather – hot – we – go – beach \_\_\_\_\_ .

\_\_\_\_\_ .

4 Paul – walk – slowly – late for school \_\_\_\_\_ .

\_\_\_\_\_ .

5 The teacher – speak – quietly – we – not hear her \_\_\_\_\_ .

\_\_\_\_\_ .

Marks

**3**

Complete these sentences with the verbs in brackets.  
Put one verb in the past simple and one in the past continuous.

- 1 Miss Jackson \_\_\_\_\_ the servants, who \_\_\_\_\_ in the kitchen. (hear, talk)
- 2 While Miss Jackson \_\_\_\_\_ her hands, someone \_\_\_\_\_ her ring. (wash, take)
- 3 When she \_\_\_\_\_ into the bathroom, the ring \_\_\_\_\_ on the table. (go, lie)
- 4 Henry \_\_\_\_\_ in the garden when it \_\_\_\_\_ to rain. (work, start)
- 5 Charles \_\_\_\_\_ the bird, which \_\_\_\_\_ in the tree. (see, sit)

Marks

**4**

Complete the sentences. Use the past simple or the present perfect.



1 \_\_\_\_\_ you ever \_\_\_\_\_ to America?

Yes, I have.



2 When \_\_\_\_\_ you \_\_\_\_\_ there?

3 I \_\_\_\_\_ there last year.

4 \_\_\_\_\_ you \_\_\_\_\_ yourself?

5 Yes, I \_\_\_\_\_ myself very much.

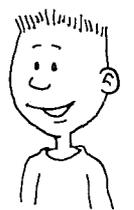
6 \_\_\_\_\_ Sally ever \_\_\_\_\_ Chinese food?



7 She \_\_\_\_\_ not \_\_\_\_\_ Chinese food but she \_\_\_\_\_ Indian food.

8 When \_\_\_\_\_ she \_\_\_\_\_ it?

9 She \_\_\_\_\_ it last week.



10 \_\_\_\_\_ she \_\_\_\_\_ it?

11 Yes, she \_\_\_\_\_ it very much.

Marks

# Evaluation 5

Name .....

Class .....

(units 1–18) Total marks .....

## 1 Finish these sentences.

- 1 If the weather is fine tomorrow, \_\_\_\_\_.
- 2 If I work hard at school, \_\_\_\_\_.
- 3 Joe will be happy if \_\_\_\_\_.
- 4 The Gordons will buy a new car if \_\_\_\_\_.

Marks

## 2 Finish these sentences.

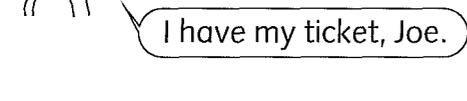
- 1 If I had a lot of money, \_\_\_\_\_.
- 2 If Joe went to America, \_\_\_\_\_.
- 3 I would be very happy if \_\_\_\_\_.
- 4 Alex would buy a new camera if \_\_\_\_\_.

Marks

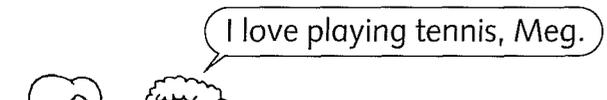
## 3 Report these sentences. Remember to change the tenses.



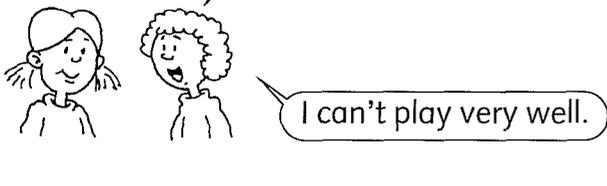
1 He said \_\_\_\_\_



2 \_\_\_\_\_



3 She \_\_\_\_\_



4 \_\_\_\_\_

Marks

**4** Write sentences as in the example.

Lions – find – Africa Lions are found in Africa \_\_\_\_\_ .

1 Jeans – make – cotton \_\_\_\_\_ .

2 Cotton – grow – hot countries \_\_\_\_\_ .

3 Vegetables – sell – greengrocer \_\_\_\_\_ .

4 Football – play – all over the world \_\_\_\_\_ .

Marks

**5** Write sentences as in the example.

bear – see – forest A bear was seen in the forest \_\_\_\_\_ .

1 Scissors – invent – the Egyptians \_\_\_\_\_ .

2 The first calculator – make – France \_\_\_\_\_ .

3 The Kariba Dam – build – 1959 \_\_\_\_\_ .

4 Many animals – rescue – boat \_\_\_\_\_ .

Marks

**6** Complete the text. Use these verbs

read   have   see   ask   want   buy   think  
say   live   be   agree   show   find   look

Ben wanted to have a pet. He \_\_\_\_\_ his mother \_\_\_\_\_ him one but his mother \_\_\_\_\_ not \_\_\_\_\_ to have an animal in the house. She \_\_\_\_\_ that they \_\_\_\_\_ dirty and expensive. One day Ben \_\_\_\_\_ the newspaper when he \_\_\_\_\_ something interesting: 'Rabbits for sale! Only £2 each!' Ben \_\_\_\_\_ the paper to his mother. '\_\_\_\_\_, Mum! I \_\_\_\_\_ just \_\_\_\_\_ something very interesting,' he \_\_\_\_\_. 'If I \_\_\_\_\_ a rabbit, it \_\_\_\_\_ in the garden, not in the house.' Ben's mother \_\_\_\_\_ for a while and then she \_\_\_\_\_. So that afternoon they \_\_\_\_\_ a rabbit for Ben.

Marks

**7** Complete the sentences with these words:

for   above   by   round   in   through   at   for   ago   across

- 1 Alex is interested \_\_\_\_\_ photography.
- 2 Joe is good \_\_\_\_\_ playing the guitar.
- 3 The vacuum cleaner was invented \_\_\_\_\_ an Englishman.
- 4 Miss Walker has lived here \_\_\_\_\_ twenty years.
- 5 She visited China ten years \_\_\_\_\_.
- 6 Thor Heyerdahl sailed \_\_\_\_\_ the Atlantic.
- 7 Some people have sailed \_\_\_\_\_ the world.
- 8 John has been waiting \_\_\_\_\_ ages.
- 9 The bird flew \_\_\_\_\_ the open window.
- 10 The moon was shining \_\_\_\_\_ the mountain tops.

Marks

8

Find the words.  
Use each word only once.

rocking horse   leopard   stork   earring   foal  
sewing machine   scooter   swallow   whale   bonnet   roof  
chick   vacuum cleaner   hoop   wasp   sea horse   bumper  
chimney   lamb   necklace   crocodile   ring   shark   wheel  
telephone   stairs   tiger

Find:

- 1 3 baby animals: \_\_\_\_\_
- 2 3 creatures which can fly: \_\_\_\_\_
- 3 3 toys: \_\_\_\_\_
- 4 3 items of jewellery: \_\_\_\_\_
- 5 3 dangerous animals: \_\_\_\_\_
- 6 3 sea creatures: \_\_\_\_\_
- 7 3 parts of a car: \_\_\_\_\_
- 8 3 parts of a house: \_\_\_\_\_
- 9 3 inventions: \_\_\_\_\_

Marks

## Evaluation 1 Answers *(Possible 49 marks)*

For all tests: answers in **bold** (alternatives in brackets)

1 (8 marks)

- 1 **do** you **watch**
- 2 **watch**
- 3 **Does** John **play**
- 4 **does** not **play**; **plays**
- 5 **Do** the Gordons **live**
- 6 **do** not **live**; **live**

2 (4 marks)

- 1 Fred **has been to Australia**.
- 2 Lee and Dee **have been to China**.
- 3 I **have** never **been to England**.
- 4 **Have** you ever **been to America**?

