

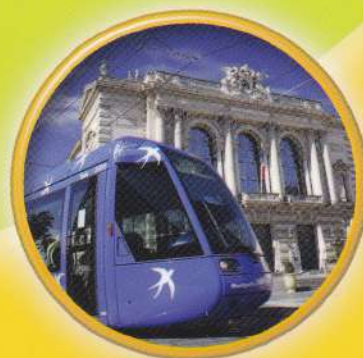
Liz Hocking Mary Bowen

# English World



Teacher's Guide

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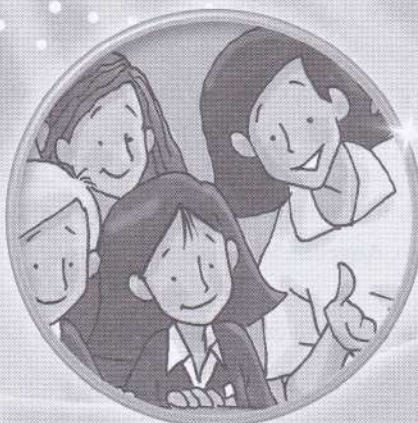


Liz Hocking Mary Bowen

# English World



Teacher's Guide



MACMILLAN



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Page layout by Wild Apple Design  
Illustrated by Heather Allen, Beth Aulton, Rita Gianetti, Chantal Kees, Andy Keylock, Gustavo Mazali,  
Chris Petty, Mark Ruffle, Martin Saunders and Lisa Smith.  
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# Introduction

*English World* is a 10-level course designed for children and young people learning English as a first foreign language. They begin at the first stages of language learning and progress year by year towards a high level of competency in written and spoken English.

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

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

Teachers will find this course practical and useable because:

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

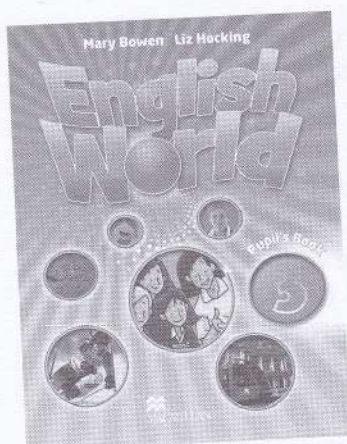


# English World 3 components

## Pupil's Book

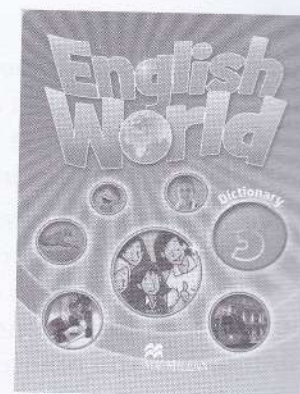
The Pupil's Book has twelve units. One unit can be taught in about two weeks.

The Pupil's Book begins with a Welcome Unit which revises the main grammar from the previous year.



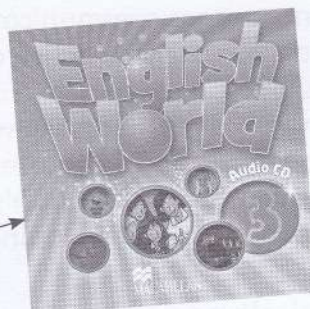
## Dictionary

The Dictionary gives new vocabulary for each unit and helps with the practice of dictionary skills.



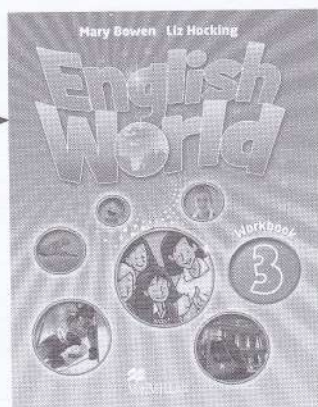
## CD/cassette

All Pupil's Book dialogues, reading texts, listening activities, songs and rhymes are recorded.



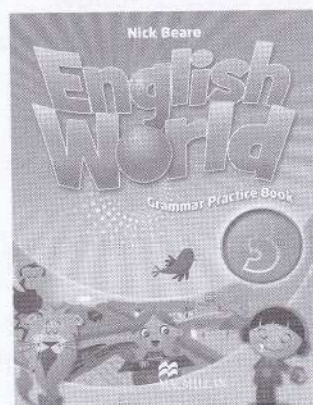
## Workbook

Workbook exercises practise every language skill taught in the Pupil's Book.



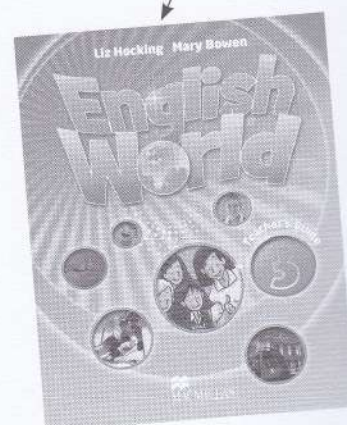
## Grammar Practice Book

Further grammar exercises reinforce classroom and Workbook learning.



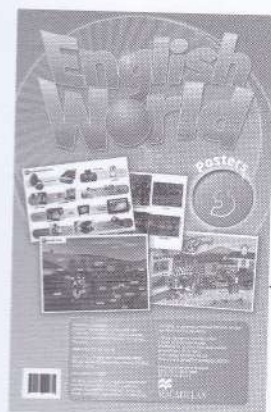
## Teacher's Guide

The Teacher's Guide gives step-by-step notes for each lesson.



## Posters

Twelve posters introduce new vocabulary in context.



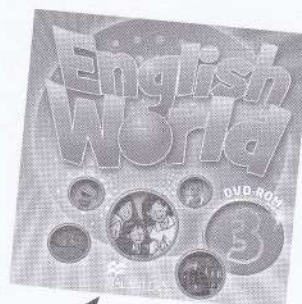
## Flashcards

75 flashcards help teach vocabulary.



## DVD

The teacher's DVD contains model classroom lessons, material for interactive whiteboard use and test material.



## Website

The website [www.macmillanenglish.com/younglearners](http://www.macmillanenglish.com/younglearners) contains downloadable PDFs providing further support material and printable resources.



## **Pupil's Book**

The Pupil's Book has twelve units. A single unit requires eight teaching sessions and is designed to be covered over a two-week period. All units consistently cover the key skills of reading, writing, speaking and listening, underpinned by the firm foundation of the grammar syllabus. These elements are clearly presented in the book so that teachers have a clear objective for every lesson. A variety of well-illustrated stories, information texts, dialogues, songs and poems have been written to attract and motivate young learners.

## **Welcome unit**

Pupil's Book 3 begins with a Welcome unit which revises the key grammar and vocabulary that children learned in Pupil's Book 2.

## **CD/cassette**

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

## **Dictionary**

For level 3, the new vocabulary is presented unit by unit using a combination of illustrations, definitions and example sentences. The dictionary is designed to introduce children to the skills they will eventually need when using a standard dictionary. It is supplied with the Pupil's Book and may be kept in the flap at the back.

## **Workbook**

All the work covered in the Pupil's Book is reinforced by exercises in the Workbook. These are designed to be introduced and explained by the teacher and to be completed independently, either in the classroom or for homework. They allow children to work at their own pace and give teachers the opportunity to see what children can achieve when working alone.

## **Grammar Practice Book**

Further exercises to consolidate classroom learning accompany every unit. These have been written for children to work on alone, at their own pace and level of ability.

## **Posters**

Twelve posters, one for each unit, accompany the course. These play a central part in the teaching of new vocabulary.

## **Flashcards**

The presentation of new vocabulary is supported by flashcards which can also be used for classroom games and activities to encourage learning.

## **DVD**

The DVD gives teachers advice on how to present lessons and shows a model lesson being taught. It contains ready-made tests and questions for building custom-made tests.

It contains material from the course in a format designed for use on an interactive whiteboard. Although this material is also found in the books, using a whiteboard extends the opportunities for whole-class teaching and interaction.

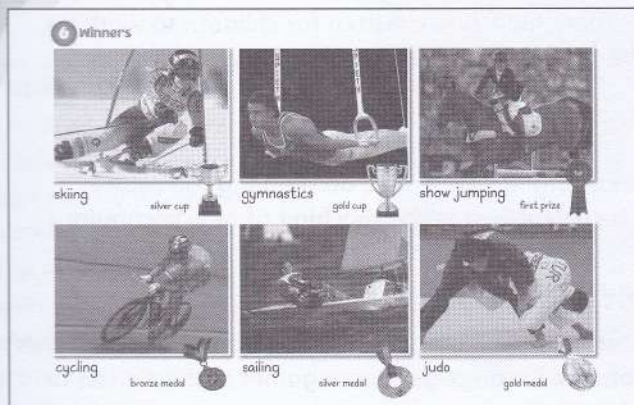
## **Teacher's Guide**

Each step of every lesson is supported by notes for teachers. These are arranged around facsimile pages of the learners' books, so that teachers can see quickly and easily how the student material is intended to be used. The guide also contains suggestions for warm-ups for every lesson, answers to Pupil's Book activities and Workbook exercises, a list of classroom games and suggestions for different ways of carrying out the revision projects.



# Classroom lessons

## Lesson 1 Poster, Reading



An illustrated poster introduces new vocabulary in context.

The Pupil's Book contains fiction and non-fiction texts on a variety of topics. Each unit begins with a different kind of text, chosen to interest young readers and illustrated to help their understanding.

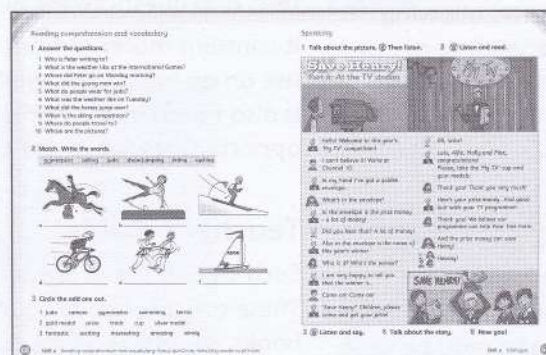
Examples of the target grammar for the unit are in the reading text.



## Lesson 2 Reading comprehension and vocabulary

A variety of activities help children to understand the reading texts.

Different tasks with new words reinforce vocabulary learning.



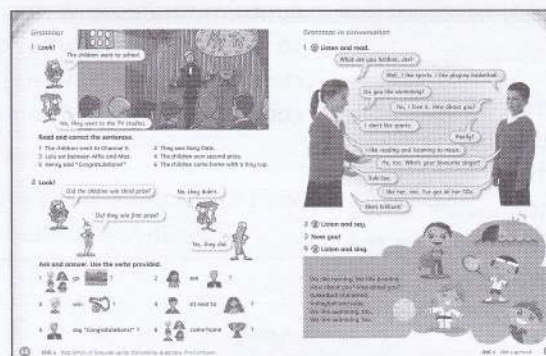
## Lesson 3 Speaking and Study skills

Children listen to a dialogue, then practise and act the dialogue.

## Lesson 4 Grammar

### Session 1 Grammar structure

The first target grammar structure is presented with a clear model.



Children practise actively in class.

### Session 2 Grammar in conversation

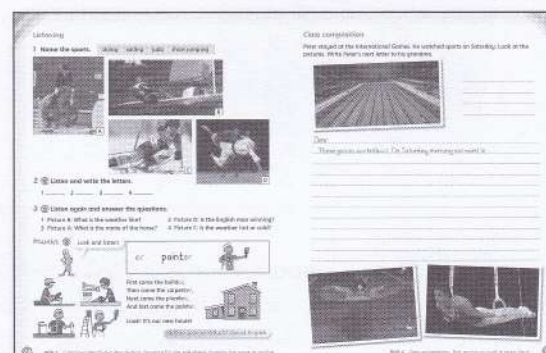
The second target grammar structure, often used in daily speech, is presented in a dialogue.

A song or a rhyme reinforces the language.

## Lesson 5 Listening, Phonics and Use of English

Children listen for gist and for detail in a listening comprehension activity.

Children listen to English phonemes and practise them in a rhyme.



## Lesson 6 Writing

### Session 1 Class composition

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

Session 2 Writing skills, Composition practice These exercises are done using Workbook pages in class.



# Teaching the course

## Lesson 1 Poster, Reading

**Poster:** key new vocabulary is shown on the poster in context to help children learn and remember. Flashcards can be used to help in teaching and learning new words.

**Reading text:** children practise and develop their reading skills through different kinds of fiction and non-fiction texts. These texts have been chosen as models of the kinds of writing that children need to learn how to write themselves; the variety in the Reading lessons helps children to recognise the ways in which texts differ.

New words are included in Dictionary 3 and this may be used in any lesson for children to check or find meanings.

**Learning new words:** In the unit-by-unit word list on pp190–191, twenty words are shown in bold type for each unit. All children should understand and learn these words by the end of the unit. Children should also understand words in normal type. If possible, they should learn these as an extension task during the unit or when the unit is revised.

Words in grey type are needed for understanding in the units in which they appear only. Children do not need to learn them.

If you wish, give children small lists of the words they need to learn. Suggested short lists are on the teacher's DVD and the website. These lists may be printed and given out to children to learn during the first four or five lessons of the unit.

Alternatively, as there are fewer new words to learn in Units 9–12, children could revise and learn the extension words from earlier units as they approach the end of the book.

**Note:** children should understand all the words in each unit and use their Dictionaries to help them. They should only be tested on the spelling of words that they have studied in Phonics.

## Lesson 2 Reading comprehension and vocabulary

The text is read again, then children do a variety of tasks which help them to understand the text thoroughly.

Vocabulary activities help to test understanding; they develop word skills and practise dictionary skills.

Workbook exercises practise additional reading comprehension skills.

## Lesson 3 Speaking and Study skills

This lesson helps children to continue developing as fluent English speakers with natural intonation and good pronunciation:

- the teacher introduces new words using flashcards
- children listen to a dialogue and look at the picture which illustrates the dialogue
- children repeat the dialogue
- children follow the dialogue in their books
- groups of children may act the dialogue.

Everyday and informal expressions are included in the dialogue. Children have the chance to practise them with correct intonation when they act the dialogue. A list of the informal expressions used in the dialogues for each unit is available from the website or the teacher's DVD; these may be copied and provided to the class. Children may listen again in class and raise their hands when they hear one of the expressions. Alternatively, encourage children to play their CDs at home and listen out for these expressions.

The dialogues tell two stories, centring on the activities of a group of lively child characters. Learners follow each story over six units.

The classroom session is supported by Study skills exercises in the Workbook. These introduce children to dictionary skills and other thinking skills which help children to become constructive learners.

## Lesson 4 Grammar

This lesson is taught in two teaching sessions:

**(1) Grammar structure:** formal structures that children need for reading and writing English are presented with a clear model and practised actively by the class.

**(2) Grammar in conversation:** other structures that are common in everyday speech are presented in the form of a dialogue that children can repeat and learn.

Language is then practised less formally in a song or a rhyme.

Both sessions in the classroom are supported by written Workbook exercises.

## Lesson 5 Listening, Phonics and Use of English

A variety of listening comprehension activities help children to learn to listen for detail, for specific information and for gist.

The different phonemes in English are presented through levels 1–4. Children hear each sound and practise it through class activities and rhymes which help them to develop good pronunciation.

Lists of all the words covered in the phonics section of the Pupil's Book and practised on the Workbook phonics page are available from the website or on the teacher's DVD. These are the words that children should learn to spell accurately and which should be included in spelling tests.

A Workbook page for classroom teaching presents the rules for writing English correctly. Workbook exercises practise the spelling of words containing the target phoneme.

## Lesson 6 Writing

Technical and composition skills are taught in two teaching sessions:

**(1) Class composition:** the teacher leads the session and helps children to suggest ideas for the required piece of writing. This is always the same type of text as the one studied in Lesson 1 and this helps children to learn to write for different purposes. The teacher guides the class in composing sentences and does the work of writing on the board before children write.



**(2) Writing skills, Composition practice:** children first learn aspects of written English that they need for their composition, such as punctuation, word choice and word order. Then, with some teacher support, they compose a piece of independent writing following the model they produced in the first session.

## Revision activities

After every Workbook unit there are two Check-up pages of grammar revision. The first page practises the structures; the second page gives learners the opportunity to do a longer piece of writing focussing on the target grammar structure.

After every three Pupil's Book units there is a Revision page for oral practice in the classroom and a Project page which allows children to make their own choices for content and illustration when writing about a given topic.

## Games

Classroom and group games are a useful and motivating method of reinforcing learning. A list of simple games using resources supplied with the course can be found on page 186.

## Assessment

The Workbook Check-up pages, along with the Pupil's Book revision activities and projects, should give teachers some measure of individual and class progress. In addition, the course includes resources to help learners and teachers record progress and they are intended to encourage children in their learning.

## Portfolio and Diploma pages

The Portfolio and Diploma pages at the back of the Workbook are each child's own record of progress and achievement. They are not designed as a formal test.

The Portfolio page is intended for assessment by the learner. Work covered in the previous three units is presented on the

page. The learner decides how much of the work he or she feels confident about and marks parts of the page accordingly.

The teacher checks the page with the learner. When the teacher is satisfied that the assessment is accurate, the learner completes the token tasks on the Diploma page and receives stickers. This marks the satisfactory completion of three units.

These pages can be removed from the Workbook and included in a portfolio of work.

## Creating a portfolio

During the year, teachers may help children to select their best work to put in their personal portfolio. This work can accompany the Portfolio pages from the Workbook as part of the record of individual achievement. Much of the work will be in written form, as compositions, projects, grammar exercises, spellings or tests. Where appropriate, children make neat copies of their best work for inclusion in the portfolio.

Work in other forms may be included, for example, recordings of individual or group reading, speaking, acting or singing. Photographs of performance work or of large posters/friezes may also be included as a record of activities.

All children should keep portfolios, whether or not their work is regularly of a high standard. The portfolio encourages children to take pride in their best work, and increases confidence in reaching for a higher standard. Over a period of a year, it shows how the learner has progressed in a variety of tasks and activities.

## Formal tests

Teachers may wish to carry out some formal testing, and tests for use after every three units are supplied on the website and on DVD. These tests include tasks that children are likely to meet in formal examinations. DVD users are able to create their own tests to suit different purposes by using the bank of questions supplied in the test-builder section.

# Unit structure

Teaching sessions	Classroom lessons		Workbook (or other homework task)
1	Lesson 1	Poster, Reading	(Dictionary: vocabulary)
2	Lesson 2	Reading comprehension and vocabulary	<i>Reading comprehension and vocabulary</i>
3	Lesson 3	Speaking	<i>Study skills</i>
4	Lesson 4	Grammar	<i>Grammar structure</i> <i>Grammar in conversation</i> (Grammar Practice Book)
5		Session 1: Grammar structure Session 2: Grammar in conversation	
6	Lesson 5	Listening, Phonics, <i>Use of English (WB)</i>	<i>Phonics</i> (Grammar Practice Book)
7	Lesson 6	Writing	(Grammar Practice Book) (Check-up pages)
8		Session 1 Class composition Session 2: <i>Writing skills; Composition practice (WB)</i>	



# Using the Teacher's Guide

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

## Lesson Summary box

- explains lesson aim and specific targets
- lists key language and structures
- lists materials needed for the lesson and any preparation.

Warm-ups are suggested for every teaching session.

Pupil's Book page facsimile shows the material to be taught in the classroom lesson.

Detailed notes explain each step of the lesson.

Workbook page facsimile shows the practice exercises.

Notes to Workbook practice exercises give suggestions for preparing the class to complete them independently for homework.

Resource box contains text questions, extra teaching notes, answers to PB and WB exercises and audioscripts.

## Lesson 4 Grammar (Session 1) Grammar in conversation (Session 2) (PB pp26-27)

### Lesson aim Grammar

### Lesson targets Children:

- (PB, WB) practise the key structure and language
- listen to a conversation read; repeat and practise the conversation
- learn and sing a song

Key structure was and were; statements, questions, short answers

Key language telling the time: quarter to / past

Key words revision of weather words; school subjects, school items

Materials PB pp26-27, CD 1 tracks 12-15; WB pp4-5; clock with moveable hands

### Session 1 Warm-up

Revise words for weather. Ask about the weather today. Ask about the weather yesterday. Was it cold / sunny? etc.

### Session 2 Warm-up

Divide the class in two. A volunteer from team 1 sets the hands of the clock on the hour or on the half hour. Team 2 says the time. Then they change over.

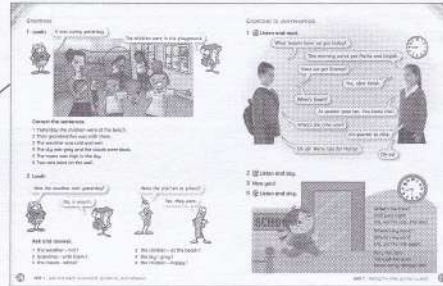
### Activity 1

Ask two children to read the bubbles. Ask questions about the picture. See Resource box.\* Ask a child to read the first sentence. Ask *What is wrong?* Elicit *The children were in the playground.* Continue with the other sentences.

### Activity 2

Ask pairs to read the bubbles. Write the first prompt words on the board. Help the class to compose the question. Elicit a short answer. Continue with the other prompt words.

Children practise questions and answers in pairs. See Resource box.\*\*



Children complete WB p4 in class time or for homework.

### Activity 4

Ask what the girl in the picture is doing: *running to school*. Ask *is she late?* Play track 14. Children listen and follow the first time. Read the words with the class. Play track 14 again. Children join in. Play track 15. Children sing with the music. They may learn the song if you wish.

Unit 1 Grammar, Grammar in conversation 32

## Grammar, Grammar in conversation (WB pp4-5)

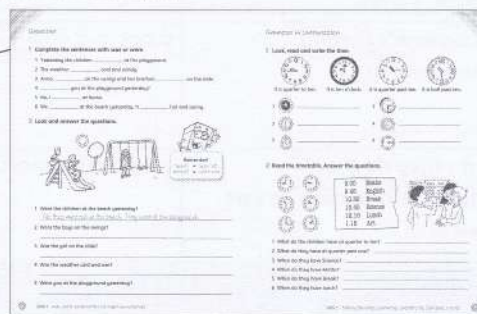
If this page is for homework, check the children understand the tasks.

### Exercise 1

Elicit the verb paradigm from the class: *I was, you were, etc.* Children read and complete the sentences.

### Exercise 2

Children look at the picture. Remind them we use *wasn't* and *weren't* in speaking and the long forms in writing. Children write answers. Go through orally first if you wish.



### Resource box

\*Grammar Activity 1: Picture questions (p26)

Where are the children? In the playground

Who is with them? their teacher

What is the weather like? hot and sunny

What are on the wall? two birds

\*\*Pair work Grammar Activity 2

Children work in pairs at their desks. They take turns to say the questions and give the short answers. If necessary, bring an able pair forward to demonstrate the activity. Give the class three minutes to speak in pairs. Then let one or two pairs demonstrate a few questions and answers.

\*\*\*Pair work Grammar in conversation, Activity 3 (p27)

The whole class practises the conversation first. Divide the class in two, one half says the boy's words, the other says the girl's. Children practise the dialogue in pairs at their desks. Some children will find it easy to memorise the lines. Encourage all the children to speak the lines without reading every word from the page. Give pairs three minutes to practise the dialogue. Let one or two pairs stand up and say the dialogue to the class.

### WB answers

P4 Exercise 1: 1 were 2 was 3 was, were 4 Were 5 was 6 were, was Exercise 2: 2 No, they were not on the swings. They were on the slide. 3 No, she was not on the slide. She was on the swing. 4 No, the weather was not cold and wet. It was hot and sunny. 5 Children's own answers

P5 Exercise 1: 1 It is quarter to twelve, 2 It is quarter past six. 3 It is half past eleven. 4 It is quarter to eight. 5 It is five o'clock. 6 It is quarter past two.

Exercise 2: 1 They have English. 2 They have Art. 3 They have Science at quarter to eleven. 4 They have Maths at nine o'clock. 5 They have break at half past ten. 6 They have lunch at quarter past twelve.

### Time division



### Grammar Practice Book

Children may begin Unit 1 when they have completed the PB and WB Grammar pages. They should complete it before the end of PB / WB Unit 1.

Unit 1 Grammar, Grammar in conversation 33

Time division chart suggests how teaching sessions could be divided.

Grammar Practice Book and other additional homework tasks are suggested when appropriate.



# Scope and Sequence

Unit	Title	Reading	Lexis	Speaking	Study skills (WB)
Welcome Unit - Revision					
1	In school	<i>The first day in school</i> Text type: a recount of past events	school subjects; <i>quarter to / quarter past</i>	Save Henry! Part 1: <i>That's interesting!</i>	dictionary skills
2	On the farm	<i>Jack and the beanstalk</i> Text type: a traditional tale	farm animals and buildings	Save Henry! Part 2: <i>Pear Tree Farm</i>	sorting into sets
3	People at work	<i>A helicopter pilot</i> <i>A hospital nurse</i> Text type: information with labels and captions	trades and professions	Save Henry! Part 3: <i>Here come the workmen!</i>	dictionary skills
Revision 1					
4	Things we use	<i>The American pioneers</i> Text type: information and instructions	tools and materials	Save Henry! Part 4: <i>A visitor</i>	sorting into sets: the odd one out
5	Sound and pictures	<i>Let's listen to music!</i> Text type: factual information	audio and visual technology	Save Henry! Part 5: <i>The competition</i>	dictionary skills
6	Winners!	<i>The International Games are fantastic!</i> Text type: a letter	ordinals 7th -12th sports	Save Henry! Part 6: <i>At the TV studios</i>	sequencing
Revision 2					
7	At the station	<i>The city train</i> <i>Welcome home!</i> Text type: poems	railway travel	Stop, thief! Part 1: <i>Hello, Toby!</i>	dictionary skills
8	In the mall	<i>Aunt Jemima's earring</i> Text type: a story	shops in a mall	Stop, thief! Part 2: <i>At the supermarket</i>	sorting into sets: the odd one out
9	Street shows	<i>How do they do that?</i> Text type: information and an interview	street entertainers	Stop, thief! Part 3: <i>In the market square</i>	dictionary skills
Revision 3					
10	London sights	<i>A trip on the Thames</i> Text type: information and a strip story	famous London landmarks	Stop, thief! Part 4: <i>At the bridge</i>	matching
11	World festivals	<i>Festivals in different seasons</i> Text type: information and a play	seasons festivals	Stop, thief! Part 5: <i>Is that him?</i>	dictionary skills
12	Cities at night	<i>Buildings around the world</i> Text type: factual and descriptive information	names of cities world landmarks	Stop, thief! Part 6: <i>What's going on?</i>	sequencing
Revision 4					
Word List					



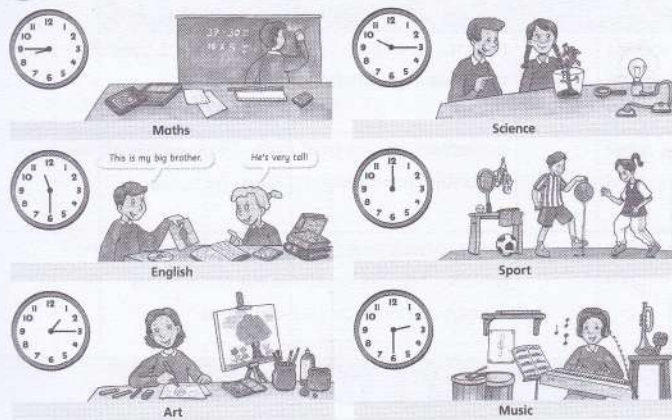
Grammar	Grammar in conversation	Listening	Phonics	Language skills (WB)	Writing
<i>It was sunny yesterday.</i> <i>Were the children in school?</i> <i>Yes, they were. No, they weren't.</i>	<i>What's the time now?</i> <i>It's quarter to nine.</i> <i>It's quarter past ten.</i>	identifying dialogues	ar jar	nouns are naming words	a recount of past events
<i>Lulu looked at the horse.</i> <i>Did the cows live in the barn?</i> <i>Yes, they did. No, they didn't.</i>	<i>I visited my friend.</i> <i>Did you have a good time? Yes, I did.</i>	listening for gist and detail in a narrative	ou mouse	adjectives are describing words	a traditional tale from pictures
<i>The helicopter is fast.</i> <i>The plane is faster.</i> <i>The sun is hotter than the moon.</i>	<i>How long is your hand?</i> <i>Your hand is wider than my hand.</i>	identifying a description	ay play	verbs are doing words	information with labels and captions
<i>Did the women cook?</i> <i>Yes they did. No, they didn't.</i> <i>The girls skipped with a rope.</i>	<i>The boys fetched water from the river.</i> <i>They played skittles.</i>	sequencing; listening for gist and detail	ow snow	spellings: <i>hop</i> <i>hopped</i> <i>wave</i> <i>waved</i>	instructions for making a game
<i>There were three guitars.</i> <i>Was there a boy in the shop?</i> <i>Yes, there was. No there wasn't.</i>	<i>Can I help you?</i> <i>How much does it cost?</i> <i>It costs £100.</i>	matching pictures and dialogues; gist and detail	ir first	spellings: <i>big</i> <i>bigger</i> <i>late</i> <i>later</i> <i>tiny</i> <i>tinier</i>	factual information
<i>They went to the TV studios.</i> <i>Did they win first prize?</i> <i>Yes they did. No, they didn't.</i>	<i>I like reading and listening to music.</i> <i>Do you like swimming?</i>	identifying descriptions, gist and detail	er painter	adverbs tell us about verbs	a letter about sports events
<i>Mum had the tickets.</i> <i>Did Grandma have a book?</i> <i>Yes, she did. No, she didn't.</i>	<i>You must get to school on time.</i> <i>You mustn't shout.</i>	following a description	y sky	prepositions say where things are	completing a poem
<i>The children saw the thief.</i> <i>Did the thief come back?</i> <i>Yes, he did. No, he didn't.</i>	<i>We went to the new mall.</i> <i>What did you buy?</i> <i>I bought jeans and shoes.</i>	identifying dialogues; gist and detail	oa boat	spelling: <i>carry</i> <i>carried</i>	continuing a story
<i>This car is fast.</i> <i>This car is faster.</i> <i>This car is the fastest.</i>	<i>What are you doing?</i> <i>I'm watching a film.</i> <i>Why? Because it's good.</i>	sequencing	oy boy	pronouns are in place of nouns	completing an interview
<i>The cars are going to stop.</i> <i>What is the bridge going to do?</i> <i>It is going to open.</i>	<i>I'm going to have a salad.</i> <i>Would you like one?</i> <i>No, thanks. I'd like...</i> <i>Can I have...?</i>	listening for gist and detail	ur burn	punctuating direct speech	strip story with direct speech
<i>There is some juice.</i> <i>There are some cakes.</i> <i>Is there any water?</i> <i>There aren't any grapes.</i>	<i>I've got some sandwiches.</i> <i>Have you got any fruit?</i> <i>I haven't got any grapes.</i>	sequencing; listening for detail	or morning	comma with <i>and</i> at the end of a list	completing a dialogue
<i>This hat is mine. This shoe is yours.</i> <i>This shirt is his. This bag is hers.</i> <i>These hats are ours.</i> <i>These boots are theirs.</i>	<i>What's the date today?</i> <i>It's the fifteenth of May.</i>	sequencing; listening for detail	ow tower	plurals: <i>baby, babies</i> <i>boy, boys</i> <i>dish dishes</i>	descriptive information



# Posters

All poster vocabulary is on the teacher's DVD and the website and may be printed out for making into word cards for classroom use.

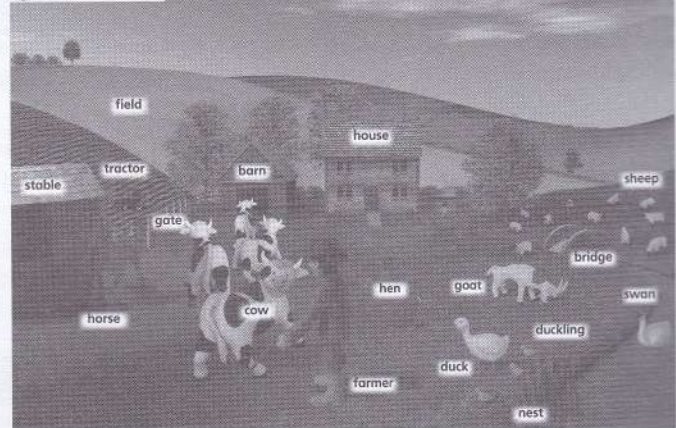
## 1 In school



### 1 In school school subjects

Maths	English	Art
Science	Sport	Music

## 2 On the farm



### 2 On the farm farm animals and buildings

horse	duckling	stable	farmer
cow	swan	barn	tractor
sheep	nest	house	
goat		field	
hen		bridge	
duck		gate	

## 3 People at work



### 3 People at work trades and professions

painter	doctor	pilot
plumber	nurse	
builder	fireman	
carpenter	life guard	

## 4 Things we use



### 4 Things we use tools and materials

saw	nails	wood
axe	string	metal
hammer	rope	paper
scissors	wool	plastic



## 5 Sound and pictures

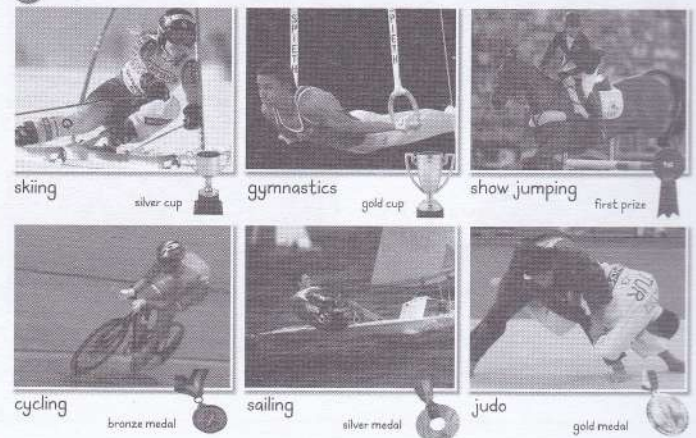


## 5 Sound and pictures audio and visual technology

gramophones  
black and white television  
CD player  
colour television  
iPod  
flat-screen television

colour-film camera  
telephone  
video camera  
dial phone  
digital camera  
mobile phone

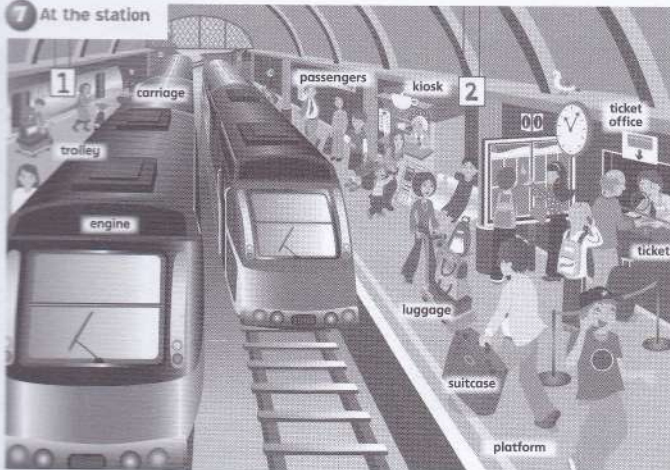
## 6 Winners



## 6 Winners! sports, ordinals 7th – 12th

skiing	bronze medal	seventh
gymnastics	silver medal	eighth
show jumping	gold medal	ninth
cycling	silver cup	tenth
sailing	gold cup	eleventh
judo	first prize	twelfth

## 7 At the station



## 7 At the station railway travel

engine	platform	trolley	ticket
carriage	kiosk	luggage	
passengers	ticket office	suitcase	

## 8 In the mall



## 8 In the mall shops in a mall

sports shop	café
computer shop	supermarket
book shop	lift
shoe shop	escalator
music shop	floor
clothes shop	



#### 9 Street shows



juggler



fire blower



musician and singer



acrobat



artist



puppeteer

actors



stilt walkers

#### 9 Street shows street entertainers

juggler  
fire blower  
musician  
singer

acrobat  
actors  
puppeteer  
artist

stilt walkers

#### 10 A London river trip



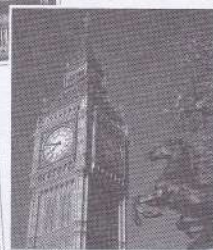
The London Eye



The Monument



The Tower of London



Big Ben



Tower Bridge

#### 10 London sights famous London landmarks

The London Eye  
The Tower of London  
The Monument

Big Ben  
Tower Bridge

#### 11 World festivals



a spring festival  
Spain



a summer festival  
Scotland



an autumn festival  
China



a winter festival  
Japan

11 World festivals  
seasons  
spring  
summer  
autumn  
winter

#### 12 Cities at night



Shanghai China



Paris France



Moscow Russia



New York United States of America



Dubai United Arab Emirates

#### 12 Cities at night famous cities

Shanghai  
Paris  
Moscow  
New York  
Dubai

China  
France  
Russia  
United States of America  
United Arab Emirates

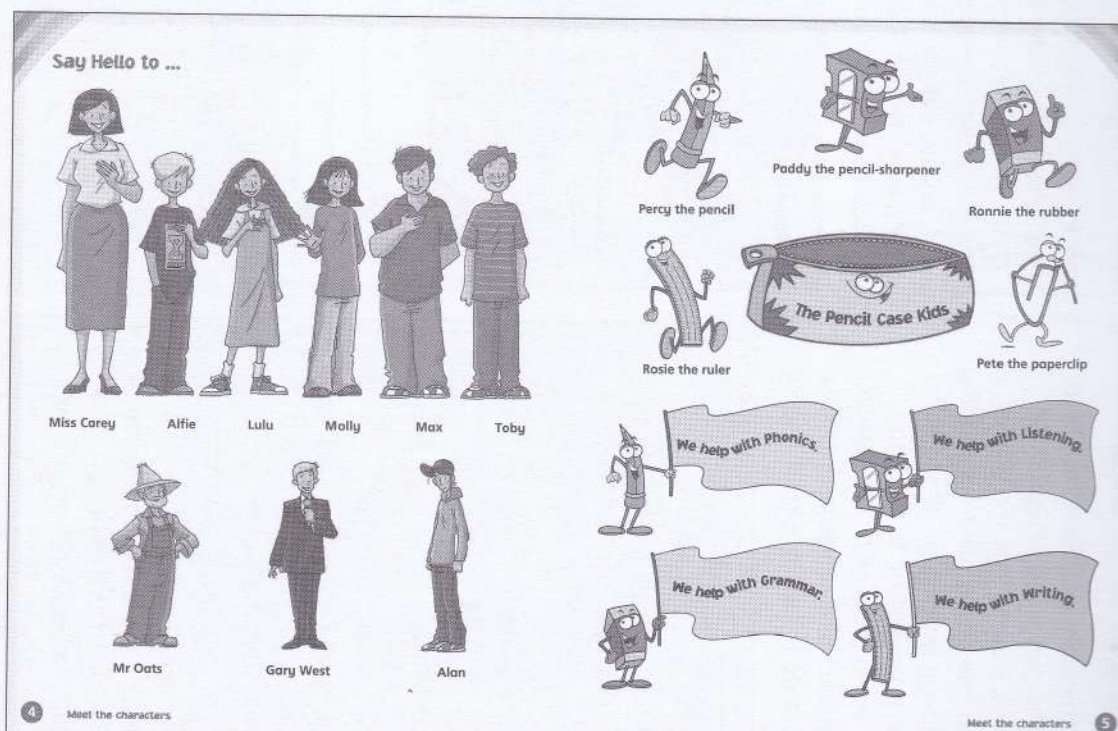


# Flashcards

- |                   |                   |                           |                        |
|-------------------|-------------------|---------------------------|------------------------|
| 1 Maths           | 21 fireman        | 40 wide screen television | 60 juggler             |
| 2 Science         | 22 doctor         | 41 old telephone          | 61 fire blower         |
| 3 English         | 23 nurse          | 42 mobile phone           | 62 musician            |
| 4 Sport           | 24 pilot          | 43 skiing                 | 63 singer              |
| 5 Art             | 25 lifeguard      | 44 gymnastics             | 64 acrobat             |
| 6 Music           | 26 saw            | 45 show jumping           | 65 puppeteer + puppets |
| 7 farmhouse       | 27 axe            | 46 cycling                | 66 stilt walker        |
| 8 farmer          | 28 hammer + nails | 47 sailing                | 67 Big Ben             |
| 9 field + gate    | 29 wood           | 48 judo                   | 68 The London Eye      |
| 10 barn + cow     | 30 metal          | 49 suitcase + luggage     | 69 The Monument        |
| 11 stable + horse | 31 plastic        | 50 ticket                 | 70 The Tower of London |
| 12 bridge + swan  | 32 paper          | 51 ticket office          | 71 Tower Bridge        |
| 13 hen            | 33 string         | 52 carriage + passengers  | 72 spring              |
| 14 duck           | 34 rope           | 53 kiosk                  | 73 summer              |
| 15 goat           | 35 wool           | 54 platform               | 74 autumn              |
| 16 sheep          | 36 gramophone     | 55 engine                 | 75 winter              |
| 17 carpenter      | 37 CD player      | 56 café                   |                        |
| 18 plumber        | 38 iPod           | 57 supermarket            |                        |
| 19 painter        | 39 digital camera | 58 lift                   |                        |
| 20 builder        |                   | 59 escalator + floor      |                        |

## PB pages 4-5

Give children time to look at the pictures. Explain that they are going to meet some of these people in the book. Read out the names. Ask *How many boys are there?* (three) *How many girls?* (two) Ask *Who is Miss Carey?* *Can you guess?* Let children suggest who she is. Ask if children can say who the three men are. Listen to their suggestions. If they do not have any ideas, tell them that these people are in the book, too, and they are going to find out who they are. Read out all the names of the cartoon characters. Explain that they will tell the class about English and help them to learn this year.