3 (6 marks)

- 1 **Did** Sally **go**
- 2 She **did** not **go**; She **went**
- 3 **did** they **see**
- 4 **saw**; **did** not **enjoy**.

4 (4 marks)

- 1 Sally **was** **watching TV**.
- 2 Joe **was** **playing the guitar**.
- 3 Mr and Mrs Gordon **were** **painting**.
- 4 I **was** **reading**.

5 (8 marks)

- 1 **go**; **will speak**
- 2 **visits**; **will travel**
- 3 **will have**; **is**
- 4 **will buy**; **find**

6 (4 marks)

- 1 Alex and Joe **are** **playing basketball**.
- 2 Sally **is** **buying new shoes**.
- 3 I **am** **seeing a film**.
- 4 We **are** **doing our homework**.

7 (6 marks)

- 1 **himself** 2 **yourself** 3 **myself** 4 **herself**
- 5 **himself** 6 **herself**

8 (6 marks)

- 1 **Have you** ever **been to America**?
- 2 Where **did she** **buy her necklace**?
- 3 How often **do they** **play football**?
- 4 What **will we** **do** if **the weather's** **fine**?
- 5 Who **was she** **writing to**?
- 6 Why **does he** **want a new camera**?

## Evaluation 2 Answers *(Possible 43 marks)*

1 (5 marks)

- 1 Sally and Zoe **have** just **made a cake**.
- 2 Joe **has** just **broken a cup**.
- 3 Linda **has** just **written a letter**.
- 4 I **have** just **eaten an apple**.
- 5 We **have** just **bought some flowers**.

2 (5 marks)

- 1 Bill **has worn** glasses **for** five years;
- 2 Lucy **has lived** in London **since** 1989;
- 3 I **have known** the Gordons **for** ages;
- 4 The Gordons **have had** their car **since** July;
- 5 **Have you** **been** here **for** a long time?

3 (4 marks)

- 1 **is eaten** 2 **are found** 3 **is sold** 4 **are made**

4 (5 marks)

- 1 **Joe** **has been** **saving his pocket money** **for months**.
- 2 **The boys** **have been** **swimming in the sea** **since 10 o'clock**.
- 3 I **have been** **watching TV** **for 2 hours**.
- 4 **How long** **have you** **been studying English**?
- 5 **Have you** **been** **waiting for a long time**?

5 (5 marks)

- 1 **Joe** **enjoys** **playing the guitar**.
- 2 **Sue** **hates** **cooking**.
- 3 **Sally** **does not** **mind** **ironing**.
- 4 **Alex** **is** **good at** **swimming**.
- 5 **Zoe and Linda** **are** **interested in** **singing**.

6 (5 marks)

- 1 **too old** 2 **fast enough** 3 **sweet enough**
- 4 **too small** 5 **long enough**

7 (8 marks)

- 1 **by** 2 **in** 3 **into** 4 **of** (from) 5 **in** (with) 6 **into**
- 7 **from** 8 **during** (in, through)

8 (6 marks)

- 1 How long **has she** **been** **waiting**?
- 2 Where **are** **polar bears** **found**?
- 3 What **have they** **just** **done**?
- 4 Why **do you** **enjoy** **riding**?
- 5 **Have you** **known** **Zoe** **for** a long time?
- 6 **Is** **bread** **sold** at the supermarket?

## Evaluation 3 Answers *(Possible 45 marks)*

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1 (5 marks)

- 1 used to write
- 2 used to wear
- 3 used to have
- 4 used to play
- 5 used to skip

2 (4 marks)

- 1 said 2 said 3 told 4 told

3 (6 marks)

- 1 Fred said (that) **he was feeling ill.**
- 2 Jane said (that) **she had a new bike.**
- 3 Susie said (that) **she could not play tennis.**
- 4 Bob said (that) **he often went swimming.**
- 5 Pete said (that) **he did not like snakes.**
- 6 Maggie said (that) **her watch was broken.**

4 (6 marks)

- 1 **was invented** 2 **was made**
- 3 **were built** 4 **was brought**
- 5 **was found** 6 **were worn**

5 (8 marks)

- 1 **had; would ride**
- 2 **had; would call**
- 3 **would be; could**
- 4 **would phone; knew**

6 (5 marks)

- isn't he; weren't we; is it; won't you; have they**

7 (5 marks)

- 1 **The children were taught by strict teachers.**
- 2 **This picture was drawn by a child.**
- 3 **These letters were written by a famous person.**
- 4 **The climber was taken to hospital by (a) helicopter.**
- 5 **This carpet was woven by an old woman.**

8 (6 marks)

- 1 **whistle** 2 **scooter** 3 **summit** 4 **blizzard** 5 **dam**
- 6 **handkerchief**

## Evaluation 4 Answers *(Possible 32 marks)*

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1 (5 marks)

- 1 **She went shopping to buy some (new) shoes.**
- 2 **He went to the zoo to take some photos.**
- 3 **They went to Egypt to see (visit) the Pyramids.**
- 4 **They are going to the beach to swim (have a swim).**
- 5 **She is buying some eggs to make a cake.**

2 (5 marks)

- 1 **Jane was so tired that she slept for twelve hours.**
- 2 **Bill was so hungry that he ate all the biscuits.**
- 3 **The weather was so hot that we went to the beach.**
- 4 **Paul walked so slowly that he was late for school.**
- 5 **The teacher spoke so quietly that we could not hear her.**

3 (10 marks)

- 1 **heard; were talking**
- 2 **was washing; took**
- 3 **went; was lying**
- 4 **was working; started**
- 5 **saw; was sitting**

4 (11 marks)

- 1 **Have** you ever **been** to America?
- 2 When **did** you **go** there?
- 3 I **went** there last year.
- 4 **Did** you **enjoy** yourself?
- 5 Yes, I **enjoyed** myself very much.
- 6 **Has** Sally ever **eaten** Chinese food?
- 7 She **has** not **eaten** Chinese food but she **has eaten** Indian food.
- 8 When **did** she **eat** it?
- 9 She **ate** it last week.
- 10 **Did** she **like** (enjoy) it?
- 11 Yes, she **liked** (enjoyed) it very much.

## Evaluation 5 Answers *(Possible 76 marks)*

1 (4 marks)

(Suggestions only):

- 1 ... I will go to the beach.
- 2 ... my parents will be happy.
- 3 ... he gets a new guitar.
- 4 ... they have enough money.

2 (4 marks)

(Suggestions only):

- 1 ... I would buy a new camera.
- 2 ... he would visit New York.
- 3 ... I had a pet.
- 4 ... he had enough money.

3 (4 marks)

- 1 He said (that) he was going to Australia.
- 2 He told Joe (that) he had his ticket.
- 3 She told Meg (that) she loved playing tennis.
- 4 She said (that) she could not play very well.

4 (4 marks)

- 1 Jeans are made from cotton.
- 2 Cotton is grown in hot countries.
- 3 Vegetables are sold by the greengrocer.
- 4 Football is played all over the world.

5 (4 marks)

- 1 Scissors were invented by the Egyptians.
- 2 The first calculator was made in France.
- 3 The Kariba Dam was built in 1959.
- 4 Many animals were rescued by boat.

6 (16 marks)

asked; to buy; did not want; said; were; was  
reading; saw; showed; Look; have just found;  
said; had; would live; thought; agreed; bought

7 (10 marks)

- 1 in
- 2 at
- 3 by
- 4 for
- 5 ago
- 6 across
- 7 round
- 8 for
- 9 through
- 10 above

8 (27 marks)

- 1 foal, chick, lamb
- 2 stork, swallow, wasp
- 3 rocking horse, scooter, hoop
- 4 earring, necklace, ring
- 5 leopard, crocodile, tiger
- 6 whale, sea horse, shark
- 7 bonnet, bumper, wheel
- 8 roof, chimney, stairs
- 9 sewing machine, vacuum cleaner, telephone

## Revision Practice Test, Units 1–5

### Pages 31, 32

Answers are in **bold** (alternatives in brackets)

- 1 **live, have, knows, plays, has, does not have, like**  
(play), **do not like** (play)
- 2 **went, saw**  
**was, made**  
**bought, gave**  
**fell, broke**
- 3 1 **Have you ever been** to China?  
2 When **did you go** there?  
3 **Did you enjoy yourself?**  
4 **Have you ever seen** a panda?  
5 Where **did you see** it?  
6 What **was it doing?**
- 4 1 Colin **was flying** a plane.  
2 James and Jack **were fishing**.  
3 Laura **was playing** the guitar.  
4 I **was sleeping**.  
5 We **were eating** ice creams.
- 5 1 He **was not playing**.  
2 **She did not buy** a parrot.  
3 I **did not go** to China.  
4 **They do not have** apples.  
5 We **are not working** tomorrow.
- 6 1 We'll go to the beach if **the sun is shining** (the sun shines).  
2 If it rains, I **will watch TV**.  
3 If you go to the zoo, **you will see the lions**.  
4 He will go to the doctor if **he is ill**.  
5 They will be late if **they do not hurry** (run).

## Revision Practice Test, Units 6–10

### Pages 61, 62

Answers are in **bold** (alternatives in brackets)

- 1 **broken, eaten, taken**  
**won, bought, made**  
A The woman **has just made** a cake.  
B The boy **has just bought** an ice cream.  
C The boy **has just broken** a window.  
D The girl **has just won** a prize.  
E The man **has just taken** a photo.  
F The cats **have just eaten** some fish (their dinner).
- 2 **lived, had, played, known**  
1 **She has had** her watch since July.  
2 **They have lived** in their house (there) **for 20 years**.  
3 **He has played** the trumpet **for 6 months**.  
4 **She has known** her (her friend/ this girl) **since 1996**.
- 3 (Children should use the words in the boxes only once)  
1 **Cars are mended** by the mechanic.  
2 **Bread is baked** by the baker.  
3 **Vegetables are sold** by the greengrocer.  
4 **Shoes are made** by the shoemaker.  
5 **Jackets are sewn** by the tailor.  
6 **Wheat is grown** by the farmer.
- 4 1 Where **is cotton grown?**  
2 How long **have they been living** here?  
3 How many **poems has Paul written?**  
4 What **has Alex just won?**  
5 Why **have we been running?**
- 5 1 ... **it's too heavy**.  
2 ... **they're not sweet enough**.  
3 ... **it's not long enough**.  
4 ... **she's too young**.  
5 ... **he isn't** (doesn't run) **fast enough**.

## Revision Practice Test, Units 11–15

### Pages 91, 92

Answers are in **bold** (alternatives in brackets)

- 1
- 1 He used to **wear a kilt**.
  - 2 **He used to ride a horse**.
  - 3 **He used to climb mountains**.
  - 4 He said (that) **Scotland is a beautiful country**.
  - 5 He told Joe (that) **there are many mountains in Scotland**.
  - 6 **He said (that) it snows on the mountains in winter**.
  - 7 **He told Sally (that) lots of visitors go there in the summer**.
- 2 **built, invented, worn, written**
- 2 **Kimonos were worn by men and women**.
  - 3 **A dam was built by beavers**.
  - 4 **A good story was written by the reporter**.
- 3
- 1 Miss Walker said that the soup tasted delicious.
  - 2 She said that the decorations looked beautiful.
  - 3 She said that she had some lovely photographs.
  - 4 She said that the flowers smelled lovely.
- 4
- 1 said
  - 2 told
  - 3 said
  - 4 told
- 5
- 2 This is the guitar that Joe plays.
  - 3 This is the photo(graph) that Alex took.
  - 4 This is the cake that Mrs Gordon made.

## Revision Practice Test, Units 16–18

### Pages 109

Answers are in **bold** (alternatives in brackets)

- 1
- 1 She said that **she often heard strange noises**.
  - 2 **She said that they could not stay in the town**.
  - 3 **She said that they had to leave now** (then).
  - 4 She told Marcus that **the birds were flying away**.
  - 5 **She told Marcus that she was afraid**.
- 2
- 1 can't you?
  - 2 aren't you?
  - 3 aren't they?
  - 4 isn't it?
  - 5 aren't you?
  - 6 would we?
  - 7 won't she?
  - 8 isn't he?
- 3
- 2 The bag is so heavy that the girl cannot lift it.
  - 3 The boy ran so fast that he won the race.
  - 5 It is such an exciting game that the boy bought/is buying it.
  - 6 It is such a sunny day that the children are wearing sunglasses.
- 4
- 1 go; will see
  - 2 will phone; get
  - 3 will be; does not hurry
  - 4 visit; will meet
- 5
- 1 ...Henry **would go to America**.
  - 2 ...he **would see the Statue of Liberty**
  - 3 ...if **she had a pony** (horse).
  - 4 ...**she would make some cakes**.
  - 5 ...if **he played football**.
- 6
- 1 **Cotton is grown in hot countries**.
  - 2 **Jeans are made of cotton cloth**.
  - 3 **Paper was invented by the Chinese**.
  - 4 **The dam was built in 1946**.
  - 5 **The tombs were found by travellers**.