Pages 6-21 revise the main grammar taught in *English World 2*. The pages are designed for active classroom use. Each spread is a unit of work and could be one lesson. There is reading, speaking and listening practice on the top part of the spread. This is backed up by writing exercises A and B at the bottom of the spread. There are eight spreads and it is expected that this could represent up to two weeks of revision.

### Activity 1

Point out the child characters. Tell the class to listen to them and follow in their books. Play track 1.

#### Track 1

Lulu: Hello! I'm Lulu.  
Max: Hello! I'm Max.  
Molly: Hi! I'm Molly.  
Alfie: Hi! I'm Alfie.  
Miss Carey: And I'm Miss Carey. Hello!

Let five volunteers be the characters and read the lines to the class.  
Repeat with another five if you wish.

### Activity 2

Tell the class to look at the animals. Ask them to name each one: *bird, fish, cat, dog*.  
Point out the children and Miss Carey below. Ask children to tell you who they are.  
Play track 2. Tell the class to listen and point to the people when they speak.  
Tell them to point to the animals when they hear them.

#### Track 2

Lulu: I'm Lulu. What have I got?  
A cat! I've got a cat!  
Alfie: I'm Alfie. What have I got?  
A fish! I've got a fish.  
Max & Molly: We're Max and Molly. What have we got? We've got a dog.  
Miss Carey: I'm Miss Carey. What have I got?  
I've got a bird.

### Activity 3

Point to Lulu. Ask two children to read the bubbles. Help as necessary.  
Tell the class to point to picture 1. Ask *Who is she?* Elicit ***She is Molly.***  
Continue with the other pictures.  
Ask one or two pairs to come to the front with their books. Help them to demonstrate pointing, asking and answering with one or two pictures. The rest of the class listens.

**Welcome Unit**

1 Listen and read.

2 Listen and point.

3 Ask and answer.

4 Ask and answer.

5 What are they saying? Point to the picture and say.

6 What have they got? Write.

Remember! He's got some books. They've got a dog. They have got a cat.

7

### Activity 4

Point out Miss Carey. Ask the question. Elicit the answer. Continue asking about the other characters. Remind the class of the picture on page 6 which shows the animals. Do the activity again with pairs at the front of the class.

### Activity 5

Tell the class to look at the boy and girl.  
***What is the girl holding? a doll.*** Ask ***What is she saying?*** Let a volunteer read: ***This is a doll.*** Ask ***What about the ball?*** Prompt ***This is a ball.*** Ask ***What about the books?*** Prompt ***These are books.*** Ask ***what is the boy pointing to?*** Prompt ***the plane and the boats.*** Ask ***What is he saying?*** Prompt/Elicit ***That is a plane. Those are boats.***

### Exercise A

Children write complete sentences about each person. Remind them to check at the top of the page for the name if they are not sure.  
**Answers:** 2 He is Alfie. 3 She is Molly. 4 They are Max and Lulu.

### Exercise B

Point out the Remember! box. Remind children that in writing the long form is used.  
In speaking the short form is used. Children write a complete sentence about each person and his/her animal using the long form.  
**Answers:** 2 He has got a fish. 3 They have got a dog. 4 She has got a cat.



For this lesson you may wish to use:

- a clock with movable hands to practise the time
- a ball or similar object and a box that can be opened at both ends to practise prepositions.

Use the clock before children open their books to revise and practise telling the time on the hour and half hour.

## Activity 1

Give children a few moments to look at the pages.

Point out the clocks. Tell children to look at picture 1. Tell them to point to each picture as they hear the number.

Play track 3. Be prepared to pause the track for all children to find and point to the correct picture.

Children listen and follow in their books.

## Track 3

Adult 1: Number 1.

Adult 2: It's seven o'clock. She's reading.

Girl: I'm reading.

Adult 1: Number 2.

Adult 2: It's half past four. They're playing football.

Boys: We're playing football.

Adult 1: Number 3.

Adult 2: It's 9 o'clock. He's jumping into the water.

Adult 1: Number 4.

Adult 2: It's half past eight. They're watching TV.

Adult 1: Number 5.

Adult 2: It's two o'clock. It's flying over the sea.

Adult 1: Number 6.

Adult 2: It's half past eleven. They're running across the bridge.

Adult 1: Number 7.

Adult 2: It's five o'clock. He's walking through the trees.

Adult 1: Number 8.

Adult 2: It's half past twelve. They're sleeping.

Adult 1: Number 9.

Adult 2: It's three o'clock. She's singing.

Read the text again with the class. Ask volunteers to read the bubble where there is one and the sentence for each picture.

## Activity 2

Tell children to point to pictures in sequence and ask *What's the time?* Repeat in any order.

Let children practise in pairs, taking turns to point to a clock and ask the question and answer. Demonstrate with a pair first, if you wish.

## Activity 3

Tell children to point to pictures in sequence. Ask *What is she doing?*

Elicit *She's reading*.

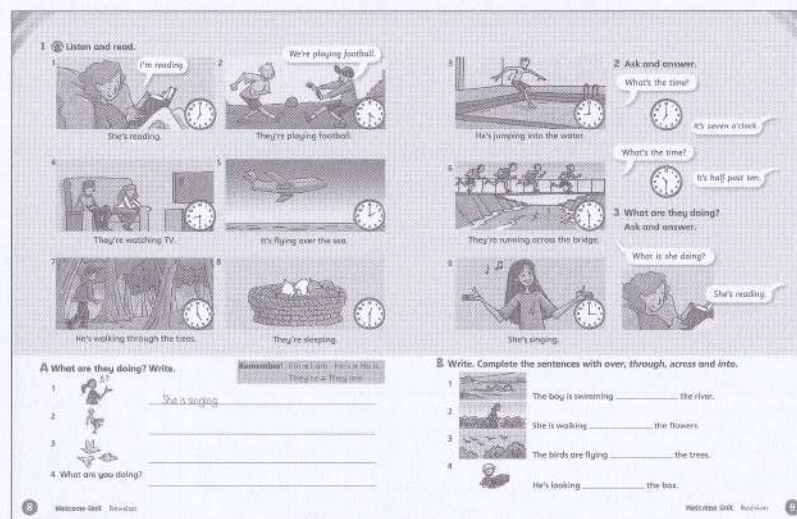
Continue with the other pictures.

Let children practise in pairs, taking turns to point to a picture and ask the question and answer. Demonstrate with a pair first, if you wish.

## Extra activities: in pairs or groups

### Pairs

- 1 Child 1 chooses a time; child 2 points to the correct picture and says the number (also the action if you wish),  
e.g. child 1: *It's three o'clock*  
child 2: *It's picture 9. (She's singing)*
- 2 Child 1 says what the person or people are doing; child 2 says which picture it is and the time,  
e.g. child 1: *They're watching TV.*  
child 2: *It's picture 4. It's half past eight.*



## Pairs, groups or the whole class

- 3 Child 1 chooses a picture. Other child/ren ask questions about the action to find out which one,  
e.g. *Is the plane flying over the sea?*  
*Are the children watching TV?*
- 4 Child 1 chooses a picture. Other children ask questions about the time to find out which one,  
e.g. *Is it half past twelve? Is it two o'clock?*

## Exercise A

Point out the Remember! box. Remind children that they hear people speaking short forms but they write the long form. Children write sentences about each person from the story above.

**Answers:** 2 He playing football. 3 They are flying.

## Exercise B

If you wish, practise the prepositions using a ball and box for *into*, *over* and *through*. Roll the ball across your desk for *across*. Children complete sentences with the prepositions.

**Answers:** 1 across the river 2 through the flowers 3 flying over the trees 4 into the box



# PB pages 10-11

Give children time to look at the two pages.

## Activity 1

Ask them to name the children.

Point out the pictures of activities at the top of the page. Children name them. If they seem to have forgotten a lot from last year, point to each picture and say, e.g. *swimming*. *I like swimming*. *Do you like swimming?*

## Activity 2

Tell them to listen, point to the person, then follow the line to one of the pictures above. They try to name the hobby before the word is said on the audio.

Play track 4.

## Track 4

Alfie likes ... football. He doesn't like ... singing.  
Lulu likes ... reading. She doesn't like ... football.  
Max and Molly like ... basketball. They don't like ... tennis.  
Miss Carey likes ... reading. She doesn't like ... swimming.

## Activity 3

Name each person. What does he/she like? A volunteer answers *Alfie likes football*.

Children may repeat this activity in pairs.

## Exercise A

Children complete the sentences. Remind them for 3rd person singular we add *s*.

**Answers:** 1 We like swimming. 2 Molly likes basketball. 3 Lulu and Miss Carey like reading. 4 Alfie likes football.

## Exercise B

Children complete the sentences. Remind them of 3rd person *does*.

**Answers:** 1 Do you like reading? 2 Does Lulu like basketball? 3 Max and Molly do not like tennis. 4 Alfie does not like singing.

1 Name the hobbies.

2 Listen and say the hobbies.

3 Now you!

4 Ask and answer.

Does Lulu like reading?  
Yes, she does.

Do Molly and Max like tennis?  
No, they don't.

1 Alfie - football?  
2 Miss Carey - swimming?  
3 Molly and Max - basketball?  
4 Lulu - football?  
5 Alfie - singing?  
6 Miss Carey - reading?

5 Ask, find and answer.

Can you see the lion?  
Yes, I can see it.

Use these words in your answers:  
him her it them

**A Complete the sentences with like or likes.**

1 We \_\_\_\_\_ swimming.  
2 Molly \_\_\_\_\_ basketball.  
3 Lulu and Miss Carey \_\_\_\_\_ reading.  
4 Alfie \_\_\_\_\_ football.

**B Complete the sentences with do or does.**

1 \_\_\_\_\_ you like reading?  
2 \_\_\_\_\_ Lulu like basketball?  
3 Max and Molly \_\_\_\_\_ not like tennis.  
4 Alfie \_\_\_\_\_ not like singing.

## Activity 4

Ask the questions about each person. Elicit answers. Children may repeat this activity in pairs.

## Activity 5

Children look at all the small pictures above and below the pictures in activity 1. They ask questions as shown in the book.

If you wish, demonstrate this activity with the whole class then let children look and speak in pairs.



Give children time to look at the two pages. Tell them that the boy is called Joe.

Ask *What is Joe doing? Where is he going?* Prompt *He is going to school. or He is getting up and going to school.*

If your class has remembered a lot from last year, ask what Joe is doing in each picture. Alternatively, point and ask *Is he eating his breakfast?* or make statements, e.g. *Look at picture B. He is getting up.*

## Activity 1

Children listen to track 5 and point to the pictures as they hear the Joe speak.

Make sure they realise that the pictures are out of order and they must find the correct one on the page and point to it.

Play track 5.

## Track 5

Joe: In the morning I jump out of bed ... First I wash my face ... Then I clean my teeth ... Look at me in my school clothes! ... I brush my hair ... Then I go downstairs ... I eat my breakfast in the kitchen ... I look at the clock. It's time to go ... I pick up my schoolbag ... And I say goodbye to Mum ... Look! Here comes the bus! ... I sit on the bus and talk to my friends all the way to school.

## Activity 2

Play track 5 again. Children write numbers to show the order of the actions in the small boxes at the top of the pictures.

Give them plenty of time to find the picture.

Play the track again if necessary.

## Exercise A

Children complete the sentences. Remind them of the 3rd person singular s.

**Answers:** 1 Joe always gets up at seven o'clock. 2 Max sometimes walks to school. 3 Max and Molly never play tennis. 4 Alfie always eats a big breakfast.

## Exercise B

Remind children of the spoken short form and written long form.

If you wish, revise the structure orally. Ask *Does Joe ... get up at six o'clock? ... play football before school? ... walk to school?* Children write complete negative sentences.

**Answers:** 2 Molly does not walk to school. 3 Joe does not get up at six o'clock. 4 The boys do not wear trainers at school.

## 1 Listen to Joe and point to the pictures.



## 2 Listen again. Number the pictures in order.

### A Write. Use the words in the box.

walk get up play eat

- Joe always \_\_\_\_\_ at seven o'clock.
- Max sometimes \_\_\_\_\_ to school.
- Max and Molly never \_\_\_\_\_ tennis.
- Alfie always \_\_\_\_\_ a big breakfast.

### B Write the sentences again. Use not.

- Lulu plays football.
- Molly walks to school.
- Joe gets up at six o'clock.
- The boys wear trainers to school.

**Remember!** doesn't = does not  
don't = do not

*Lulu does not play football.*

## 3 Ask and answer.

- When does Joe get up?
- When do you get up?
- What does he do first?
- Where does he eat breakfast?
- Does he walk to school?
- Do his friends go to school on the bus?

## 4 Choose always, sometimes or never.

*I walk to school.*

*I sometimes walk to school.*

- I get up at six o'clock.
- I clean my teeth.
- I brush my hair.
- I eat breakfast in the sitting room.
- I go to school with my friends.
- I go to bed at nine o'clock.

## Activity 3

Ask these questions and elicit answers from individuals. Ask several children around the class to answer question 2.

## Activity 4

Check that children have remembered the meanings of these words.

Write them on the board or put up word cards.

Ask two children to read the bubbles.

Demonstrate the activity with different children: Read the first sentence. Ask a child *Do you get up at six o'clock?* The child chooses a word from the board and answers, e.g. *I never get up at six o'clock.*

Continue the activity with the class.

Children may also practise in pairs.



# PB pages 14-15

Give children time to look at the two pages.

## Activity 1

Revise numbers with the class.  
Use number cards and word cards if you wish.  
Children write in the spaces.

## Activity 2

Ask what is in each of the pictures, e.g. *apples, a man, a girl* etc.  
Tell children to listen and point to the pictures in order.  
Point out the numbers on the pictures.

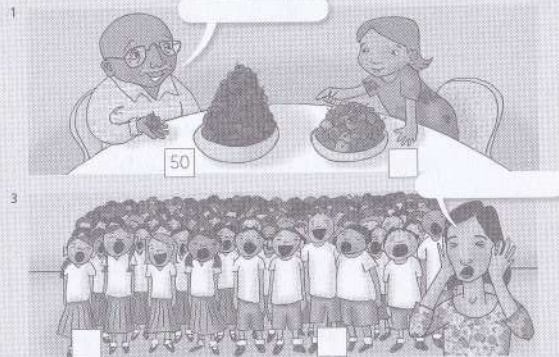
Play track 6. Children listen the first time. Tell them not to write anything.  
Play track 6 again. Children write the numbers in the boxes. Pause the CD if necessary for children to write.

## Track 6

Look at Picture 1: Grandpa and Meg are counting the apples from Grandpa's garden. There are 50 red apples and 30 green apples.  
Look at Picture 2: Mum and Lucy are in a toy shop. Look at the cars in the basket. There are five. Look at the planes. There are thirteen. There is one teddy and one big doll. Lucy loves the doll.  
Look at Picture 3: The children are singing. They're singing very loudly. There are 40 girls and 60 boys.  
Look at Picture 4: Grandma and Georgie are in the cake shop. Mmm! Look at the cakes. There are fifteen pink cakes and fourteen yellow cakes. And there is one big chocolate cake. Georgie loves chocolate...

1 Write the missing numbers.

10 \_\_\_\_\_ 30 \_\_\_\_\_ 50 \_\_\_\_\_  
\_\_\_\_\_ twenty \_\_\_\_\_ forty \_\_\_\_\_ sixty \_\_\_\_\_



2 Listen and write the numbers.

A Look and write.

- 1 In Picture 1 how many apples are there? \_\_\_\_\_
- 2 In Picture 2 how many toys are there? \_\_\_\_\_
- 3 In picture 3 how many children are there? \_\_\_\_\_
- 4 In Picture 4 how many cakes are there? \_\_\_\_\_

14 Welcome Unit Revision

70 \_\_\_\_\_ 90 \_\_\_\_\_  
eighty \_\_\_\_\_ a hundred



3 Ask and answer.

In picture 1 how many red apples are there?

There are fifty.

Picture 1 - green apples?  
Picture 2 - planes?  
Picture 2 - dolls?  
Picture 3 - boys?  
Picture 3 - girls?  
Picture 4 - pink cakes?  
Picture 4 - chocolate cakes?

4 Who is saying this?

- 1 Don't touch it!
- 2 Eat it!
- 3 Don't sing loudly.
- 4 Please, buy them!

B Complete the commands. Use the words in the box. wear go touch make

- 1 The baby is sleeping. Don't make a noise!
- 2 Those spines are sharp. Don't touch them!
- 3 Look! A shark! Don't go in the water!
- 4 It isn't sunny. Wear them!

Welcome Unit Revision

15

## Activity 3

Go through this activity with the class.  
Children practise in pairs.

## Activity 4

Ask volunteers to read the commands.  
Elicit answers.

## Exercise A

Children answer the questions using their answers to Activity 2.

**Answers:** 1 red apples - 50, green apples - 30 2 cars - 5, planes - 13, teddy - 1, doll - 1 3 girls - 40, boys - 60 4 pink cakes - 15, yellow cakes - 14, chocolate cake - 1

## Exercise B

Children complete the sentences.

**Answers:** 2 Don't touch them!  
3 Don't go in the water!  
4 Don't wear them!



# PB pages 16-17

Give children time to look at the two pages.

## Activity 1

Revise the words for clothes with the class.  
Children name the items if they can.  
Put word cards on the board. Class reads.

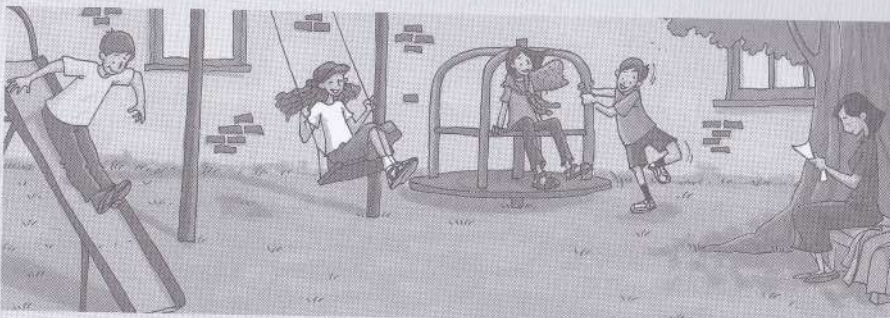
## Activity 2

Ask about the picture, e.g. *What is Lulu wearing?*  
*Who is wearing sandals?* *What colour is Max's T-shirt?*  
etc.

## Activity 3

Ask volunteers to read the bubbles.  
Go through the activity with the class.  
Children practise in pairs.

### 1 Name the clothes.



### 2 Talk about the picture.

### A Complete the sentences.

- 1 Lulu is wearing a pink skirt and a blue hat.
- 2 Alfie is wearing an orange shirt and red trousers.
- 3 Molly has got blue shoes and red sandals.
- 4 Miss Carey has got a purple dress and grey trousers.

16 Welcome Unit Revision

### 3 Ask and answer.

Whose hat is this?

It's Lulu's.

Whose trousers are these?

They're Max's.



### B Write.

Remember! It's = It is. They're = They are.

- 1 Whose jumper is this? It is Molly's.
- 2 Whose trainers are these? \_\_\_\_\_
- 3 Whose skirt is this? \_\_\_\_\_
- 4 Whose trousers are these? \_\_\_\_\_

Welcome Unit Revision

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## Exercise A

Children complete the sentences.  
You may wish to leave the word cards on the board for them to check spelling.  
**Answers:** 2 T-shirt, shorts 3 trousers, sandals  
4 dress, shoes

## Exercise B

Point out the Remember! box. Remind the class of the short spoken form and the long form for writing.  
Children write answers following the example.  
**Answers:** 2 They are Alfie's. 3 It is Lulu's.  
4 They are Max's.



## PB pages 18-19

Give children time to look at the pictures on the two pages. Ask what they can see. Encourage the class to name anything they can. Ask extra questions, e.g. *What colour is the girl's hat? How many fish are there? etc.*

### Activity 1

Tell children to listen and follow the pictures in order. Play track 7.

### Track 7

On Saturday afternoon Bobby, Meg and their dad were on the sea in a little boat. In front of them was a beautiful island...

They landed on the beach and pulled the boat onto the sand. There were trees behind the beach. There were monkeys in the trees. Between the trees and the sea there were black rocks...

Meg looked in a rock pool. There were three little fish and one big red crab...

Bobby was on the beach next to his dad. It was hot and sunny. The sea was blue. "Can I swim, Dad?" asked Bobby... Dad looked at the sea. "No," he said. "Look at that!" There was a black fin in the water. Was it a shark? ...

Then the fish jumped out of the water. It wasn't a shark. It was a beautiful dolphin!

### Activity 2

Ask the questions.

Help the class to form answers.

If you wish, ask individuals additional questions, e.g. *picture 1: What colour is the sun/sky/boat? etc.*

### 1 Look and listen.



### 2 Answer the questions.

Look at the first picture.  
Where were the children?  
What was the weather like?

Look at the second picture.  
What were there in the trees?  
What colour were the rocks?

Look at the third picture.  
How many fish were there?  
What colour was the crab?

Look at the fourth picture.  
Who wanted to swim?

Look at the fifth picture.  
What was there in the water?

Look at the sixth picture.  
Was it a shark?  
What was it?

### 3 Tell the story.

### A Complete the sentences with was or were.

- 1 It \_\_\_\_\_ a hot, sunny day.
- 2 There \_\_\_\_\_ monkeys in the trees.
- 3 There \_\_\_\_\_ three little fish in the rock pool.
- 4 \_\_\_\_\_ it a shark? No, it \_\_\_\_\_ a dolphin.

### B Complete the sentences. Use the words in the box.

next to   behind   between   in front of

- 1 The house is \_\_\_\_\_ the tree.
- 2 The boy is \_\_\_\_\_ the boat.
- 3 The girl \_\_\_\_\_ her father.
- 4 The elephant is \_\_\_\_\_ the tree.

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Welcome Unit Revision 19

### Activity 3

Help the class to tell the story. Elicit one or two sentences for each picture. The aim here is to encourage the class to say something for each picture. They are not required to try to recall the exact words that they heard on the audio.

If they are hesitant, prompt them, e.g. *picture 1 Where were Bobby, Meg and dad? What was in front of them? etc.*

### Additional activity

Revise ordinals using word and number cards, e.g. *first, 1st etc.*

To practise ordinals 1st - 6th, say a sentence.

Children say which picture it refers to, e.g.

Teacher: Meg is looking in a rock pool.

Child: That's the third picture.

Teacher: A dolphin is jumping out of the water.

Child: That's the sixth picture.

After a few examples children work in pairs or small groups.

### Exercise A

Children complete the sentences using the correct form of the verb.

Answers: 1 was 2 were 3 were 4 was, was

### Exercise B

If you wish, practise the prepositions with objects, e.g. a ball, a book and a bag.

Children complete the sentences using the prepositions.

Answers: 1 between 2 next to 3 in front of 4 behind



## PB pages 20-21

### Activity 1

Give children time to look at the two pages.  
Ask what they can see. Children should be able to name the animals. Revise the words if necessary.  
Tell them to listen to the children and Miss Carey and point to the pictures in order.  
Play track 8.

### Track 8

Miss Carey: Yesterday we visited the animal park. It was great. I liked the elephants. I liked their big ears and their long noses.

Max: We watched the monkeys. They climbed the trees. They played games.

Molly: They clapped their hands. They were funny. I liked the giraffes. Their legs were long and thin. Their necks were very long. They were beautiful.

Lulu: There were crocodiles in the river. I liked them. Their teeth were very sharp!

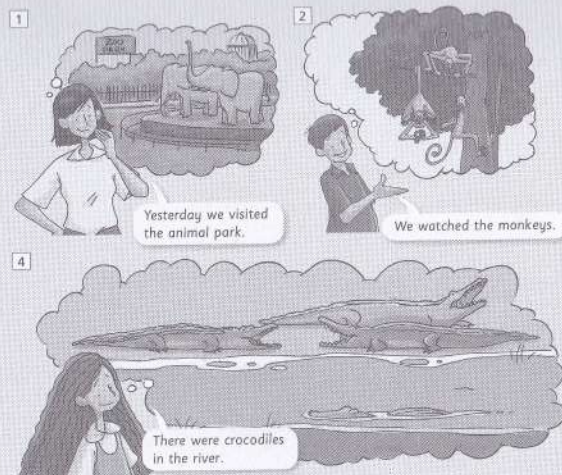
Alfie: There was a hippo in the river, too. It opened its mouth. Its mouth was huge!

All children: It was a great day at the animal park!

### Activity 2

Ask volunteers to read the bubbles.  
Go through the activity with the class. Children give you the correct sentence.  
Repeat the activity with different children answering.  
Children repeat the activity in pairs, taking turns to read the statements and correcting them.

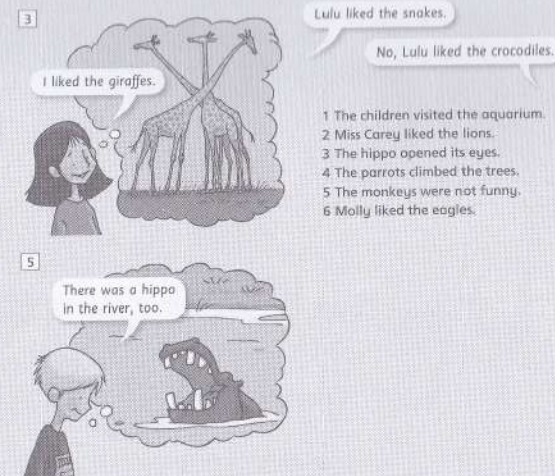
### 1 Look and listen.



### A Correct the sentences.

- 1 Molly liked the snakes. No, Molly liked the giraffes.
- 2 The lions played in the trees. \_\_\_\_\_
- 3 The hippo opened its tiny mouth. \_\_\_\_\_
- 4 Lulu liked the parrots. \_\_\_\_\_

### 2 Correct the sentences.



- 1 The children visited the aquarium.
- 2 Miss Carey liked the lions.
- 3 The hippo opened its eyes.
- 4 The parrots climbed the trees.
- 5 The monkeys were not funny.
- 6 Molly liked the eagles.

### B Complete the sentences. Use the words in the box.

Use the past tense. watch play climb visit

- 1 Yesterday the children \_\_\_\_\_ the animal park.
- 2 Alfie \_\_\_\_\_ a tree in the park.
- 3 Molly and Lulu \_\_\_\_\_ TV after school.
- 4 Max \_\_\_\_\_ basketball in the playground.

### Exercise A

Children write correct sentences.  
Read the example with the class.

**Answers:** 2 No, the monkeys played in the trees. 3 No, the hippo opened its huge mouth. 4 No, Lulu liked the crocodiles.

### Exercise B

Children complete the past tense sentences.  
If you wish, write the verbs on the board under the heading **Today**.

Write the heading **Yesterday**. Ask the children to tell you the past tense verbs. Class reads the past tense verbs.  
Erase the lists before children write.

**Answers:** 1 visited 2 climbed 3 watched 4 played



# 1 The first day in school

## Lesson 1 Poster, Reading

**Lesson aim** Reading

**Text type** a recount of past events

**Lesson targets** Children:

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

**Key structure** past tense of *to be*

**Key language** *It was quarter to / quarter past ...*

**Key words** school vocabulary; school subjects

**Materials** PB pp22–23; poster 1; flashcards 1–6; word cards for subjects on the poster; CD1 track 9

**Preparation** Make a clock with moveable hands.

### Warm-up

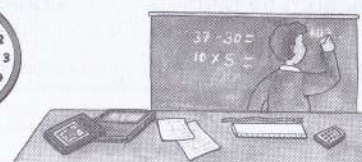
Children look at the characters on p4.

Read out the names. Explain to the class that they will meet these characters in their books.

### Poster

- 1 Children close their PBs. Point to the poster. Read out the title. Give the class a moment or two to look.
- 2 Point to each picture and read the word. Show the word card. Class reads and says the word.
- 3 Show flashcards 1–6. Children name the subjects.
- 4 Ask the class and individuals about school subjects, e.g. *Do you like Maths? Who likes Science? What subject do you like?*
- 5 Point out the clocks beside the pictures. Use the clock you made to practise *half past ...* and *... o'clock*. Ask individuals to come forward and read the clocks on the hour and half past. Class repeats.
- 6 Use your clock to demonstrate the quarter hour. Ask individuals to come forward and read the times on the quarter hour. Class repeats.

### 1 in school



Maths



Science



English



Sport



Art



Music



1 Children look at the pictures.  
Ask *Who is in this story?* **children**  
The class may recognise and name the characters. If necessary, tell them that this story is about Alfie, Max, Molly and Lulu.

*Where are they?* **in school**

2 Play track 9. Children listen and follow in their books.

3 Read one paragraph at a time.  
Use the Dictionary to help you to explain new words as necessary.  
Words for each unit are listed alphabetically. Help the class to find new words until they develop good dictionary skills. Read the definition and the example sentence where these are given.

4 Ask questions about each paragraph. See Resource box. Add extra questions as you wish.

5 If the class needs extra reading practice, ask them to read each paragraph together with you.

6 When all the text has been read and the questions answered, give reading practice around the class. Ask individuals, groups or the class to read sentences or paragraphs. Play track 9 a final time.

### Homework task

Children learn selected vocabulary from Unit 1 *Dictionary* 3. See list on p191.

## UNIT 1 In school

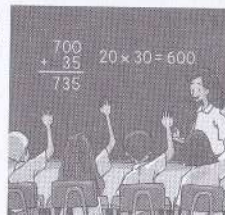
Reading 1

### The first day in school



Lesson	Time	Monday	Tuesday
1	8.15	Maths	En
2	9.00	Science	Sp
3	9.45	English	Ar
	10.30	Break	Br
4	11.00	Sports	Sc
5	11.45	Art	Mu
6	12.30	Music	Ma

Alfie, Molly, Max and Lulu were in school today. They were in a new class. Their teacher was Miss Carey. There was a timetable on the wall. The lessons were on the timetable.

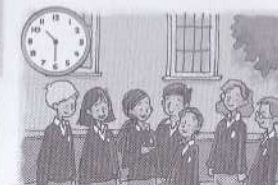


The first lesson was at quarter past eight. It was Maths. There were lots of big numbers but the sums were easy.



The second lesson was Science. There was a pretty plant in a jar. It was very interesting.

The third lesson was at quarter to ten. It was English. It was difficult. There were lots of new words on the board. The children learned them.



At half past ten it was break. Alfie, Molly, Max and Lulu were in the playground. Their friends were in the playground, too. It was fun.



The fourth lesson was at eleven o'clock. It was Sports. The children played basketball. It was exciting.



At quarter to twelve the lesson was Art. There were paints and brushes. The children painted dolphins. It was very quiet in the art lesson.



At half past twelve the lesson was Music. The children were in the music room. There was a piano and there were three drums and two guitars. It was not a quiet lesson!

22

Unit 1 Reading: a recount of past events

### Resource box

#### Text questions

Which children were in school today? **Alfie, Max, Lulu, Molly**

Who was their teacher? **Miss Carey**

What was on the wall? **a timetable**

When was the first lesson? **quarter past eight**

What was it? **Maths**

What was the second lesson? **Science**

What was in the jar? **a pretty plant**

When was English? **quarter to ten**

Where were the children at break? **in the playground**

What was the fourth lesson? **Sports**

Was it exciting? **Yes, it was**

When was Art? **quarter to twelve.**

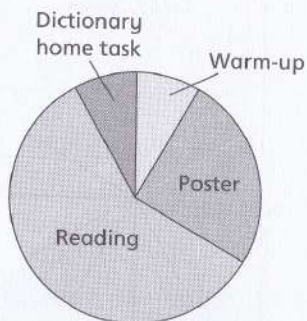
Was it noisy? **No, it was quiet.**

When was Music? **half past twelve**

How many drums were there? **three**

Was it a quiet lesson? **No, it wasn't.**

### Time division



23

Unit 1 Reading: a recount of past events



## Lesson 2 Reading comprehension and vocabulary (PB p24)

**Lesson aim** Reading comprehension; vocabulary

**Lesson targets** Children re-read *The first day in school* then:

- (PB) choose the correct word to end a sentence
- match picture items to school subjects
- (WB) read a short text and answer literal questions
- identify school subjects from descriptions

**Key structure** past tense of *be*

**Key language** time: *quarter to / quarter past*

**Words** vocabulary from Lesson 1

**Materials** PB p24; WB p2; flashcards 1–6; CD 1 track 9; clock with movable hands

### Warm-up

Use the clock you made to practise the time. Write digital times for the hour and half hour on the board. Children volunteer to put the hands to the correct time. Class says the time.

### Read again

Remind children of the story *The first day in school*. Play track 9 or read the story to the class. Children listen and follow in their books.

### Activity 1

Tell children to look at the first sentence. Explain that there are two words at the end. Only one is right. Ask a child to read the sentence beginning. Elicit the correct word to complete the sentence. If children are not sure, ask individuals to read out the two words. Ask which word is correct. If children do not know, or to check the correct answer, tell children to look again at the text on pages 22–23. Continue with the other sentences.

### Activity 2

Ask one or more children to read out the subjects. Give the class a few moments to look at the pictures and decide which objects belong with each lesson. They write the numbers of the objects next to the lesson subjects.

To check ask *What are the pictures for English?* Elicit answers.

Check that everyone agrees. Continue with the other lessons.

### Activity 3

Children match the words to the correct pictures in Activity 2 and write the numbers.

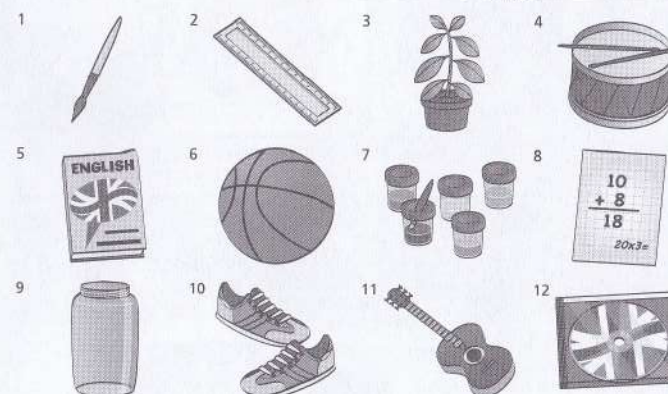
### Reading comprehension and vocabulary

#### 1 Circle the right answer.

- |  |            |             |
|--|------------|-------------|
| 1 Alfie, Molly, Max and Lulu were in a new | class      | school      |
| 2 Miss Carey was their new                 | timetable  | teacher     |
| 3 At quarter past eight the lesson was     | Maths      | Science     |
| 4 The sums were                            | difficult  | easy        |
| 5 The Science lesson was                   | exciting   | interesting |
| 6 The Art lesson was                       | quick      | quiet       |
| 7 The Music lesson was in the              | music room | classroom   |

#### 2 Find the pictures for the lessons. Write the numbers.

English 5 Sports \_\_\_\_\_ Art \_\_\_\_\_  
Music \_\_\_\_\_ Science \_\_\_\_\_ Maths \_\_\_\_\_



#### 3 Write the picture number.

a plant \_\_\_\_\_ b sums \_\_\_\_\_ c guitar \_\_\_\_\_ d jar \_\_\_\_\_



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

## Exercise 1

If the class is working on this page in the lesson, ask different children to read sentences or a paragraph. If your class needs reading practice, do this again.

## Exercise 2

Children complete the first question.

They write complete answers to the other questions.

If you wish, go through these questions orally with the class before they write.

## Exercise 3

Children read the sentence and decide which lesson it describes.

Encourage the class to read the sentences independently.

They write their answers.

## Resource box

### PB answers

**P24, Activity 1:** 1 class 2 teacher 3 Maths 4 easy  
5 interesting 6 quiet 7 music room

**Activity 2:** English 5, 12 Sports 6, 10 Art 1, 7  
Music 4, 11 Science 3, 9 Maths 2, 8

**Activity 3:** a 3 b 8 c 11 d 9

### WB answers

**P2, Exercise 2:** 1 The first lesson was Science. 2 The flower was on Miss Carey's desk. 3 The Music lesson was interesting. 4 The children were noisy in the Sports lesson. 5 English was after break. 6 The Maths lesson was easy. 7 The sixth lesson was Art.

**Exercise 3:** 1 Maths 2 Art 3 Music 4 Science  
5 Sports 6 English

## UNIT 1

### Reading comprehension and vocabulary

#### 1 Read.



On Wednesday the first lesson was Science. A flower was on Miss Carey's desk. The second lesson was Music. It was interesting.

The third lesson was Sports. The children were noisy in the Sports lesson. English was after break. It was the fourth lesson. The fifth lesson was Maths. It was easy. Art was the sixth lesson. It was quiet.

#### 2 Answer the questions.

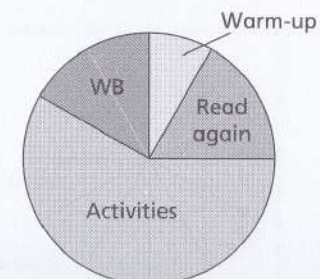
- 1 What was the first lesson? The first lesson was
- 2 Where was the flower? \_\_\_\_\_
- 3 Which lesson was interesting? \_\_\_\_\_
- 4 When were the children noisy? \_\_\_\_\_
- 5 Which lesson was after break? \_\_\_\_\_
- 6 Which lesson was easy? \_\_\_\_\_
- 7 What was the sixth lesson? \_\_\_\_\_

#### 3 Write the lesson.

- 1 In this lesson children count and write numbers. \_\_\_\_\_
- 2 Children use brushes and paints in this lesson. \_\_\_\_\_
- 3 The teacher plays the piano and children sing in this lesson. \_\_\_\_\_
- 4 In this lesson children look at plants and animals. \_\_\_\_\_
- 5 This lesson is often exciting. Children run and jump. \_\_\_\_\_
- 6 Children can talk in this lesson but it is sometimes difficult. \_\_\_\_\_

Unit 1 Literal questions; identifying lessons from descriptions

### Time division





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

**Lesson targets** Children:

- listen to a dialogue; listen and repeat the dialogue
- understand the story
- read and act the dialogue
- (WB) practise alphabetical order and vocabulary

**Informal everyday language** *Really? Wow! That's right. I'm late*

**New words** *farm, city, want, visit*

**Materials** PB p25; WB p3; Poster 1; Dictionary 3; CD 1 tracks 10–11

## Warm-up

Revise the words for school subjects.

Use poster 1. Ask the class *What do you do in English? ... Maths? etc.*

## Activity 1

Children look at PB p25. Ask *Who is in the picture?* Class names the child characters and Miss Carey. Ask *What are they looking at?* **a picture**

Explain to the class that they are going to hear what the children and their teacher are talking about.

Tell children to cover the dialogue text and look at the picture. Play track 10. Children listen.

## Activity 2

Children look at the dialogue. Play track 10 again. Children listen and follow. Check children understand the new words. Use the Dictionary if you wish.

## Activity 3

Children close books. Play track 11. Children listen and repeat in the pauses. Encourage them to use the same expression and intonation.

## Activity 4

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

Note: *we are going* and *want to visit* are for understanding only. Make sure children have grasped the sense of these phrases. Do not point them out as grammatical structures now as they are taught later in the course.

## Activity 5

Children act the dialogue without their books if possible. Less confident children may use their books to follow the dialogue and remind themselves of when to speak. Encourage children to remember their lines as much as possible and to speak without reading their lines word by word.

## Speaking

1 Talk about the picture. 2 Then listen.

2 Listen and read.



Look at this picture, children. What is it?

It's a farm.

Yes, that's right. And today we're going to a farm.

Really?