# Practice Book Answers

## Revision Answers

- 1 1 lives, is 2 went, was, 3 will be, will not swim  
4 phoned, are going to play
- 2 1 It is five minutes to eight.  
2 It is twenty-five minutes to nine.  
3 It is twenty-five minutes past nine.  
4 It is five minutes past eleven.
- 3 1 should  
2 shouldn't, many  
3 many, we should  
4 Should we drink much cola? No, we shouldn't.  
5 Should we eat much chocolate? No, we shouldn't.  
6 Should we eat many vegetables? Yes, we should.
- 4 1 will 2 arrived, was 3 have been, said  
4 are, said, will
- 5 1 often 2 never 3 sometimes  
4 sometimes 5 always
- 6 1 was reading, was 2 will go 3 swims  
4 runs 5 went
- 7 1 least 2 most 3 fewest 4 most 5 more 6 less
- 8 1 much, little 2 many, few 3 tall, 20 centimetres  
4 How heavy, half a kilo 5 wide, 15 centimetres

## Unit 1

- 1 Max:  
1 play 2 go swimming 3 often 4 sometimes  
5 like 6 I make model aeroplanes;  
Leila:  
1 computer games  
2 plays basketball  
3 often plays tennis  
4 She sometimes goes swimming.  
5 She likes elephants.  
6 She collects dolls. They are on the shelves.
- 2 1 don't play the guitar; play the piano  
2 don't like cats; like dogs  
3 No, I don't make model boats. I make model planes.  
4 doesn't play the piano; plays computer games  
5 No, she doesn't like giraffes. She likes elephants.  
6 No, she doesn't collect stamps. She collects dolls.
- 3 1 Do you always go swimming? go swimming  
2 Do you like snakes? don't  
3 Do you often play football? Yes, I often play  
4 Does Leila sometimes go swimming? goes swimming  
5 Does she (Leila) like tigers? she doesn't like  
6 Does she (Leila) collect shells? she doesn't
- 4 1 This is Joe's guitar. 2 Sally's pet is a canary.  
3 The cat's name is Tiger. 4 Alex's fish is called Fin.  
5 The family's house is in Moon Street.

- 5 1 Did you see the lorry? saw  
2 Did the lorry (it) stop? did not (didn't)  
3 Did it go through the red lights? went  
4 Did it hit a taxi? didn't  
5 Did it break the van's headlights? broke
- 6 1 near the traffic lights.  
2 Mrs Brown did not see a bus. She saw a lorry.  
3 It was not going slowly. It was going very fast.  
4 The lorry did not stop. It went through the red lights.  
5 It did not hit a taxi. It hit a van.  
6 It did not break the van's door. It broke the van's headlights.

## Unit 1 Revision

- 1 1 were; was 2 kicked 3 jumped, did not stop  
4 jumped, fell, broke 5 phoned 6 gave 7 put
- 2 1 lap 2 pet 3 address 4 hobbies 5 branch
- 3 1 Do you like computer games?  
2 Ben doesn't have any pets.  
3 We don't go swimming.  
4 Mrs Brown did not see a bus.  
5 Did the cat break the branch?

## Unit 2

- 1 1 China  
2 Ben has been to Egypt.  
3 Sue has been to Australia.  
4 Ben and Sue have been to the South Pole.  
5 Sue has been to London.  
6 Ben has been to (North) America.
- 2 1 panda 2 Sue has ridden on a (London) bus.  
3 Ben has climbed a mountain.  
4 Sue has made a (model) boat.  
5 Ben and Sue have travelled to China.  
6 Ben has swum in a lake.
- 3 1 travelled to France  
2 travelled to France  
3 Have you ever walked in the (a) desert?  
4 Yes, I have walked in the (a) desert.  
5 Have you ever swum in the (an) ocean?  
6 No, I haven't swum in the (an) ocean.  
7 Have you ever ridden an elephant?  
8 Yes, I have ridden an elephant.  
9 Have you ever lived in America?  
10 No, I haven't lived in America.
- 4 1 have read 2 am reading, Have you  
3 read 4 Did you like  
5 was, exciting 6 Have you read  
7 bought, like 8 like to read 9 haven't seen
- 5 1 The weather in Canada was very cold and snowy (the snow was very deep).  
2 Everyone went skating on the lake near Max's house.  
3 Max's sons held Mr Gordon's arms and pulled him along the ice.

- 4 Mr Gordon enjoyed skating. At the end he said, 'That was great. Skating is very exciting.'
- 5 No, the Gordon children have never skated on ice.
- 6 The (Gordon) children want to go to Canada.

- 6 1 When did Mr Gordon go to Canada?  
2 Who did he go to visit?  
3 What did the boys (Max's sons) take (do)?  
4 What were Mr Gordon's children interested in?  
5 Have the Gordon children ever been to Canada?

### Unit 2 Revision

- 1 1 important d 2 traveller g 3 homesick f  
4 frightened a 5 journey b 6 terrible c 7 feathers e
- 2 1 important 2 terrible 3 ill 4 journey  
5 homesick 6 frightened 7 necessary
- 3 1 went 2 have been 3 lives 4 took 5 have

### Unit 3

- 1 1 were reading (newspapers).  
2 was looking at an insect  
3 were playing badminton  
4 was sleeping  
5 was walking along the wall  
6 was swimming (in the fish tank).
- 2 1 Mr and Mrs Gordon were not reading books.  
2 Alex was not looking at a bird.  
3 Sally and Joe were not playing tennis.  
4 Mrs Walker was not singing.  
5 Tiger was not walking along the road.  
6 Fin was not swimming in the sea.
- 3 1 reading 2 Tiger was walking along the wall.  
3 Sally and Joe were playing badminton.  
4 Fin was swimming (in the fish tank).  
5 Alex was looking at an insect.
- 4 1 playing computer games  
2 Today Mona is painting. Yesterday she was drawing.  
3 Today Dan and Pete are skating. Yesterday they were running.  
4 Today Anna and Molly are singing. Today they are sleeping.  
5 Yesterday the bird was flying. Today it is sitting on a branch.
- 5 fleet, meat; late, great; foot, put; Pole, bowl; time, climb
- 6 2 While children in Class 4 are reading English, children in Class 6 are doing (learning) Maths.  
3 While children in Class 3 are doing Art (painting), children in Class 6 are learning about the planets.  
4 While children in Class 4 are listening to music, Children in Class 5 are playing basketball.  
5 While children in Class 3 are doing (learning) Maths, children in Class 4 are learning about animals.  
6 While children in Class 5 are doing (learning) Maths, children in Class 6 are writing English.

- 7 1 reading English, learning about plants  
2 I was listening to music and Ben was playing basketball.  
3 I was learning about animals and Ben was doing (learning) Maths.

### Unit 3 Revision

- 1 1 making a sandcastle  
2 eating ice creams  
3 sleeping  
4 reading (a/his newspaper)  
5 were flying a (their) kite.
- 1 Sue's family went to the beach. Her mother took this photograph. What were they doing when the photograph was taken? Write sentences.
- 2 1 have finished 2 is going to play 3 will  
4 learned 5 are learning
- 3 1 been to China 2 He has visited Beijing.  
3 He has ridden a camel.  
4 He has walked along (on) the Great Wall.  
5 He has seen a panda.