Yes! We can do Maths and Science and English at the farm.

Wow! That's exciting.

What's the name of the farm, Miss Carey?

Its name is Pear Tree Farm.

Are there animals on the farm, Miss Carey?

Yes, there are lots of animals there.

Where is the farm, Miss Carey?

It's here. In the city.

A farm in the city?

That's interesting!

Do you want to visit it?

Yes, please, Miss Carey!

3 Listen and say.

4 Talk about the story.

5 Now you!

Unit 1 Dialogue

25



## Study skills (WB p3)

The exercises on this page practise alphabetical order and vocabulary. Children should be able to do this work independently once the tasks have been explained.

The exercises give children the opportunity to practise their individual skills and to use their dictionaries to check their own work.

The alphabet at the top of the page is for children's reference while working on the page. If your class needs alphabet practice before beginning the exercises, write it on the board. Class says the alphabet. Ask, e.g. *Which letter is after f? Which letter is before m?* etc.

### Exercise 1

If you wish, draw a circle and boxes on the board and use letter cards to explain and demonstrate the task. Children look at the letter in the circle and place it in alphabetical order, either before or after the letter in the box. Point out the example and do it on the board.

### Exercise 2

Children look at the word on the left and place it in alphabetical order, either before or after the word in the box. Remind the class that they must look at the first letter of each word. Point out the example and do it on the board. Use word cards to demonstrate the task if you wish.

### Exercise 3

Children match the words and pictures. Encourage them to check their answers in the Dictionary.

### Study skills

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

1 **abc** Read the letter in the circle. Write it before or after the letter in the box.

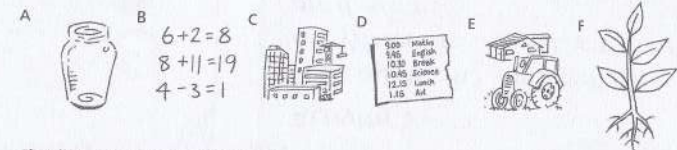
- |   |   |
|---|---|
| 1 (d) <input type="text"/> c <input type="text"/> d | 2 (p) <input type="text"/> q <input type="text"/> |
| 3 (h) <input type="text"/> g <input type="text"/>   | 4 (w) <input type="text"/> v <input type="text"/> |
| 5 (m) <input type="text"/> n <input type="text"/>   | 6 (s) <input type="text"/> t <input type="text"/> |

2 **abc** Read the word. Write it before or after the word in the box.

- |   |                                   |
|---|-----------------------------------|
| 1 cat <input type="text"/> cat <input type="text"/> dog | 2 hat <input type="text"/> girl   |
| 3 man <input type="text"/> lemon                        | 4 fish <input type="text"/> egg   |
| 5 sun <input type="text"/> ten                          | 6 ring <input type="text"/> queen |

3 Read and match.

- 1 city 2 farm 3 jar 4 plant 5 sums 6 timetable



Check! Look in your Dictionary.

Unit 1 Dictionary skills

3

### Resource box

#### Story questions

Where are the children going today? **a farm**  
 What can they do there? **Maths, Science and English**  
 What is the name of the farm? **Pear Tree Farm**  
 Where is it? **in the city**  
 Are the children excited / happy? **Yes, they are.**

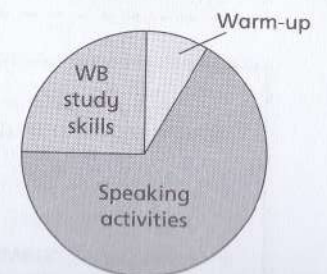
#### WB answers

P3 Exercise 1: 2 p, q 3 g, h 4 v, w 5 m, n 6 s, t

Exercise 2: 2 girl, hat 3 lemon, man 4 egg, fish  
 5 sun, ten 6 queen, ring

Exercise 3: 2 E 3 A 4 F 5 B 6 D

### Time division





**Lesson aim** Grammar

**Lesson targets** Children:

- (PB, WB) practise the key structure and language
- listen to a conversation read; repeat and practise the conversation
- learn and sing a song

**Key structure** *was* and *were*: statements, questions, short answers

**Key language** telling the time: *quarter to / past*

**Key words** revision of weather words; school subjects, school items

**Materials** PB pp26-27; CD 1 tracks 12-15; WB pp4-5; clock with moveable hands

## Session 1 Warm-up

Revise words for weather. Ask about the weather today.  
Ask about the weather yesterday. *Was it cold / sunny? etc.*

## Session 2 Warm-up

Divide the class in two. A volunteer from team 1 sets the hands of the clock on the hour or on the half hour. Team 2 says the time. Then they change over.

### Activity 1

Ask two children to read the bubbles. Ask questions about the picture. See Resource box.\*  
Ask a child to read the first sentence. Ask *What is wrong?*  
Elicit ***The children were in the playground.*** Continue with the other sentences.

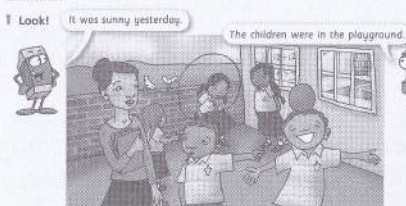
### Activity 2

Ask pairs to read the bubbles. Write the first prompt words on the board. Help the class to compose the question. Elicit a short answer. Continue with the other prompt words.

Children practise questions and answers in pairs. See Resource box.\*\*

**Grammar**

**1 Look!** It was sunny yesterday. The children were in the playground.




**Correct the sentences.**

- 1 Yesterday the children were at the beach.
- 2 Their grandmother was with them.
- 3 The weather was cold and wet.
- 4 The sky was grey and the clouds were black.
- 5 The moon was high in the sky.
- 6 Two cats were on the wall.

**2 Look!**

Was the weather cold yesterday? No, it wasn't.

Were the children at school? Yes, they were.



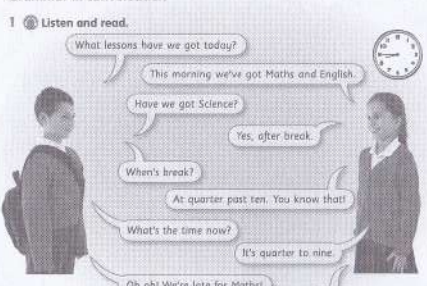
**Ask and answer.**

- 1 the weather - hot?
- 2 the children - at the beach?
- 3 Grandma - with them?
- 4 the sky - grey?
- 5 the clouds - white?
- 6 the children - happy?

**Unit 1 was and were: statements, questions, short answers**

**Grammar in conversation**

**1 Listen and read.**

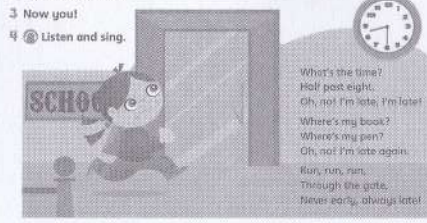


What lessons have we got today?  
This morning we've got Maths and English.  
Have we got Science?  
Yes, after break.  
When's break?  
At quarter past ten. You know that!  
What's the time now?  
It's quarter to nine.  
Oh oh! We're late for Maths!  
Oh no!

**2 Listen and say.**

**3 Now you!**

**4 Listen and sing.**



What's the time?  
Half past eight.  
Oh, not I'm late! I'm late!  
Where's my book?  
Where's my pen?  
Oh, not I'm late again!  
Run, run, run,  
Through the gate,  
Never early, always late!

**Unit 1 Telling the time: quarter to/past**

### Activity 1

Point out the boy and girl.  
Ask *Where are they?* Elicit ***They are in school.***

Tell the class to listen to the children in the photos.

Play track 12. Children follow in their books.

### Activity 2

Children listen to track 13 and repeat in the pauses.  
Practise *quarter to / past* with the class using the clock.

### Activity 3

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

### Activity 4

Ask what the girl in the picture is doing: ***running to school.*** Ask *Is she late?*  
Play track 14. Children listen and follow the first time.  
Read the words with the class. Play track 14 again. Children join in.  
Play track 15. Children sing with the music. They may learn the song if you wish.

Children complete WB  
p4 in class time or for  
homework.



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

## Exercise 1

Elicit the verb paradigm from the class: *I was, you were*, etc. Children read and complete the sentences.

## Exercise 2

Children look at the picture. Remind them we use *wasn't* and *weren't* in speaking and the long forms in writing. Children write answers. Go through orally first if you wish.

### Grammar

#### 1 Complete the sentences with *was* or *were*.

- Yesterday the children \_\_\_\_\_ at the playground.
- The weather \_\_\_\_\_ cold and windy.
- Anna \_\_\_\_\_ on the swings and her brothers \_\_\_\_\_ on the slide.
- \_\_\_\_\_ you at the playground yesterday?
- No, I \_\_\_\_\_ at home.
- We \_\_\_\_\_ at the beach yesterday. It \_\_\_\_\_ hot and sunny.

#### 2 Look and answer the questions.

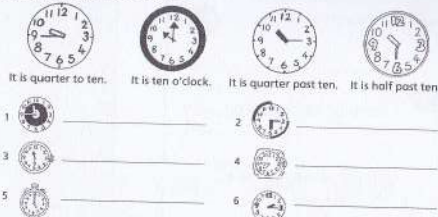


- Were the children at the beach yesterday?  
No, they were not at the beach. They were at the playground.
- Were the boys on the swings?  
\_\_\_\_\_
- Was the girl on the slide?  
\_\_\_\_\_
- Was the weather cold and wet?  
\_\_\_\_\_
- Were you at the playground yesterday?  
\_\_\_\_\_

Unit 1 was, were, statements and negative sentences

### Grammar in conversation

#### 1 Look, read and write the time.



#### 2 Read the timetable. Answer the questions.

9.00	Maths
9.45	English
10.30	Break
10.45	Science
12.15	Lunch
1.15	Art

- What do the children have at quarter to ten?  
\_\_\_\_\_
- What do they have at quarter past one?  
\_\_\_\_\_
- When do they have Science?  
\_\_\_\_\_
- When do they have Maths?  
\_\_\_\_\_
- When do they have break?  
\_\_\_\_\_
- When do they have lunch?  
\_\_\_\_\_

Unit 1 Telling the time: quarter to, quarter past, half past, o'clock

If this page is for homework, check the children understand the tasks. Practise the time on the clock and with digital times, if you wish.

## Exercise 1

Children look at the clocks and read the times. They write the correct times next to the other clocks.

## Exercise 2

Children answer the questions. Go through this orally before children write if you wish.

## Resource box

### \*Grammar Activity 1: Picture questions (p26)

Where are the children? *in the playground*

Who is with them? *their teacher*

What is the weather like? *hot and sunny*

What are on the wall? *two birds*

### \*\*Pair work Grammar Activity 2

Children work in pairs at their desks. They take turns to say the questions and give the short answers. If necessary, bring an able pair forward to demonstrate the activity. Give the class three minutes to speak in pairs. Then let one or two pairs demonstrate a few questions and answers.

### \*\*\*Pair work Grammar in conversation, Activity 3 (p27)

The whole class practises the conversation first. Divide the class in two, one half says the boy's words, the other says the girl's. Children practise the dialogue in pairs at their desks. Some children will find it easy to memorise the lines. Encourage all the children to speak the lines without reading every word from the page. Give pairs three minutes to practise the dialogue. Let one or two pairs stand up and say the dialogue to the class.

### WB answers

P4 Exercise 1: 1 were 2 was 3 was, were 4 Were 5 was 6 were, was

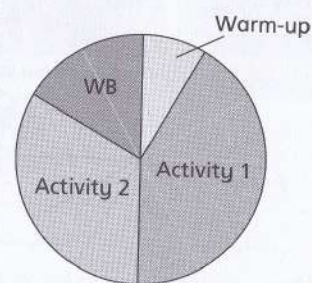
Exercise 2: 2 No, they were not on the swings. They were on the slide.  
3 No, she was not on the slide. She was on the swing. 4 No, the weather was not cold and wet. It was hot and sunny.  
5 Children's own answers

P5 Exercise 1: 1 It is quarter to twelve.  
2 It is quarter past six. 3 It is half past eleven. 4 It is quarter to eight.  
5 It is five o'clock. 6 It is quarter past two.

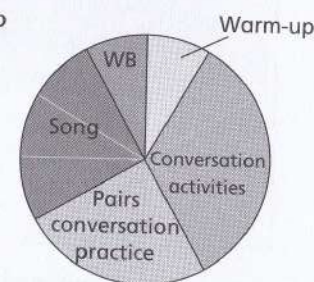
Exercise 2: 1 They have English.  
2 They have Art. 3 They have Science at quarter to eleven. 4 They have Maths at nine o'clock. 5 They have break at half past ten. 6 They have lunch at quarter past twelve.

### Time division

#### Session 1



#### Session 2



### Grammar Practice Book

Children may begin Unit 1 when they have completed the PB and WB Grammar pages. They should complete it before the end of PB / WB Unit 1.



# Lesson 5 Listening, Phonics (PB p28) Use of English

**Lesson aim** Listening, spelling and pronunciation, Use of English

**Lesson targets** Children:

- talk about and label pictures
- listen for gist and match dialogues to a pictures
- (PB, WB) practise saying, reading and spelling words with *ar*
- (WB) learn about nouns and recognise nouns in sentences.

**Key structure and language** from Unit 1

**Target words** *jar, star, dark, car, shark, park, hard, sharp, arm, farm*

**Materials** PB p28; CD 1 tracks 14, 16 and 17; WB pp6–7

## Warm-up

Sing the song from PB p27, CD track 14.

## Listening

### Activity 1

Ask a child to read the bubble. Explain *after-school clubs*, if necessary.  
Ask a child to read the subjects in the box. Explain that some children do these things in after-school clubs.

Tell the class to look at the pictures. Ask *Which picture is the Science club?*  
Elicit **Picture D**. Children write. Ask about the other clubs and pictures.

### Activity 2

Tell the class they are going to hear the people in the pictures. They must listen and decide which picture each conversation is from.

Play track 16. Children listen and look at the pictures.

Play track 16 again. Children number the pictures.

Check answers together.

## Phonics

Point out the box. Tell children to follow in their books and repeat in the pauses.  
Play track 17. Make sure children repeat the sound and the word accurately.

Play track 17 again. Children listen and follow the rhyme.  
Children say the rhyme. They may learn it if you wish.

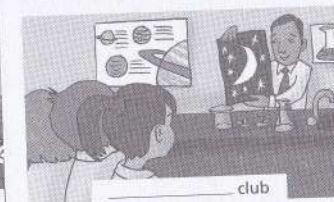
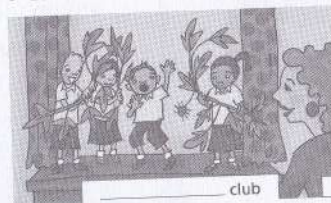
Children open their WBs at p6. They complete the Phonics page now or for homework. If it is for homework, make sure they understand the tasks.

## Listening

After-school clubs are great!

### 1 Look and write the names of the clubs.

Science English Music Art



### 2 Listen and number the pictures.

#### Phonics

Look and listen!



There's a plant in a jar.



There's a boy in a car



ar jar



There's a star in the dark.



and a shark in the park.



Now look at WB p7 Use of English

28

Unit 1 Listening: identifying dialogues. Phonics: the long *ar* vowel sound

## Use of English

Now turn to WB p7.



Remind the class of the sound *ar* and *jar*.

## Exercises 1 and 2

Children complete then write the whole word as required. Ask different children to read out the words.

## Exercise 3

Children complete the sentences. Make sure they understand that they have already practised the words they need in exercises 1 and 2. Tell them to check for correct spelling if they are not sure.

**Phonics**

Look and read!

Write *ar*. Write the words. Read the words.

st \_ \_ c \_ \_ sh \_ k j \_ \_ p \_ k

Write *ar*. Match and write the words.

h \_ \_ d sh \_ p \_ \_ m \_ \_ f \_ \_ m d \_ \_ x

Complete the sentences. Use words from this page.

1 A crab has two claws. They are \_ \_ \_ \_ .  
A crab has a shell. It is \_ \_ \_ \_ .

2 A \_ \_ \_ \_ has lots of teeth.

3 We play football in the \_ \_ \_ \_ .

4 At night it is \_ \_ \_ \_ . You can see the \_ \_ \_ \_ .

**Use of English**

Read this!

There was a plant in a jar.

Match the nouns and the objects.

book brush basketball pen sum

1 2 3 4 5

Find the noun in each sentence. Circle it.

1 This is my hat. 2 Look at this crocodile.

3 I have got a plane. 4 This cat is small.

There are two nouns in each set. Circle them.

1 jar is look book 2 on got dog plant  
3 and pen sum there 4 drum ruler of have

Ask a child to read the sentence in the box. Write it on the board.

Read the example nouns and the explanation to the class. Ask a child to circle the nouns in the sentence on the board.

## Exercise 1

Children match nouns and pictures. The task is simple and aims to remind children that a noun names an object.

## Exercise 2

Let volunteers read each sentence and tell you the noun. Check that the class agrees. Children circle in their books.

## Resource box

### Audioscript (CD1 track 16) Listening activities 1-2 (PB p28)

Adult 1: Number 1.  
Teacher: Who can play the piano?  
Girl: I can!  
Boy: And I can play the guitar!  
Teacher: Very good. So let's start. Are you ready? 1, 2, 3...

Adult 1: Number 2.  
Teacher: This is very good, Charles!  
Boy: Thank you, Miss. Can I paint it now?  
Teacher: Yes, you can. What colour do you think?  
Boy: Purple!  
Teacher: Hmm... A purple elephant... Very interesting...

Adult 1: Number 3.  
Teacher: Tell me, children: what shape is the moon? Is it square?

Children: No!  
Girl: The moon is round.  
Teacher: Right... the moon is round. Well... Look at this picture.  
Boy: It's the moon.  
Teacher: And is it round?  
Children: No!

Adult 1: Number 4.  
Boy 1: It's so hot and dark here in the jungle!  
Oh! What's that noise? Is it a tiger?  
Teacher: Stop! Stop! Who is the tiger? Freddy is it you? Do it again.  
Boy 1: It's so hot and dark here in the jungle!  
Boy 2: Grrr! Grrr! Grrr!  
Boy 1: Oh! What's that noise? Is it a tiger?  
Teacher: Very good! Excellent!

## Exercise 3

Children look at the first set of words. Ask a volunteer to name the nouns. Check with the class. Children circle. Continue with the other words.

### PB answers

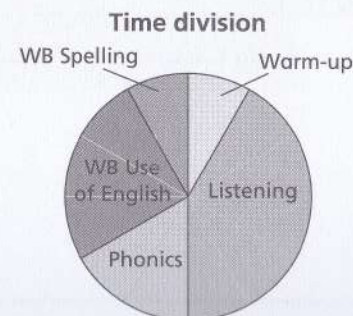
P28 Activities 1 and 2: English club, 4 Art club, 2 Music club, 1 Science club, 3

### WB answers

P6 Exercise 3: 1 sharp, hard 2 shark  
3 park 4 dark, stars

P7 Exercise 2: 1 hat 2 crocodile 3 plane  
4 cat

Exercise 3: 1 jar, book 2 dog, plant  
3 pen, sum 4 drum, ruler





**Lesson aim** Writing

**Lesson targets** Children:

- compose a recount of past events
- (WB) practise vocabulary and structures for the WB writing
- (WB) write a recount of past events

**Key structure and language** from Unit 1

**Vocabulary** school lessons, school items

**Materials** PB p29; WB pp8–9; flashcards 1–6

## Session 1 Warm-up

Put flashcards 1–6 on the board. Children look. Take them down. Remove one. Put the others back up. Children tell you which one is missing. Repeat a few times.

## Class composition

- 1 Read, or ask a child to read the first paragraph. Point out the timetable. Ask about the lessons, e.g. *When was the first lesson? What was it? When was the second lesson?* etc.
- 2 Explain the task to the class. Ask one or more children to read the words in the box. Tell the class to look at the first picture. Ask *What was the game?* **football**. Ask a child to read the first sentence beginning. Write it on the board. Elicit the ending **Sports**. Complete the sentence on the board. Tell children to look at the second sentence. Elicit the ending. Ask *What did the children do in the lesson?* if necessary. Write the sentence on the board. Ask a question to prompt the ending of the third sentence. Remind the class of the words in the box. Write it on the board. Ask one or more children to read the complete paragraph.
- 3 Complete the other two paragraphs in the same way. Ask prompt questions as necessary. Use the example sentences as a guide for questions to ask (see Resource box). These sentences are examples of possible writing. Other sentences are possible. Accept sensible ideas which are grammatically correct.
- 4 Ask different children to read each of the paragraphs through a final time. Children complete the composition in their books. If your class needs support, remove key words or phrases from the writing. Leave a framework for them to complete. If possible, remove all the writing from the board but only do this if you are confident that the class is able to complete the task without it.

## Class composition

1 Read.



On Tuesday morning Alfie, Molly, Max and Lulu were in school again. The timetable was on the wall.

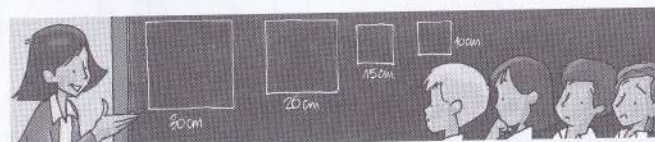
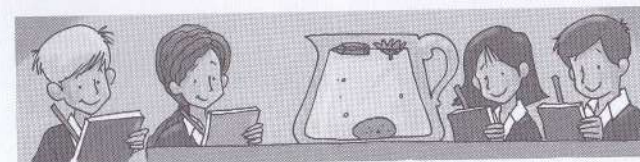
Time	Tuesday
9.00	Sports
9.45	Science
10.30	Maths

2 Look at the pictures. Write about the lessons. Choose words from the box.

easy interesting noisy  
difficult exciting fun



At nine o'clock the lesson was \_\_\_\_\_, The children \_\_\_\_\_, It was \_\_\_\_\_.



Unit 1 Class composition: writing an account of past events from given information and pictures

29



## Session 2 Warm-up

Practise telling the time. Check that children can convert digital times to *quarter to / past / half past / o'clock*. Use flashcards 1-6 and write digital times on the board as necessary.

### Exercises 1-3

The class should be able to complete these exercises independently. Give them a time limit for each one. Check answers together after each exercise is completed.

### Exercise 4

Ask different children to read the words in the box. Tell the class to look at all the sentences before they write. They should use each word in the box once only. Give them a time limit. Check answers together.

## Resource box

### PB Class composition example writing (p29)

At nine o'clock the lesson was Sports. The children played football. It was exciting / fun / noisy.

The second lesson was at quarter to ten. It was Science. There was a jug. There was water in the jug. A flower, a pencil and a stone were in the water. It was interesting.

The third lesson was at half past ten. It was Maths. There were big squares and small squares. It was difficult / interesting.

### WB answers

**P8 Exercise 4:** 1 easy 2 exciting 3 interesting 4 difficult 5 noisy 6 fun

### WB Composition practice example writing (p9)

... quarter to one ... English. lions / animals.

... interesting / difficult / easy.

... lesson was at half past one. It was Music. ...played (very big) drums. It was fun / noisy / exciting / interesting.

The sixth lesson was at quarter past two. It was Art. The children painted lions and elephants / animals. It was interesting / difficult / easy / fun.

### Writing preparation

#### 1 Read and match. Write the time.

quarter past twelve

8.45

half past four

12.15

quarter to nine

4.30

#### 2 Write the time.

2.30

10.15

11.45

#### 3 Write the words.

fifth

third

sixth

second

fourth

first

1st first 2nd 3rd 4th 5th 6th

#### 4 Complete the sentences. Use words from the box.

interesting exciting difficult easy fun noisy

- I can do this sum. It is \_\_\_\_\_.
- The football game was very \_\_\_\_\_.
- We are learning about elephants. It is very \_\_\_\_\_.
- I like art but I can't paint. It's \_\_\_\_\_.
- This drum is \_\_\_\_\_.
- I like English. Our lessons are always \_\_\_\_\_.



### Composition practice

#### 1 Read.

On Tuesday afternoon, Alfie, Molly, Max and Lulu were in school. The timetable was on the wall.

Lesson	Time	Tuesday
4	12.45	English
5	1.30	Music
6	2.15	Art

#### 2 Write about the lessons. Use words from page 8.



The fourth lesson was at \_\_\_\_\_ it was \_\_\_\_\_.  
The children talked about \_\_\_\_\_ it was \_\_\_\_\_.

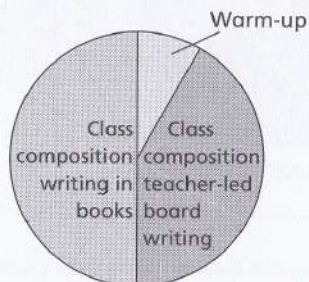


The fifth \_\_\_\_\_  
The children \_\_\_\_\_

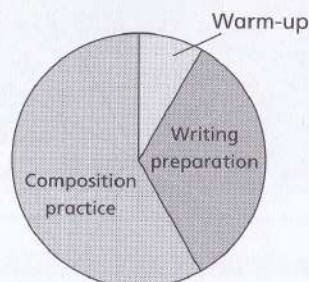


## Time division

### Session 1



### Session 2



## Exercise 1

Ask a child to read the paragraph. Ask about the timetable: *When was the fourth lesson? What was it?* etc.

## Exercise 2

Check children understand the task. Remind them that they can look at page 8 to help them with vocabulary and spelling. Children complete the sentences for the first two paragraphs. They write the third. Go around helping and monitoring as they work. When the class has finished, ask different children to read their paragraphs. The example sentences (see Resource box) are a guide. Accept sentences that make sense and are grammatically correct.

## Portfolio

Children may make neat copies of their compositions for inclusion in their Portfolio of written work.

## Homework task

Children complete Check-up 1, WB p10. For answers, see p65.



## 2 On the farm

### Lesson 1 Poster, Reading

**Lesson aim** Reading

**Text type** a traditional story

**Lesson targets** Children:

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

**Key structure** past simple of regular verbs

**Key language** past simple of regular verbs

**Key words** farm; farm animals

**Materials** PB pp30–31; poster 2; CD 1 tracks 14 and 18; Dictionary 3; flashcards 7–16; word cards for objects and animals on the poster

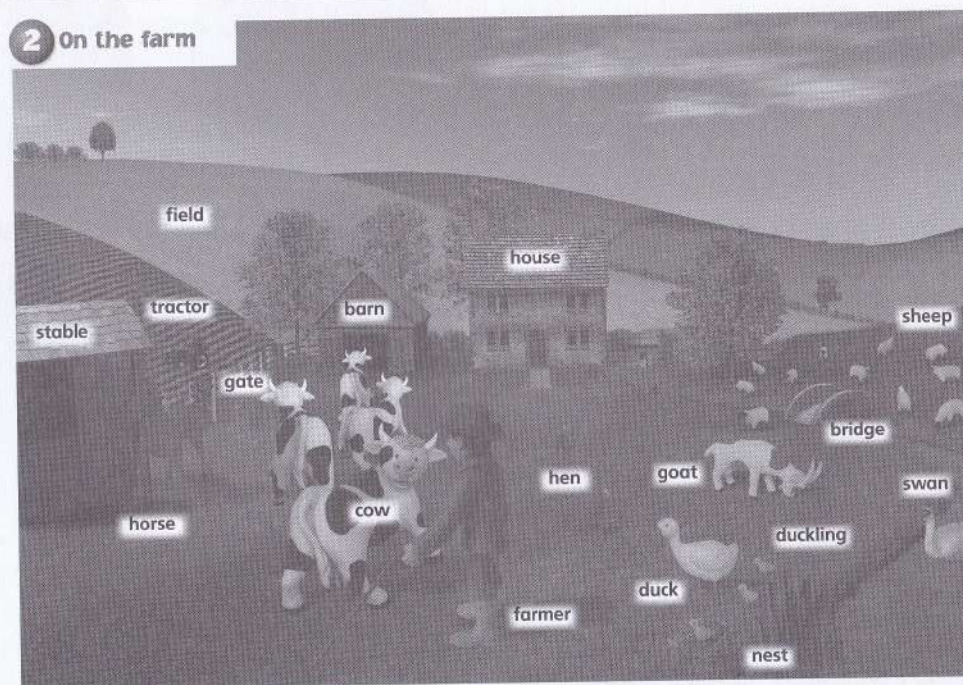
#### Warm-up

Sing the song from Unit 1 p27, CD track14.

#### Poster

- 1 Point to the poster. Read out the title.  
Give the class a moment or two to look.
- 2 Point to each object and animal. Read the word.  
Show the word card. Class reads and says the word.
- 3 Show flashcards 7–16. Children name the objects and animals.  
Show the word card as well if necessary.
- 4 Ask the class where Miss Carey is taking her class: **to a farm**.  
*Where is it? in the city.*  
Ask *Is this farm in the city? No, it isn't.*
- 5 Ask questions about the animals, e.g. *How many ... are there?*  
*What colour is / are the...?*  
Ask where some of the animals are. Elicit **They are in the barn, on the river, next to the river, etc.**
- 6 Ask *Where is the farmer?* Ask about the places in the picture.  
*What colour is the...? Is the ... big or small?*

#### 2 On the farm





1 Give children time to look at the pictures. Read the title. Ask if they already know this story. If necessary, explain that the boy is called Jack. Ask *What animals are in the story? a cow and a hen*

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

3 Read one paragraph at a time. Use the Dictionary to help you to explain new words as necessary. Help the class to find new words. Make up other example sentences using new words if you wish.

4 Ask questions about each paragraph. See Resource box. Add extra questions as you wish.

5 If the class needs extra reading practice, ask them to read each paragraph together with you.

6 When all the text has been read and the questions answered, give reading practice around the class. Ask individuals, groups or the class to read sentences or paragraphs. Play track 18 a final time.

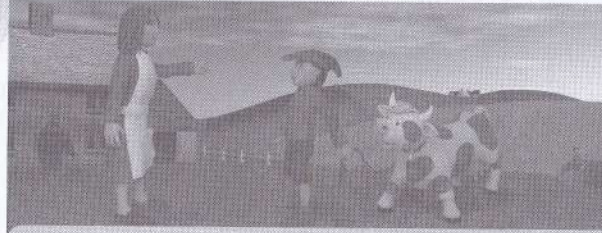
### Homework task

Children learn selected vocabulary from Unit 2 Dictionary 3. See list on p191.

## UNIT 2 On the farm

Reading 30

### Jack and the beanstalk



Jack lived on a small farm with his mother. They were very poor. One day Jack's mother said, "My dear son, please take our cow to the town. Sell her. Come back with the money."

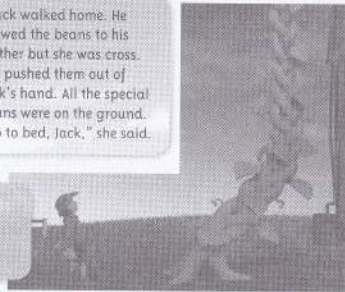
Jack walked across the fields to the river. A man was on the bridge. "That's a beautiful cow," he said. "I've got five special beans. Please give your cow to me and take these beans."

He showed the beans to Jack. "They're very pretty colours," said Jack. "Please take my cow and give your beans to me," Jack smiled. He was pleased with the special beans.



Jack walked home. He showed the beans to his mother but she was cross. She pushed them out of Jack's hand. All the special beans were on the ground. "Go to bed, Jack," she said.

In the morning, Jack looked out of the window. A huge beanstalk was next to the house. The top of the beanstalk was above the clouds. Jack climbed the beanstalk.



Unit 2 Reading: a traditional story



At the top was a huge castle. Jack counted six tall, gold towers. He opened the large door and walked quietly inside.

An ugly giant lived in the castle. He was asleep in the huge kitchen. Next to the enormous giant was a tiny brown hen in a small gold cage. The hen looked sadly at Jack.

"Please, help me," it said. "I always live in this cage. I cannot walk. I cannot open my wings. I never see the sky."



Jack opened the cage and picked up the little hen. He walked quickly to the beanstalk and he climbed down.



Just then the giant opened his eyes. "Where is my hen?" he shouted. The angry giant walked to the beanstalk and he looked down. "I can see you!" he roared at Jack. "I am coming!"

Jack jumped onto the ground. He picked up an axe and chopped down the beanstalk.

The giant did not climb down the beanstalk.

The little hen clucked happily. A shiny gold egg was on the ground. Jack and his mother were surprised. It was a very special hen!



Unit 2 Reading: a traditional story

31

### Resource box

#### Text questions

Where did Jack live? *on a farm*

Who was on the bridge? *a man*

What did he want? *the cow*

What did he give Jack? *five beans*

Did Jack's mum like the beans? *No, she pushed them out of his hand.*

What did Jack see in the morning? *a huge beanstalk*

What did he do? *climbed the beanstalk*

What was at the top? *a huge castle*

Who lived in the castle? *an ugly giant*

Where was the tiny, brown hen? *in a gold cage*  
What did Jack do? *opened the cage, picked up the hen, walked to the beanstalk*

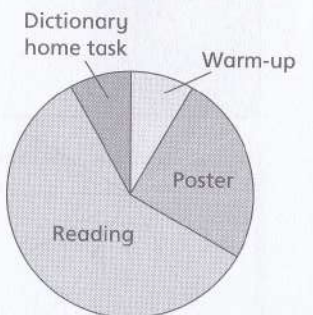
What question did the giant shout? *Where is my hen?*

What did he do? *walked to the beanstalk*

What did Jack do? *chopped down the beanstalk*

What did the hen make? *a gold egg*

### Time division





## Lesson 2 Reading comprehension and vocabulary (PB p32)

**Lesson aim** Reading comprehension; vocabulary

**Lesson targets** Children re-read Jack and the beanstalk then:

- (PB) decide who said sentences in the story
- match adjectives to characters in the story
- (WB) match descriptions to characters and objects
- complete sentences with words from the story

**Key structure** regular past tenses, interrogative and negative

**Words** vocabulary from Lesson 1

**Materials** PB p32; CD 1 track 18; WB p12; Dictionary 3

### Warm-up

Ask children to name as many animals as they can. If you wish, play this as a team game and give points for each animal named.

### Read again

Remind children of *Jack and the Beanstalk*. Play track 18 or read the story to the class. Children listen and follow in their books.

### Activity 1

Point out the sentences on the left. Explain that all these sentences were said by someone in the story.

Ask a volunteer to read the first sentence. Ask *Who said it? The man or Jack's mother?* Children may look back to the text again if they wish. Elicit an answer. See if the class agrees. Check the text again if necessary. Children circle the correct answer in their books. Continue with the other sentences.

### Activity 2

Ask *Who are in the pictures? the hen, the giant, Jack's mother*

Ask a volunteer to read the words in the box. Ask *Who was ugly?*

Elicit an answer. Check with the class. Check the text if necessary.

Children write the word under the correct picture. Continue with the other words.

### Activity 3

Ask a volunteer to read the words in the box. Read and explain the task.

Children find the words. Check answers together before children write.

Explain that stories often use different words for the same idea.

### Reading comprehension and vocabulary

#### 1 Who said it? Read the sentences. Circle the person.

1 Come back with the money.	the man	Jack's mother
2 I've got five special beans.	Jack	the man
3 They're very pretty colours.	the man	Jack
4 Go to bed.	Jack's mother	Jack
5 I cannot walk.	the giant	the hen
6 Where is my hen?	Jack	the giant
7 I can see you!	the giant	Jack's mother

#### 2 Write the words under the correct picture.

ugly poor little surprised brown special angry cross enormous



#### 3 Read these words.

cross tiny asleep small pretty huge large angry

Find two words for *little*. Write them here. \_\_\_\_\_

Find two words for *enormous*. Write them here. \_\_\_\_\_



# Reading comprehension and vocabulary (WB p12)

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

## Exercise 1

Children read and match the statements and the pictures. They write the letter of the picture on the line. If you wish, check that children recognise who or what is in each picture before they begin.

## Exercise 2

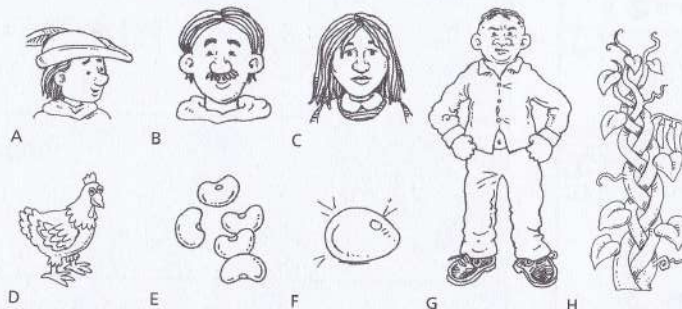
Children complete the word in each sentence. Point out that the first letter is given.

Explain that the words they need to complete the sentences are all in exercise 1.

WB  
2

## Reading comprehension and vocabulary

### 1 Read and match. Write the number.



- 1 They were pretty colours. They were special.
- 2 She was poor. She lived on a farm.
- 3 He was enormous. He was angry.
- 4 It was shiny. It was gold.
- 5 He was poor. He climbed the beanstalk.
- 6 It was huge. It was green.
- 7 It was tiny. It clucked happily.
- 8 He was on the bridge. He showed the beans to Jack.

Picture \_\_\_\_\_  
Picture \_\_\_\_\_  
Picture \_\_\_\_\_  
Picture \_\_\_\_\_  
Picture \_\_\_\_\_  
Picture \_\_\_\_\_  
Picture \_\_\_\_\_  
Picture \_\_\_\_\_

### 2 Read and complete the words.

- 1 Jack and his mother were very p\_\_\_\_\_.
- 2 The man showed the s\_\_\_\_\_ beans to Jack.
- 3 In the morning a h\_\_\_\_\_ beanstalk was next to the house.
- 4 In the gold cage was a t\_\_\_\_\_ hen.
- 5 The hen was not in the cage and the giant was a\_\_\_\_\_.

12

Unit 2 Understanding sentences, recalling words

## Resource box

### PB answers

P32 Activity 1: 1 Jack's mother 2 the man  
3 Jack 4 Jack's mother 5 the hen  
6 the giant 7 the giant

Activity 2: the hen: little, brown, special; the giant: ugly, angry, enormous; Jack's mother: poor, surprised, cross

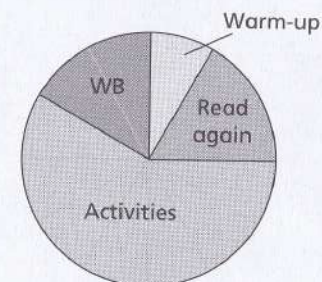
Activity 3: little - tiny, small; enormous - huge, large

### WB answers

P12 Exercise 1: 1 E 2 C 3 G 4 F 5 A  
6 H 7 D 8 B

Exercise 2: 1 poor 2 special 3 huge  
4 tiny 5 angry

## Time division





# Lesson 3 Speaking (PB p33) Study skills

**Lesson aim** Speaking

**Lesson targets** Children:

- listen to a dialogue; listen and repeat the dialogue
- understand the story and answer oral questions
- read and act the dialogue
- (WB) sort words into sets

**Informal everyday language** Oh dear! Oops! Sorry

**New words** fantastic, happen, broken, terrible, holes, roof

**Materials** PB p33; poster 2; flashcards 7–16; CD tracks 19–20; WB p13; Dictionary 3

**Preparation** Listen to CD 1 track 19 before the lesson

## Warm-up

Choose eight flashcards from Lesson 1. Class names the objects. Put the cards on the board. Children look for a short time. Take them down. Remove one. Put the other seven back up. Children tell you which one is missing. Repeat a few times.

## Activity 1

Children look at PB page 33. Ask where the children are. **at the farm**  
Ask the class to name as many things as they can in the picture.  
Tell children to cover the dialogue text and look at the picture.  
Play track 19. Children listen.

## Activity 2

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

## Activity 3

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

## Activity 4

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

## Activity 5

Volunteers act the dialogue. Children may use their books to follow the dialogue and remind themselves of when to speak but encourage children to remember their lines as much as possible.

## Speaking

- 1 Talk about the picture. 2 Then listen. 3 Listen and read.



- |  |  |
|--|--|
| Good morning, Mr Oats.                               | Mr Oats, what happened to your farm? Look at the house! The windows are broken.                    |
| Good morning, Miss Carey. Welcome to Pear Tree Farm. | We had a terrible storm last night - thunder and lightning, wind and rain. Look at my new tractor! |
| Thank you!   | Oh dear!   |
| What animals have you got on the farm, Mr Oats?      | Look at Henry's stable! There are holes in the roof.   |
| I've got cows, sheep and goats.                      | Look at the barn! It hasn't got a roof.  |
| I can see hens.                                      | And there's water everywhere.  |
| I can see a horse.                                   | Don't climb on the gate, Alfie!  |
| That's Henry. He's a beautiful horse.                | Oops! Sorry, Mr Oats!  |
| He's fantastic.                                      |  |

- 3 Listen and say. 4 Talk about the story. 5 Now you!



The exercises on this page practise sorting into categories. Children should be able to do this work independently once the tasks have been explained.

## Exercise 1

Children draw lines from each animal to place it in the correct location.

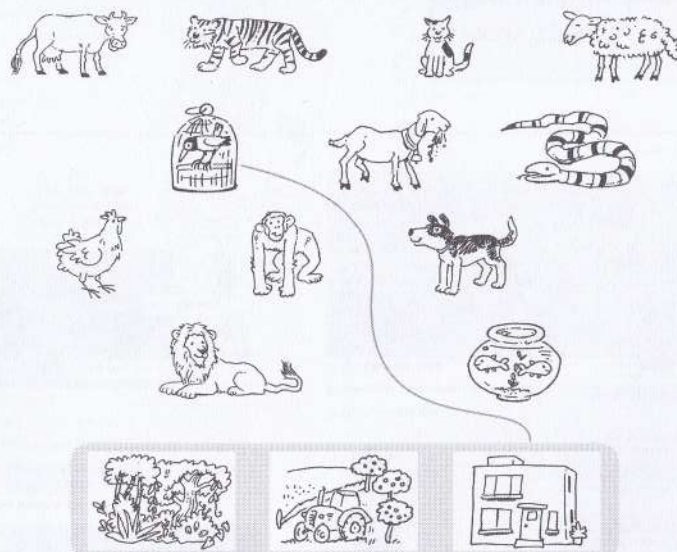
## Exercise 2

Using the sorting that they did in exercise 1, children write the words for animals in the correct list.

Explain *wild animals* if necessary: animals that do not live on a farm or with people.

### Study skills

1 Draw lines to the jungle, the farm and the house.



2 Write the words in the correct place.

snake cat hen dog cow fish monkey sheep lion bird tiger goat

wild animals

farm animals

pets

_____	_____	_____
_____	_____	_____
_____	_____	_____

## Resource box

### Story questions

What is the name of the farm? **Pear Tree Farm**

What animals has Mr Oats got? **cows, sheep, goats, hens, a horse**

What is the name of his horse? **Henry**

What happened last night? **There was a terrible storm.**

What is wrong with Henry's stable? **There are holes in the roof.**

What is wrong with the barn? **It hasn't got a roof.**

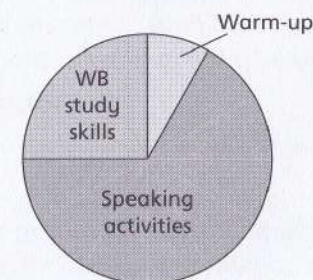
What did Alfie do? **He climbed on the gate. (Now it is broken)**

### WB answers

**Exercise 1:** Check this work by looking at the lists in exercise 2.

**Exercise 2:** wild animals: snake, monkey, lion, tiger; farm animals: hen, cow, sheep, goat; pets: cat, dog, fish, bird

### Time division





**Lesson aim** Grammar

**Lesson targets** Children:

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

**Key structure** (session 1) past simple of regular verbs

**Key language** (session 2) past simple of regular verbs

**Key new word** farm and farm animals; hobbies and free time activities

**Materials** PB pp34–35; CD 1 tracks 21–24; WB pp14–15; clock with moveable hands

## Session 1 Warm-up

Use the clock from Unit 1 Lesson 1 to practise *half past, quarter to and quarter past* the hour.

## Session 2 Warm-up

Explain *weekend* to the class. Ask around the class *What do you do at the weekend?* If necessary prompt *Do you visit Grandma? ... play games?* etc.

### Activity 1

Children look and find Lulu, Alfie, Max and Molly and all the animals in the picture. Ask a child to read the bubble. Ask different children to read the verbs in the first box and the words in the second box. Say *Tell me about Lulu*. Elicit *Lulu looked at the horse*. Continue with the other prompts.


### Activity 2

Ask pairs to read the bubbles. Write the first prompt words on the board. Help the class to compose the question. Elicit a short answer. Continue with the other prompt words.

Children practise questions and answers in pairs. See Resource box.\*

**Grammar**

**1 Look!**  
Lulu looked at the horse.




**Talk about the picture. Use the words in the boxes.**

talked	climbed	liked	farmer	sheep	gate
watched	lived	helped	goats	stable	horse

1 Lulu... 2 The horse... 3 Max...  
4 Molly... 5 The dog... 6 Alfie...

**2 Look!**




**Ask and answer.**

1 Molly – help – farmer?	4 Alfie – climb – gate?
2 Lulu – like – horse?	5 dog – watch – hens?
3 cows – live – stable?	6 Max – talk – goats?

Unit 2 Past simple of regular verbs

**Grammar in conversation**


**1 Listen and read.**



**2 Listen and say.**

**3 Now you! These words can help you:** play watch climb jump walk

**4 Listen and sing.**



The weekend, the weekend, we love the weekend!  
Time to sleep and time to play,  
Time for laughter all the day,  
Time for friends and family,  
Time for funny films on TV,  
Time to read and time to run,  
Time for games and time for fun,  
Time for quiet, time for noise.  
It's the weekend, girls and boys!  
The weekend, the weekend, we love the weekend!  
The weekend, the weekend, we love the weekend!

Unit 2 Past simple of regular verbs

### Activity 1

Point out the boy and girl. Ask *What are they doing?* **They are talking.** Tell the class to listen to the children in the photos. Play track 21. Children follow in their books.

### Activity 2

Children listen to track 22 and repeat in the pauses.

### Activity 3

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

### Activity 4

Point out the first two words and the picture. Ask *What are they doing?* Play track 23. Children listen and follow the first time. Read the words with the class. Play track 23 again. Children join in. Play track 24. Children sing with the music. They may learn the song if you wish.

Children complete WB p14 in class time or for homework.



# Grammar (Session 1), Grammar in conversation (Session 2) (WB pp14-15)

If this page is for homework, check children understand the tasks. Remind the class of the story of *Jack and the Beanstalk*.

## Exercise 1

Children choose regular verbs to complete each sentence in the past tense.

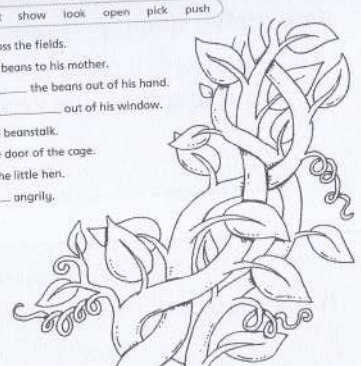
## Exercise 2

You may wish to remind children of the negative structure. Point out the sentence in the story: *The giant did not climb down the beanstalk.*

**Grammar**

**1 Complete the sentences with words from the box. Use the past tense.**  
 climb walk shout show look open pick push

- Jack walked across the fields.
- Jack showed the beans to his mother.
- Jack's mother pushed the beans out of his hand.
- In the morning Jack looked out of his window.
- Jack climbed the beanstalk.
- Jack opened the door of the cage.
- He picked up the little hen.
- The giant shouted angrily.



**2 Answer the questions. Use No and not.**

- Did Jack live on a big farm? No, Jack did not live on a big farm.
- Did Jack's mother climb the beanstalk? \_\_\_\_\_
- Did the giant live in a cage? \_\_\_\_\_
- Did Jack pick up the cage? \_\_\_\_\_
- Did the giant chop down the beanstalk? \_\_\_\_\_
- Did the giant climb down the beanstalk? \_\_\_\_\_
- Did the hen cluck sadly? \_\_\_\_\_

**Grammar in conversation**

**1 Complete the conversation. Use the words in the box.**  
 have play played visited do Did was watched

What did you \_\_\_\_\_ at the weekend?  
 I \_\_\_\_\_ my friend.  
 Did you \_\_\_\_\_ a good time?  
 Yes, I did.  
 \_\_\_\_\_ you \_\_\_\_\_ football?  
 No, we didn't.  
 We \_\_\_\_\_ TV and we \_\_\_\_\_ computer games.  
 It sounds great.  
 Yes, it \_\_\_\_\_ fun.

**2 What did you do at the weekend? Write and draw.**  
 Choose words from the box.  
 visit play watch walk

At the weekend

Unit 2 Part sample of regular verbs: statements and negatives

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

## Exercise 1

Encourage children to read the PB dialogue on page 35 again then to complete the WB dialogue. They should not try to answer by copying.

## Exercise 2

Children write four sentences of their own. They draw pictures to show the activities.

## Resource box

### \*Pair work Grammar Activity 2 (PB p34)

Children work in pairs at their desks. They take turns to say the questions and give the short answer. If you wish, bring an able pair forward to demonstrate first. Give the class three minutes to speak in pairs. Then let one or two pairs demonstrate a few questions / answers.

### WB answers

**P14 Exercise 1:** 2 showed 3 pushed 4 looked 5 climbed 6 opened 7 picked 8 shouted

**Exercise 2:** 2 No, Jack's mother did not climb the beanstalk.

3 No, the giant did not live in a cage. 4 No, Jack did not pick up the cage. 5 No, the giant did not chop down the beanstalk. 6 No, the giant did not climb down the beanstalk. 7 No, the hen did not cluck sadly.

### \*\*Pair work Grammar in conversation, Activity 3 (PB p35)

Children practise the dialogue in pairs. If you wish, demonstrate the activity with a volunteer using some of the prompt words. Children practise in pairs, asking in turn *What did you do at the weekend?* Go around listening as they speak. Encourage children to speak without reading sentences in the dialogue. If you wish, write the prompt words on the board and tell children to close their books. Encourage children to ask one or two more questions of their partner after the first answer.

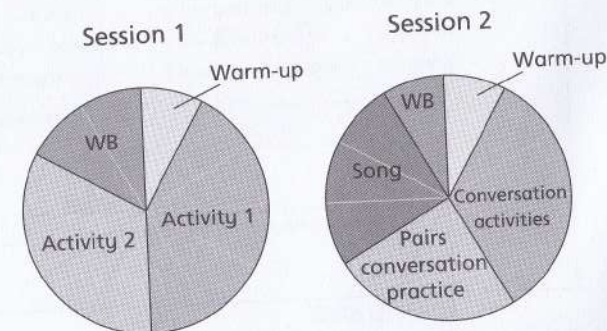
Give pairs three minutes to practise, then let one or two pairs stand up and say their conversation to the class.

### WB answers

**P15 Exercise 1:** do, visited, have, Did... play, watched, played, was

**Exercise 2:** Children's own answers. Check the past tenses.

## Time division



## Grammar Practice Book

Children may begin Unit 2 when they have completed the PB and WB Grammar pages. They should complete it before the end of PB / WB Unit 2.



# Lesson 5 Listening, Phonics (PB p36) Use of English

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

**Lesson targets** Children:

- listen to a story and complete comprehension tasks
- listen for specific words
- practise saying, reading and spelling words with *ou*
- (WB) learn about adjectives and recognise adjectives in sentences

**Key structure and language** from Unit 1

**Target words** *round, house, mouse, cloud, ground, sound*

**Materials** PB p36; CD 1 tracks 23, 25–26; WB pp16–17

## Warm-up

Sing the weekend song from PB p35, track 23.

## Listening

### Activity 1

Ask a volunteer to read the speech bubble. Tell the class to listen to the story of John and Sue and what happened. Play track 25. Children listen with their books closed.

### Activity 2

Children open their books. Ask a volunteer to read the first sentence with the different endings. Ask *Which is the correct ending?* Elicit an answer. Check with the class. If children disagree or are unsure, play the track again. Children circle the correct answer. Do the same with the other sentences.

### Activity 3

Play track 25 again. Children listen and tick the animals mentioned in the story. Be prepared to play the track once more if necessary. Check answers together.

## Phonics

Point out the box. Tell children to follow in their books and repeat in the pauses. Play track 26. Make sure children repeat the sound and word accurately.

Play track 26 again. Children listen and follow the rhyme. Children say the rhyme. They may learn it if you wish.

Children open their WBs at p16. They complete the Phonics page now or for homework. If it is for homework, make sure they understand the tasks.

## Listening

John and Sue visited their grandparents.

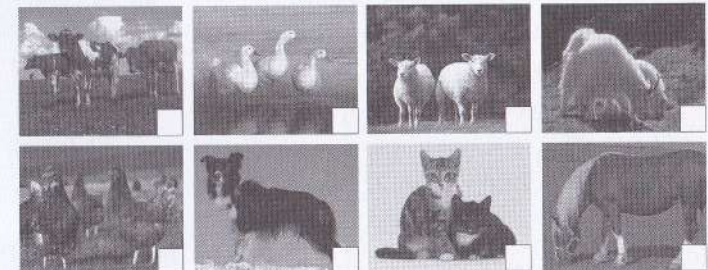


### 1 Listen.

### 2 Circle the right answers.

- |                                    |                  |                    |             |
|------------------------------------|------------------|--------------------|-------------|
| 1 Grandma and Grandpa have         | A a shop.        | B a farm.          | C a castle. |
| 2 Grandma and Grandpa have lots of | A horses         | B dogs             | C animals.  |
| 3 Did John and Sue have fun?       | A Yes, they did. | B No, they didn't. |             |

### 3 What animals were there? Listen again and ✓.



## Phonics

Look and listen!



ou mouse



The round moon is shining above the house. The clouds are silver and white. Look there, on the ground. It's a little grey mouse. Hush! Don't make a sound!

Now look at WB p17 Use of English

36

Unit 2 Listening to a narrative; listening for gist and detail; Phonics: long *ou* vowel sound

## Use of English

Now turn to WB p17.



Remind the class of the sound *ou* and *mouse*.

## Exercise 1

Children complete the words, then write them and read them. Make sure they understand that they should always read words for spelling.

## Exercise 2

Children write words.

## Exercises 3 and 4

Children complete the sentences using *ou* words from the page.

**Phonics**

Remember!

ou mouse

1 Write *ou*. Write the word. Read the word.

r \_ nd   h \_ se   m \_ se   cl \_ d   gr \_ nd   s \_ nd

2 Look and write.

3 Complete the sentences.

1 This is a \_\_\_\_\_.

2 The \_\_\_\_\_ is on the \_\_\_\_\_.

3 The \_\_\_\_\_ is on the \_\_\_\_\_.

4 Read and complete the sentences. Use words from this page.

1 You go \_\_\_\_\_ and \_\_\_\_\_ on a roundabout.

2 Thunder is a very loud \_\_\_\_\_.

3 There are white \_\_\_\_\_ in the sky today.

4 Our \_\_\_\_\_ is next to a small farm.

**Use of English**

Read this!

He was an ugly giant.

ugly ← This word is an adjective.  
An adjective tells us about a noun.

pretty small ← These words are adjectives.

blue green ← Colour words are adjectives, too.

1 Circle the adjectives. Match the words and pictures.

an ugly giant   a huge giant   an angry giant

2 Find the adjective in each sentence. Circle it.

1 This is a big cow.   2 The horse is black.

3 Where is the little goat?   4 A beautiful swan is on the river.

3 There are two adjectives in each set. Circle them.

1 farm yellow old run   2 there do white noisy

3 my pink flower small   4 happy jump look tall

Ask a child to read the sentence. Write it on the board.

Read the example adjectives and the explanation to the class. Ask a child to circle the adjective in the sentence on the board.

## Exercise 1

Volunteers read the phrases. Ask them to tell you the adjective. Check with the class.

Children circle then match. Remind them that the adjective will help them find the correct picture.

## Exercise 2

Children read and circle. Check answers together.

## Exercise 3

Children look at the first set of words. Ask a volunteer to name the adjectives. Check with the class. Children circle.

## Resource box

**Audioscript (CD1 track 25) Listening Activity 2 (PB p36)**  
On Saturday John and Sue visited their grandmother and grandfather. Grandpa is a farmer and John and Sue love the farm. They walked around the farm with Grandpa and looked at the animals. Grandpa's dog, Bess, walked with them. On the pond there were six ducks. In the barn there were twelve sheep. Sue touched one of them. "It's so soft!" said Sue. They looked at the cows. They were brown and white and very big. Next they looked in the stable. Grandpa's old horse was there. His name was Hannibal. John and Sue loved him. They talked to him quietly. Then they helped Grandpa with the hens. The hens were very noisy. John laughed. "They're funny!" he said. "We love your farm, Grandpa," said Sue. "It's great!"

### PB answers

P36 Activity 2: 1 B 2 C 3 A

Activity 3: Tick: dog, cows, ducks, sheep, hens, horse

### WB answers

P16 Exercise 2: cloud mouse house

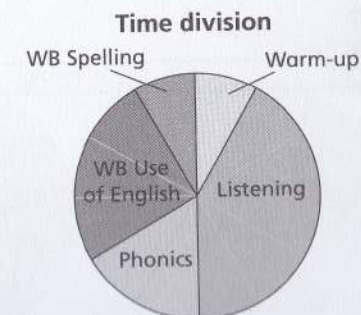
Exercise 3: 1 round house 2 mouse, ground 3 round mouse, cloud

Exercise 4: 1 round, round 2 sound 3 clouds 4 house

P17 Exercise 1: 1 an angry giant 2 an ugly giant 3 a huge giant

Exercise 2: 1 big 2 black 3 little 4 beautiful

Exercise 3: 1 yellow, old 2 white, noisy 3 pink, small  
4 happy, tall





# Lesson 6 Class composition (Session 1) (PB p37) Writing preparation, Composition practice (Session 2)

Lesson aim Writing

Lesson targets Children:

- (session 1) complete a traditional story with repeated language
- (session 2) (WB) identify adjectives; complete sentences with verbs
- (session 2) (WB) complete a traditional story using identified adjectives and verbs

Key structure and language from Unit 1

Key words farm animals, nature

Materials PB p37; WB pp18-19

## Session 1 Warm-up

Write up some regular verbs, e.g. *walk, look, jump, push, mend, fix* in a list. Class reads.  
Volunteers add the past tense *ed* ending to each verb. Class reads.

## Class composition

- 1 Children look at the pictures. If they know this story, let them tell you about it.  
If it is new, ask *Who is in the story?* Elicit, e.g. **three goats, an ugly man, a bridge.**
- 2 Ask one or more children to read the words in the box.  
Ask another child to read the two sentences under the box.
- 3 Tell the children to look at the first picture and the sentences underneath.  
Write the first gapped sentence on the board. Ask a volunteer to complete it.  
Complete it on the board. Do the same with the second sentence.  
Ask another volunteer to read the whole paragraph.
- 4 Do the same with the second picture and the second paragraph.
- 5 Continue with the third picture. Help the class to say the complete first sentence. Write it on the board. If they find making up new sentences difficult, tell them to look again at the previous two paragraphs. Point out the repeated actions in the pictures.
- 6 Complete the paragraphs for the rest of the pictures on the board.  
Encourage children to suggest sentences. Be ready to ask prompt questions if necessary.  
When the story is complete ask volunteers to read the paragraphs.
- 7 Children write the story in their books. If you wish, leave some words on the board to help the children in their writing. If possible, remove most or all the words from the board but only do this if you are confident that the class can complete the task without help.

## Class composition

1 Read. Finish the story. Use the words in the box.

walk jump up push ugly scared under

Once upon a time three hungry goats were in a field.  
They looked at the tall green plants across the river.



The first goat  
on the bridge. An \_\_\_\_\_ man  
was \_\_\_\_\_ the bridge.



The man  
The first goat was  
He \_\_\_\_\_ not \_\_\_\_\_ over the bridge.



The second.



Unit 2 Class composition: writing a traditional story from pictures

37



## Session 2 Warm-up

Show flashcards 9-16.  
Children name the objects.

### Exercise 1

Children named objects in the warm-up and should be able to do this task independently. Check answers together.

### Exercise 2

Ask a volunteer to read the first sentence. Children complete the other sentences. Remind them of the spelling rules for verbs ending with e and consonant/vowel/consonant. Check answers.

### Exercise 3

Ask *Do you know this story?* If they do, let them tell you what birds are in it.  
Ask different children to read the story beginning. Ask, e.g. *How many pretty yellow ducklings were there?* **five**  
*What was in the sixth egg?* **an ugly grey duckling**

## Resource box

**PB Class composition example writing p37**  
(numbers refer to pictures)

1 walked, ugly, under 2 jumped up, scared, did ... walk  
3 goat walked on the bridge. The ugly man was under the bridge. 4 The man jumped up. The second goat was scared. He did not walk over the bridge. 5 The third goat walked on the bridge. The ugly man was under the bridge. 6 The man jumped up. The third goat was not scared. 7 He pushed the ugly man into the river. 8 The goats walked over the bridge.

### WB answers

**P18 Exercise 1:** pretty, sad, cold, white, scared, beautiful, ugly, happy

**Exercise 2:** 2 clapped 3 jumped 4 picked up 5 liked 6 shouted

**WB Composition practice example writing p19**  
(numbers refer to pictures)

1 sad / scared 2 walked, beautiful / pretty 3 cold, picked up 4 liked, clapped, shouted 5 scared, jumped 6 bridge / river, swans, river 7 beautiful, swan 8 looked, swan, happy

### Writing preparation

#### 1 Circle the adjectives.

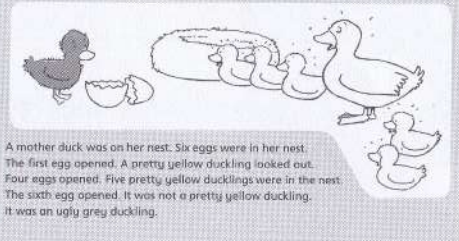
pretty sad swan cold white bridge scared  
duckling beautiful river nest ugly happy

#### 2 Complete the sentences. Use the verbs in brackets. Use the past tense.

- The duckling walked along the path. (walk)
- The girl clapped her hands. (clap)
- The boy jumped over the log. (jump)
- The man picked up the box. (pick up)
- The children liked the clown. (like)
- The children laughed and shouted. (shout)

#### 3 Read the story beginning.

### The ugly duckling



Unit 3 Adjectives and past tense verbs

### Composition practice

#### 4 What happened next? Finish the story. Use words from page 18. Use adjectives from exercise 1. Use words from exercise 2.

- The pretty yellow ducklings laughed at the ugly duckling. The ugly duckling was scared.
- The ugly duckling stood next to the river. Two white swans landed on the water.
- The weather was cold. Ice was on the river. A man scared the duckling. "Come home with me," he said.
- The duckling was scared. He jumped out of the window.
- He stayed next to the ugly duckling. They clapped their hands and shouted.
- He stayed next to the ugly duckling. One day it was warm again. Two white swans landed on the river.
- "You are beautiful," said the ugly duckling. "You are beautiful, too," said the swans. "You are a pretty duckling."
- The ugly duckling looked down. "It's true," he said. "I am a beautiful duckling. Now I am happy."

Unit 3 Completing a story from pictures

### Exercise 4

Children look at the pictures then they complete the story. Encourage them to read each sentence and to think of the word to fill the gap. Make sure they understand that all the words they need are on p18 and they can look back to check words and spelling.

Go around helping and monitoring as they work. When the class has finished, ask different children to read their paragraphs.

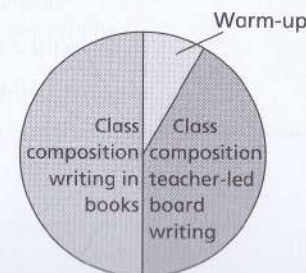
The example sentences (see Resource box) are a guide. Children's completed paragraphs may vary a little. If the sentences make sense and children have used the correct part of speech, they are acceptable, even if a different word may be a better choice.

### Homework task

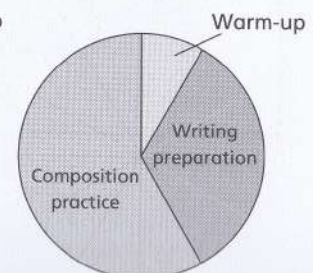
Children complete Check-up 2, WB p20. For answers see p65.

### Time division

#### Session 1



#### Session 2





## Lesson 1 Poster, Reading

**Lesson aim** Reading

**Lesson targets** Children:

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

**Key structure** comparative adjectives

**Key language** *smaller than... faster than...*

**Key new words** trades and professions

**Materials** PB pp38–39; poster 3; Dictionary 3; flashcards 17–25; CD 1 track 27; word cards for people on the poster

**Preparation** prepare word cards

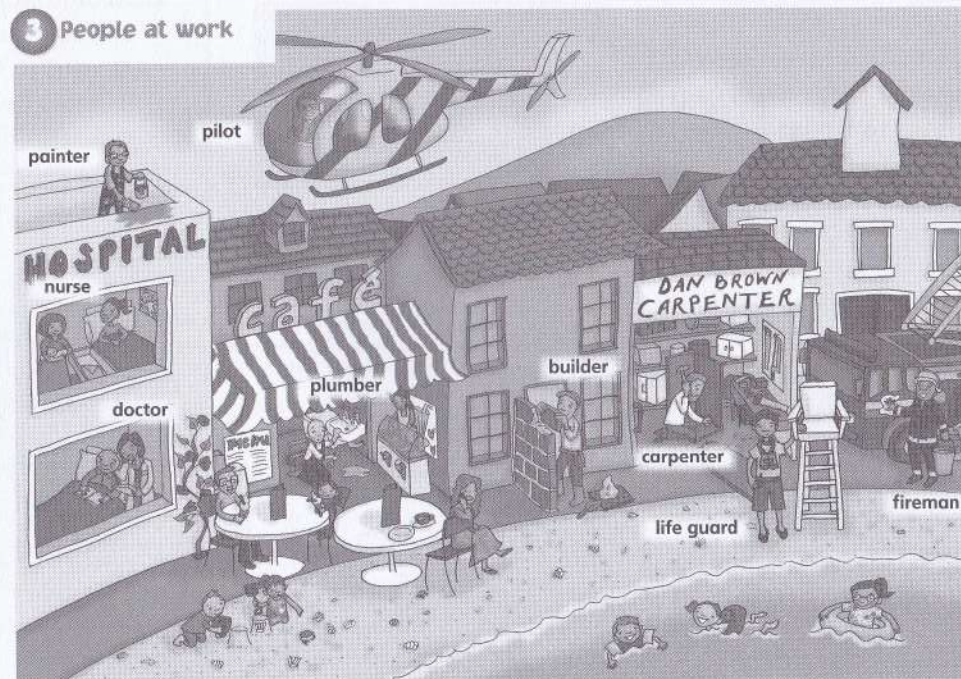
### Warm-up

Ask *Who is Mr Oats? He is a farmer.* Ask *Where does he live? What is there at his farm?*

Tell the class they are going to learn about work that other people do.

### Poster

- 1 Read out the title. Give the class a moment or two to look.
- 2 Point to each person and read the word. Show the word card. Class reads and says the word.
- 3 Show flashcards 17–25. Children name the people.
- 4 Ask the class if they can say what some of the people are doing. Children should be able to make some sentences with a little help on some words, e.g. *The carpenter is making a cupboard. The plumber is mending / fixing a pipe. painter – painting; fireman – cleaning.*  
Ask what they know about firemen, doctors, nurses. Children may be able to say that they help people.
- 5 Ask around the class *Which person has interesting work?*  
Let different children name a person on the poster.





- 1 Give children time to look at the pictures. Read the titles on each page. Ask children to point to the pilot then the helicopter. Ask them to point to the nurse. Ask what they think the building is. **a hospital**
- 2 Play track 27. Children listen and follow in their books.
- 3 Read one paragraph at a time. Use the Dictionary to help you to explain new words as necessary. Help children to find new words. Make up extra sentences for new words if you wish.
- 4 Ask questions about each paragraph. See Resource box.
- 5 If the class needs extra reading practice, read each sentence and ask the class to read it together.
- 6 When all the text has been read and the questions answered, give reading practice around the class. Ask individuals, groups or the class to read sentences or paragraphs. Play track 27 a final time.

### Homework task

Children learn new vocabulary from Unit 3 Dictionary 3. See list on p191.

## UNIT 3 People at work

### Reading 3

### A helicopter pilot



helicopter  
This can fly at 200 kilometres an hour.



This pilot flies a helicopter. The helicopter can fly quickly over mountains. It can land on hills. It is smaller than a plane but it is faster than a motorbike. The pilot's job is often exciting.

The pilot wears a helmet. It is very hard. The helmet protects his head. He wears sunglasses. Sometimes the sun shines very brightly. The sunglasses protect his eyes. The pilot wears a headset under his helmet. Sometimes he talks to a lifeguard on a beach. Sometimes he talks to a fireman at a fire. He speaks into the microphone. He can hear people through the earphones.

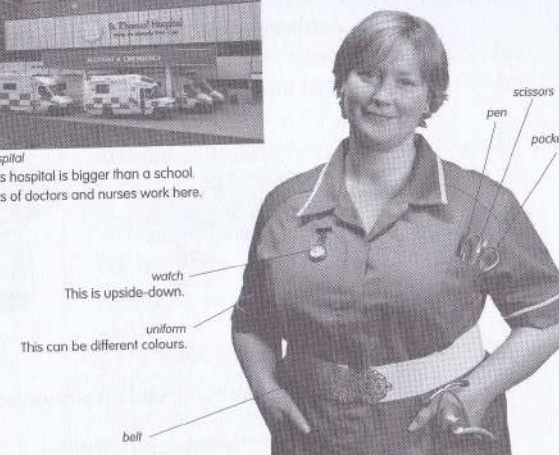


earphones  
The pilot listens to people on the ground.  
microphone  
The pilot can speak to people on the ground.

### A hospital nurse



hospital  
This hospital is bigger than a school. Lots of doctors and nurses work here.



watch  
This is upside-down.  
uniform  
This can be different colours.  
belt

This nurse works in a hospital. There are lots of people in the hospital and she is always busy. Sometimes people come to the hospital by helicopter. The nurse's job is interesting but sometimes it is difficult, too.

She wears a blue uniform. She wears a white belt. She has a watch on her uniform. She can always look at the time easily and quickly.

She carries a pen in her pocket. She writes notes about the people in the hospital. She carries scissors too. These are useful in her job.

Unit 3 Reading: information text with labels and captions

Unit 3 Reading: information text with labels and captions

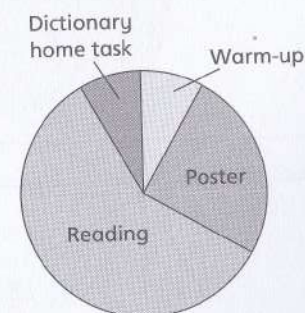
### Resource box

#### Text questions

Who flies the helicopter? **the pilot**  
What can a helicopter do? **fly over mountains, land on hills**  
How fast can it fly? **200 kph**  
Is it bigger than a plane? **No, it isn't.**  
What does the pilot's helmet do? **It protects his head.**  
Who does he talk to? **fireman, lifeguard**  
What does he speak into? **a microphone**

What does he hear through? **earphones**  
Where does the nurse work? **in a hospital**  
Who works there? **doctors, nurses**  
How do some people come to the hospital? **by helicopter**  
What is on her uniform? **her watch**  
Where does she carry her pen? **in her pocket**  
What does she do with her pen? **writes notes about people**

### Time division





## Lesson 2 Reading comprehension and vocabulary (PB p40)

**Lesson aim** Reading comprehension; vocabulary

**Lesson targets** Children re-read the text then:

- (PB) decide if statements are true or false
- match pictures and words; statements and pictures
- (WB) read a short story
- answer literal questions

**Key structure** comparative adjectives

**Key language** *smaller than, faster than*

**Words** *pilot* and equipment; *nurse* and equipment

**Materials:** PB p40; flashcards 17–25; WB p22; CD 1 track 27

### Warm-up

Use flashcards 17–25 to revise jobs and professions.

### Read again

Remind children of *The helicopter pilot* and *The hospital nurse*.  
Play track 27 or read the text to the class. Children listen and follow in their books.

### Activity 1

Ask a child to read the first sentence. Ask if the statement is true or false.  
Children may look back to the text if they wish. Elicit an answer. Check with the class.  
Children write. Continue with the other sentences. If you wish, ask the class to correct the false sentences orally. Alternatively, or as well, they may write in their copy books.

### Activity 2

Children look at the pictures. Ask one or more children to read the words under the pictures.  
Ask *Which picture is the headset?* Elicit the answer. Children write.

### Activity 3

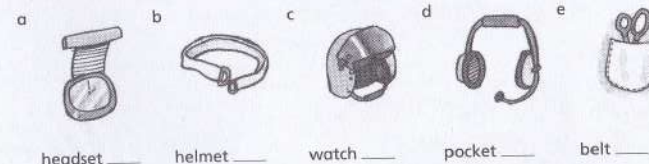
Give children a minute or two to match the people and the jobs. Check answers.  
Ask a volunteer to read the first two sentences. Ask which person they describe.  
Elicit an answer. Check with the class. Children write.

### Reading comprehension and vocabulary

**1 Read. Write true or false. Correct the false sentences.**

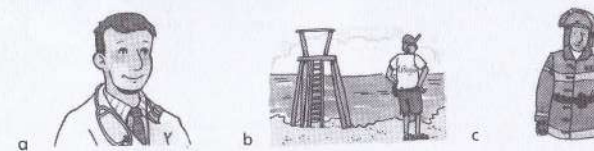
- 1 A helicopter can fly at 200 kph. \_\_\_\_\_
- 2 A helicopter is smaller than a motorbike. \_\_\_\_\_
- 3 The helmet protects the pilot's hands. \_\_\_\_\_
- 4 The hospital is bigger than a school. \_\_\_\_\_
- 5 The nurse is never busy. \_\_\_\_\_
- 6 She wears a blue watch. \_\_\_\_\_

**2 Match. Write the letter.**



**3 Match the people and the jobs. Write the letter.**

- 1 fireman ☐ 2 doctor ☐ 3 lifeguard ☐



**Read and write the number.**

- A He helps people on the beach. He watches people in the sea. \_\_\_\_\_
- B He helps people when there is a fire. He wears a helmet. \_\_\_\_\_
- C He helps people in a hospital. He works with the nurses. \_\_\_\_\_



## Reading comprehension and vocabulary (WB p22)

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

### Exercise 1

Children read. Remind them to use their dictionaries if they have forgotten the meanings of any new words.

### Exercise 2

Children write answers in complete sentences.

UNIT  
3

### Reading comprehension and vocabulary

#### 1 Read.



Yesterday lots of people were busy in the park. The fireman climbed a ladder. He picked up a scared cat. It was in a tree. The little girl was very happy.

The doctor helped a small boy. He looked at his watch. The nurse phoned the hospital. The boy's helmet was on the ground. His bike was next to a tree.

The clowns walked on their hands. They played with a ball. The children laughed and clapped. Two girls looked at the ducks.

#### 2 Answer the questions.

- 1 What did the fireman climb? \_\_\_\_\_
- 2 Where was the scared cat? \_\_\_\_\_
- 3 Who helped the small boy? \_\_\_\_\_
- 4 What did the doctor look at? \_\_\_\_\_
- 5 What did the nurse do? \_\_\_\_\_
- 6 Where was the boy's helmet? \_\_\_\_\_
- 7 What did the clowns play with? \_\_\_\_\_
- 8 What did two girls look at? \_\_\_\_\_

22

Unit 3 Literal questions

### Resource box

#### PB answers

P40 Activity 1: 1 true 2 false A helicopter is faster than a motorbike.

3 false The helmet protects the pilot's head.

4 true 5 false The nurse is always busy.

6 false She wears a blue uniform.

Activity 2: headset d helmet c watch a pocket e belt b

Activity 3: 1 c 2 a 3 b A 3, B 1, C 2.

#### WB answers

P22 Exercise 2: 1 The fireman climbed a ladder.

2 The scared cat was in a tree.

3 The doctor helped the small boy.

4 The doctor looked at his watch.

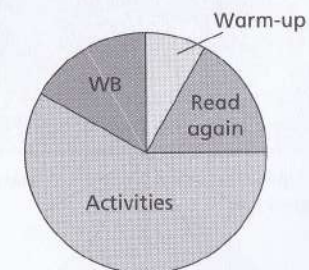
5 The nurse phoned the hospital.

6 The boy's helmet was on the ground.

7 The clowns played with balls.

8 The two girls looked at the ducks.

#### Time division





## Lesson 3 Speaking (PB p41) Study skills

**Lesson aim** Speaking

**Lesson targets** Children:

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

**Informal and everyday expressions** OK, Come on, I don't know, Let's..., Tell me!

**New words** workmen, pipes, wide, camera, everything, matter, pay, rich, sell

**Materials** PB p41; CD 1 tracks 28–29; poster 3; WB p23; Dictionary 3

**Preparation** Listen to CD track 28 before the lesson

### Warm-up

Ask the class what was wrong at Mr Oats's farm. See if they can remember: *There were holes in the stable roof. The barn did not have a roof. There was water everywhere. The windows of the house were broken.* If children did not remember, let them look back at page 33.

### Activity 1

Children look at PB page 41. Read the title of Part 3. Ask if children can say who any of the workmen in the picture are. Tell children to cover the dialogue text and look at the picture. Play track 28. Children listen.

### Activity 2

Children open their books and look at the dialogue.  
Play track 28 again. Children listen and follow.  
Check children understand the new words. Use the Dictionary if you wish.

### Activity 3

Play track 29. Children listen and repeat in the pauses.  
Encourage them to use the same expression and intonation.

### Activity 4

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

### Activity 5

Children act the dialogue without their books if possible but allow less confident children to follow in their books if necessary.  
Encourage them to speak without reading their lines word by word.

### Speaking

- 1 Talk about the picture. 2 Listen and read.



	Here come the workmen!		Max and I can write about everything. Come on, Max!
	The builder can mend the barn and the house.		Oh dear, oh dear!
	The painter can paint the house.		What's the matter, Mr Oats?
	The plumber can fix the water pipes.		How can I pay these workmen?
	The carpenter can mend the stable and the gate!		I'm not a rich man.
	Alfie, you can help him.		Oh dear, oh dear! There's only one thing I can do.
	OK!		What's that?
	Take your ruler. How wide is the gate? How high is it?		I can sell Henry.
	I've got my camera. I can take photos.		Henry? Your beautiful horse? Oh no!
	Excellent!		

- 3 Listen and say. 4 Talk about the picture. 5 Now you!



The exercises on this page practise dictionary skills and vocabulary. Children should be able to do this work independently once the tasks have been explained. Point out that the alphabet is at the top of the page to help them and for checking their work.

## Exercise 1

Children complete the sequence of three letters.

## Exercise 2

Children read the words in the box. They write each word in the correct sequence. Remind them to look at the initial letters of the other two words to help them find the correct word from the box.

## Exercise 3

Children match the words and pictures.

## Study skills

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

1 (abc) Write the correct letter in the boxes.

1 a b c 2 j l 3 q s  
4 g i 5 x z 6 o q

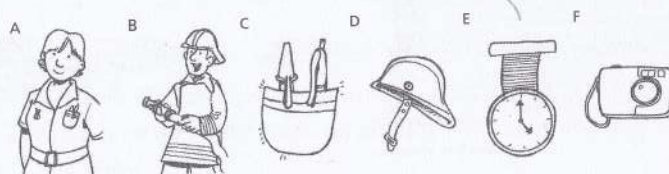
2 (abc) Write the words in the box in the correct place.

nose van swan goat drum kite

1 umbrella van window 2 jar lamp  
3 river table 4 car elephant  
5 frog horse 6 mouse orange

3 Read and match.

1 watch 2 camera 3 fireman 4 helmet 5 nurse 6 pocket



Check! Look in your Dictionary.

Unit 3 Dictionary skills

## Resource box

### Story questions

Can the workmen help Mr Oats? *Yes, they can.*

What can the builder / painter do? *mend the barn and the house / paint the house*

What can the plumber fix? *the water pipes*

What can the carpenter mend? *the stable and the gate*

What can Alfie do? *help the carpenter*

Who has got a camera? *Lulu*

What can Molly and Max do? *write about everything*

Is Mr Oats a rich man? *No, he isn't.*

What can he do? *He can sell Henry.*

Are the children happy? *No, they aren't.*

What is Miss Carey doing? *calling Channel 10*

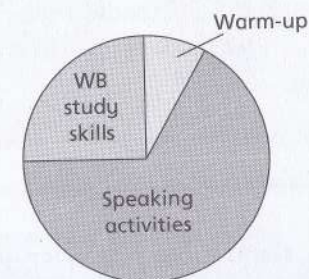
### WB answers

P23 Exercise 1: 2 j k l 3 q r s 4 g h i  
5 x y z 6 o p q

Exercise 2: 2 jar, kite lamp 3 river swan  
table 4 car drum elephant 5 frog goat  
horse 6 mouse nose orange

Exercise 3: 2 F 3 B 4 D 5 A 6 C

### Time division





# Lesson 4 Grammar (Session 1) Grammar in conversation (Session 2) (PB pp42-43)

**Lesson aim** Grammar

**Lesson targets** Children:

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

**Key structure** (session 1) comparative adjectives

**Key language** (session 2) *I'm taller than you.*

**Key words** *How tall? How long? How wide?*

**Materials** PB p42-43; CD 1 tracks 30-32; WB pp24-25; height chart, rulers

## Session 1 Warm-up

Write up 8-10 adjectives and nouns mixed up on the board.  
Ask volunteers to circle adjectives and underline nouns.