### Unit 4

- 1 1 the horses  
2 If you go to the pond, you will see the fish.  
3 If you go to the zoo, you will see the penguins.  
4 lambs, barn  
5 You will see the puppets if you go to the theatre.  
6 You will see sand dunes if you go to the desert.
- 2 1 go, will meet  
2 If Tom cleans the car, Dad will be pleased.  
3 If it is cold tomorrow, I will wear my new coat.  
4 If Dad and Ricky run fast, they will win the race.  
5 Mrs Gordon will be cross if the cat (Tiger) sits on the plants.
- 3 2 rains, will not go  
3 If Dan is tired, he will not watch TV.  
4 If Mary is sick, she will not play basketball.
- 4 2 Dad will not clean the car if there isn't any water.  
3 Joe will not write a letter if there isn't any paper.  
4 Mum will not cook soup if there aren't any potatoes.
- 5 1 ducklings 2 calves 3 chicks 4 kids 5 dairy
- 6 1 The blue kite is Ben's but this red and yellow kite is ours.  
2 The orange cat cleaned its paws.  
3 Most of London's buses are red.  
4 My sister's necklace is blue.  
5 This blue necklace is hers.
- 7 1 himself 2 herself 3 myself 4 herself 5 myself

### Unit 4 Revision

- 1 1 If you go to New York, you will see the Statue of Liberty.  
2 You will see big red buses if you go to London.  
3 You will see penguins if you go to the South Pole.

- 4 You will see camels if you go to the desert.  
 5 If you go to Australia, you will see kangaroos.
- 2 1 have been 2 like 3 saw 4 was 5 was looking  
 6 saw 7 was 8 saw 9 went 10 said  
 11 Did you see 12 said 13 was 14 have...seen
- 3 1 herself 2 hen 3 himself 4 homesick 5 myself

### Unit 5

- 1 1 Meg is watching TV.  
 2 Alex and Dan are doing (their) homework.  
 3 Joe is playing basketball.  
 4 Billy is playing computer games.  
 5 Sally and Anna are playing tennis.
- 2 1 I am going 2 helping 3 watching  
 4 visiting 5 finishing 6 watching
- 3 3 is staying 4 is taking a boat 5 is going by train  
 6 riding a camel 7 taking a boat  
 8 catching a bus, is finishing in Paris
- 4 2 How long is he staying in Sydney (there)? is staying  
 3 is he travelling (going) to, He is taking a boat.  
 4 How is he travelling (going) to; He is riding a camel  
 (going by camel)  
 5 Where is he starting his journey? Beijing  
 6 Where is he finishing his journey? is finishing (his  
 journey)
- 5 1 she's 2 it's 3 you're 4 don't 5 won't  
 6 shouldn't 7 mustn't 8 can't
- 6 1 I am 2 we are 3 they are 4 have not  
 5 he is 6 does not 7 could not  
 8 would not 9 did not
- 7 1 I'm playing basketball. 2 I'm skating.  
 3 We're playing football. 4 She's doing homework.  
 5 They're playing tennis. 6 He's fishing.

### Unit 5 Revision

- 1 1 travelling 2 are staying 3 will; Do you like  
 4 I do. enjoy, is 5 Have you been  
 6 went, stayed 7 Did you enjoy it  
 8 is, were waiting, saw, went, took, will show, like
- 2 1 I'm not going shopping tomorrow.  
 2 Tom hasn't been to Australia.  
 3 Mark won't play football next Saturday.  
 4 Sally isn't helping her dad at the weekend.  
 5 You're not standing on my foot!

### Unit 6

- 1 1 She has just given her mum some (a bunch of) flowers.  
 2 He has just finished his homework.  
 3 He has just jumped over the wall.  
 4 They have just broken the (their) doll.  
 5 She has just painted a picture.
- 2 1 She has not given her mum the flowers yet.  
 2 He has not finished his homework yet.

- 3 He has not jumped over the wall yet.  
 4 They have not broken the (their) doll yet.  
 5 She has not painted the picture yet.
- 3 2 is not old enough 3 was not scary enough  
 4 is not pretty enough 5 was not dark enough  
 6 were not big enough
- 4 1 are too big 2 was too wide 3 was too ugly  
 4 are too noisy 5 was too slow 6 is too narrow
- 5 1 too big 2 is too small 3 are too short  
 4 is too long 5 are too dirty
- 6 1 Tim and Ben are sleeping because they're tired.  
 2 We're going swimming next Wednesday.  
 3 It doesn't rain much in the Sahara.  
 4 I won't buy any chocolate if you don't like it.  
 5 Jim can't play basketball because he isn't tall  
 enough.
- 7 3 Mr Gordon has just finished painting the living room.  
 4 Alex has not finished his homework yet.  
 5 Zoe has not seen the new film yet.  
 6 Joe has just kicked his football over the wall.  
 7 Uncle Jim has just ridden a camel across the desert.  
 8 Miss Walker has not been to the moon yet.

### Unit 6 Revision

- 1 1 never, too, just 2 just, yet, too 3 ever, yet  
 4 too, enough 5 too, enough, yet
- 2 1 arrive, arrived 2 is, has 3 send, sent  
 4 afrika, Africa 5 took, was taking 6 much, many  
 7 herself, himself 8 with, on  
 9 sends, sent, arived, arrived

### Unit 7

- 1 1 Alex has had his camera since yesterday.  
 2 Miss Walker has had her (a) Chinese umbrella since  
 1998.  
 3 Mark has been interested in football for two years.  
 4 Joe has not done any homework since Monday.  
 5 Aunt Molly has lived in London for three months.
- 2 1 competition d 2 photography g 3 rescue e  
 4 several a 5 collect c 6 magazine b  
 7 newspaper f
- 3 1 for one year  
 2 the guitar since December  
 3 I have played tennis since 2002.  
 4 I have been interested in dinosaurs for two years.  
 5 I had had this (model) dinosaur since last week.
- 4 1 competition (the others are hobbies)  
 2 cow (the others are young)  
 3 lion (the others are farm animals)  
 4 New York (the others are countries)
- 5 1 reporter 2 team 3 collected 4 shelves 5 prize
- 6 1 It is in Bridge Street.  
 2 They were fifteen metres high.

- 3 It took six hours.
  - 4 It was in 1999 at the theatre.
  - 5 It burned down
  - 6 Nobody knows
  - 7 He was tall and he was wearing a brown coat and was carrying an umbrella.
  - 8 He looked for more than half an hour
- 7 1 prize, flies; first, worst; buy, tie; writing, fighting; bought, port

### Unit 7 Revision

- 1 1 Alex is very interested in photography.  
2 He has lived in the house since August.  
3 He has known Miss Walker for a few months.  
4 He has had a camera since yesterday.  
5 He won the camera in a competition.
- 2 1 yet 2 too 3 about 4 never 5 winning
- 3 1 have played 2 will 3 was kicking  
4 going 5 was  
3 Write the correct form of the verb in brackets.