## Session 2 Warm-up

Bring two children forward. Ask *Who is taller? Sam or Ben?*  
Prompt a reply, e.g. ***Ben is taller than Sam.*** Repeat with another pair.

### Activity 1

Ask two children to read the bubbles. Ask *Is a plane faster than a helicopter?* ***Yes, it is.***  
Ask *What is in the first picture?*  
***a horse, an elephant***  
Say *The horse is big.* What about the elephant? Elicit ***The elephant is bigger.***  
Continue with the other pictures. See Resource box.\*

### Activity 2

Ask pairs to read the bubbles. Write the first prompt word on the board. Help the class to compose the question. Elicit the complete answer. Continue with the other prompts.

Children practise questions and answers in pairs. See Resource box.\*\*

Grammar

1 Look! The helicopter is fast.

The plane is faster.



Point and say.

1 big



2 tall



3 soft



4 loud



5 small



6 slow



2 Look!

Which is taller? The giraffe or the elephant?



The giraffe is taller than the elephant.

Ask and answer.

1 faster



2 older



3 bigger



4 smaller



5 longer



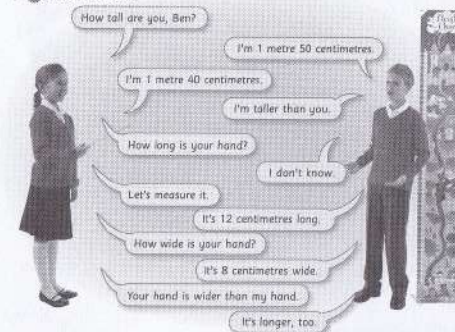
6 hotter



Unit 3 Comparative adjectives: fast, faster (than)

Grammar in conversation

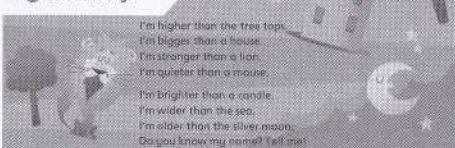
1 Listen and read.



2 Listen and say.

3 Now you!

4 Listen and say.



Unit 3 How tall...? How long...? How wide...? Comparative adjectives: longer (than)

### Activity 1

Point out the boy and girl. Ask *What is the girl holding?* ***a ruler.*** Explain that the boy is standing next to a measure for height. Tell the class to listen to the children. Play track 30. Children follow in their books.

### Activity 2

Children listen to track 31 and repeat in the pauses.

### Activity 3

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

### Activity 4

Ask what children can see in the pictures. Point out and name the candle. Play track 32. Children listen and follow the first time. Read the words with the class. Play track 32 again. Children join in. Children repeat the rhyme. They may learn the rhyme, if you wish.

Children complete WB p24 in class time or for homework.



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

## Exercise 1

Children complete the sentences with comparative adjectives.

## Exercise 2

Children write complete sentences comparing two objects.

### Grammar

#### 1 Read and write.

- |                            |                              |
|----------------------------|------------------------------|
| 1  The helicopter is fast. | The plane is <u>faster</u> . |
| 2  The car is slow.        | The bike is _____.           |
| 4  The guitar is loud.     | The drums are _____.         |
| 5  The spider is small.    | The insect is _____.         |
| 6  The shark is long.      | The whale is _____.          |

#### 2 Answer the questions.

- Which is taller? The house or the tree?  
The tree is taller than the house.
- Who is shorter? The man or the woman?  
\_\_\_\_\_
- Which is quieter? The flute or the trumpet?  
\_\_\_\_\_
- Who is older? The boy or his sister?  
\_\_\_\_\_
- Which is longer? The pen or the pencil?  
\_\_\_\_\_



Unit 3 Comparative adjectives: faster, slower, taller, shorter, louder, quieter, older, younger, longer, shorter

### Grammar in conversation

#### 1 Write questions. Use the words in the box.

How tall How long How wide

- How tall is the tree? The tree is 5 metres tall.
- \_\_\_\_\_ The box is 10 centimetres wide.
- \_\_\_\_\_ The snake is 2 metres long.
- \_\_\_\_\_ Ben is 1 metre 50 centimetres tall.

#### 2 Read and draw. Measure and write.

- Put your hand on a piece of paper. Draw round it.



- Draw a line here. Measure the line. How many centimetres? Write the number.



- Draw a line here. Measure the line. How many centimetres? Write the number.



#### Now answer the questions.

- How wide is your hand? \_\_\_\_\_
- How long is your hand? \_\_\_\_\_
- Look at your friend's hand. Whose hand is wider? \_\_\_\_\_ Whose hand is longer? \_\_\_\_\_

Unit 3 How tall...? How long...? How wide...?

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

## Exercise 1

Children write the questions using the phrases in the box. Point out that the last word in each sentence tells them which phrase to use in the question.

## Exercise 2

Children draw, measure and write the figures. Give them time in class to answer the questions.

## Resource box

### \*Pair work Grammar Activity 1 (PB p42)

If you wish, repeat the activity with children making the statements about the first item of each pair. Another child talks about the second item.

### \*\*Pair work Grammar Activity 2 (PB p42)

Children work in pairs at their desks. They take turns to say the questions and give the answer. If necessary, bring an able pair forward to demonstrate the activity. Give the class three minutes to speak in pairs. Then let one or two pairs demonstrate a few questions and answers.

### \*\*\*Pair work Grammar in conversation, Activity 3 (PB p43)

If you wish, let two or three pairs measure themselves at the height chart. Alternatively, all children use rulers at their desks to measure their hands and write down the measurements.

They practise asking the questions and answering according to the measurements they have taken. If necessary they can guess their height. Give pairs time to practise the dialogue.

Go around listening as they speak.

Let one or two pairs stand up and say their conversations to the class.

**Activity 4** (PB p 43) The answer to the question is: *the sun*.

### WB answers

**p24 Exercise 1:** 2 slower 3 louder 4 smaller 5 longer

**Exercise 2:** 2 The woman is shorter than the man.

3 The flute is quieter than the trumpet.

4 The boy is older than his sister.

5 The pencil is longer than the pen.

**p 25 Exercise 1:** How wide is the box?

2 How long is the snake?

3 How tall is Ben?

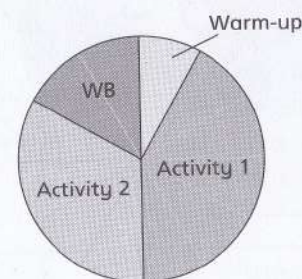
**Exercise 2:** 1 My hand is ... centimetres wide.

2 My hand is ... centimetres long.

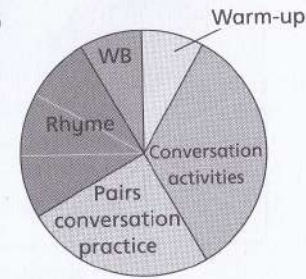
3 Children's own answers, e.g. My hand is wider than Ben's hand. Ben's hand is longer than my hand.

## Time division

### Session 1



### Session 2



## Grammar Practice Book

Children may begin Unit 3 when they have completed the PB and WB Grammar pages. They should complete it before the end of PB / WB Unit 3.



## Lesson 5 Listening (PB p44) Phonics, Use of English

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

**Lesson targets** Children:

- listen to descriptions of people and identify them in pictures
- match descriptions of people to pictures
- practise saying, reading and spelling words with *ay*
- (WB) learn about verbs and recognise verbs in sentences.

**Key structure and language** from the unit

**Target phonics words** *play, say, May, tray, birthday*

**Materials** PB p44; CD 1 tracks 33–34; WB pp26–27

### Warm-up

Say the poem from PB p43.

### Listening

#### Activity 1

Ask children to say what is in each of the pictures. Play track 33. Children listen and point to the people and objects as they are mentioned.

#### Activity 2

Play track 33 again. Children listen and write the letter for each person or object as it is mentioned. Be ready to play the track a third time if necessary.

### Phonics

Point out the box. Tell children to follow in their books and repeat in the pauses. Play track 34. Make sure children repeat the sound and word accurately. Play track 34 again. Children listen and follow the rhyme. Children say the rhyme. They may learn it if you wish.

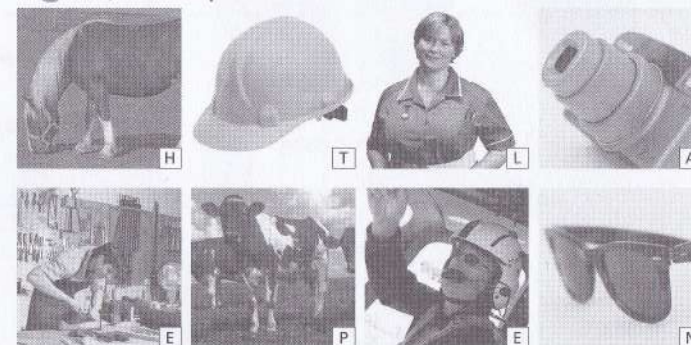
Children open their WBs at p26. They complete the Phonics page now or for homework. If it is for homework, make sure they understand the tasks.

### Use of English

Now turn to WB p27.

### Listening

1 Look, listen and point.



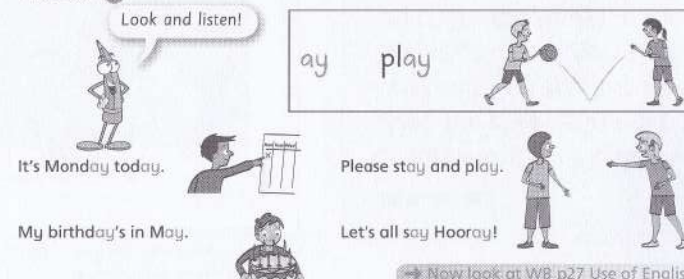
2 Look, listen and write the letters.

1	2	3	4	5	6	7	8

What's the word?

Phonics

Look and listen!





Remind the class of the sound  
*ay* and *play*.

### Exercise 1

Children complete the words and write the whole words under the pictures. Children read the words.

### Exercise 2

Children find the target words in the lines of letters. They circle the words and write them.

### Exercise 3

Children complete the sentences using target words from exercise 1.

**Phonics**

Remember!

ay play

1 Write *ay*. Write the words. Read the words.

pl. s. M. tr. birthd.

2 Circle the words. Write the words.

1 s f r u May w p e y May 2 b o r t r a y f z c

3 p r o b u e s a y b e 4 y a s b i r t h d a y f

5 g r p l a y e l l r o u

3 Complete the sentences. Use words from exercise 1.

1 She is carrying cakes on a \_\_\_\_\_.  
Happy \_\_\_\_\_, Grandma!

2 My parrot can \_\_\_\_\_ hello.

3 We sometimes \_\_\_\_\_ in the park.

**Use of English**

Read this!

The pilot wears a helmet.

1 Look and read.

This word is a verb.

A verb is a doing word.

jump lift These words are verbs.

kick ate These words are verbs, too.

2 Match the verbs with the pictures.

hold wash carry sleep

1 2 3 4

3 Find the verb in each sentence. Circle it.

1 The carpenter makes chairs. 2 The nurse is busy.

3 The children were in the park. 4 Here are your books.

4 There are two verbs in each set. Circle them.

1 look tall this run 2 horse three listen was

3 fly under mend what 4 walk watch barn green

Ask a child to read the sentence.  
Write it on the board.

### Exercise 1

Read the example verbs and the explanations to the class. Ask a child to circle the verb in the sentence on the board. Explain that a sentence in English must have a verb.

### Exercise 2

Children match the verbs and pictures. Check answers together.

### Exercise 3

Ask a volunteer to read the first sentence and tell you the verb. Check with the class. Continue with the other sentences.

### Exercise 4

Children look at the first set of verbs. Ask a volunteer to name the verbs. Check with the class. Children circle.

## Resource box

### Audioscript (CD1 track 33) Listening Activities 1-2 (PB, p44)

- Number 1: This man is a pilot. He flies a helicopter.  
 Number 2: This woman works in a hospital. She is a nurse.  
 Number 3: This person can make tables and chairs and doors and gates. He is a carpenter.  
 Number 4: Can you find this animal? It is bigger than a goat but smaller than a horse.  
 Number 5: This animal is bigger than a cow and it is faster, too.  
 Number 6: You can take photos with this.  
 Number 7: You can wear these when the sun is shining. They protect your eyes.  
 Number 8: A builder wears this. It protects his head.

### PB answers

P44 Activity 2: 1 E 2 L 3 E 4 P 5 H 6 A 7 N 8 T

### WB answers

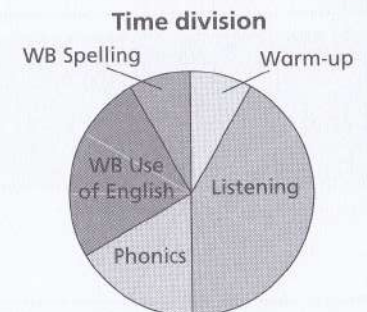
P26 Exercise 2: 2 tray 3 say 4 birthday 5 play

Exercise 3: 1 tray 2 birthday 3 say 4 play

P27 Exercise 2: 1 carry 2 sleep 3 hold 4 wash

Exercise 3: 1 makes 2 is 3 were 4 are

Exercise 4: 1 look, run 2 listen, was 3 fly, mend  
 4 walk, watch





**Lesson aim** Writing

**Lesson targets** Children:

- (session 1) compose a description of a lifeguard, with teacher support
- (session 2) practise vocabulary and structures for independent writing
- (session 2) write a description of a fireman with labels and a caption

**Key structure and language** from the unit

**Vocabulary** jobs, clothing and equipment

**Materials** PB p45; WB pp28–29

## Session 1 Warm-up

Ask teams to think of as many items of clothing as they can in two minutes.

## Class composition

1 Children read the title and look at the picture. Ask *Who is this person? a lifeguard*

*Where does he work? on the beach/ by the sea*

Ask one or more children to read the labels for the clothes and objects.

Tell children to look at the verbs in the box. Ask a volunteer to read them.

Tell the class to look at the sentence under *shorts*. Ask a volunteer to say the complete sentence using the correct verb (*swim*).

2 Write the title on the board. Remind the class of the first verb in the box.

Elicit a first sentence about the lifeguard using the verb *work*.

It need not be exactly the same as the example writing (see Resource box).

Accept a sentence that makes sense and is grammatically correct.

3 Encourage children to think of other sentences about the lifeguard using the verbs in the box and the labels around the picture. If you wish, ask what the weather is like on the beach. Ask what the lifeguard wears when he works.

4 Ask one or more children to read out the sentences on the board. The example writing is a guide to the most that should be expected. Some classes will achieve more than others.

5 Children write the information about the lifeguard in their books. It should be possible to remove most or all of the writing from the board before children write. Remind them that the labels and the verbs in the box in their PBs can help them.

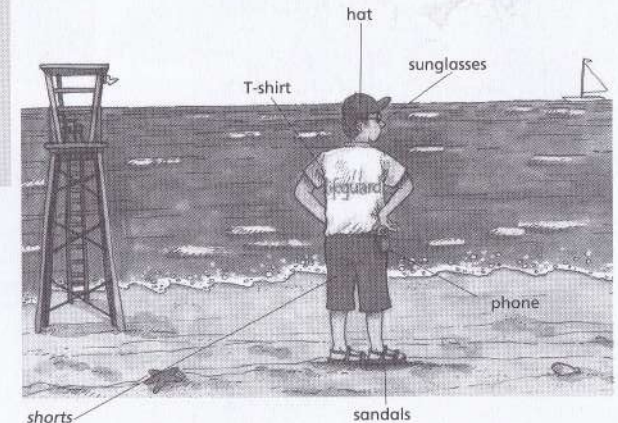
6 Some children will be able to produce more sentences than others. Encourage them to work to their best level. Children's writing can and should vary. Accept sentences that make sense and are grammatically correct.

Class composition

1 Look and write. The verbs in the box can help you.

## A lifeguard

work  
help  
swim  
wear  
protect  
speak  
watch



The lifeguard can \_\_\_\_\_  
in the sea in these shorts.

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## Session 2 Warm-up

Write up nouns and adjectives mixed up on the board, e.g. *hospital busy pen pilot new tall mountain fast slow helicopter.*

Children take turns to underline the nouns and circle the adjectives.

### Exercise 1

Children label the items.

### Exercise 2

Check the class can name these items. Children match the adjectives to the objects to make phrases.

Check answers together.

### Exercise 3

Children choose verbs to complete the sentences. They should be able to do this independently. Give them a time limit. Check answers.

**Writing preparation**

1 What do people wear? Name the clothes.

jacket belt sandals shorts boots helmet shoes trousers gloves

2 Read the adjectives in the box. Match and write.

black hard tall thick thin

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

3 Choose a verb. Complete the sentences.

write wear help speak protect work

1 The pilot \_\_\_\_\_ into a microphone.

2 Sunglasses \_\_\_\_\_ the pilot's eyes.

3 The nurse \_\_\_\_\_ notes with a pen.

4 Lifeguards \_\_\_\_\_ on the beach.

5 The fireman \_\_\_\_\_ people when there is a fire.

6 The nurse \_\_\_\_\_ a belt.

**Composition practice**

1 Look at the picture. Write the words.

2 Write about the fireman. Use the verbs in the box.

help use protect wear climb

The fireman can \_\_\_\_\_ the ladder.

\_\_\_\_\_

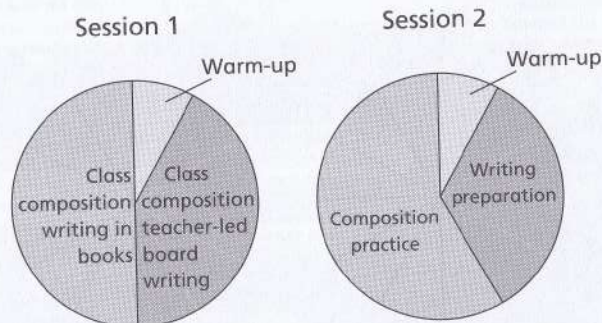
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Time division



### Exercise 1

Children label the picture. Make sure they realise that all the words they need are on page 28. Give them a time limit. Check answers.

### Exercise 2

Tell the class to read the verbs in the box. They write about the fireman. Tell them to use the picture, the words for clothes and the verbs to help them make up sentences. Go around helping and monitoring as they work.

Some children will write more sentences than others. The example writing is a guide only. Accept sentences that make sense and are grammatically correct. Encourage children to write to their ability.

### Portfolio

Children may make neat copies of their WB compositions for inclusion in their Portfolio of written work.

## Resource box

### PB Class composition example writing (p45)

The lifeguard works on the beach. He watches people in the sea. He helps people. It is hot on the beach and the sun shines brightly. He wears a hat. It protects his head. He wears sunglasses. They protect his eyes. He wears shorts and a T-shirt. He wears sandals. He has got a phone. He can speak to people. People can phone the lifeguard.

### WB answers

P28 Exercise 2: 1 thin sandals 2 thick boots 3 hard helmet 4 tall ladder

### WB Composition practice example writing

The fireman helps people (when there is a fire). Sometimes he uses a ladder. He wears a helmet. It is very hard. The helmet protects his head. He wears a jacket. He wears trousers. He wears gloves. They protect his hands. He wears thick boots. They protect his feet.

### Homework task

Children complete Check-up 3, WB p30. For examples see p65.



## Revision 1, Project 1

Children look at the picture for a few moments.

Ask different children to be the people in the picture and read their bubbles.  
Play CD track 35 if you wish.

### Activity 1

Children name the animals in the picture and say how many of each there were.

Ask additional questions, e.g. *What colour was / were the...? Where was / were the...?*

Ask about things not in the pictures, e.g. *Was there a dog / cat / mouse?*

### Activities 2-3

Ask the first question: *Which is bigger the duck or the goat?*

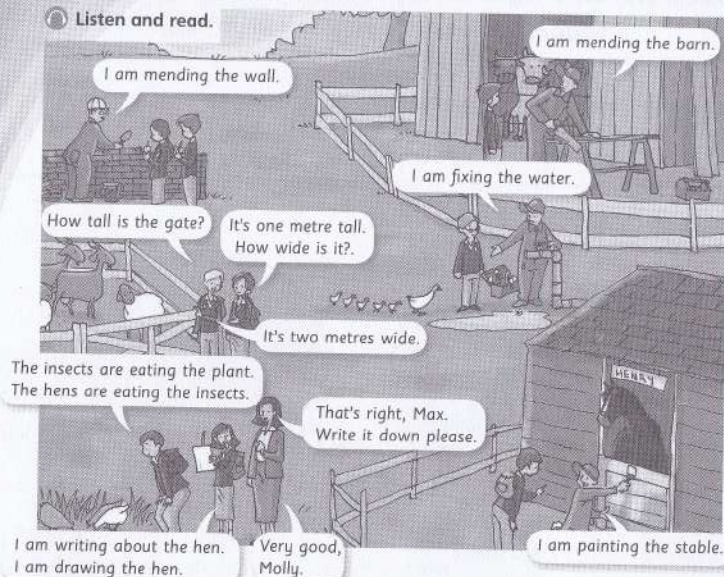
Children compare the animals: **The goat is bigger than the duck.** If you wish, elicit correct sentences from individuals then repeat the activity with the class working in pairs. They take turns to point and ask the question and give the answer.

If you choose to do this, listen to them while they speak.

Ask one or two pairs to repeat the activity while the class listens.

### Revision 1

Listen and read.



1 What animals were in the farmyard? How many animals were there?

2 Which is bigger?



Which is smaller?



3 Which is louder?



Which is faster?



4 What are they? What did they do?



5 What subjects did they do?



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Revision 1

### Activity 4

Ask who each workman is.

Elicit, e.g. **He is the painter.**

Ask *What did he do?* **He painted the house.**

Continue with the other pictures.

If you wish, ask the questions again in a different way, e.g. *Who painted the house?*

### Activity 5

Children decide which subjects each of the characters did when they were at the farm. Ask them to say what work they did in these subjects if they can:

**Alfie and Lulu did Maths. They measured the gate.**

**Max did science. He looked at plants and animals.**

**Molly did English and Art. She wrote about the hen and drew a picture.**

### Extra activities

#### Class games

##### Mime

Write all the jobs children have learned on cards. Children take turns to take a card and mime the person working. Other children guess.

#### Who is it? team game

Use the jobs cards. Divide the class in two teams. A child from team 1 takes a card and describes the person, e.g. *This person makes things. He uses wood.* Team 1 guesses: **the carpenter**

If the answer is wrong or they cannot answer, the other team may answer. Then it is team 2's turn to take a card.



## Farm project

Children make or draw a farm with buildings and animals. They write about things on the farm.

The project can be as long or short, as simple or elaborate as you choose:

### Group projects

- Children make a model farm with buildings and cut-out animals. They write information on cards and place them with the buildings and animals
- Children make a large poster with drawings of buildings and animals. They write information on paper and stick it on the poster.

### Individual project

Children write and draw in a book that they make or in a writing book.

Encourage children to complete this project working independently at their own level.

## Project 1

Draw or make a farmyard. Draw or make the buildings and animals.

### 1 Write about the buildings. Answer these questions:

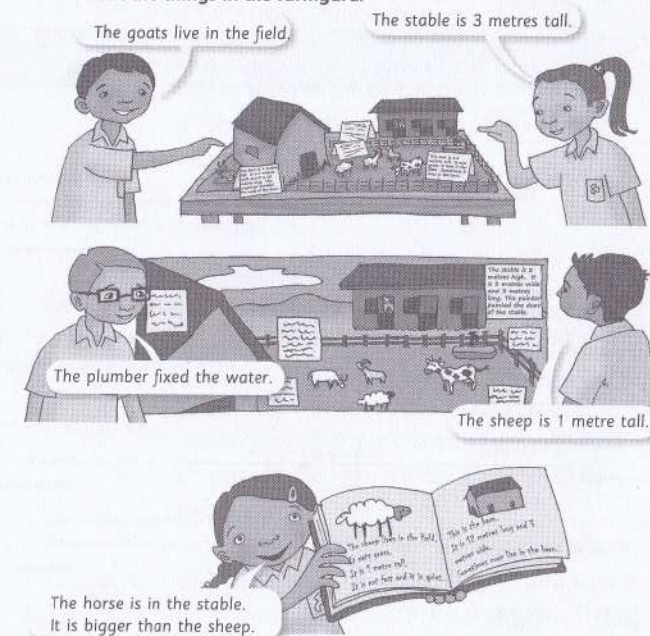
How tall is it? How wide is it? How long is it? Who mended or fixed it?

### 2 Find out about animals. Look on the internet or in a book.

Write about the animals. Answer these questions: How tall is it? Where does it live?

What does it eat?

### 3 Talk about the things in the farmyard.



Project 1

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## Activity 1

Children write information about a building of their choice. Their writing should include answers to the questions but they may add more, e.g. colour, what animal lives in it.

## Activity 2

Children write about one or more animals on the farm. They answer the questions. Encourage them to find out one or two new facts, e.g. *Goats eat grass and plants. They give milk.* etc. Refer them to the school library if appropriate or other sources of information.

## Activity 3

When the project is complete, let children show their work and talk about the things they have included in the project.

This may be done in whatever way is appropriate in your class.

If possible, display the children's projects and encourage them to look at each other's work.

## Summary box

**Lesson aim** Revision

**Lesson targets** Children:

- read and talk about the farm and animals using key structures
- draw and write information about the farm and animals; find some new information
- talk about the information they have put together

## Resource box

### Portfolio

If you wish, this project may be included in children's portfolio of written work.

Before starting  
Unit 4 you may wish  
children to complete  
PDF test 1.



## Portfolio 1 and Diploma 1: Units 1–3

- 1 When children have completed all the work in units 1–3, they turn to Portfolio 1 on page 129 in their WB.
- 2 This page allows children to make their own assessment of what they have learned in English.

### Vocabulary

Tell children to tick each box only when they are confident that they know the words in each category.

### Grammar

Children tick the boxes when they are confident of the tenses and structures.

Make sure they realise this means all the work you have done, not just the sentences on this page.

### Phonics

Children tick the boxes when they can read and spell the words accurately.

Portfolio 1: Units 1, 2 and 3

**Vocabulary**





I know new words.  
 School subjects ☐ The farm and farm animals ☐ Jobs ☐

I know all the words in Dictionary 3: Units 1, 2 and 3. ☐

**Grammar**

I can write about yesterday.  
 was were ☐ Yesterday it was hot. The children were in school.  
 walk walked ☐ In the afternoon they walked to the park.

I can write about two things.  
 tall taller ☐ The giraffe is taller than the elephant.





I can tell these times. ☐    





I can say how tall, how wide and how long things are. ☐  
 A: How wide is it? B: It is two metres wide.

**Phonics**



I can read and write these words.  
 ar star car shark jar park hard sharp arm farm dark ☐  
 ou round house mouse cloud ground sound ☐  
 ay play say May tray birthday ☐


English World 3 Diploma 1: Units 1, 2 and 3




**1 Write the words.**  
   




   

**2 Complete the sentences.**  
 Yesterday it \_\_\_\_\_ (be) cloudy.  
 The children \_\_\_\_\_ (be) in the park.  
 They \_\_\_\_\_ (play) on the slide.  
 The duckling is \_\_\_\_\_ (small) than the hen.

**3 Write the times.**  
 \_\_\_\_\_  \_\_\_\_\_

**4 Complete the question. Write the answer.**  
 long \_\_\_\_\_ is it? 

**5 Write the words.**  
  

Portfolio 1 (Units 1, 2 and 3)

Diploma 1 (Units 1, 2 and 3)

- 3 Children receive a sticker for each task completed and one more when they have finished the page.

- 4 These pages may be taken out of the Workbook and kept in children's individual portfolios of work, along with a few examples of children's best work from Units 1–3.

- 3 Check through the completed Portfolio page with each child. Some children may take a little longer to feel confident with the work that has been covered. It is not necessary for the whole class to complete everything on this page before moving on to Unit 4.

- 4 Tell children who are not entirely confident (even if they have ticked everything on the page) to spend extra time learning words and checking the grammar for units 1–3. They may use the Dictionary and the grammar page pictures and dialogues to help them revise. They may also look at pages 122–123 of the Verb round-up in their WBs to learn and revise the past tense of *be* and regular past tense verbs.

### Completed Diploma 1

#### Words

sums, basketball, horse, barn, cow, carpenter, pilot, nurse

#### Grammar

was, were, played, smaller, quarter to two, quarter past four  
 How long is it? It is one metre long.

#### Spelling

star, jar, mouse, cloud, tray, play



## Check-up 1 WB pp10-11

**Exercise 1:** 1 were 2 was 3 were 4 was  
5 Were 6 was

**Exercise 2:** 1 Was the first lesson Science?  
2 Were the boys late?  
3 Where were the girls?  
4 What was the second lesson?  
5 Were the sums easy?  
6 When was their Maths lesson?

**Exercise 3:** 1 No, the boys were not noisy.  
2 No, the lesson was not difficult.  
3 No, the weather was not cold.  
4 No, we were not in the park.  
5 No, the children were not quiet.  
6 No, the teacher was not a man.

**Exercise 5:** Children write a paragraph of continuous writing. They use the questions to help them write. Encourage able children to add one or two sentences of their own. (Examples in brackets):  
The teacher was in the classroom. Her name was Miss Green. The classroom was quiet. The children were not in the classroom. It was quarter past eleven. It was break. The children were in the playground. (They were happy. They were noisy. It was fun.)

## Check-up 2 WB pp20-21

**Exercise 1:** 1 played 2 watched 3 helped  
4 talked 5 opened 6 picked

**Exercise 2:** 1 Did the family walk to the beach?  
2 Did the children visit a farm?  
3 Did Harry climb a tree?  
4 Did the boys play football?

**Exercise 3:** 1 No, Billy did not help his father.  
2 No, Meg's family did not live in the city.  
3 No, Joe did not push his bike up the hill.  
4 No, the girls did not watch TV.

**Exercise 5:** Children write a paragraph of continuous writing. They use the questions to help them write. Encourage able children to add one or two sentences of their own to go with one or more of the pictures (Examples in brackets):  
Sally and Tom visited (their) Grandma and Grandpa on Saturday. Sally and Grandma walked in the garden. They picked flowers. (The flowers were pretty.) Tom helped Grandpa. They washed the car. (It was fun.) Grandma baked a cake in the afternoon. Sally and Tom liked the cake. (It was delicious.)

## Check up 3 WB pp30-31

**Exercise 1:** 2 How long is the snake?  
3 How wide is the box?  
4 How tall is Lucy?  
5 How old are the twins?

**Exercise 2:** 2 faster 3 shorter 4 smaller  
5 warmer 6 sweeter

**Exercise 3:** Number of mistakes: 5 (Billy is taller than Bobby. He is thinner than Bobby. His hat is bigger than Bobby's. His shoes are smaller than Bobby's and his jacket is shorter.)

**Exercise 4:** Bobby is shorter than Billy. He is fatter than Billy. He is older, too. His hat is smaller than Billy's. His shoes are bigger and his jacket is longer.



## Lesson 1 Poster, Reading

**Lesson aim** Reading

**Text type** factual information with instructions

**Lesson targets** Children:

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

**Key structure** past simple of regular verbs

**Key language** past simple of regular verbs

**Key words** tools and materials

**Materials** PB pp48–49; poster 4; Dictionary 3; CD 1 tracks 36–37; flashcards 26–35; word cards for words on the poster; world map or atlas

**Preparation** prepare word cards

### Warm-up

Put up a world map if you have one. Point out America. Ask children to tell you anything they know about the United States of America, now or in the past.

### Poster

- 1 Point to the poster. Read out the title. Give the class a moment or two to look.
- 2 Point to the different tools and materials. Read the word. Show the word card. Class reads and says the word.
- 3 Show flashcards 26–35. Children name the objects and materials.
- 4 Ask the class *Can you see plastic in the classroom? What is the object?*  
Children look for things in the classroom made of plastic. They point or show the object and name it if they can.
- 5 Write *plastic* on the board. Write a list or draw objects on the board made of plastic. Do the same with the other materials. See which list is the longest.



- 6 Show flashcards for tools. Ask *Who uses these things?* Children should be able to answer: **a builder, a carpenter** etc.



- 1 Give children time to look at the pictures.  
Read the title  
Ask *Do these pictures show America now or a long time ago in the past? a long time ago in the past*  
Ask if they can name anything in the pictures, e.g. *horse, log, children, game*
- 2 Play tracks 36–37. Children listen and follow in their books.
- 3 Read one paragraph at a time. Use the Dictionary to help you to explain new words as necessary.  
Help children to find new words. Make up extra sentences for new words if you wish.
- 4 Ask questions about each paragraph. See Resource box.
- 5 If the class needs reading practice, ask them to read each sentence after you.
- 6 When all the text has been read and the questions answered, give reading practice around the class. Ask individuals, groups or the class to read sentences or paragraphs.  
Play tracks 36–37 a final time.

### Homework task

Children learn new vocabulary from Unit 4 Dictionary 3. See list on p191.

## UNIT 4 Things we use

### Reading 2

## The American pioneers



A hundred years ago many people travelled across America. They needed houses and fields. They were pioneers. A pioneer does something first. These people travelled across America first.

They stopped near a river. They needed wood and water. They used axes and they chopped down trees. The horses pulled the logs with ropes. The men lifted one log on top of another log. These were the walls of their house.



Inside there were two rooms. In one room there was a fire. The women cooked food in big pots. The children helped. They picked up wood for the fire. They fetched water from the river.

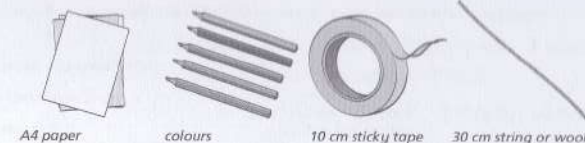


There were not many toys. The girls skipped with a rope. The boys played skittles. All the children played a game with a cup and a ball. You can make this game, too.

Unit 4 Reading: factual information and instructions

## Cup and ball game

You need:



- 1 Fold the paper.
- 2 Cut. Keep the small piece of paper.
- 3 Open out the big piece. Turn it over. Colour it.
- 4 Turn over the paper again. Fold it.
- 5 Fold it again and cut.
- 6 Open the paper. Stick the string onto it.
- 7 Put side 1 on top of side 2.
- 8 Stick it.
- 9 Make the small piece of paper into a ball.
- 10 Stick it on the end of the string.
- 11 Swing the ball up into the air.
- 12 Catch it in the cup.

Unit 4 Reading: factual information and instructions

## Resource box

### Text questions

What did the pioneers need? *houses, fields*

What did the pioneers do first? *travelled across America*

What did the horses do? *pulled the logs*

How did the men make the walls of the house? *They lifted one log on top of another log.*

How many rooms were there? *two*

Who cooked the food? *the women*

What did the children do? *picked up wood, fetched water from the river*

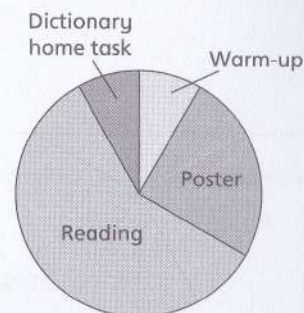
What did the girls do? *skipped with a rope*

What did the boys do? *played skittles*

When you make the cup and ball game, what do you need? *paper, colours, sticky tape, string or wool*

When you cut the paper, what do you use? *scissors*

## Time division





## Lesson 2 Reading comprehension and vocabulary (PB p50)

**Lesson aim** Reading comprehension; vocabulary

**Lesson targets** Children re-read *The American pioneers*, then:

- (PB) choose / find the correct words to complete sentences
- match words to pictures
- (WB) match tasks to tools and materials
- match verbs to pictures; use verbs to complete sentences

**Key structure** past simple of regular verbs

**Key language** past simple of regular verbs

**Words** vocabulary from Lesson 1

**Materials** PB p50; flashcards 26–35; WB p32; CD 1 tracks 36–37

### Warm-up

Point to different objects around the class or hold up objects.  
Children name the material they are made of.

### Read again

Remind children of *The American pioneers*. Play tracks 36–37 or read the text to the class.  
Children listen and follow in their books.

### Activity 1

Point out the first sentence. Explain that the missing word is one of the two at the end of the sentence. Tell children to read the sentence. Ask for the answer. Check with the class.  
Children write.  
Let the class check back to the text if they need to at any time.

### Activity 2

Ask one or more children to read out the words. Ask what is in the first picture.  
Check that the class agrees with the answer. Children write the word.  
Continue with the other pictures.

### Activity 3

Give children a few minutes to read all the sentences.  
Tell them they may look back at the text to see what the missing word is.  
Ask a volunteer to read the beginning of the first sentence.  
Ask if anyone can complete it. Check the answer with the class.  
If necessary look back at the text with the class and help them find the sentence.

### Reading comprehension and vocabulary

#### 1 Choose the correct word.

- 1 The pioneers needed \_\_\_\_\_ and fields. ( horses / houses )
- 2 They \_\_\_\_\_ near a river. ( stopped / skipped )
- 3 The pioneers used \_\_\_\_\_ and they chopped down trees. ( scissors / axes )
- 4 The \_\_\_\_\_ pulled the logs with ropes. ( horses / men )
- 5 The women cooked \_\_\_\_\_ in big pots. ( fire / food )
- 6 The children fetched \_\_\_\_\_ from the river. ( water / wood )
- 7 The children played a game with a cup and a \_\_\_\_\_. ( ball / bag )

#### 2 Write the word.

axe wool scissors wood string rope



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

#### 3 Complete the sentences .

- 1 The pioneers travelled across \_\_\_\_\_.
- 2 There were \_\_\_\_\_ rooms in the house.
- 3 In one room there was a \_\_\_\_\_.
- 4 There were not many \_\_\_\_\_.



If children are doing this page for homework, make sure they understand the tasks.

You may wish to read the sentences in exercise 1 with the class as preparation.

## Exercise 1

Children match the sentences about tasks with the sentences about tools.

## Exercise 2

Children match the verbs for actions with the pictures of actions.

## Exercise 3

Children read and complete the sentences using the regular verbs from the box. Check they have remembered what the past tense ending is.

## UNIT 4

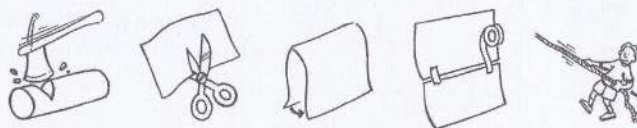
### Reading comprehension and vocabulary

#### 1 Read and match.

- |                     |   |                        |
|---------------------|---|------------------------|
| 1 Make a fire.      | c | a Use the crayons      |
| 2 Chop the wood.    | — | b Use the scissors.    |
| 3 Pull the log.     | — | c Use the wood.        |
| 4 Cook the food.    | — | d Use the sticky tape. |
| 5 Cut the paper.    | — | e Use the rope.        |
| 6 Stick the paper.  | — | f Use the axe.         |
| 7 Colour the paper. | — | g Use the paper.       |
| 8 Make the cup.     | — | h Use the pot.         |

#### 2 Choose and write.

stick pull chop fold cut



#### 3 Complete the sentences. Use the words in the box. Use the past tense.

cook need pull fetch lift

- The children \_\_\_\_\_ water from the river.
- The pioneers \_\_\_\_\_ houses and fields.
- The horses \_\_\_\_\_ the logs.
- The men \_\_\_\_\_ the logs.
- The women \_\_\_\_\_ the food.

## Resource box

### PB answers

P50 Activity 1: 1 houses 2 stopped 3 axes  
4 horses 5 food 6 water 7 ball

Activity 2: 1 scissors 2 axe 3 string 4 wood  
5 rope 6 wool

Activity 3: 1 America 2 two 3 fire 4 toys

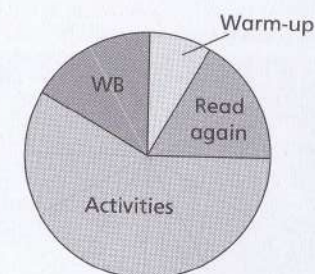
### WB answers

P32 Exercise 1: 2 f 3 e 4 h 5 b 6 d 7 a  
8 g

Exercise 2: 1 chop 2 cut 3 fold 4 stick  
5 pull

Exercise 3: 1 fetched 2 needed 3 pulled  
4 lifted 5 cooked

## Time division





## Lesson 3 Speaking (PB p51) Study skills

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

**Lesson targets** Children:

- listen to a dialogue; listen and repeat the dialogue
- understand the story and answer oral questions
- read and act the dialogue
- (WB) practise sorting into sets; find the odd one out

**Informal and everyday language** *Just a minute, right (OK), very good*

**New words** *visitor, channel, poor, competition, programme, idea, enter, save*

**Materials** PB p51; CD1 tracks 38–39; poster 4; WB p33

**Preparation** listen to CD track 38 before the lesson

### Warm-up

Ask which workmen came to the farm to help Mr Oats. Ask *Did the carpenter mend the water pipes? No, the plumber mended the water pipes. Did the builder paint the house? etc.*

### Activity 1

Children look at PB p51. Read the title of Part 4. Ask *Are the workmen at the farm today? Who else is there? Who is the man, do you know?*

Tell children to cover the dialogue text and look at the picture. Play track 38. Children listen.