### Unit 8

- 1 2 Photographs are taken by Alex.  
3 The house is painted by Dad.  
4 Mice are caught by Tiger.  
5 The floor is cleaned by Mum.  
6 Cakes are made by Sally.
- 2 2 made of paper  
3 Windows are made of glass.  
4 Socks are made of wool.  
5 Doors are made of wood.  
6 A baby's bottle is made of plastic.
- 3 The following words should be ticked: trousers, scissors, earrings, socks, legs, hands, glasses, jeans, shorts
- 4 2 boats are sailed by sailors.  
3 Fish are caught by fishermen.  
4 Fires are put out by firemen.  
5 Clothes are made by the tailor.  
6 Meat is sold by the butcher.
- 5 1 thread 2 material 3 weave  
4 sew 5 dye 6 comb
- 6 1 d 2 f 3 e 4 b 5 c 6 a
- 7 2 A shoemaker is a person who makes shoes.  
3 A reporter is a person who writes newspaper stories.  
4 A photographer is a person who takes photos.  
5 A pilot is a person who flies a plane.
- 8 2 Shoes are made by a shoemaker.  
3 Newspaper stories are written by a reporter.  
4 Photographs are taken by a photographer.  
5 A plane is flown by a pilot.

### Unit 8 Revision

- 1 1 in 2 from 3 with 4 at
- 2 1 are grown by the farmer.  
2 are put, boxes  
3 are taken, lorry  
4 are carried, shop  
5 are sold by the greengrocer  
6 are bought by lots of people.
- 3 1 cleaning 2 combing 3 spinning  
4 dyeing 5 weaving

### Unit 9

- 1 1 twenty-five minutes past four  
2 Emma has been learning the piano for six months.  
3 Ben has been saving (his money) since August 21st.  
4 Uncle Jim has been travelling since last May.  
5 Alex has been doing his homework since quarter to seven.  
6 Grandma has been reading for half an hour.  
7 Sally has been writing for a long time.
- 2 1 The tree has been growing for a (one) hundred years.  
2 The snow has been falling since yesterday.  
3 The sun has been shining since 5 o'clock  
4 The bird has been singing for hours.  
5 The cat has been sleeping for ten minutes. The wind has been blowing since ten o'clock.
- 3 1 am, am reporting  
2 have been playing for fifty minutes  
3 has been hitting the ball hard  
4 has been returning the ball very well  
5 has been looking tired for a few minutes  
6 has been shining for hours  
7 has been getting hotter since 8 o'clock  
8 Tom has been playing tennis for four years.  
9 Joe has been playing since April.
- 4 2 has Joe been looking tired?  
3 How long has the sun been shining?  
4 How long has Tom been playing tennis?  
5 How long has Joe been playing tennis?
- 5 1 Mary has been skating.  
2 Dan has been swimming.  
3 Jill has been making a cake.  
4 Tom has been fishing.  
5 Andy has been taking photographs (photos, pictures).
- 6 1 That's Sue's bag but the coat isn't hers.  
2 The tiger closed its eyes but it didn't sleep.  
3 We're staying on my aunt's farm next week.  
4 Is this Jill's bag or is it yours?  
5 I'm not going swimming because it's too cold.  
6 They can't watch the film because they're too late and it's already started.
- 7 1 help it to hide  
2 A tortoise's shell helps to keep it safe.  
3 A hedgehog's spines help to keep it safe.

- 4 A polar bear's white fur helps it to hide.
- 5 A leopard's spots help it to hide.

### Unit 9 Revision

- 1 1 has been, since 2 have been waiting, for, are  
3 has won 4 has been painting, since  
5 saw 6 are...doing 7 have...been  
8 have...been playing 9 are 10 are
- 2 1 John has not been playing basketball today.  
2 We did not see a film last week.  
3 Mary does not want to play tennis tomorrow.  
4 Bread is not made by the butcher.  
5 I'm not swimming at the weekend.  
6 We have not given Mum a present.

### Unit 10

- 1 1 Mary enjoys doing the washing-up.  
2 Sally likes doing the gardening.  
3 Jane and Meg don't mind doing the tidying.  
4 Ben and Tom hate doing the ironing.  
5 Mum doesn't mind doing the cleaning.  
6 Dad hates doing the shopping.
- 2 1 washing up, doesn't  
2 Do Jane and Med mind doing the tidying? No, they don't.  
3 Do Ben and Tom enjoy doing the ironing? No, they don't.  
4 Does Dad hate doing the shopping? Yes, he does.
- 3 Fred:  
1 doing the washing up  
2 I enjoy going fishing.  
3 I don't mind learning maths.  
4 I don't mind doing the gardening.  
5 I enjoy playing basketball.  
Anna:  
1 Anna doesn't mind doing the tidying.  
2 She hates going swimming.  
3 She hates doing the shopping.  
4 She enjoys learning science.  
5 She enjoys playing music.
- 4 1 Do you like shopping?  
2 Do you hate swimming? Do you enjoy learning science?  
4 Do you hate playing music?
- 5 1 don't mind playing, like (enjoy) swimming  
2 Do you like (enjoy) playing  
3 don't mind  
4 What's your  
5 I like (enjoy) doing, at, in  
6 Do you mind doing  
7 don't like, hate doing, at  
8 What's your  
9 love watching, am going to make

- 6 oil can, bonnet, hose, bumper, wheels, rag, radiator, spout  
1 bonnet 2 bumper 3 oil can 4 wheels  
5 hose 6 spout 7 rag 8 radiator

### Unit 10 Revision

- 1 1 the sweeping  
2 enjoy cleaning the car  
3 We don't mind doing the washing up.  
4 I don't like doing the shopping.  
5 I enjoy doing the gardening.  
6 I hate doing the cooking.
- 2 1 doing the sweeping  
2 who enjoy cleaning the car.  
3 Jane and Molly are the girls who don't mind doing the washing up.  
4 Micky is the boy who doesn't like doing the shopping.  
5 Mr Green is the man who enjoys doing the gardening.  
Mrs Brown is the woman who hates doing the cooking.
- 3 1 Joe  
2 The ironing is done by Sally.  
3 The cooking is done by Alex.  
4 The gardening is done by Dad.

### Unit 11

- 1 1 walk to school  
2 When people didn't have telephones, they used to write letters.  
3 When children didn't have cola, they used to drink water.  
4 When children didn't have computers, they used to write on slates. When people didn't have TVs, they used to talk together.  
6 When children didn't have pencils, they used to use chalk
- 2 1 swimming  
2 interested  
3 We used to have a red car.  
4 It used to be interesting.  
5 He used to write sad stories  
6 He used to run slowly.
- 3 1 soldiers 2 hopscotch 3 soldiers 4 hoop  
5 doll's house 6 rocking horse 7 top 8 dolls  
9 skipping (rope)
- 4 2 Girls used to play with doll's houses.  
3 Boys used to play with soldiers.  
4 Boys used to spin tops.  
5 Children (Girls and boys) used to play hopscotch.  
6 Children (Girls and boys) used to ride rocking horses.  
7 Boys used to bowl hoops.  
8 Boys used to ride on scooters  
9 Girls used to skip (with a rope).
- 5 1 teddy  
2 Sam said he used to have a train.  
3 Billy and Dan said they used to have a kite.

- 4 Jane and Anna said they used to have a swing.
- 5 Jimmy said he used to have a toy plane.
- 6 Molly said she used to have a blue and yellow ball.

- 6 3 that he plays football and chess.
- 4 Sam told me that he often goes swimming.
- 5 Sue told me that the Sahara Desert is hot during the day.
- 6 Dan told me that jeans are made in a factory.

### Unit 11 Revision

- 1 1 the washing up, doing the washing up
- 2 Sally used to enjoy doing the ironing. Now she hates doing the ironing.
- 3 Alex used to hate doing the cooking. Now he enjoys doing the cooking.
- 4 Zoe used to hate doing maths. Now she doesn't mind doing maths.
- 2 1 have been playing, for 2 has not seen, since
- 3 had to 4 is waiting, has not come
- 5 brought, showed 6 has been buying, since
- 7 has just won 6 tidied, threw
- 3 1 We haven't seen Tom's new car.
- 2 It's not going to rain on Thursday.
- 3 The robot's arm was broken.
- 4 Those toys aren't ours.
- 5 Jill's cat cleaned its paws.

### Unit 12

- 1 1 am going 2 has 3 can 4 is
- 2 1 was going 2 had 3 could 4 was
- 3 1 am going to the theatre. 2 I have three tickets.
- 3 Emma and Sally are going, too. 4 I like puppets.
- 5 I can make puppets, too.
- 4 1 the weather was cold; said that she could see the lake. Ben said that there were some clouds in the sky. He said that the wind was starting to blow. Mr Brown said that they had gloves and hats. He said that they were coming home soon.
- 5 1 told 2 said 3 told 4 told
- 6 1 am going to the cinema.
- 2 I am tired
- 3 We enjoyed the walk.
- 4 I have enough money.
- 7 2 Jake told the team that they were lost in the snow.
- 3 The team told the helicopter pilot that Marty could not climb up to the path.
- 4 The pilot said that he could not go down to the climbers.
- 5 The rescuers said that they had a rope.
- 6 Jake said that he was happy to be alive.
- 8 1 The pilot said, 'I can see the climbers.'
- 2 The weather man said, 'It's going to be cold on Friday.'
- 3 Mark told Mr Gordon, 'There's a match on Saturday.'

- 4 Sally said, 'I've found Zoe's necklace.'
- 5 Ben said, 'I'm looking for Joe's football.'

### Unit 12 Revision

- 1 1 she couldn't find her glasses.
- 2 said that he was ready
- 3 said that they were late
- 4 said that he wanted to take his teddy
- 5 that it was time to go
- 6 said that it was going to rain.
- 2 1 have not taken off
- 2 was
- 3 has just stopped
- 4 have been climbing
- 5 was bought
- 6 was read
- 3 1 helicopter e 2 summit a 3 beautiful d
- 4 blizzard c 5 equipment b

### Unit 13

- 1 a4 b5 c6 d1 e3 f2
- 1 were put 2 was turned 3 were taken out
- 4 were squeezed 5 were rinsed 6 were squeezed
- 2 1 calculator 2 dish washer 3 washing machine
- 4 computer 5 sewing machine 6 vacuum cleaner
- 3 1 were invented by the Egyptians
- 2 was built by Americans
- 3 was invented by an Englishman
- 4 was put, was pulled by a horse
- 5 were opened by a maid
- 6 were made by the Greeks
- 4 1 built; built; \*America
- 2 Was the water clock invented in Egypt? No, it was not invented in Egypt. It was invented in China.
- 3 Were the first coins used in America? No, they were not used in America. They were used in Greece.
- 4 Were the first fireworks made by the Greeks? No, they were not made by the Greeks. They were made by the Chinese.
- 5 1 computer (the other inventions are not machines)
- 2 Kariba (the others are bridges)
- 3 swallow (the others are insects)
- 4 horse (the others are inventions)
- 6 1 The pictures were drawn by Zoe.
- 2 The photos were taken by Alex.
- 3 The stories were written by Sally.
- 4 The news items were collected by Joe.
- 5 The cover was designed by Linda and Mark.
- 6 The magazines were bought by lots of children.
- 7 2 Were the stories written by Sally? Yes, they were
- 2 Were the photos taken by Zoe? No, they weren't.
- 4 Was the cover designed by Linda and Alex? No it wasn't. Were the news items collected by Mark? No, they weren't.

### Unit 13 Revision

- 1 1 easy 2 never 3 hate 4 pull 5 safe  
6 rescued 7 mountain 8 take 9 hard
- 2 1 vacuum cleaner 2 sewing machine  
3 washing machine 4 calculator 5 computer
- 3 2 taken to the (a) factory 3 The cotton was spun.  
4 were dyed 5 The threads were woven.  
6 The cloth was cut. 7 The cloth was sewn.

### Unit 14

- 1 1 paint brushes  
2 If Alex had enough money, he would buy (some) tropical fish.  
3 If Mark and Dan had enough money, they would buy (some) football boots.  
4 If Molly had enough money, she would buy a computer.  
5 If Ben had enough money, he would buy a bicycle.
- 2 1 a baby brother, she would play with him.  
2 If she (Anna) had a telescope, she would look at the stars.  
3 If she (Anna) had an umbrella she would not get wet.  
4 If she (Anna) had a guitar, she would play it.  
5 If she (Anna) had a parrot, she would talk to it.
- 3 1 If I saw a spider, I would scream.  
2 If I saw a mouse, I would stand on a chair.  
3 If we saw a tiger, we would take a photograph (of it).  
4 If we saw a snake, we would run away.  
5 If I saw a funny clown, I would laugh.
- 4 1 If Sam went to the beach, he would swim.  
2 If Molly went to the beach she would build a castle.  
3 If Fred and Joe went to the beach, they would eat ice creams.  
4 If Dan went to the beach, he would look for crabs.  
5 If Anna and Sue went to the beach they would collect shells.
- 5 2 If I cut some wood, I could build (make) a house.  
3 If I made a fire, I could cook (some) food.  
4 If I grew some corn, I could bake (make) (some) bread.  
5 If I found a needle and thread, I could make (sew) (some) clothes.
- 5 Robinson Crusoe was shipwrecked on a desert island. He had to make things. He had to think how to make them. Write his thoughts.
- 6 1 'Where are we?' asked Molly.  
2 'We're on an island,' said Ben.  
3 Tom asked, 'What's it called?'  
4 'I don't know,' replied Ben.  
5 Sue said, 'Let's go and explore.'

### Unit 14 Revision

- 1 1 found, would give, likes

- 2 could, wanted  
3 would do, asked  
4 saw, would not be  
5 would visit, went

- 2 1 it was getting very cold  
2 Max told him that he could light a fire.  
3 John said that he needed some matches.  
4 Max said that he had some matches in his pocket.  
5 John told Max that he could see some dry wood.  
6 Max said that it was easy to light a fire with matches and dry wood.