### Activity 2

Children open their books and look at the dialogue.

Play track 38 again. Children listen and follow.

Check children understand the new words. Use the Dictionary if you wish.

### Activity 3

Play track 39. Children listen and repeat in the pauses.

Encourage them to use the same expression and intonation.

### Activity 4

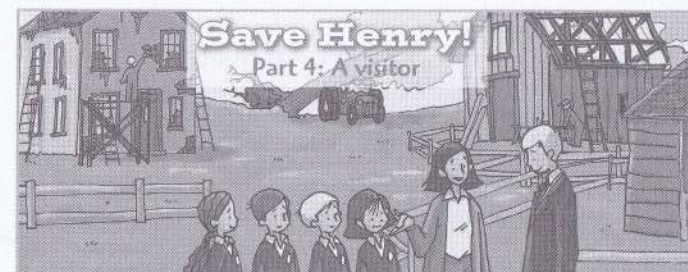
Ask questions to check understanding of the story. See Resource box.

### Activity 5

Children act the dialogue. Encourage children to remember their lines as much as possible and to speak without looking at their books to read every word.

### Speaking

- 1 Talk about the picture. 2 Then listen. 3 Listen and read.



- |  |  |
|--|--|
| Children! We have a visitor this morning.                      | But Mr Oats, the farmer, is a very poor man.   |
| Good morning! I'm Gary West. I work for Channel 10.            | Hmm... Do you know about 'My TV'?              |
| The TV channel? Wow!   | Yes, it's a competition for children.          |
| Can you tell me about the farm?                                | That's right. The winners make a TV programme. |
| The farm's great but last night there was a terrible storm.    | Just a minute! I've got a great idea!          |
| Look at the tractor!   | What's that, Max?                              |
| Look at the broken windows and the roofs!                      | We can enter the competition!                  |
| But there are carpenters here with saws and hammers and nails. | Perhaps we can make a TV programme!            |
| The builder is fixing a new metal gate.                        | We can tell people about Pear Tree Farm!       |
| The plumber is fixing new plastic pipes.                       | Perhaps we can save Henry!                     |

- 3 Listen and say. 4 Talk about the story. 5 Now you!



The exercises on this page practise sorting into sets and identifying the odd one out. Children should be able to do this work independently once the tasks have been explained.

## Exercise 1

Children match materials and objects.

## Exercise 2

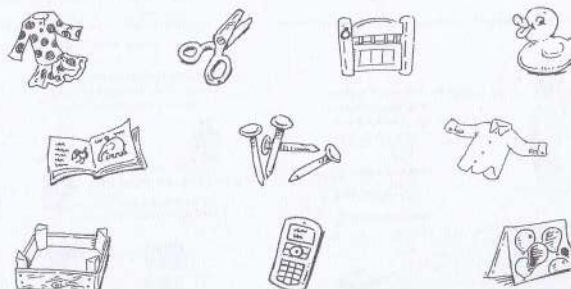
Children list objects under materials according to their matching in exercise 1.

## Exercise 3

Children find the odd one out. Remind them that they can use their dictionaries if they have forgotten any words.

### Study skills

#### 1 Look and match.



#### 2 Write the words in the correct place.

phone book shirt box scissors card toy duck gate dress nails

wood cloth metal plastic paper

#### 3 Circle the odd one out.

- fish tiger whale octopus
- axe hammer pot saw
- wood plastic wool knife
- cow sheep horse duckling
- field stable barn goat



Check your answers! Look in Units 2 and 4 of your Dictionary.

Unit 4 Sorting into sets; identifying the odd one out

### Resource box

#### Story questions (PB p51)

Who is the visitor? **Gary West**

What work does he do? **He works for Channel 10.**

What are the workmen using today? **saws, hammers, nails**

What is the builder doing? **fixing a new metal gate**

What is the plumber doing? **fixing new plastic pipes**

What is My TV? **a competition for children**

What do the winners do? **make a TV programme**

(Explain that the competition is to think of a good idea for a TV programme. The winners make the TV programme that they thought of)

What can the children tell people about? **Pear Tree Farm**

Who can they save? **Henry the horse**

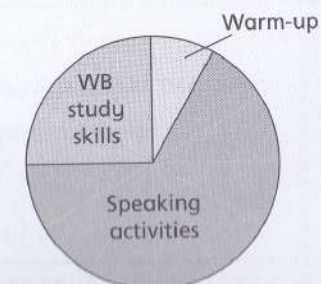
#### WB answers

**P33 Exercise 1:** Check work in this exercise by looking at the lists in exercise 2.

**Exercise 2:** wood: gate, box; cloth: shirt, dress; metal: scissors, nails; plastic: phone, toy duck; paper: book, card

**Exercise 3:** 2 pot (others are tools) 3 knife (others are materials) 4 duckling (others are animals / have four legs) 5 goat (others are parts of a farm)

### Time division





# Lesson 4 Grammar (Session 1) Grammar in conversation (Session 2) (PB pp52-53)

**Lesson aim** Grammar

**Lesson targets** Children:

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

**Key structure** past simple of regular verbs

**Key language** past simple of regular verbs

**Key words** vocabulary from Lesson 1

**Materials** PB pp52-53; CD1 tracks 40-42; WB pp34-35; word cards for action verbs

## Session 1 Warm-up

Show action verbs on cards, e.g. *pull, chop, carry, lift, push, climb*.  
Class reads. Volunteers choose cards and mime the action. Children guess it.

## Session 2 Warm-up

Choose a letter, e.g. *s*. Give teams one minute to write down as many words as they can think of beginning with that letter.

### Activity 1

Read the bubble at the top of the page. Ask two pairs to read the bubbles under the picture.

Ask children who and what they can see in it. Point out the questions below. Demonstrate how to make the first question. Elicit a short answer.

Do the same with the other prompts. See Resource box.\*

### Activity 2

Ask pairs to read the bubbles. Explain that all of the sentences are wrong. Ask a child to read the first sentence. Let a volunteer correct it. Continue with the other sentences.

Children practise the statements and corrections in pairs. See Resource box.\*\*

**Grammar**

1 Look!

What do you remember about pioneers in America?

Did the pioneers travel in cars?

No, they didn't.

Did the women cook over fires?

Yes, they did.

**Ask and answer.**

1 chop down	2 use
3 play	4 play
5 cook	6 need

2 Look!

The children cooked the food.

No! The women cooked the food.

**Correct the sentences.**

- The women chopped down trees.
- The children pulled the logs.
- The horses fetched water.
- The boys skipped with a rope.
- The girls played skittles.
- The men picked up wood for the fire.

Unit 4 Past simple of regular verbs: statements, questions, short answers

### Grammar in conversation

#### 1 Listen and read.

Let's play a word game.

OK. How do you play it?

You choose two words and make a sentence.

Right. You start.

OK. Your words are 'fetched' and 'river'.

That's easy! The boys fetched water from the river.

Very good. You get one point.

Now it's your turn. Your words are 'cooked' and 'skittles'.

Oh! That's hard! Umm...umm...

Yes.

Do you give up?

No! You get no points at all!

Unit 4 Past simple: regular verbs

#### 2 Listen and say.

#### 3 Now you!

#### 4 Listen and say.

I like coffee, I like tea,  
I want Sally here with me.  
One, two, three, four,  
Out you go and shut the door!



Unit 4 Past simple: regular verbs

### Activity 1

Point out the boy and girl. Explain they are playing a game with the words in the boxes.

Tell the class to listen to them. Play track 40. Children follow in their books.

### Activity 2

Children listen to track 41 and repeat in the pauses.

### Activity 3

Children play the game in pairs. See Resource box.\*\*\*

### Activity 4

Ask what the children in the picture are doing: **skipping\*\*\*\***  
Play track 42. Children listen and follow the first time. Read the words with the class. Play track 42 again. Children join in. They may learn the rhyme if you wish.

Children complete WB p34 in class time or for homework.



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

## Exercise 1

Children complete the questions.  
Tell them to read all the questions before they try to complete them.

## Exercise 2

Children make the sentences negative.  
Check they understand how to make the verb negative.

### Grammar

#### 1 Write questions. Use the words in the boxes.

Did chop travel live need help fetch

- 1 Did the pioneers travel across America?
- 2 they wood and water?
- 3 the men down trees?
- 4 the children their mother and father?
- 5 the children water from the river?
- 6 the pioneers in small houses?

#### 2 Correct the sentences. Use No and did not.

- 1 The children chopped down trees.  
No, the children did not chop down trees.
- 2 The children cooked the food.
- 3 The women used small pots.
- 4 The girls played with many toys.
- 5 The boys skipped with a rope.
- 6 They lived in big houses.



Remember!  
didn't = did not



Unit 4 Part simple of regular verbs: questions and negatives

### Grammar in conversation

#### 1 Read and match.

- 1 The pioneers travelled
  - 2 They stopped
  - 3 They needed
  - 4 They lived
  - 5 The women cooked
  - 6 The children played
- a with a cup and a ball.
  - b over a fire.
  - c in small houses.
  - d across America.
  - e wood and water.
  - f near a river.

#### Now write the letters.

- 1 d
- 2
- 3
- 4
- 5
- 6

#### 2 Write sentences. Use the past tense.

- 1 The chop down a The man chopped down a tree.
- 2 The use an
- 3 A pull the
- 4 The lift a
- 5 The play with
- 6 The skip with a

Spelling! Be careful!

Unit 4 Part simple of regular verbs

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

## Exercise 1

Children match the sentence beginnings and endings.

## Exercise 2

Children write sentences.  
Remind them of spelling rules for *skipped*. (The spelling rules for consonant/vowel/consonant endings are taught in Use of English, page 37.)

## Resource box

### \*Pair work Grammar Activity 1 (PB p52)

If possible, let children say the questions. Alternatively, or as well, children practise asking the questions and answering in pairs.

### \*\*Activity 2

Children work in pairs at their desks. They take turns to read the statements and correct them. If necessary, bring an able pair forward to demonstrate the activity.

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

### \*\*\*Pair work Grammar in conversation, Activity 3 (PB p53)

Children play the game in pairs at their desks. Make sure they understand how to play it: they must give their partner one verb and one noun. Their partner must try to use both the words in a sentence.

Give pairs three minutes to play the game. Listen to them as they do so. Let one or two pairs stand up and play the game while the rest of the class listens.

### \*\*\*\*Activity 4

Explain that this rhyme is said in a traditional skipping game.

### WB answers

P34 Exercise 1: 2 Did...need 3 Did...chop 4 Did...help  
5 Did...fetch 6 Did...live

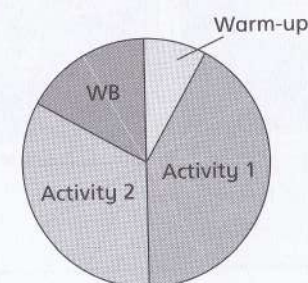
Exercise 2: 2 No, the children did not cook the food. 3 No, the women did not use small pots. 4 No, the girls did not play with many toys. 5 No, the boys did not skip with a rope. 6 No, they did not live in big houses.

P35 Exercise 1: 2f 3e 4c 5b 6a

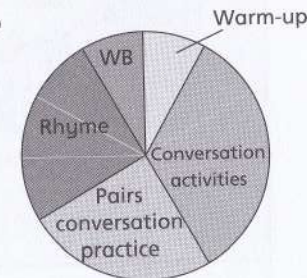
Exercise 2: 2 The man used an axe. 3 A horse pulled the logs. 4 The man lifted a log. 5 The boy played with skittles. 6 The girl skipped with a rope.

## Time division

### Session 1



### Session 2



## Grammar Practice Book

Children may begin Unit 4 when they have completed the PB and WB Grammar pages. They should complete it before the end of PB / WB Unit 4.



# Lesson 5 Listening, Phonics (PB p54) Use of English

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

**Lesson targets** Children:

- listen to a story and match events in the story with pictures
- listen for detail in the story
- practise saying, reading and spelling words with *ow*
- (WB) learn spelling rules for verbs ending *cvc* and magic *e*

**Key structure and language** from the unit

**Target words** *snow, blow, grow, window, yellow, throw*

**Materials** PB p54; CD 1 tracks 43–45; WB pp36–37

## Warm-up

Say the rhyme from PB p53.

## Listening

### Activity 1

Children look at the pictures. Ask what is happening in each one. Play track 43. Children listen and point to the picture that matches each part of the story.

### Activity 2

Play track 43 again. Children write the letters. Be ready to play the track a third time. Check answers together.

### Activity 3

Give children time to read the phrases. Play track 44. Children listen to the questions and circle the answers. Check them together.

## Phonics

Point out the box. Tell children to follow in their books and repeat in the pauses. Play track 45. Make sure children repeat the sound and word accurately. Play track 45. Children listen and follow the rhyme. Children say the rhyme. They may learn it if you wish.

Children open their WBs at p36. They complete the WB Phonics page now or for homework. If it is for homework, make sure they understand the tasks.

## Listening

### 1 Look, listen and point.



### 2 Listen again and write the letters. 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_

### 3 Listen to the questions and circle the right answers.

- 1 one two 2 from the river from the pond  
3 in the afternoon in the evening 4 Yes, she did. No, she didn't.

## Phonics

Look and listen!



ow snow



Blow, wind, blow.  
Blow the white snow.  
Throw the white snow  
At our yellow window.



→ Now look at WB p37 Use of English

54

Unit 4 Listening: sequencing; listening for gist and detail Phonics: the long *ow* vowel sound

## Use of English

Now turn to WB p37.



Remind the class of the sound *ow* and *snow*.

## Exercise 1

Children complete the words, then write them under the pictures.  
Children read the words.

## Exercise 2

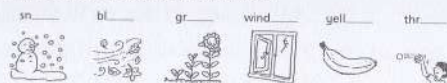
Children write the correct word under each picture.

## Exercise 3

Children complete the sentences about different months. Make sure they realise the words they need are in exercise 1.

### Phonics

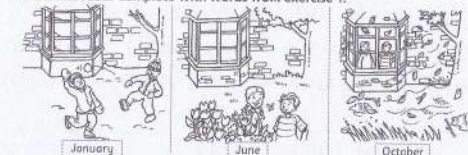
1 Write *ow*. Write the words. Read the words.



2 Look and write.



3 Look and read. Complete with words from exercise 1.



In January there is \_\_\_\_\_ in our garden. We  
snowballs.  
In June, lots of plants \_\_\_\_\_ in our garden. I like the pretty  
\_\_\_\_\_ flowers.  
In October we look out of the \_\_\_\_\_. We hear the wind  
\_\_\_\_\_. The leaves are orange and \_\_\_\_\_.

Unit 4 Long *ow* vowel sound

### Use of English



Read this!

They stopped their wagons in a good place.

1 Look and read.



Stop before you cross the road.

Look at the ending of the verb.

c o n s o n a n t    v o w e l    c o n s o n a n t



We stopped at the road and  
looked for cars.

The verb *stop* doubles the last  
letter when we add *ed*.

2 Write the verbs in the past tense.

- 1 hop hopped                      2 chop \_\_\_\_\_  
3 clap \_\_\_\_\_                      4 skip \_\_\_\_\_



Now read this!

First the men used saws.



3 Look and read.



I can use scissors.

Look at the ending of the verb.



I used my paints and  
I painted a picture.

The verb *use* drops the *e* when we add *ed*.

4 Write the verbs in the past tense.

- 1 wave waved                      2 smile \_\_\_\_\_  
3 dance \_\_\_\_\_                      4 like \_\_\_\_\_

Unit 4 Spelling rules for past tense of *ox* and magic *e* verbs

Ask a child to read the sentence in the box.  
Write it on the board.

## Exercise 1

Read the spelling rule to the class. Demonstrate on the board.

Ask a child to underline the double *p* in the sentence on the board.

## Exercise 2

Children write the past tenses. Check answers together.

## Exercise 3

Demonstrate the spelling for magic *e* verbs.

## Exercise 4

Children write the past tenses. To check answers let volunteers write the words on the board. Other children check.

## Resource box

### Audioscript (CD1 track 43) Listening Activities 1-2 (PB p54)

Sue and Jimmy lived in a little house with their mother and father, a dog, a cat and a little bird. There were two big horses in the field next to house.

In the morning Mum always said, "We need water. Can you fetch it, children?" Sue and Jimmy walked down the hill to the river and fetched the water.

In the afternoon they played games. Sue skipped with a rope. Jimmy played skittles.

In the evening the children looked at a picture book with their mother. Their father played his guitar. The children liked his songs.

### Audioscript (CD1 track 44) Listening Activity 3

- 1 How many horses did they have?  
2 Where did the children fetch water from?  
3 When did the children play games?  
4 Did mum play the guitar?

### PB answers

P54 Activity 2: 1 C 2 A 3 D 4 B

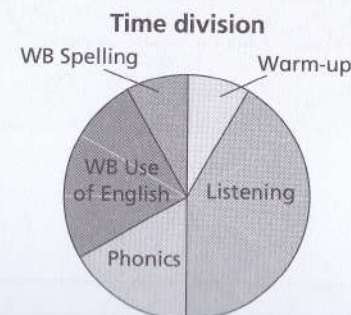
Activity 3: 1 two 2 from the river 3 in the afternoon 4 No, she didn't.

### WB answers

P36 Exercise 3: snow, throw; grow, yellow; window, blow, yellow

P37 Exercise 2: 2 chopped 3 clapped 4 skipped

Exercise 4: 2 smiled 3 danced 4 liked





# Lesson 6 Class composition (Session 1) (PB p55) Writing preparation, Composition practice (Session 2)

**Lesson aim** Writing

**Lesson targets** Children:

- (session 1) complete instructions for making a game with teacher support
- (session 2) complete instructions for playing a game independently
- (session 2) write instructions for playing a game independently

**Key structure and language** from the unit

**Vocabulary** tools and materials

**Materials** PB p55; WB pp38–39

## Session 1 Warm-up

Play *Simon Says*. (see Games, page 186)

## Class composition

### Activity 1

Ask *What are the children in the picture doing?* **playing a game**

*What are they using in the game?* **a ball (and skittles)**

Ask two volunteers to read the two paragraphs. Ask questions to check understanding. See Resource box.

### Activity 2

Read out the rubric. Make sure children understand *instruction: what someone tells you to do*. Children look at all the pictures.

Ask *What things do you need?* Children name the objects in the top row.

Write the words on the board.

Tell the class to look at the first picture and the first sentence. Remind them that these are instructions. They tell someone to do something. Ask *What is the first instruction?*

If the class cannot answer, tell them to look back at the second paragraph in Activity 1 and read the first three sentences.

If the class answers **You draw nine squares** ... remind them about the form for the instruction: **Draw**.

Write the first sentence on the board. Class reads.

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

Refer the class back to the second paragraph in Activity 1 as necessary. Make sure they understand that the paragraph *describes* how you make the game but in Activity 2 they are writing the exact instructions that *tell* you how to make the game.

Ask different children to read the nine complete instructions.

If you wish, ask the class to repeat each one.

Remove the words for the objects and the instructions from the board. Children write the words and complete the instructions in their books.

## Class composition

### 1 Read about the game of skittles.

Pioneer children played skittles.  
They used a ball and nine tall pieces of wood.  
They rolled the ball at the skittles.



You can make a small game of skittles. You can use paper.

This is what you do:

You draw nine squares. You cut the squares. You keep the small piece of paper.  
You colour the squares. You roll them then you stick them. You make nine skittles.  
You squash the small piece of paper into a ball. Now you can play the game.

### 2 Look at the pictures. Complete the instructions.

You need:



- 1 9 squares  
7 cm x 7 cm.
- 2 the squares.  
Be careful!
- 3 the small piece  
of paper.
- 4 the paper.  
Use lots of colours.
- 5 the paper.
- 6 the paper.
- 7 9 skittles.
- 8 the white  
paper into a ball.
- 9 the game.



## Session 2 Warm-up

Play the *Instructions game*.  
(see Games, page 186)

1 A child reads the words in the box. Ask children to identify the verbs in the box. *Where do they come?*  
**on the first line**  
*Where do the nouns come?*  
**on the second line**

2 Children look at picture 1. Ask *What are the children doing?* **They are putting the skittles on the desk.**  
Ask *What is the instruction?*  
Prompt/Elicit **Put the skittles on the desk.**

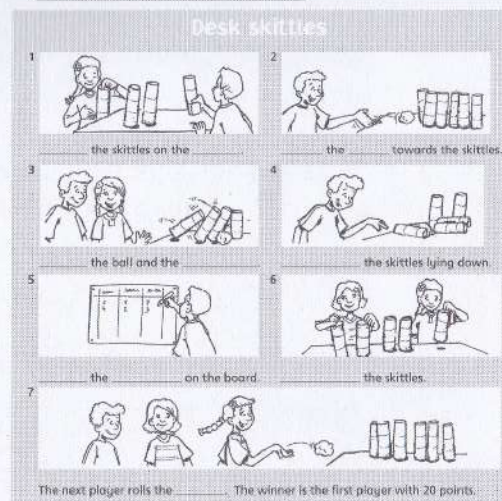
3 Continue with the other pictures. Ask questions as necessary. Help the class to form complete correct instructions.  
Children complete the instructions in their books.

## Resource box

**Text questions Activity 1** (PB p55)  
*How many skittles were there?* **nine**  
*What did they do with the ball?* **rolled it at the skittles**  
*What can you use to make a small game of skittles?* **paper**  
*How many squares do you draw on the paper?* **nine**

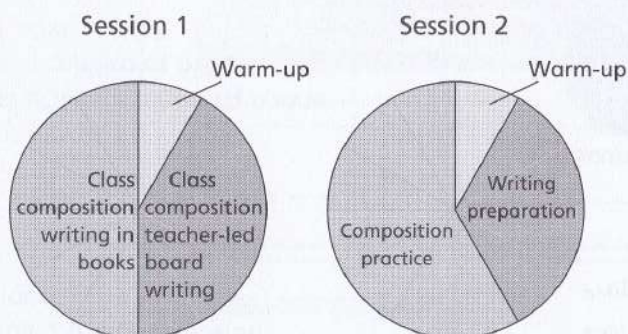
### Writing preparation

1 Read the words. Look at the pictures.  
Complete the instructions. Use these words.  
count put write watch roll pick up  
skittles desk number ball



Unit 4 Completing instructions

### Time division



*What do you do with the small piece of paper? You keep it then you squash it into a ball.*

### PB Class composition Activity 2

You need: paper ruler scissors crayons sticky tape

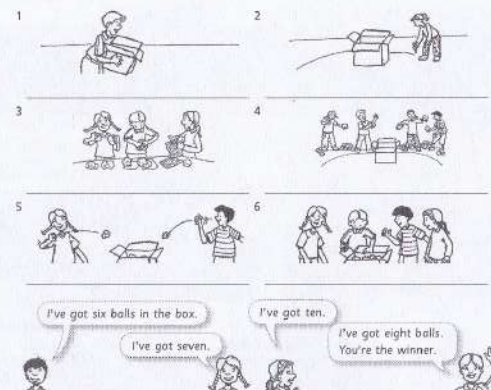
(missing word given for each picture) 1 Draw 2 Cut 3 Keep 4 Colour 5 Roll 6 Stick 7 Make 8 Squash 9 Play

### Composition practice

1 Read.  
These children are playing a game. This is what they do.  
They put a big box on the ground.  
They draw a big circle round the box.  
They make paper balls.  
They stand outside the circle.  
They throw the paper balls at the box.  
They count the balls in the box.  
The winner is the first player with ten balls in the box.



2 Look and write the instructions.



Unit 4 Writing instructions

## Exercise 1

Ask *What are the children doing?* **playing a game**  
*What are they using?* **a box, balls**

Ask a child to read the description of the game.

## Exercise 2

Explain the task. Remind them of the verb form for instructions. If necessary, point out the sentences on page 38.

Elicit and write up the first instruction. If they need help, point out the second line in exercise 1.

Children write the other instructions on their own.

Go around helping and monitoring as they work. When they have finished, ask one or two children to read out their instructions. Other children listen and check their work.

## Portfolio

Children may make neat copies of their instructions for inclusion in their Portfolio of written work.  
If you wish, let children play the game. Take photos of the game. Children can put the photos with their written work

## WB answers

**P38 Exercise 1:** 1 Put, desk 2 Roll, ball  
3 Watch, skittles 4 Count  
5 Write, number 6 Pick up 7 ball

### WB Composition practice writing (p39)

**Exercise 2:** 1 Put a big box on the ground.  
2 Draw a big circle round the box. 3 Make paper balls. 4 Stand outside the circle.  
5 Throw the paper balls at the box.  
6 Count the balls in the box.

## Homework task

Children complete Check-up 4, WB p40. For answers, see p105.



## Lesson 1 Poster, Reading

**Lesson aim** Reading

**Text type** descriptive factual information

**Lesson targets** Children:

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

**Key structure** *There was ... There were...*

**Key language** *First there was... Then there were...*

**Key words** audio and visual technology

**Materials** PB pp56–57; poster 5; CD 1 track 46; Dictionary 3; flashcards 36–42; word cards for words on the poster

**Preparation** make word cards; listen to CD track 46 before the lesson

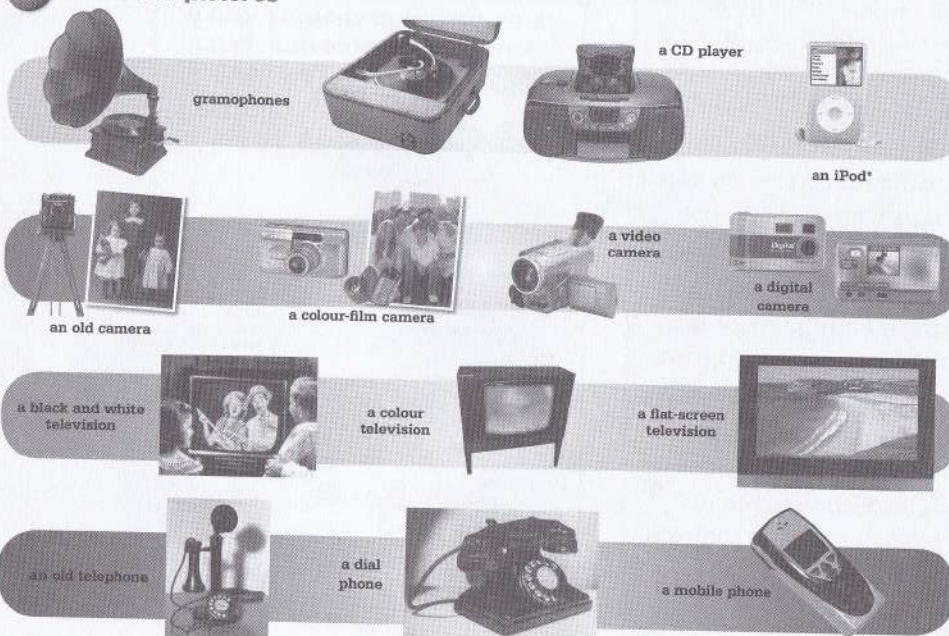
### Warm-up

Ask the class *Do you have a TV at home? Do you have a phone at home?* Ask around the class *Is there a camera at home? Whose is it? Is there a mobile phone? Whose is it?*

### Poster

- 1 Point to the poster. Read out the title.  
Give the class a moment or two to look.
- 2 Point to each picture and read the word or phrase.  
Show the word card.  
Class reads and says the word or phrase.
- 3 Put flashcards 36–42 on the board and the word cards scrambled underneath. Children volunteer to match the objects and word cards. Class reads all the labels again.
- 4 Ask around the class if someone at home has a music player.  
*Whose is it? Ask Is it big or small?*
- 5 Point out the objects on the left side of the poster.  
Explain that these things are all old. They are the first ones.  
A long time ago some people had these things in their homes.

### 5 Sound and pictures



\*iPod is a trademark of Apple Inc.

- 6 Ask children if they think the old objects look funny or interesting.  
Ask around the class *Which thing on the poster do you like?*



- Children look at the pictures. Read the title.  
Ask children what they can name in the pictures. They should be able to name *gramophone*, *CD player* and *iPod*. They may also notice that the man is playing a trumpet and the boy is using earphones.
- Play track 46. Children listen and follow in their books.
- Read one paragraph at a time.  
Use the Dictionary to help you to explain new words as necessary.  
Help children to find new words. Make up extra sentences for new words if you wish.
- Ask questions about each paragraph. See Resource box.
- Children should by now be able to read sentences without reading along with the teacher and more time can be given to general class practice.  
When all the questions have been answered, ask individuals, groups or the class to read sentences or paragraphs.  
Play track 46 a final time.

### Homework task


Children learn selected vocabulary from Unit 5 Dictionary 3. See list on p191.

**Unit 5** Sound and pictures

Reading

**Let's listen to music!**


Do you like music? Do you listen at home? Look at the pictures on these pages. These machines play music. There are old machines and new machines.



cylinder

After that there was the gramophone. It played round, flat discs. There were songs on the discs. Usually, there was only one singer and a piano.


First there was the phonograph. Thomas Edison invented it in 1877. He recorded music onto the cylinder. The cylinder is wood and metal. It turned round and round. It played the music.



disc


Many people liked these big gramophones. A family listened together in their living room.

Next, people invented the microphone. They recorded big bands. There were lots of drums, trumpets and singers. It was very exciting. Lots of people wanted the music.




microphone

The new gramophones were smaller. They were plastic and wood. The plastic was bright and colourful. The discs were plastic, too, and they were big.




CD

Later, people invented a smaller plastic disc. It was the CD. You can play a CD on a small machine. This is a CD player. You can easily use this in your bedroom.




This is a very small machine. It's an iPod\*. People can listen to music in the street or on the bus. They use earphones.



earphones

This boy is listening to a very big band and the music player is in his hands!



56 Unit 5 Reading: factual information

Unit 5 Reading: factual information 57

### Resource box

#### Text questions

When did Thomas Edison invent the phonograph? **1877**

What did the cylinder do? **turned round and round, played the music**

What did the first gramophone play? **round, flat discs**

Were there many singers on the disc? **No, there was usually only one.**

Did people like these gramophones? **Yes, many people had them.**

What was the music like? **exciting**

What did people use for the new gramophones? **plastic and wood**

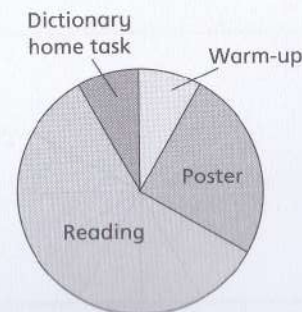
What did they use for the discs? **plastic**

What is good about a CD? **It is small.**

Where can you use a CD player? **in your bedroom**

What is good about an iPod? **It is very small, you can listen to music in the street or on the bus, you can carry in your pocket.**

#### Time division





## Lesson 2 Reading comprehension and vocabulary (PB p58)

**Lesson aim** Reading comprehension; vocabulary

**Lesson targets** Children re-read *Let's listen to music!* Then:

- (PB) order sentences; complete sentences
- match words and pictures
- (WB) match descriptions to pictures
- complete sentences with adjectives

**Key structure** *There was... There were...*

**Key language** *First there was... Then there were...*

**Words** vocabulary from Lesson 1

**Materials** PB p58; flashcards 36–42; CD1 track 46; WB p42

### Warm-up

Say the skipping rhyme from Unit 4, p53.

### Read again

Remind children of *Let's listen to music!*

Play track 46 or read the text to the class. Children listen and follow.

### Activity 1

Ask different children to read out the sentences. Explain they must think about the text to help them put the sentences in order. Ask for suggestions for the first sentence. Children should realise it is sentence **d** because it begins with *First*.

Write it on the board while children are looking for the next sentence.

Ask for suggestions for the next sentence. Encourage the class to look back to the text to search or check their ideas. This task practises scanning skills.

Write up the second sentence and continue in the same way.

Make sure children check the text when they are unsure or disagree.

### Activity 2

Children look at the pictures. Ask a volunteer to read the words.

Ask which picture matches CD. Elicit an answer. Check with the class. Children write.

Continue with the other words.

### Activity 3

Ask a child to read the verbs in the box. Give children time to look at all the sentences.

Ask a volunteer to read the first complete sentence.

Ask another to say the complete second sentence. Check with the class.

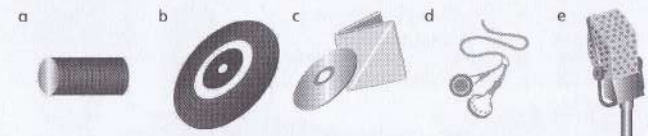
Children write. Continue with the other sentences.

### Reading comprehension and vocabulary

#### 1 Put the sentences in order. Write the number.

- a It played round, flat discs. \_\_\_\_\_
- b Later people invented a smaller plastic disc. \_\_\_\_\_
- c Next people invented the microphone. \_\_\_\_\_
- d First there was the phonograph. \_\_\_\_\_
- e You can play a CD on a small machine. \_\_\_\_\_
- f They recorded big bands. \_\_\_\_\_
- g After that there was the gramophone. \_\_\_\_\_
- h It was the CD. \_\_\_\_\_

#### 2 Match. Write the letter.



- 1 CD \_\_\_\_\_ 2 microphone \_\_\_\_\_ 3 cylinder \_\_\_\_\_ 4 earphones \_\_\_\_\_ 5 disc \_\_\_\_\_

#### 3 Complete the sentences. Use the past tense.

like turn invent listen record play

- 1 Thomas Edison invented the phonograph in 1877.
- 2 He \_\_\_\_\_ music onto the cylinder.
- 3 The cylinder \_\_\_\_\_ round and round.
- 4 The gramophone \_\_\_\_\_ round, flat discs.
- 5 Lots of people \_\_\_\_\_ these big gramophones.
- 6 A family \_\_\_\_\_ together in their living room.



## Reading comprehension and vocabulary (WB p42)

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

### Exercise 1

Children match the descriptions to the pictures of the objects.

They write the letter of the picture in the box at the end of the description.

### Exercise 2

Remind children to read the words in the box and to look at all the sentences before they start to complete the first one.

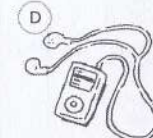
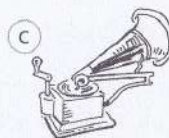
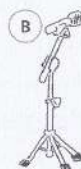
## UNIT 5

### Reading comprehension and vocabulary

#### 1 Read and match.

1 You can listen to this in the street or on the bus. You need earphones. You can put this small machine in your pocket.

2 This is smaller than a gramophone. You can use it in your bedroom. It plays CDs.



3 This machine played round, flat discs. There were songs on the discs. Families listened to the songs in their living rooms.



4 People recorded big bands. This was in front of the band. The drums and trumpets played exciting music.

5 This was the first music player. Thomas Edison invented it. There was a cylinder. It turned round and round.

#### 2 Complete the sentences. Use the adjectives in the box.

colourful flat plastic exciting bright

- This is a metal watch and these are \_\_\_\_\_ earphones.
- People liked the \_\_\_\_\_ colours of the new gramophones.
- The big bands played \_\_\_\_\_ music.
- The gramophone played round, \_\_\_\_\_ discs.
- This blue and white iPod\* is small and very \_\_\_\_\_.



\*iPod is a trademark of Apple Inc.

## Resource box

### PB answers

P58 Activity 1: a 3, b 6, c 4, d 1, e 8, f 5, g 2, h 7

Activity 2: 1 c 2 e 3 a 4 a 5 b

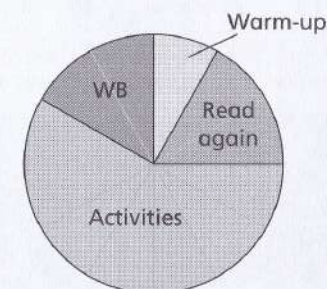
Activity 3: 2 recorded 3 turned 4 played  
5 liked 6 listened

### WB answers

P42 Exercise 1: 1 D 2 E 3 C 4 B 5 A

Exercise 2: 1 plastic 2 bright 3 exciting  
4 flat 5 colourful

### Time division





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

**Lesson targets** Children:

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

**Informal everyday expressions** *Fantastic! Good idea! Don't be silly. It's not a bad idea, you know. Can I help you? Of course. Here you are. Who's that? Is that you? It's me. Speak up. Really cool.*

**New words** video, interview, voices, rap, really, cool, place, face

**Materials** PB p59; CD1 tracks 47–48; poster 5; WB p43; Dictionary 3

**Preparation** listen to CD track 47 before the lesson

## Warm-up

Ask the class *Who was the visitor to the farm?* **Gary West**

*What work did he do?* **Worked for Channel 10**

*What was the competition about?* **ideas for a TV programme**

Make sure children understand that the winners of the competition then make the programme (with help from the TV people at Channel 10).

The children's idea for a programme is *Pear Tree Farm*.

## Activity 1

Children look at PB page 59. Read the title of Part 5.

Ask *Where are the children now?* **in school** *What are they doing?* **talking**

Tell children to cover the dialogue text and look at the picture.

Play track 47. Children listen.

## Activity 2

Children open their books and look at the dialogue. Play track 47 again. Children listen and follow. Check children understand the new words and phrases. Use the Dictionary.

## Activity 3

Play track 48. Children listen and repeat in the pauses.

Encourage them to use the same expression and intonation.

## Activity 4

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

## Activity 5

Children act the dialogue without their books as far as possible. If this activity is popular, let more than one group do all or part of the scene.

## Speaking

1 Talk about the picture. 2 Then listen.

2 Listen and read.



- |   |   |
|---|---|
| OK. Let's talk about the competition.         | It's not a bad idea, you know.                |
| We need good ideas.                           | We can do their voices.                       |
| I can take photos with my camera.             | Yes! That's funny!                            |
| I can take photos with my mobile phone.       | We need music. We need a song about Henry.    |
| My dad's got a video camera. We can use that. | Or a rap! Listen to this!                     |
| Fantastic! We can video the farm.             | Pear Tree Farm is a really cool place.        |
| We can interview Mr Oats.                     | Henry the horse can put a smile on your face. |
| Good idea, Lulu!                              | We can call the programme 'Save Henry!'       |
| We can interview the animals!                 | I like it!                                    |
| Don't be silly, Molly!                        |   |

3 Listen and say.

4 Talk about the story.

5 Now you!

Unit 5 Dialogue

59



## Study skills (WB p43)

The exercises on this page practise dictionary skills.

Children should be able to do this work independently once the tasks have been explained.

### Exercise 1

Remind the class that they can use the alphabet at the top of the page to check their work if they need to.

Children write the sequences of three letters in the correct order.

### Exercise 2

Children write the sequences of three words in alphabetical order.

Remind them to look at the first letter of each word.

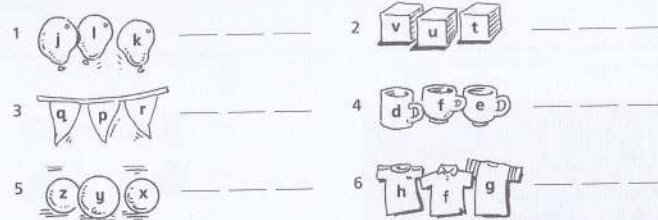
### Exercise 3

Children match the words and objects.

### Study skills

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

1 Write the letters in the correct order.

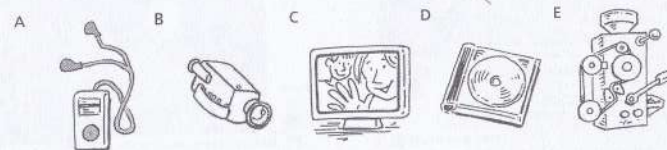


2 Write the words in the correct order.

- |                   |                 |
|-------------------|-----------------|
| 1 dog egg cat     | 2 ship red ten  |
| 3 nest mouse lamp | 4 in jar hair   |
| 5 bike apple car  | 6 run quiet pen |

3 Read and match.

- 1 CD 2 iPod 3 machine 4 screen 5 video camera



Check! Look in your Dictionary.