### Unit 15

- 1 1 can't you? 2 won't he? 3 doesn't she?  
4 aren't there? 5 weren't you? 6 did he?  
7 hasn't he? 8 isn't she?  
9 don't you? 10 wasn't it?
- 2 1 doesn't it? 2 don't they? 3 hasn't she?  
4 couldn't we? 5 didn't they? 6 wouldn't he?  
7 won't I? 8 didn't they?
- 3 1d 2a 3e 4c 5b
- 4 1 They were growing in the trees.  
2 Fish, insects and animals eat the leaves.  
3 They look colourful.  
5 It is used to make clothes.  
6 Because the noise was so loud.
- 5 1 These are the leaves that grow in the Amazon river.  
2 This is the flower that smells like bad meat.  
3 These are the frogs that live in trees.  
4 This is the animal that hangs upside down all day.  
5 These are the sweets that taste delicious.
- 6 1 It smells horrible.  
2 It tastes sour.  
3 It sounds loud.  
4 He looks happy.  
5 It feels cold.
- 7 1 such a 2 so 3 such 4 such a 5 so 6 such

### Unit 15 Revision

- 1 1 bought 2 This is the hat that Miss Walker gave  
3 These are the earrings that Miss Walker chose  
4 This is the T-shirt that Miss Walker wanted  
5 This is the guitar that Miss Walker brought
- 2 1 would, wouldn't she  
2 was invented, wasn't it  
3 were made, weren't they  
4 since, haven't you  
5 rains, will stay, won't we  
6 has just finished, hasn't he
- 3 1 so cold 2 such soft fur 3 so loud 4 so nice  
5 such a funny boy 6 such pretty flowers

### Unit 16

- 1 1 so 2 such a 3 so 4 such 5 such a

- 2 3 such a beautiful flower 4 such delicious ice creams  
5 so scary that 6 so boring that 7 was so funny  
8 such a difficult sum that
- 3 1 The earrings were so pretty that Mrs Gordon bought two pairs.  
2 The car was so old that it would not start.  
3 The wall was so high that Joe couldn't jump over it.  
4 The bags were so heavy that nobody could lift them.  
5 The spiders were so big that Sally and Zoe ran away.
- 4 1 Have you seen  
2 haven't, scary  
3 saw, was so exciting that he will go (is going to go)  
4 am not going, couldn't  
5 a good  
6 so, are doing, fantastic  
7 hasn't seen, has she?  
8 hasn't, will phone her, will go
- 5 1 valuable f 2 clumsy d 3 dangerous e  
4 smelly c 5 clever b 6 famous a
- 6 1 clumsy 2 clever 3 smelly  
4 dangerous 5 valuable 6 famous
- 7 1 'Where's my football,' asked Mark.  
2 Ben asked Joe where Mark's football was.  
3 'This sum is so difficult,' said Sally.  
4 Zoe said that she couldn't do the sum. Linda asked, 'What's the answer?'

#### Unit 16 Revision

- 1 1 so 2 enough 3 too 4 too  
5 enough 6 such a 7 such
- 2 1 so, that, has 2 such a, that, am going to (will) buy, said 3 such, that, want 4 so, that, thrown  
5 such a, that
- 3 thief, leaf; funny, money; laugh, scarf; cheek, weak; break, make
- 4 thief, robber; policeman, detective; awful, horrible; mountaineer, climber; unhappy, sad; frightening, scary; fantastic, wonderful

#### Unit 17

- 1 1 People used to build pyramids.  
2 People used to make statues.  
3 People used to sail boats.  
4 People used to play music.  
5 People used to weave cloth.
- 2 a3 b1 c5 d2 e4  
1 Egypt 2 was built in Stonehenge  
3 was built in China 4 were made in Easter Island  
5 were built in South America
- 3 2 They had ropes. 3 They did not have cranes.  
4 They had rafts. 5 They did not have diggers.

- 6 They had sledges.
- 4 1 made a raft; put, the raft; floated, the river (water)  
2 they made a sledge. Next they put the stone on the sledge. Then they pulled the sledge (along the ground).  
3 they dug a hole. Next they put ropes round the stone. Then they pulled the stone up.
- 5 1 have the statues been standing? They have been standing for 2000 years.  
2 are they? They are 3 to 12 metres tall.  
3 Where have they been looking. They have been looking out to sea (since they were made).  
4 What are they made of? They are made of stone.  
5 are there. There are about a hundred.
- 6 2 They lighted fires to cook food.  
3 They made fishing lines to catch fish. They used wood to build houses.  
5 They cut reeds to make boats.

#### Unit 17 Revision

- 1 1 They used to ride horses.  
2 They didn't wear trainers.  
3 They used to get water.  
4 They used to collect wood.  
5 They didn't drink cola  
6 They used to sing songs.  
7 They used to pick fruit.  
8 They didn't eat ice cream.
- 2 1 People have been travelling, for  
2 thought, had crossed, ago  
3 sailed, ago  
4 built, was called (he called), sailed  
5 is 6 came 7 think, ago, travelled, landed

#### Unit 18

- 1 1 hot, liquid 2 magma 3 opening 4 erupts  
5 thrown 6 lava 7 hard
- 2 1 made 2 was seen 3 were asked  
4 were taken 5 was told
- 3 suddenly, slowly; dangerous, safe; float, sink; enormous, tiny; bury, dig up
- 4 1 they could hear strange noises under the ground.  
2 there wasn't any water in the well.  
3 He said that their dog was frightened.  
4 She said that there were no birds in the town any more  
5 He said that they were going away soon.  
6 She said that their father was taking them away.
- 5 1 was buried 2 were moved 3 moved, found  
4 were found 5 was erupting, were cooking  
6 buried, did not have 7 had left, started
- 6 1 'Pompeii is such an interesting place,' Miss Walker said.  
2 Mr Gordon said that he'd like to go there.  
3 The island of Surtsey appeared in the Atlantic Ocean

in October, 1963.

- 4 Alex asked how volcanoes happen.
  - 5 Joe asked, 'How does magma get through the earth's surface?'
- 7
- 1 What is magma?
  - 2 Where is magma?
  - 3 Where can it come up? How fast does a volcano erupt? What is the hot rock that comes out called?
- 8
- 1 It is not safe to go near a volcano that is erupting.
  - 2 Volcanoes do not always erupt quietly.
  - 3 A volcano does not only happen on land.
  - 4 The island of Surtsey did not exist before the volcano happened.
  - 5 The eruption of Surtsey was not shown on television.

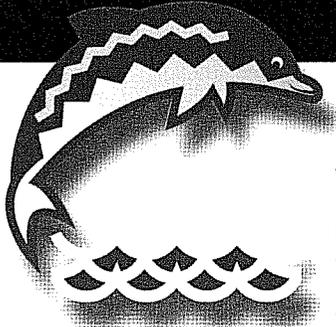
### Unit 18 Revision

- 1
- 2 built by Thor Heyerdahl
  - 3 invented by Cecil Booth
  - 4 built by the Chinese
  - 5 invented by the Greeks
  - 6 built by the Americans
- 2
- 2 Thor Heyerdahl is the man who built the Kon-tiki (raft).
  - 3 Cecil Booth is the man who invented the vacuum cleaner.
  - 4 The Chinese are the people who built the Great Wall.
  - 5 The Greeks are the people who invented coins.
  - 6 The Americans are the people who built the first computer.
- 3
- 1 for thousands of years
  - 2 People have been using computers since 1946.
  - 3 People have been writing with pencils for hundreds of years.
  - 4 People have been cleaning with vacuum cleaners since 1901.
  - 5 People have been flying in space for more than 40 years.
  - 6 People have been talking on the telephone since 1876.

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