Unit 5 Dictionary skills

## Resource box

### Story questions

Who has got a camera? *Lulu; Alfie's dad has got a video camera.*

Who has got a mobile phone? *Molly*

Who can they interview? *Mr Oats*

How can they interview the animals? *They can do their voices.*

What can the song be about? *Henry*

What can they call the programme? *Save Henry*

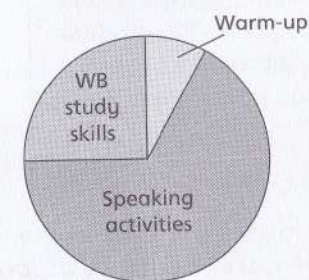
### WB answers

P43 Exercise 1: 1 jkl 2 tuv 3 pqr 4 def 5 xyz 6 fgh

Exercise 2: 1 cat, dog, egg 2 red, ship, ten 3 lamp, mouse, nest 4 hair, in, jar 5 apple, bike, car 6 pen, quiet, run

Exercise 3: 2 A 3 E 4 C 5 B

### Time division





# Lesson 4 Grammar (Session 1) Grammar in conversation (Session 2) (PB pp60–61)

**Lesson aim** Grammar

**Lesson targets** Children:

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

**Key structure** (session 1) *There was... There were...*

**Key language** (session 2) *How much is it? How much does it cost? It is... It costs...*

**Key words** vocabulary from the unit

**Materials** PB pp60–61; CD1 tracks 49–52; WB pp44–45

## Session 1 Warm-up

Ask children *What music do you like?* Ask around the class *Can you play the piano? trumpet? drums? guitar? flute? Which one do you like?*

## Session 2 Warm-up

Ask children *Do you go to the shops? Who do you go with? What do you buy?* Tell them the conversation today is about shopping.

### Activity 1

Ask children to read the bubbles.  
Give children time to look at the picture. Ask what they can see in it.

Let a volunteer read the first sentence. Ask the class *Yes or No?* Class answers. Check everyone agrees. Continue with the other sentences.

### Activity 2

Ask pairs to read the bubbles.  
Write the first prompt word on the board.

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

Children practise questions and answers in pairs. See Resource box.\*

**Grammar**

1 Look!

**Read and say Yes or No.**

1 There were CDs in the window.	2 There were two boys in the shop.
3 There were trumpets in the window.	4 There was a camera in the window.
5 There was a woman in the shop.	6 There was one drum in the window.

2 Look!

Was there a boy in the shop? Yes, there was. No, there wasn't.

Were there trumpets in the window? Yes, there were. No, there weren't.

**Ask and answer.**

1 window?	2 window?	3 shop?
4 shop?	5 window?	6 shop?

Unit 6 There was/were; questions and short answers

**Grammar in conversation**

1 Listen and read.

2 Listen and say.

3 Now you!

4 Listen and sing.

Bring, bring! Hello, hello!  
Bring, bring! Hello, hello!  
Who's that? Is that you?  
Yes, it's me. Who are you?  
Me! Me! How are you?  
Fine! Fine! But who are you?  
Speak up! I can't hear you.  
You can't hear who?  
You! You!

What are you doing?  
What am I doing?  
Yes, what are you doing?  
I'm talking to you!  
Bring, bring! Hello, hello!  
Bring, bring! Hello, hello!  
Bring, bring! Bring, bring!

Unit 6 How much is it? How much does it cost? It costs... It is...

Children complete WB p44 in class time or for homework.

### Activity 1

Point out the boy and girl.  
Explain that the girl is shopping and the boy works in the shop.  
Play track 49. Children follow in their books.

### Activity 2

Children listen to track 50 and repeat in the pauses.

### Activity 3

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

### Activity 4

Children look at the picture.  
Ask *What is the song about?*  
**talking on the phone**  
Play track 51. Children listen and follow the first time.  
Read the words with the class.  
Play track 51 again. Children join in. Play track 52. Children sing with the music. They may learn the song if you wish.



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

### Exercise 1

Children complete the sentences about the farm with the correct form of the verb.

### Exercise 2

Children write statements about the farm. Check that children recognise what is in each picture.

If you wish, check orally.







**Grammar**

1 Complete the sentences with **was** or **were**.

- At Pear Tree Farm there \_\_\_\_\_ a horse in the stable.
- There \_\_\_\_\_ cows in the field.
- There \_\_\_\_\_ hens in the farmyard.
- There \_\_\_\_\_ a sheep in the barn.
- There \_\_\_\_\_ an old house.
- There \_\_\_\_\_ ducks on the pond.

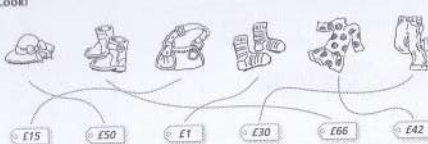
2 Look and write.

Yesterday we visited Pear Tree Farm.

-  There was a hen on the gate.
- 
- 
- 
- 
- 

**Grammar in conversation**

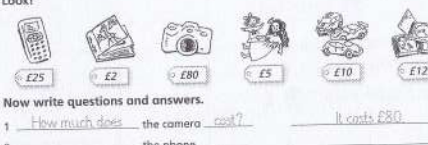
1 Look!



Now write questions and answers.

- How much is the hat? It is £15.
- How much are the socks? They are £1.
- How much is the dress? It is £1.
- How much are the jeans? They are £66.
- \_\_\_\_\_
- \_\_\_\_\_

2 Look!



Now write questions and answers.

- How much does the camera cost? It costs £80.
- \_\_\_\_\_ the phone \_\_\_\_\_
- \_\_\_\_\_ the book \_\_\_\_\_
- How much do the CDs cost? They cost £12.
- \_\_\_\_\_ the dolls \_\_\_\_\_
- \_\_\_\_\_ the cars \_\_\_\_\_

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

### Exercise 1

Children read the completed questions and answers. They write answers and questions in the spaces.

### Exercise 2

Children complete questions and write answers according to the information in the pictures.

## Resource box

### \*Pair work Grammar Activity 2 (PB p60)

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

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

### \*\*Pair work Grammar in conversation Activity 3 (PB p61)

Put up flashcards 36-42. Tell children they can ask for any item they like and make up how much it costs. Encourage them to put in their own ideas, different colours of objects, different sizes, etc. Children practise the dialogue in pairs at their desks.

Give pairs three minutes to practise the dialogue. Go around listening to them. Give praise to pairs who put in their own ideas. Let one or two pairs say their conversations to the class.

### WB answers

**P44 Exercise 1:** 1 was 2 were 3 were 4 was 5 was 6 were

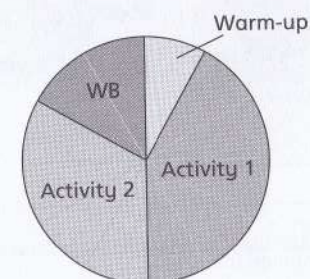
**Exercise 2:** 2 There was a cat on the chair. 3 There were birds in the tree. 4 There was a dog in the car. 5 There were goats in the field. 6 There were frogs in the pond.

**P45 Exercise 1:** 3 It is £42. 4 They are £30. 5 How much is the bag? 6 How much are the boots?

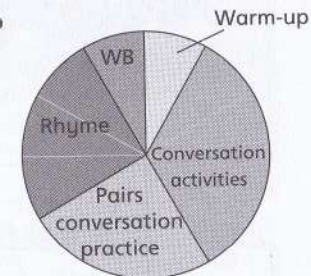
**Exercise 2:** 2 How much does...cost? It costs £25. 3 How much does...cost? It costs £2. 5 How much do...cost? They cost £5. 6 How much do...cost? They cost £10.

## Time division

### Session 1



### Session 2



### Grammar Practice Book

Children may begin Unit 5 when they have completed the PB and WB Grammar pages. They should complete it before the end of PB / WB Unit 5.



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

**Lesson targets** Children:

- Look at pictures and talk about who and what is in them
- listen to conversations and match them to the pictures
- listen again for detail in conversations
- practise saying, reading and spelling words with *ir*
- (WB) learn and practise spelling rules of comparative adjectives

**Key structure and language** from the unit

**Target words** *bird, first, girl, skirt, T-shirt, thirsty, thirteen, dirty*

**Materials** PB p62; CD 1 tracks 51, 53–54; WB pp46–47

### Warm-up

Sing the telephone song from PB p61, track 51.

### Listening

#### Activity 1

Give children time to look at the pictures. Ask questions about each one, e.g.

A What are the boys doing? **watching TV**

What can you see on the screen? **a boy, two monkeys**

B What has the boy got? **a camera** Who is he taking a photo of? **his family**

C What is the boy holding? **a guitar** What is the girl holding? **a video camera**

D Where are the children? **in school** What has the boy got? **earphones**

#### Activity 2

Play track 53. Children listen the first time.

Play it again. Children write the letters. Play it again if necessary or for children to check.

### Phonics

Point out the box. Tell children to follow in their books and repeat in the pauses.

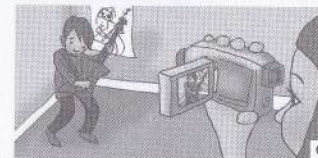
Play track 54. Make sure children repeat the sound and word accurately.

Play track 54 again. Children listen and follow the rhyme. Children say the rhyme. They may learn it if you wish.

Children open their WBs at p46. They complete the WB Phonics page now or for homework. If it is for homework, make sure they understand the tasks.

### Listening

#### 1 Look!



#### 2 Listen and write the letters.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_

#### 3 Listen again and answer the questions.

- 1 What do the children say?
- 2 Has the video camera got a microphone?
- 3 Where is the boy's iPod?
- 4 What is the film like?

### Phonics

Look and listen!



ir first



First the girl has got a bird and wears a bright yellow skirt. Then the girl has got her bird and wears a blue T-shirt.



Now look at WB p47 Use of English

62

**Unit 5** Listening: matching pictures and dialogues; listening for gist and detail  
Phonics: *ir* vowel sound

### Use of English

Now turn to WB p47.



Remind the class of the sound *ir* and *first*.

## Exercise 1

Children complete the words and write the whole word. Children read the words.

## Exercise 2

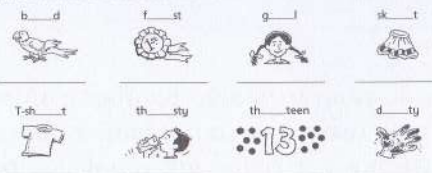
Children find and circle the words then write them.

## Exercise 3

Remind the class that the words they need are on the page.

### Phonics

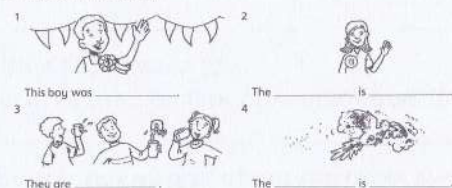
1 Write *ir*. Write the word. Read the word.



2 Circle the word. Write the word.

- 1 k f a y l a b i r d o d \_\_\_\_\_
- 2 v o t t h i r s t y e d \_\_\_\_\_
- 3 d o s n k r s k i r t i j \_\_\_\_\_
- 4 h o b e d i r t y o t \_\_\_\_\_
- 5 b a n t e h f i r s t y \_\_\_\_\_

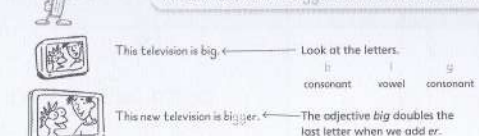
3 Complete the sentences.



Unit 5 Ir vowel sound

### Use of English

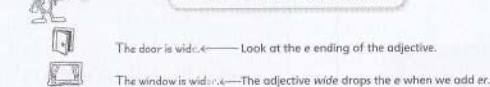
1 Read this! The new television is bigger than the old television.



Look at the adjectives. Add *er*. Double the last letter.

hot \_\_\_\_\_ sad \_\_\_\_\_ fat \_\_\_\_\_ thin \_\_\_\_\_

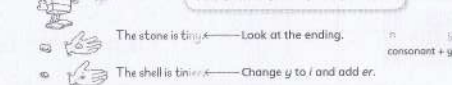
2 Now read this! The window is wider than the door.



These adjectives end with *e*. Remember to drop the *e*. Add *er*.

large \_\_\_\_\_ late \_\_\_\_\_ blue \_\_\_\_\_ nice \_\_\_\_\_

3 Now read this! The shell is tinier than the stone.



These adjectives end with consonant + *y*. Change *y* to *i*. Add *er*.

funny \_\_\_\_\_ angry \_\_\_\_\_ happy \_\_\_\_\_ shiny \_\_\_\_\_

Unit 5 Spelling rules of comparative adjectives

## Resource box

**Audioscript (CD1 track 53) Listening Activities 1–2 (PB p62)**

Adult: Number 1.  
Man: OK, children. Let's have a big smile now. Say 'Cheese'.  
Children: CHEESE!  
Man: Excellent! That's a really good photo.

Adult: Number 2.  
Boy: What's that?  
Girl: It's a video camera.  
Boy: Can you film me? I can play my guitar.  
Girl: OK. You can start.  
Boy: Can it record the music, too?  
Girl: Oh, yes. It's got a microphone.

Adult: Number 3.  
Girl: What are you doing?  
Boy: I'm listening to a great song.  
Girl: Where's the CD player?  
Boy: I haven't got one. I've got an iPod.  
Girl: Really? Where is it?

Boy: It's in my pocket.  
Adult: Number 4.  
Boy 1: Is your TV new?  
Boy 2: Yes, it is.  
Boy 1: The screen's very wide.  
Boy 2: Yes, and the colours are really bright.  
Boy 1: I really like this film.  
Boy 2: Yes, it's funny.

### PB answers

**P62 Activity 2:** 1 B 2 C 3 D 4 A

**Activity 3:** 1 cheese 2 yes 3 in his pocket 4 funny

### WB answers

**P46 Exercise 2:** 1 bird 2 thirsty 3 skirt 4 dirty  
5 first

**Exercise 3:** 1 first 2 girl, thirteen 3 thirsty 4 bird, dirty

**P47 Exercise 1:** hotter, sadder, fatter, thinner

**Exercise 2:** larger, later, bluer, nicer

**Exercise 3:** funnier, angrier, happier, shinier

## Exercise 1

Ask a volunteer to read the sentence in the box. Write it on the board.

Read the explanation of the spelling rule. Ask a child to underline *gg* on the board.

Children write the comparative adjectives. Check answers together.

## Exercise 2

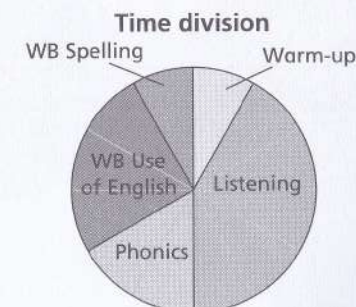
Begin as for exercise 1.

When you have explained the rule, ask a child to underline the letters *wid* on the board. Point out again that the *e* is omitted before *er*.

Children complete the comparative adjectives. Check answers together.

## Exercise 3

Follow the same procedure. Ask a volunteer to underline *i* in *tinier*.





# Lesson 6 Class composition (Session 1) (PB p63) Writing preparation, Composition practice (Session 2)

**Lesson aim** Writing

**Lesson targets** Children:

- (session 1) write about television in the past and now with teacher support
- (session 2) (WB) complete sentences about cameras in the past and now
- (session 2) (WB) write independently about telephones in the past and now

**Key structure and language** from the unit

**Vocabulary** audio and visual technology

**Materials** PB p63; WB pp48–49; family photo

## Session 1 Warm-up

List these questions on one side of the board: *Do you like TV? When do you watch TV? Which programmes do you like?* Elicit some answers.

## Class composition

- 1 Ask a volunteer to read the title. Give children a few moments to look at the pictures. Ask children to read the words on the pictures.
- 2 Tell the class to look at the first picture. Ask *What can you say about this TV?* Encourage the class to make sentences about the TV. Prompt them, e.g. *Look at the screen. Is it big? Look at the picture on the screen. Is it a colour TV?* Ask about the other two pictures.
- 3 When the class has said several sentences of their own or answered some questions, begin the composition on the board. Write the title *Let's watch TV!*
- 4 Ask the class to think of two questions about TV. If necessary, point out the questions on the board. Choose two with the class. Write them under the title. Ask a volunteer to read the sentence above the first picture. Write it on the board.
- 5 Write *First there was...* Ask for suggestions to complete it. Ask questions if you wish e.g. *Is this television colour or black and white? old or new? big or small? Is the screen round? square? big?* Write sentences on the board. Accept sentences that accurately describe the TV and that are grammatically correct. With the class write a short paragraph of three or four sentences then ask a volunteer to read it out.
- 6 Do the same with the other two pictures. When the writing is complete, volunteers read a paragraph each. Remove the writing from the board. Children write three paragraphs in their books. If necessary, leave key words on the board, e.g. for paragraph 1: *black and white... old... big... screen.*

Class composition

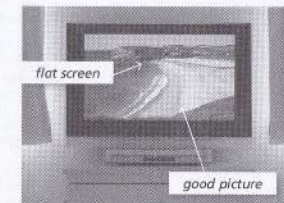
Talk about the pictures and write.

## Let's watch TV!

People invented television eighty years ago.



First there was



Unit 5 Writing factual information

63

Note: Children need not reproduce the exact sentences that the class made together. In thinking of their own sentences they are developing their skill in producing independent writing.



## Session 2 Warm-up

Show the class a family photo. Ask *Do you have photos at home? Think of a special photo. Who is in it?* Let children tell you who is in a special photo they have at home.

## Exercise 1

Ask the class what is in the pictures: **cameras** A child reads the title. Ask for suggestions to complete the two questions. Write two good suggestions on the board. Class writes.

## Exercise 2

Ask questions about paragraph A, e.g. *Is this camera old or new? big or small?*

*Is it plastic?* Complete the paragraph orally, then children write.

Children continue alone. Remind them to think whether the word they need is an adjective or a verb and to look at the correct line in the box.

## Resource box

### PB Class composition example writing (p63)

First there was black and white television. This television is old. It is big but the screen is small and square.

After that there was colour TV. This television is old, too, but the screen is bigger. It is square. The television is wood and plastic.

Now there are very big televisions. This television is new. The screen is not square. It is very wide and it is flat. The picture is very good and the colours are bright.

**Writing preparation**

1 Read. Complete the questions. Use your own ideas.

Let's take pictures!  
Have you got a \_\_\_\_\_?  
Do you \_\_\_\_\_?

2 Complete the sentences. Use the words in the box.

big small old new  
 newer smaller  
 colour black and white  
 metal wood plastic film CD  
 carry take use put

A This is on \_\_\_\_\_ camera. It is \_\_\_\_\_.  
You can't \_\_\_\_\_ this camera easily.  
It is made of \_\_\_\_\_ and \_\_\_\_\_.  
It takes \_\_\_\_\_ and \_\_\_\_\_ pictures.

B This camera is \_\_\_\_\_ It is \_\_\_\_\_, too.  
It is made of \_\_\_\_\_ and \_\_\_\_\_.  
It takes \_\_\_\_\_ pictures. You use a \_\_\_\_\_ with this camera.

C This camera is very \_\_\_\_\_ It \_\_\_\_\_ colour pictures. You don't \_\_\_\_\_ a film. You can \_\_\_\_\_ your pictures on a \_\_\_\_\_. It is very \_\_\_\_\_ and you can \_\_\_\_\_ it in your pocket or in your bag.

**Composition practice**

Look at the pictures. Write. Words from page 48 can help you.

Let's phone a friend!

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

## Portfolio

Children may make neat copies of their WB compositions for their Portfolio of written work.

## Homework task

Children complete Check-up 5, WB p50. For answers, see p105.

## Exercise 1

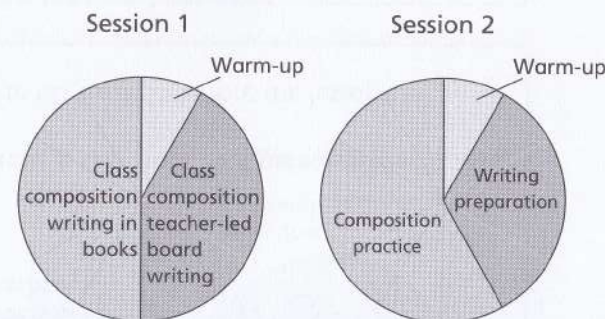
Ask a child to read the title. Tell children to look at the pictures for a few moments. Ask *What objects are in the pictures?* **phones** Tell the class to think of two questions. If necessary, remind them of the questions they wrote on page 48.

Children write a paragraph about each of the phones. Point out the label **dial** on the second picture. Remind the class of the words in the box on page 48.

Go around helping and monitoring as they work. Some children may only write two sentences about each phone. Others will write more.

If necessary, write two questions or short prompts on the board for each picture, e.g. for picture 1: *old? small? tall? Is it plastic? metal?*

## Time division



## WB answers

**P48 Exercise 2:** A old, big, carry, wood, metal, black and white  
 B newer, smaller, plastic, metal, colour, film C new, takes, use, put, CD, small, carry

## WB Composition practice example writing

The example writing is a guide for sentences that could be written. Accept sentences that make sense and are grammatically correct. Children may use their own ideas, e.g. *This phone looks funny / My grandmother has this phone.*

- 1 This is a very old phone. It is tall. It is plastic and metal. You cannot carry this phone.
- 2 This phone is newer. It is plastic and it is black. It has a dial.
- 3 This is a mobile phone. It is small. You can carry it in your pocket or in your bag. You can use it in the street or at home. It has a small screen. You can read the screen.



# 6 Winners!

## Lesson 1 Poster, Reading

**Lesson aim** Reading

**Lesson targets** Children:

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

**Key structure** past simple of irregular verbs

**Key language** *like + gerund*

**Key words** sports; ordinals 7th–12th

**Materials** PB pp64–65; poster 6; Dictionary 3; CD1 track 55; flashcards 43–48; word cards for words on the poster

**Preparation** prepare word cards; listen to CD track 55 before the lesson

### Warm-up

Choose a letter, e.g. *d*. Teams write down as many words beginning with *d* as they can think of in one minute.

### Poster

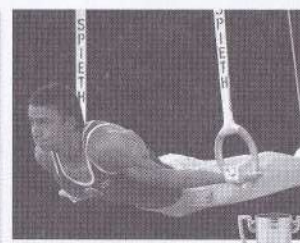
- 1 Point to the poster. Read out the title.  
Give the class a moment or two to look.
- 2 Point to each sport. Read the word. Show the word card.  
Class reads and says the word.
- 3 Show flashcards 43–48. Children name the sports.
- 4 Ask if anyone does any of the sports on the poster.  
Ask which sport on the poster they think is interesting.
- 5 Ask children around the class: *What sports do you do? What sports do you watch? Do you go to a place or do you watch on TV?*
- 6 Check that children understand the order of the medals in awards: 1st = gold, etc.  
Children learned ordinals 1st–6th in *English World 2* but you may wish to revise them and to introduce ordinals 7th–12th.

### 6 Winners



skiing

silver cup



gymnastics

gold cup



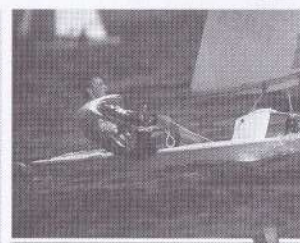
show jumping

first prize



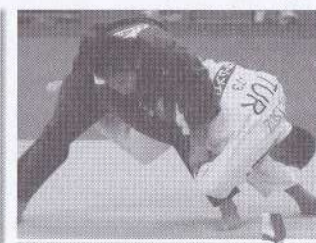
cycling

bronze medal



sailing

silver medal



judo

gold medal

- 7 Ask if anyone was in a competition or a team competition.  
Ask *Did you come first? third? fifth? tenth? etc.*  
Ask if anyone in the class has got a cup, a medal or a prize for sports.

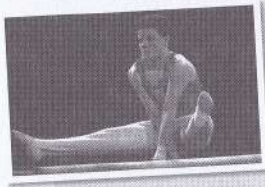


- 1 Give children time to look at the pictures. Ask what sports they can see. Read the title. Explain *International* using the Dictionary if you wish. Explain that games can sometimes also mean sports. Explain that this is a letter. A boy, Peter, wrote it to his Grandma.
- 2 Play track 55. Children listen and follow in their books.
- 3 Read one or two paragraphs at a time. Use the Dictionary to help you to explain new words as necessary. Help children to find new words. Make up extra sentences for new words if you wish.
- 4 Ask questions about each paragraph. See Resource box.
- 5 Give reading practice around the class. Ask individuals, groups or the class to read sentences or paragraphs. Play track 55 a final time.

**UNIT 6** winners!

Reading

**The International Games are fantastic!**




Dear Grandma,

I hope you are well. We are all fine. Are you having good weather? The weather is very good here. It is getting hotter and hotter! I am having a great time. The International Games are fantastic. Mum and Dad are having a great time, too.

On Monday morning we went to the gymnastics competition. There was a very young man in the competition. He was only sixteen and he came from Russia. He was very strong. We all sat quietly and watched him. He was amazing. At the end, we all jumped up and cheered loudly. He won a silver medal and he smiled happily.

On Monday afternoon we watched the men's judo competition. People wear big white trousers and jackets for judo. They leave their shoes next to a big square mat then they step onto it. They hold onto each other. They push and pull and turn. One person falls down and the other person wins a point. It is an old sport and it is very interesting.



The Bridge Hotel  
116 River Street  
South City

24th July




On Tuesday we went to the sailing competition. We saw boats from all over the world. It was windy and the boats sailed really fast. The huge sails were beautiful bright colours. A boat with a blue and green sail won the gold medal.

Yesterday morning we watched the cycling competition. The men went round and round the track faster and faster. It was very exciting. In the afternoon we watched the show jumping. The horses jumped over big gates and over water. They went really fast, too.

Do you remember? Dad likes skiing. The skiing competition is in December. People travel to the mountains. There is lots of snow. They ski down the mountains. Mum and Dad went last year. They liked it a lot.

I am sending you some photos of the sports. They are Dad's pictures. They are really great.

Lots of love from  
Peter

## Resource box

### Text questions

Where is Peter staying? **in South City**  
 Who is with him? **his Mum and Dad**  
 What sport did they see on Monday morning? **gymnastics**  
 Where did the young man come from? **Russia**  
 How old was he? **sixteen**  
 What did they watch on Monday afternoon? **the men's judo competition**

Where do the men leave their shoes? **next to the mat**

What competition was on Tuesday? **sailing**

Where did the boats come from? **all over the world**

When was the cycling competition? **yesterday**

What did Peter watch yesterday afternoon? **show jumping**

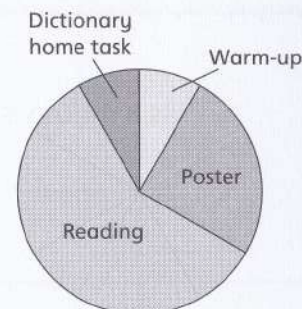
What does Peter's dad like? **skiing**

When is the skiing competition? **December**

### Homework task

Children learn selected vocabulary from Unit 6 Dictionary 3. See list on p192.

### Time division





## Lesson 2 Reading comprehension and vocabulary (PB p66)

**Lesson aim** Reading comprehension; vocabulary

**Lesson targets** Children re-read the letter then:

- (PB) answer literal questions
- match words to pictures; find the odd one out
- (WB) match sentences to pictures
- Choose words to complete answers to questions

**Key structure** past simple of irregular verbs

**Key language** like + gerund

**Words** vocabulary from Lesson 1

**Materials** PB p66; flashcards 43–48; WB p52; Dictionary 3; CD1 track 55 (optional)

### Warm-up

Show flashcards 43–48 to revise sports.

### Read again

Remind children of *The international games are fantastic!*

Play track 55 or read the text to the class. Children listen and follow in their books.

### Activity 1

Ask volunteers to read each sentence and elicit answers from the class.

Encourage children to check back to the text if they are not sure of the answer.

Ask the rest of the class if each answer is correct.

If there is disagreement, look back at the text with the class and find the part of the text where the answer is to practise scanning skills.

### Activity 2

Ask a child to read out the sports.

Ask for the answer to each picture. Check with the class, children write.

### Activity 3

Ask a volunteer to read the first line of words.

Ask for suggestions for the odd one out.

Agree with the class which is the odd one and why.

### Reading comprehension and vocabulary

#### 1 Answer the questions.

- 1 Who is Peter writing to?
- 2 What is the weather like at the International Games?
- 3 Where did Peter go on Monday morning?
- 4 What did the young man win?
- 5 What do people wear for judo?
- 6 What was the weather like on Tuesday?
- 7 What did the horses jump over?
- 8 When is the skiing competition?
- 9 Where do people travel to?
- 10 Whose are the pictures?

#### 2 Match. Write the words.

gymnastics sailing judo show jumping skiing cycling



a



b



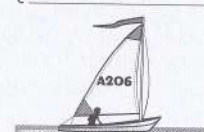
c



d



e



f

#### 3 Circle the odd one out.

- 1 judo camera gymnastics swimming tennis
- 2 gold medal prize track cup silver medal
- 3 fantastic exciting interesting amazing windy



# Reading comprehension and vocabulary (WB p52)

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

## Exercise 1

Children match the sentences to the pictures. They write the number of each sentence next to the picture.

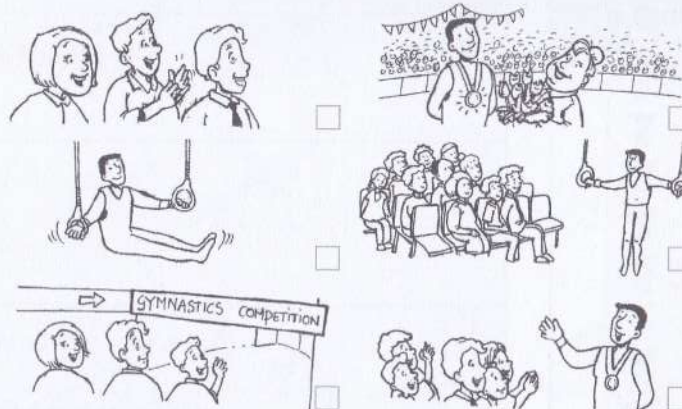
## Exercise 2

Children read the words in the box and the questions. They choose the best word to complete each answer.

## UNIT 6

### Reading comprehension and vocabulary

#### 1 Look and read. Number the pictures.



- 1 Yesterday Peter went to the gymnastics competition.
- 2 A young man was on the rings.
- 3 Peter sat and watched quietly.
- 4 At the end he jumped up and clapped.
- 5 The young man won a silver medal.
- 6 He waved and smiled happily.

#### 2 Complete the answers with words from the box.

young track world well Russia

- |                                      |                                   |
|--------------------------------------|-----------------------------------|
| 1 How are you?                       | I'm very _____, thank you.        |
| 2 Where does he come from?           | He comes from _____.              |
| 3 How old is she?                    | She's only two. She's very _____. |
| 4 Where is the cycling competition?  | It is at the cycle _____.         |
| 5 Are the International Games on TV? | They're on TV all over the _____. |

52

Unit 6 Matching text to pictures; completing replies to questions

## Resource box

### PB answers

**P66 Activity 1:** (short answers given here; ask for complete sentences if you wish)

- 1 his Grandma 2 hot (and getting hotter)  
3 to the gymnastics competition 4 a silver medal  
5 big white trousers and jackets  
6 windy 7 big gates and water 8 December  
9 the mountains 10 Dad's

**Activity 2:** a show jumping b gymnastics  
c skiing d cycling e judo f sailing

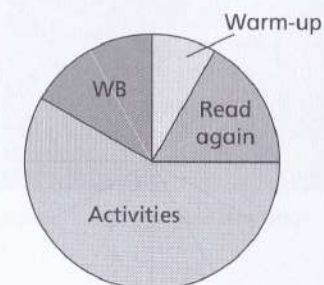
**Activity 3:** 1 camera: the others are sports  
2 track: the others are things you can win  
3 windy: the only adjective about weather

### WB answers

**P52 Exercise 1:** 4 5 2 3 1 6

**Exercise 2:** 1 well 2 Russia 3 young 4 track  
5 world

### Time division





## Lesson 3 Speaking (PB p67) Study skills

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

**Lesson targets** Children:

- listen to a dialogue; listen and repeat the dialogue
- understand the story and answer oral questions
- read and act the dialogue
- (WB) practise sequencing

**Informal everyday language** *I can't believe it! Thank you very much. Congratulations! Hooray! How about you? Me too.*

**New words** *envelope, congratulations, good luck, believe*

**Materials** PB p67; CD 1 tracks 56–57; poster 6; WB p53

**Preparation** listen to CD track 56 before the lesson

### Warm-up

Ask the class *What did the children do in the last part of the story? thought of ideas for a TV programme* *What were the ideas for? a competition* *What is the prize? money and the winners make a real TV programme from their ideas* *What is the children's programme idea called? Save Henry*

### Activity 1

Children look at PB page 67. Read the title of Part 6. Ask *Who is at the studios? the children* Tell children to cover the dialogue text and look at the picture. Play track 56. Children listen.

### Activity 2

Children open their books and look at the dialogue. Play track 56 again. Children listen and follow. Check children understand the new words. Use the Dictionary if you wish.

### Activity 3

Play track 57. Children listen and repeat in the pauses. Encourage them to use the same expression and intonation.

### Activity 4

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


### Activity 5



















Children act the dialogue without their books as far as possible. Encourage children to speak without reading their lines word by word.


### Speaking

- 1 Talk about the picture. 2 Listen and read.

**Save Henry!**  
Part 6: At the TV studios



 Hello! Welcome to this year's 'My TV' competition!	 Oh, wow!
 I can't believe it! We're at Channel 10.	 Lulu, Alfie, Molly and Max, congratulations! Please, take the 'My TV' cup and your medals.
 In my hand I've got a golden envelope.	 Thank you! Thank you very much!
 What's in the envelope?	 Here's your prize money. And good luck with your TV programme!
 In the envelope is the prize money - a lot of money!	 Thank you! We believe our programme can help Pear Tree Farm.
 Did you hear that? A lot of money!	 And the prize money can save Henry!
 Also in the envelope is the name of this year's winner.	 Hooray!
 Who is it? Who's the winner?	
 I am very happy to tell you that the winner is...	
 Come on! Come on!	
 'Save Henry!' Children, please come and get your prize!	



- 3 Listen and say. 4 Talk about the story. 5 Now you!



## Study skills (WB p53)

The exercises on this page practise putting things into the correct sequence.

Children should be able to do this work independently once the tasks have been explained.

### Exercise 1

Children look at each line of pictures.

Make sure they understand that the pictures show four events that belong together and have an order.

Children write the letters of the pictures in order 1-4.

### Exercise 2

Children read the sentences about the children in the *Save Henry* story.

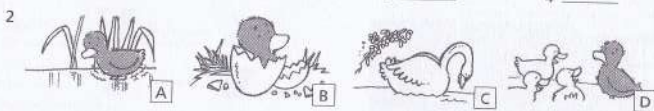
They order them according to the sequence in which the events happened.

### Study skills

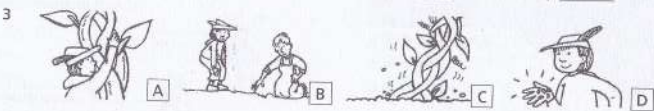
1 Put the pictures in order. Write the letters.



1 C 2      3      4     



1      2      3      4     



1      2      3      4     

2 Read and put in order. Write the numbers.

- \_\_\_\_\_ The children won a big cup.
- \_\_\_\_\_ They sat and waited quietly.
- \_\_\_\_\_ "Congratulations!" he said.
- \_\_\_\_\_ The children went to the TV studios.
- \_\_\_\_\_ Then Gary West started to speak.
- \_\_\_\_\_ Alfie lifted it high in the air.
- \_\_\_\_\_ "You are the winners!"



Now read the story.

Unit 6 Sequencing

### Resource box

#### Story questions

Who is giving the prize? *Gary West*

What is in the envelope? *the prize money and the name of the winner*

Did the children's idea win the competition? *yes*

Gary West gave them the prize money. What else did he give them? *the My TV cup and medals*

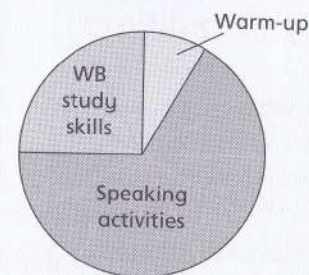
#### WB answers

P53 Exercise 1: 1: 1 C 2 A 3 D 4 B;

2: 1 B 2 D 3 A 4 C; 3: 1 D 2 B 3 C 4 A

Exercise 2: 6, 2, 4, 1, 3, 7, 5

### Time division





# Lesson 4 Grammar (Session 1) Grammar in conversation (Session 2) (PB pp68–69)

**Lesson aim** Grammar

**Lesson targets** Children:

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

**Key structure** (session 1) past simple of irregular verbs

**Key language** (session 2) *like* + gerund

**Key words** sports

**Materials** PB pp68–69; CD 1 tracks 58–59, CD 2 tracks 1–2; WB pp54–55

## Session 1 Warm-up

Remind the class: Lulu, Alfie, Max and Molly won the prize money for Pear Tree Farm. Ask *Who can Mr Oats pay? What can he buy for the farm?*

## Session 2 Warm-up

Ask children around the class. *Where did you go at the weekend? What did you see? What time did you come home?*

### Activity 1

Ask two children to read the bubbles. Ask *Who is at the studios? the children*

Ask a volunteer to read the first sentence. Elicit the correct sentence from the class. Let them check back to page 67 if they need to.

### Activity 2

Ask pairs to read the bubbles. Write the first prompt word on the board.

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

Children practise questions and answers in pairs. See Resource box.\*

Grammar

1 Look!

Read and correct the sentences.

- 1 The children went to Channel 5.
- 2 They saw Gary Oats.
- 3 Lulu sat between Alfie and Max.
- 4 The children won second prize.
- 5 Henry said "Congratulations!"
- 6 The children came home with a tiny cup.

2 Look!

Ask and answer. Use the verbs provided.

- 1 go
- 2 see
- 3 win
- 4 sit next to
- 5 say "Congratulations!"
- 6 come home

Unit 6 Past simple of irregular verbs: statements, questions, short answers

Grammar in conversation

1 Listen and read.

2 Listen and say.

3 Now you!

4 Listen and sing.

We like running. We like jumping.  
How about you? How about you?  
Basketball and tennis.  
Volleyball and judo.  
We like swimming, too.  
We like swimming, too.

Unit 6 like + gerund

### Activity 1

Point out the boy and girl. Ask *What are they doing? talking*

Tell the class to listen to them. Play track 58. Children follow in their books.

### Activity 2

Children listen to track 59 and repeat in the pauses.

### Activity 3

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

Children complete WB p54 in class time or for homework.

### Activity 4

Ask *What sports are in the pictures? What do you think the song is about?* Play CD 2 track 1. Children listen and follow the first time. Read the words with the class. Play track 1 again. Children join in. Play CD 2 track 2. Children sing with the music. They may learn the song if you wish.



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

### Exercise 1

Children match the verbs and the past tenses.

### Exercise 2

Children use the past tense verbs to complete the sentences.

### Exercise 3

Children write complete negative sentences.

**Grammar**

1 Read and match.

2 Complete the sentences with the words in the box.  
sat saw won said went came

- Last week we \_\_\_\_\_ to the International Games.
- Uncle Bob \_\_\_\_\_ a bronze medal in the judo competition.
- The winner of the gold medal \_\_\_\_\_ from Russia.
- Dad \_\_\_\_\_ hello to the winner.
- We \_\_\_\_\_ the sailing competition, too.
- We \_\_\_\_\_ in the sunshine and watched the boats.

3 Correct the sentences. Use the words in the box.  
sit see win say go come

- We went to a football match. No, we did not go to a football match.
- Uncle Bob won a gold medal. \_\_\_\_\_
- The winner came from America. \_\_\_\_\_
- Dad said goodbye to the winner. \_\_\_\_\_
- We saw the cycling competition. \_\_\_\_\_
- We sat under umbrellas. \_\_\_\_\_

**Grammar in conversation**

1 Look!

Now complete the sentences with the words in the box.  
playing listening swimming drawing reading

- Bob and Bill like \_\_\_\_\_ football.
- Ed likes \_\_\_\_\_.
- Jill likes \_\_\_\_\_ tennis.
- Meg and Peg like \_\_\_\_\_ to music.
- Sam likes \_\_\_\_\_.
- Lucy likes \_\_\_\_\_.

2 Draw and write.  
What do you like doing?

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

### Exercise 1

Children look at the pictures of children and follow the lines to see which sports they like. Check they recognise picture 3: face mask and flippers. They complete the sentences accordingly.

### Exercise 2

Children draw and write one sentence about what they like doing themselves.

## Resource box

### \*Pair work Grammar Activity 2 (PB p68)

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

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

### \*\*Pair work Grammar in conversation, Activity 3 (PB p69)

Children practise the dialogue in pairs at their desks. Encourage them to give true answers about themselves.

Go around listening to them as they speak.

Give pairs three minutes to practise asking and answering questions. Let one or two pairs stand up and say their conversation.

### PB answers

**P68 Activity 1:** 1 (corrected words only given) 1 Channel 10 2 Gary West 3 Molly sat... 4 first 5 Gary West 6 huge

### WB answers

**P54 Exercise 1:** 2 F 3 A 4 B 5 C 6 E

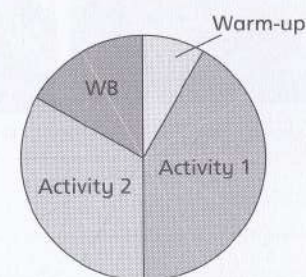
**Exercise 2:** 1 went 2 won 3 came 4 said 5 saw 6 sat

**Exercise 3:** 2 No, Uncle Bob did not win a gold medal. 3 No, the winner did not come from America. 4 No, Dad did not say goodbye to the winner. 5 No, we did not see the cycling competition. 6 No, we did not sit under umbrellas.

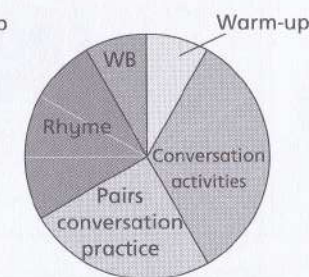
**P55 Exercise 1:** 2 reading 3 playing 4 listening 5 swimming 6 drawing

## Time division

### Session 1



### Session 2



## Grammar Practice Book

Children may begin Unit 6 when they have completed the PB and WB Grammar pages. They should complete it before the end of PB / WB Unit 6.



## Lesson 5 Listening, Phonics (PB p70) Use of English

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

**Lesson targets** Children:

- Name sports activities; identify descriptions of activities and match
- listen for detail in the descriptions
- practise saying, reading and spelling words with *er*
- (WB) learn about forming adverbs from adjectives

**Key structure and language** from the unit

**Target words** *carpenter, painter, plumber, builder, flower, ruler, paper, winner*

**Materials** PB p70; CD 2 tracks 1, 3–4; WB pp56–57

### Warm-up

Sing the song about sports from PB p69, CD 2 track 1.

### Listening

#### Activity 1

Children name the sports in the pictures.

#### Activity 2

Tell children the voices they hear are telling lots of people what is happening.

Play track 3. Children listen the first time.

Play track 3 again. Children listen and write the letters.

#### Activity 3

Ask different children to read out the questions.

Children listen and write down the answers in their copy books when they hear them.

Be ready to play the track again for children to check.

### Phonics

Point out the box. Tell children to follow in their books and repeat in the pauses.

Play track 4. Make sure children repeat the sound and word accurately.

Play track 4 again. Children listen and follow the rhyme.

Children say the rhyme. They may learn it if you wish.

Children open their WBs at p56. They complete the WB Phonics page now or for homework.

If it is for homework, make sure they understand the tasks.

### Listening

1 Name the sports. skiing sailing judo show jumping



2 Listen and write the letters.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_

3 Listen again and answer the questions.

1 Picture B: What is the weather like?

2 Picture D: Is the English man winning?

3 Picture A: What is the name of the horse?

4 Picture C: Is the weather hot or cold?

Phonics Look and listen!



er painter



First came the builder,  
Then came the carpenter,  
Next came the plumber,  
And last came the painter.



Look! It's our new house!



Now look at WB p57 Use of English



Remind the class of the sound *er* and *painter*.

### Exercise 1

Children complete the words, then write the whole word under the pictures. Children read the words.

### Exercise 2

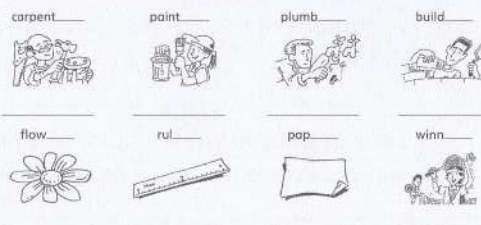
Children complete the words, then write them next to the correct person in the picture.

### Exercise 3

Children use *er* words to complete the sentences.

#### Phonics

##### 1 Write *er*. Write the words. Read the words.



##### 2 Write *er*. Then complete the labels.



##### 3 Complete the sentences. Use words from this page.

- 1 The house is falling down. 2 There's water on the floor. We need a \_\_\_\_\_. We need a \_\_\_\_\_.  
3 The \_\_\_\_\_ is using nails. 4 The \_\_\_\_\_ is using a brush.

Unit 6 Words ending *er*

#### Use of English

Read this!

We jumped up and clapped loudly.

loudly ← This word is an adverb.  
An adverb tells us about a verb.  
We clapped loudly. How did we clap? Loudly.  
quickly slowly quietly ← These words are adverbs, too.

##### 1 Read the sentence. Answer the questions. Answer with one word.

- 1 They walked quickly. How did they walk? \_\_\_\_\_  
2 He climbed slowly. How did he climb? \_\_\_\_\_  
3 She sat quietly. How did she sit? \_\_\_\_\_

##### 2 These adverbs come from adjectives. We add *ly* to the adjective.

Find the adverbs. Underline *ly*.

quiet quietly loud loudly quick quickly slow slowly

##### 3 We can make other adjectives into adverbs. We add *ly*. Underline the adverbs.

bright brightly The sun is shining brightly.  
tired tiredly The old man walked tiredly.

Look at this!

He smiled happily.

happily  
The adjective ends consonant + *y* Change *y* to *i* then add *ly*

##### 4 Read these adjectives. Change them to adverbs.

noisy \_\_\_\_\_ pretty \_\_\_\_\_ easy \_\_\_\_\_

Unit 6 Forming adverbs from adjectives

Write the example sentence on the board. Class reads.

Underline loudly and go through the explanation of adverbs with the class. Write words and sentences on the board as necessary.

Make sure children understand that an adverb tells us about a verb: how something was done.

### Exercise 1

Do this work orally, then children write the correct word.

### Exercise 2

Children underline. Ask individuals to read out the adverbs.

### Exercise 3

Children underline and say the adverbs.

### Exercise 4

Go through the spelling rule. Children write the words following the rule.

### Resource box

#### Audioscript (CD2 track 3) Listening Activities 1–2 (PB p70)

Number 1.

It's a beautiful sunny day here and very windy, too. This is Jason Harvey. His boat is travelling very fast across the water. Come on, Jason! You can win!

Number 2.

This is very exciting. These two men are pushing and pulling and turning. And yes – he's winning! He's throwing the English man to the ground! Number 3.

This is Eleanor Davidson on her beautiful horse, Big Jim. She's coming very fast towards the gate. Can she jump it? Yes, she can! Number 4.

It's a beautiful day up here on the mountain. The sun is shining but it's very cold and the snow is excellent. Here comes Lucy Davis. She's going very fast. Be careful, Lucy! Don't fall!

#### PB answers

P70 Activity 2: 1 B 2 D 3 A 4 C

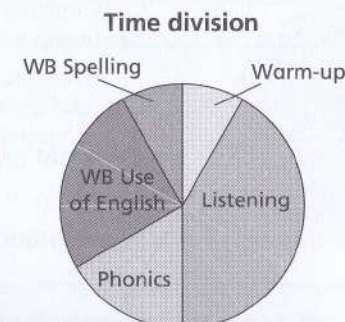
Activity 3: 1 sunny, windy 2 no 3 Big Jim 4 cold

#### WB answers

P56 Exercise 3: 1 builder 2 plumber 3 carpenter 4 painter

P57 Exercise 1: 1 quickly 2 slowly 3 quietly

Exercise 4: noisily, prettily, easily





**Lesson aim** Writing

**Lesson targets** Children:

- (session 1) write Peter's next letter with support from the teacher
- (session 2) (WB) practise different parts of speech and descriptive phrases
- (session 2) (WB) write Peter's third letter to his Grandma independently

**Key structure and language** from the unit

**Vocabulary** sports

**Materials** PB p71; WB pp58–59

## Session 1 Warm-up

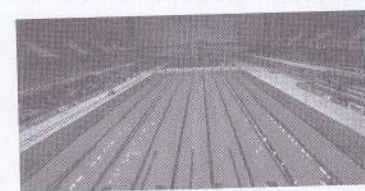
Write up some verbs and adjectives, e.g. *fly, blue, big, quiet, dog*, etc.  
Children take turns to underline the verbs and circle the adjectives.

## Class composition

- 1 Remind the class of Peter's letter on pages 64–65. Children look at the pages. Point out the address on page 64. Write it on the board. Explain that the address always takes a few lines. Point out the end of the letter *Lots of love from Peter*.
- 2 Children look at page 71. Ask a child to read the two lines at the top of the page. Tell children to look at the pictures. Ask *What sports competitions did Peter watch on Saturday?* **swimming and gymnastics**
- 3 Begin the letter with *Dear* and elicit *Grandma*. Ask a child to read the beginning of the letter. Elicit suggestions for ending the sentence. Write it on the board. Ask the class what Peter can say in his letter. Ask prompt questions as necessary: *Was the swimming competition fun? Were there lots of people? What did they do? Ask Did Peter like the champion?*  
Remind the class that they are pretending to be Peter so they use *I* and *we*.
- 4 Help the class to write a paragraph of four to six sentences about the swimming competition. Ask a volunteer to read the complete paragraph to the class.
- 5 Write a paragraph about the gymnastics competition in the same way. Write the ending of the letter as on page 65. Ask a child to read to the class.
- 6 Clean the board. Children write in their books. Remind them that they can use their own ideas as well as the ideas the class wrote together. If necessary, put a few prompt words on the board, e.g. *lots of people, shout, clap, noisy, exciting, Saturday afternoon, strong, gold, fantastic*.

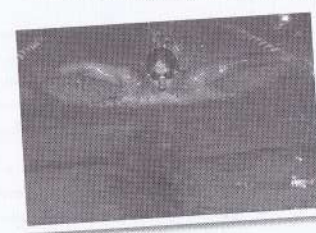
## Class composition

Peter stayed at the International Games. He watched sports on Saturday. Look at the pictures. Write Peter's next letter to his grandma.



Dear

These games are brilliant. On Saturday morning we went to



Unit 6 Class composition: first person recount in letter form

71

- 7 Children's writing can and should vary. Accept sentences that make sense and are grammatically correct. Some children will write more than others. Encourage children to write to their level of ability.



## Session 2 Warm-up

Write up some irregular verbs and their past tense forms, mixed up. Children match the verbs and past tenses on the board.

### Exercise 1

Children look at the picture. Ask *What is the competition?* **sailing**  
Tell the class to look at the first word of the paragraph under the picture. Ask *What tense do we use to write about yesterday?* **the past tense**  
Children complete the paragraph. To check answers, ask different children to read sentences.

### Exercises 2 and 3

Check children know which are the nouns and adjectives (verbs, adverbs). Ask a child to read the written phrase. Children match the other nouns and adjectives (verbs, adverbs) and write phrases. Give them a time limit. Check answers together.

## Resource box

Note: The example writing is a guide to the kind of sentences that could be written. Completely different sentences may be equally good. Accept sensible sentences that are grammatically correct.

### PB Class composition example writing

These games are brilliant. On Saturday morning we went to the swimming competition. There were lots of people at the pool. They shouted and clapped. It was very noisy. It was exciting, too. I liked the swimming competition.

On Saturday afternoon we watched the gymnastics competition again. There was a man on the rings. He was very strong. He came from ... He won a gold/silver/bronze medal. He was fantastic.  
Lots of love from  
Peter

### WB answers

**P58 Exercise 1:** went saw sat came won

**Exercise 2:** interesting sport 3 sunny day 4 huge medal / cup 5 shiny cup / medal


**Exercise 3:** 2 smile happily 3 sit quietly 4 clap loudly

### WB Composition practice example writing

Dear Grandma,  
On Sunday we went to the tennis competition. There were lots of people. We saw two men. The game was exciting. We clapped loudly and shouted. I liked the tennis competition. The winner won a gold medal and a huge gold cup. He looked very happy. He came from .... These are Mum's photos. Do you like them?  
Lots of love from  
Peter

**Writing preparation**

1 Complete with the verbs in the box. Use the past tense.  
sit go win see come



Yesterday we \_\_\_\_\_ to the sailing competition. We \_\_\_\_\_ lots of boats.  
We \_\_\_\_\_ near the water. The winner \_\_\_\_\_ from America. He \_\_\_\_\_ a gold medal.

2 Match adjectives and nouns. Write. Use a or an.

1 exciting	medal	
2 interesting	cup	
3 sunny	game	<u>an exciting game</u>
4 huge	sport	
5 shiny	day	

3 Match verbs and adverbs. Write.

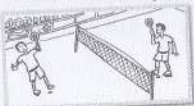
1 shout	quietly	
2 smile	loudly	
3 sit	noisily	<u>shout noisily</u>
4 clap	happily	

Unit 6 Verbs, adjectives and adverbs


**Composition practice**

1 Read.  
On Sunday Peter went to the tennis competition. What did he see? What did he do? Did he like it? What did the tennis player win? What did he do? Where did he come from? Whose photos are these?

2 Write Peter's third letter to his grandma.



Dear \_\_\_\_\_  
On Sunday we \_\_\_\_\_



Unit 6 Writing a first person account in letter form

## Portfolio

Children may make neat copies of their letters for inclusion in their Portfolio of written work.

### Exercise 1

Talk about the questions with the class. Encourage as many ideas as possible.

If you wish, note key words from their answers on the board.

### Exercise 2

Remind the class how to write the address. Children write Peter's letter. Remind them they are writing as Peter and should use *I* and *we*. Remind them of the words they wrote on p58.

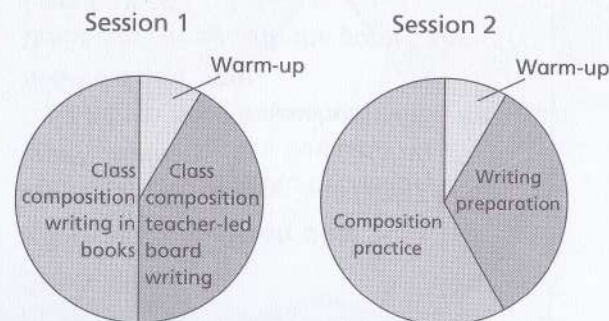
Go around helping and monitoring as they work. Some children will write more than others.

Let some children read their letters to the class.

## Homework task

Children complete Check-up 6, WB p60. For answers, see p105.

### Time division





## Revision 2, Project 2

- 1 Children look at the page for a few moments. Remind them that Miss Carey's class won the competition and part of the prize was making their idea for a programme into a real TV programme.

Play CD2 track 5. Children listen and follow in their books.

- 2 Make sure children understand that this story shows the TV programme that the children made after they won the competition. The children are presenting the programme and are speaking to the camera.

- 3 Different children take the parts of the characters in the story and read the bubbles.

If you wish, play track 5 a second time before they do this.

- 4 Ask questions about the story.

If you wish, ask general questions about the events in the story.

Alternatively, ask detailed questions about every picture.

See the list in the Questions box.

### Revision 2

- 1 Listen and read. Read again. Talk about Pear Tree Farm then act out the story.

Hello! Welcome to 'My TV'.

Our programme is about Pear Tree Farm. and Mr Oats, the farmer.

Mr Oats loves his farm but it is very old. Is that right, Mr Oats?

Yes. I need a new barn. The gates are falling down and there is water in the yard.

The carpenters and builders came to the farm. They fetched new wood and metal.

They lifted the wood onto the barn.

They used saws, hammers and nails.

The plumber fixed the water. He used plastic.

How much does this work cost, Mr Oats?

It costs a lot!

They mended the barn, the stable and the gates.

The painter painted all the doors.

But Mr Oats did not sell Henry. We entered the 'My TV' competition.

The prize money saved Henry. Now he can stay at Pear Tree Farm.

How can I pay the builders? I can sell Henry.

That's terrible! Poor Henry!

And we won!

We are all very happy! Goodbye! Goodbye!

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Revision 2

- 5 Children take turns to act out the story, either reading from their places or practising in groups of five then taking turns to read to class.

If you have space in your classroom, children may enjoy acting out the TV programme, with workmen working in the background while the children present the programme.

### Questions

Who is the farmer? **Mr Oats**

What is wrong at Pear Tree Farm? **There was a storm.**

Did Mr Oats need a new house? **No, he needed a new barn.**

What was wrong with the gates? **They were broken.**

What was in the yard? **water**

Who came to the farm? **carpenters and builders workmen**

What materials did they fetch? **wood and metal**

What did they use? **saws, hammers, nails**

What did they mend? **the barn, the stables, the gates**

What did the plumber do? **fixed the water pipes**

What did he use? **plastic**

What did the painter do? **painted all the doors**

How much does this work cost? **It costs a lot.**

How can Mr Oats pay the builders? **He can sell Henry.**

How did the children help Mr Oats? **They entered the 'My TV' competition and they won it.**

What saved Henry? **the prize money**

### Extra activity

In pairs, individually, or in groups, children answer the question: *You can enter the 'My TV' competition. What is your idea? What is in your programme?*



## Story project

In this individual project children write the whole story of Pear Tree Farm.

Children use the questions on the Project page to help them write the story.

Less able children may just answer the questions without detail.

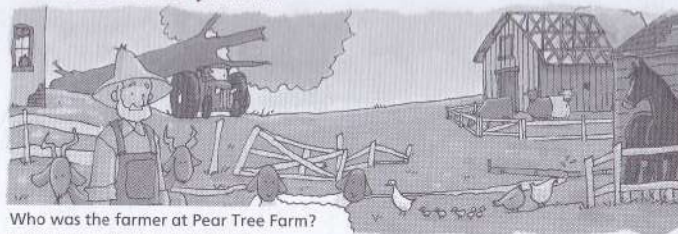
Encourage more able children to say as much as they can in answer to the questions, e.g. in answer to the question: *Who visited the farm?* children could write several sentences:

***Alfie, Lulu, Max and Molly visited the farm. They went with their teacher, Miss Carey. They did Maths, Science and English at the farm.***

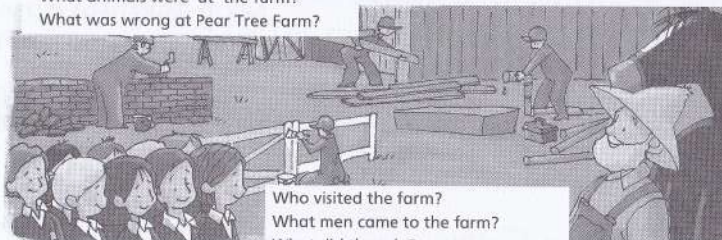
## Project 2

1 Write the story of Mr Oats and Pear Tree Farm.

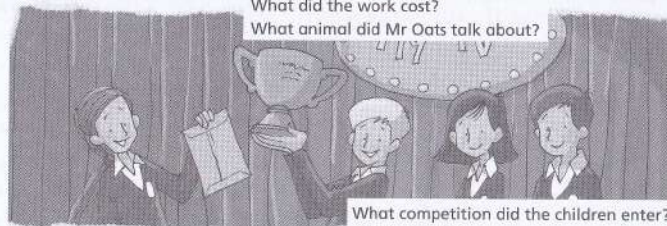
Think about these questions.



Who was the farmer at Pear Tree Farm?  
What animals were at the farm?  
What was wrong at Pear Tree Farm?



Who visited the farm?  
What men came to the farm?  
What did they do?  
What did the work cost?  
What animal did Mr Oats talk about?



What competition did the children enter?  
Did they win?  
Did Mr Oats sell Henry?  
Who was happy at the end?

2 Draw pictures. Read your story.

Project 2

73

All children should be able to complete this project independently working at their own level.

Encourage children to illustrate their stories.

If you wish, children can write their stories on sheets of paper with pictures on every page and make them into a book. Children may enjoy making and drawing a cover for their story.

Alternatively, this could be a simple project on one or two single sheets of paper.

Whichever method you choose, when children have finished their stories, let some children read theirs to the class or read some out yourself.

Display the work and encourage children to look at each other's stories.

## Summary box

**Lesson aim** Revision

**Lesson targets** Children:

- listen to the *Save Henry!* TV programme
- read the presentation
- answer questions about the programme
- write the story of Pear Tree Farm

## Resource box

**Portfolio**

If you wish, this project may be included in children's portfolio of written work.

Before starting  
Unit 7 you may wish  
children to complete  
PDF test 2.



## Portfolio 2 and Diploma 2: Units 4-6

1 When children have completed all the work in units 4-6, they turn to Portfolio 2 on page 131 in their WB.

2 This page allows children to make their own assessment of what they have learned in English.

3 Remind the class that they should learn and revise all the work in Units 4-6, not just the sentences shown on this page.

They should tick the boxes when they feel confident with all the work on:

- new vocabulary
- grammar structures
- phonics, both reading and spelling.

4 Check through the completed Portfolio page with each child. Some children may take a little longer to feel confident with the work that has been covered.

The whole class need not complete everything on this page before moving on to Unit 7. Encourage slower children to keep going over previous

Portfolio 2: Units 4, 5 and 6

**Vocabulary**

I know new words.

Things we use ☐ Things for sound and pictures ☐ Sports ☐


I know all the words in Dictionary 3: Units 4, 5 and 6. ☐

**Grammar**

I can ask what people did in the past.

questions ☐ Did the pioneers travel in cars?  
short answers ☐ Yes, they did. / No, they didn't!

I can ask what things there were.

there was ☐  Was there a boy in the shop?  
there were ☐ Were there trumpets in the window?

I can ask for something in a shop. ☐

A: Good morning. Can I help you? B: Yes. Can I see that mobile phone, please?

I can use irregular verbs to talk about the past. ☐

The children went to Channel 10. Did they win first prize? Yes, they did.

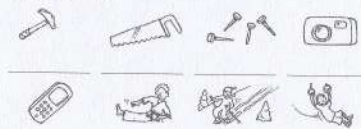
**Phonics**

I can read and write these words.

ow snow blow grow window yellow throw ☐  
ir bird first girl skirt T-shirt thirsty thirteen dirty ☐  
er carpenter painter plumber builder flower ruler paper winner ☐

English World 3 Diploma 2: Units 4, 5 and 6

**1 Write the words.**



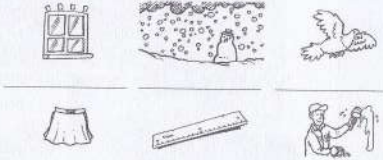
**2 Complete the sentences about the pioneers in the past.**

(travel) The pioneers \_\_\_\_\_ across America.  
(live) \_\_\_\_\_ the pioneers \_\_\_\_\_ in houses? Yes, they \_\_\_\_\_.  
(be) \_\_\_\_\_ there a door? \_\_\_\_\_ there windows?

**3 Complete the sentences about what the children did.**

(go) The children \_\_\_\_\_ to the show jumping.  
(sit) They \_\_\_\_\_ at the front.  
(see) They \_\_\_\_\_ lots of beautiful horses.

**4 Write the words.**



Portfolio 2 (Units 4, 5 and 6)

131

132

Diploma 2 (Units 4, 5 and 6)

1 When children are confident with all the elements of the work on page 131, they may complete Diploma 2 on page 132.

2 They complete the representative tasks from each field of work.

3 Children receive a sticker for each task completed and one more when they have finished the page.

4 These pages may be taken out of the Workbook and kept in children's individual portfolios of work, along with a few examples of children's best work from Units 4-6.

### Completed Diploma 2

#### Words

hammer, saw, nails, camera, (mobile) phone, judo, skiing, gymnastics

#### Grammar

travelled; Did ... live, did; Was, Were; Went, sat, saw

#### Spelling

window, snow, bird, skirt, ruler, painter



## Answers to Check-ups: Units 4-6

### Check-up 4 WB pp40-41

**Exercise 1:** 1 walked, fetched 2 pulled 3 cooked  
4 mended, used 5 lived 6 pushed

**Exercise 2:** 1 Who helped her father?  
2 What did the boys play?  
3 Did the children fetch water?  
4 Did the princess live in a castle?  
5 Where did they travel?

**Exercise 3:** 1 No, the boy did not chop down a tree.  
2 No, Dad did not mend the broken window.  
3 No, the girls did not play football.  
4 No, Mum did not cook a fish for dinner.  
5 No, the boys did not walk to school.

**Exercise 5:** Remind children to write a single paragraph and not answer each question on the line like a comprehension exercise.  
Remind them of the spelling rule for past tense verbs ending consonant/vowel/consonant.  
Encourage able children to think of longer sentences and in more detail.  
(Examples of additional words sentences given in brackets.)  
The pioneers travelled across America.  
They stopped near a river. They needed wood and water. The men chopped down (tall) trees. They used (long, sharp) axes. The women cooked food in big pots. (The children helped their mothers and fathers.) The children fetched wood (for the fire). They fetched water from the river.

### Check-up 5 WB pp50-51

**Exercise 1:** 2 There were ducks on the pond.  
3 There were children in the playground.  
4 There was a girl on the slide.  
5 There were boys on the swings.  
6 There was a rainbow in the sky.

**Exercise 2:** 1 The jacket is £44.  
2 The boots are £50.  
3 The bag costs £10.  
4 The jumper costs £16.  
5 The shoes cost £35.  
6 The trousers cost £26.

**Exercise 4:** Example writing (Examples of extra words in brackets.)  
There was a train in the toy shop window. There were two (pretty) dolls. There were three (funny) clowns. There was one car. The train was £50. The dolls were £15. The clowns were £10. The car was £150.

### Check-up 6 WB pp60-61

**Exercise 1:** 1 came 2 won 3 said 4 sat  
5 went 6 saw

**Exercise 2:** 2 Meg likes reading.  
3 Ed and Peter like watching TV.  
4 Sue and Mary like playing tennis.  
5 The cat likes sleeping.  
6 The children like singing.

**Exercise 4:** Example writing (Examples of extra sentences / words in brackets) Meg and her mum went to the river. It was a hot day. (The sun was shining and the sky was blue.) They sat next to the river. They saw a big fish in the water. They were three (white) swans on the river. Meg said, "Come here!" The swans did not come to them. (Meg's mum looked at her watch.) It was five o'clock. Meg and her mum went home.



# 7 At the station

## Lesson 1 Poster, Reading

**Lesson aim** Reading

**Lesson targets** Children:

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

**Key structure** past simple of *have*

**Key language** *We must hurry...*

**Key words** railway travel

**Materials** PB pp 74–75; poster 7; Dictionary 3; CD 2 tracks 6–7; flashcards 49–55; word cards for words on the poster

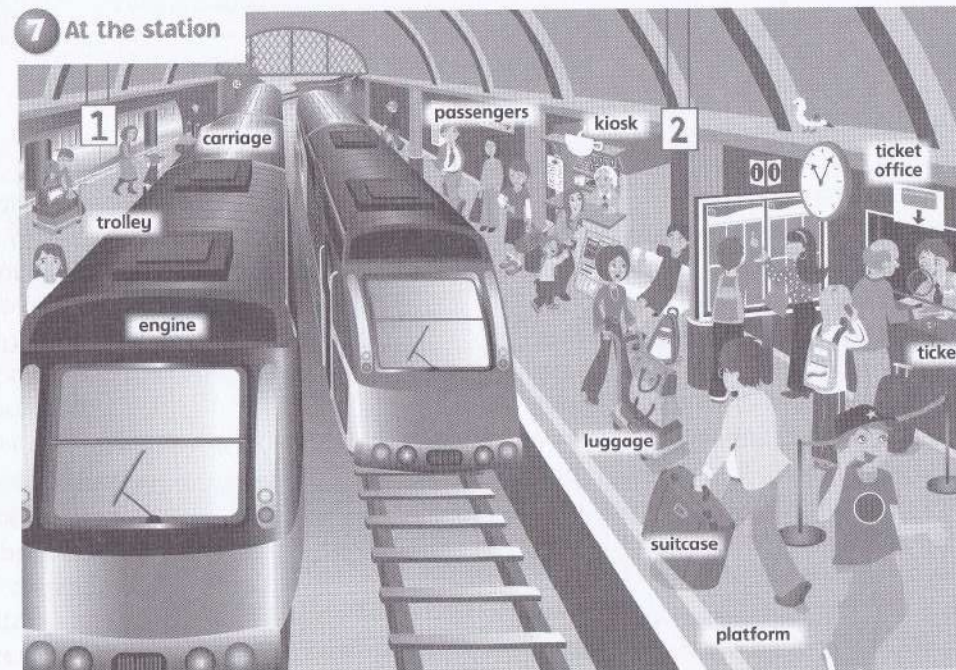
**Preparation** make word cards; listen to CD tracks 6–7 before the lesson

### Warm-up

Play *I spy* with the class. (see Games, p187)

### Poster

- 1 Point to the poster. Read out the title.  
Give the class a moment or two to look.
- 2 Point to the objects and places. Read the word.  
Show the word card. Class reads and says the word.
- 3 Show flashcards 49–55. Children name the objects and places.
- 4 Ask around the class *Do you sometimes travel on a train?*  
*Where do you go? Who do you go with?*
- 5 Ask children to look at all the people on the station.  
Ask *What are they doing?* Let volunteers come forward and say a sentence about one of the people in the picture.
- 6 Ask about the station: *What can you do at the kiosk?*  
*Where can you buy a ticket? Where can you find the train?*





1 Give children time to look at the two pages and all the pictures. Point out the pictures on page 74.

Ask *Who can you see in these pictures?*

*passengers, men, women, two children*

Read the title of the first poem.

2 Play track 6. Children listen and follow in their books.

3 Read one verse at a time.  
Use the Dictionary to help you to explain new words as necessary.  
Help children to find new words.

4 Ask questions about each verse. See Resource Box.

5 Do the same with the second poem (track 7). First, point out Mum, meeting the children and Dad.

6 Give reading practice around the class.  
The first poem is for one voice but different children, pairs or groups can read each verse.

The second poem is for 3 voices, one says the verses with the questions; the other two say the verses with the replies.  
Again, groups or individuals can read the questioning verses and the replies.

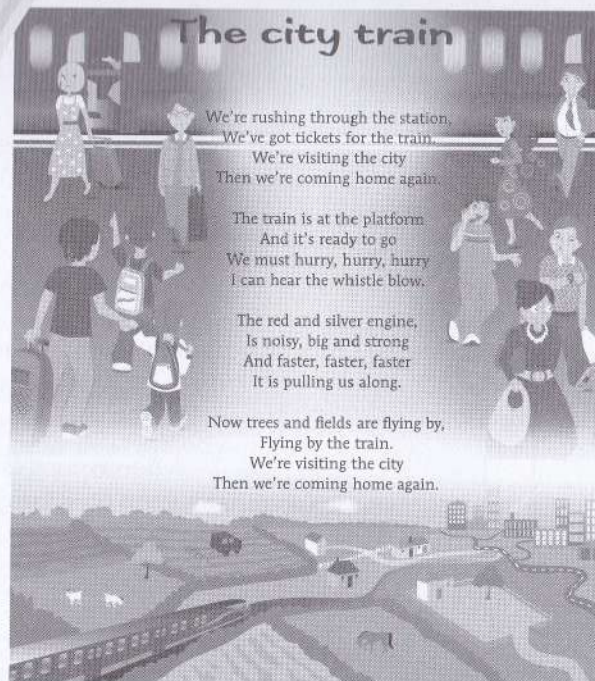
Play tracks 6 and 7 a final time.

### Homework task

Children learn selected vocabulary from Unit 7 Dictionary 3. See list on p192.

## UNIT 7 At the station

Reading



We're rushing through the station.  
We've got tickets for the train.  
We're visiting the city  
Then we're coming home again.

The train is at the platform.  
And it's ready to go  
We must hurry, hurry, hurry  
I can hear the whistle blow.

The red and silver engine,  
Is noisy, big and strong  
And faster, faster, faster  
It is pulling us along.

Now trees and fields are flying by,  
Flying by the train.  
We're visiting the city  
Then we're coming home again.

74 Unit 7 Reading: poems



## Welcome home!

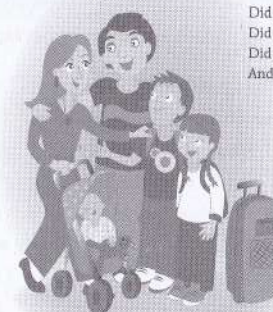
Welcome home!  
Did you have a good day?  
Did you climb the tall tower  
In the city today?

We went to the tower  
And we climbed to the top,  
Then we had a great time  
In the city toy shop.

Did you see the trams?  
Did you have a ride?  
Did you see the castle?  
And did you go inside?

We saw lots of trams  
But we didn't have a ride.  
We saw the king's castle  
And we went inside.

The city is fantastic  
And we really liked the train.  
Now we've got a question -  
When can we go again?



Unit 7 Reading: poems

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### Resource box

#### Text questions

#### The city train

verse 1 *What have they got for the train?* **tickets**

*Where are they going?* **to the city**

verse 2 *What can the speaker hear?* **the whistle**

verse 3 *what adjectives tell you about the engine?* **red, silver, noisy, big, strong**

verse 4 *what can they see from the train?* **trees and fields**

#### Welcome home!

verse 1 *Who do you think is speaking this verse?* **Mum**

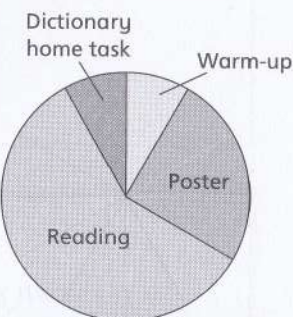
verse 2 *What things did they visit first?* **tower, toy shop**

verse 3 *What things does mum ask about?* **the trams and the castle**

verse 4 *Which thing did they go inside?* **the castle**

verse 5 *Did the children like the city?* **yes**  
*How do you know?* **It was fantastic.**

### Time division





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

**Lesson aim** Reading comprehension; vocabulary

**Lesson targets** Children re-read the poems then:

- (PB) answer literal questions
- match words to pictures
- complete sentences with synonyms
- (WB) answer literal questions; complete sentences

**Key structure** past simple of *have*

**Key language** *We must hurry...*

**Words** vocabulary from Lesson 1

**Materials** PB p76; flashcards 49–55; WB p62; Dictionary 3; CD 2 tracks 6–7 (optional)

### Warm-up

Play the *Holiday bag memory game*. (see Games p187)

### Read again

Remind children of the two poems. Play tracks 6 and 7 or read the poems to the class. Children listen and follow in their books.

### Activity 1

Tell children to look at the first poem. Read out the questions on page 76 and direct the children to the appropriate verse. Go through all the questions orally.

For question 5, explain that things are not really flying by the train. The train is passing things very fast. It makes the speaker think that they are flying by.

Children turn to page 76 and write the answers. They are required to do this in very few words. Point out the first question and answer.

Go through the questions for *Welcome home!* in the same way.

### Activity 2

Ask a child to read out the words. Ask *Which word matches picture 1?* Elicit the answer. Check with the class. Continue with the other words.

### Activity 3

Ask a child to read out the verbs. Children circle three verbs for *go quickly*. Check answers. Children complete the sentences. Ask volunteers to read out their sentences to the class.

### Reading comprehension and vocabulary

#### 1 Answer the questions. Write short answers.

The city train

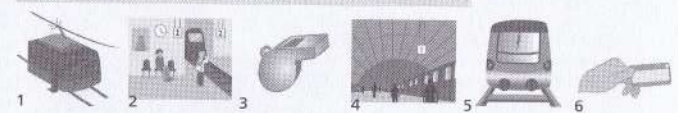
- (verse 1) 1 Where are the children? in the station
- 2 What are they visiting? \_\_\_\_\_
- (verse 2) 3 Where is the train? \_\_\_\_\_
- (verse 3) 4 What colours is the train? \_\_\_\_\_
- (verse 4) 5 What things are flying by the train? \_\_\_\_\_

Welcome home!

- (verse 2) 6 Where did the children go first? \_\_\_\_\_
- 7 Where did they go next? \_\_\_\_\_
- (verse 4) 8 What did they see lots of? \_\_\_\_\_
- 9 Whose castle did they go inside? \_\_\_\_\_
- (verse 5) 10 What word describes the city? \_\_\_\_\_

#### 2 Write the words under the correct pictures.

station ticket platform engine tram whistle



#### 3 Circle three words for *go quickly*. Use them to complete the sentences.

pull rush come visit run climb hurry

- 1 I can win the race. I can \_\_\_\_\_ fast.
- 2 The train is ready to go. We must \_\_\_\_\_
- 3 Lots of people are \_\_\_\_\_ through the station today.



## Reading comprehension and vocabulary (WB p62)

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

### Exercise 1

Children read the story.  
If possible do this exercise in class.

### Exercise 2

Children write complete sentences in answer to these questions.  
If you have time, you may wish to go through this exercise orally before children write answers.

### Exercise 3

Children should be able to do this independently.  
Explain that all the words they need are in the story they read in exercise 1.

UNIT  
7

### Reading comprehension and vocabulary

#### 1 Read.



On Monday morning, Ben, Mandy and Mum went to the station. They waited on the platform. Mum had three tickets for the city train. The train came into the station at nine o'clock. The engine was noisy. It was a very fast train. At quarter to ten they were in the city. They had a ride on a tram. Then they went to the castle.

#### 2 Answer the questions.

1 Where did Mum, Ben and Mandy go on Monday morning?

2 How many tickets did Mum have?

3 What time did the train come?

4 What time were they in the city?

5 What did they have a ride on?

#### 3 Complete the sentences. Use words from exercise 1.

1 They walked along the \_\_\_\_\_ and waited for the train.

2 The train came slowly into the \_\_\_\_\_.

3 The \_\_\_\_\_ pulled the train along.

4 First you must buy a \_\_\_\_\_ then you can travel on the train.

5 You can see lots of \_\_\_\_\_ in the city streets.

62

Unit 7 Reading: literal questions and full answers; cloze

### Resource box

#### PB answers

P76 Activity 1: 2 the city 3 at the platform  
4 red and silver 5 trees and fields 6 to the tower  
7 to the toy shop 8 trams 9 the king's 10 fantastic

Activity 2: 1 tram 2 platform 3 whistle  
4 station 5 engine 6 ticket

Activity 3: rush, run, hurry; 1 run 2 hurry  
3 rushing

#### WB answers

P62 Exercise 2: On Monday morning Mum, Ben and Mandy went to the station.

2 Mum had three tickets.

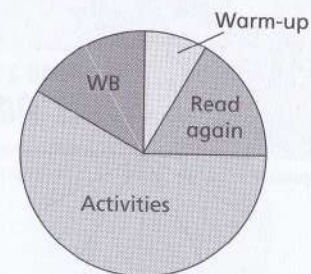
3 The train came at nine o'clock

4 At a quarter to ten they were in the city.

5 They had a ride on a tram.

Exercise 3: 1 platform 2 station 4 engine  
5 ticket 6 trams

### Time division









## Study skills (WB p63)

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

### Exercise 1

Children write the letter in the circle before or after the letter in the box, according to whether it is before or after the letter in the box in the alphabet.

Point out the first example. Make sure children understand what to do. Remind them that the alphabet at the top of the page is there to help them if they need it.

### Exercise 2

Children write the word on the left before or after the word in the box according to alphabetical order.

Remind children to look at the first letter of each word.

### Exercise 3

Children order the letters to make words that match the pictures. Remind them to check in their dictionaries for correct spelling.

### Study skills

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

1 abc Read the letters in the circles.





Write them before or after the letters in the boxes.

- |                 |                 |
|-----------------|-----------------|
| 1 (g) [ ] m [ ] | 2 (e) [ ] p [ ] |
| 3 (j) [ ] d [ ] | 4 (n) [ ] f [ ] |
| 5 (h) [ ] k [ ] | 6 (r) [ ] v [ ] |

2 abc Read the word. Write it before or after the word in the box.

- |                         |                     |
|-------------------------|---------------------|
| 1 fire [ ] cup [ ] fire | 2 blue [ ] red [ ]  |
| 3 man [ ] taxi [ ]      | 4 rope [ ] pen [ ]  |
| 5 jar [ ] snow [ ]      | 6 wind [ ] nail [ ] |

3 Write the words.

- |  |  |
|--|--|
| 1  [ ] n a s e j [ ]        | 2  [ ] s o k i k [ ]    |
| 3  [ ] t i u s s e c a [ ] | 4  [ ] t e c k t i [ ] |

Check your spelling in your Dictionary.

Unit 7 Dictionary skills

### Resource box

#### Story questions

Who is Toby? *Alfie's cousin*

What is strange? *Toby hasn't got a suitcase.*

What is the matter with Toby? *A boy took his suitcase.*

What is in Toby's suitcase? *his clothes, his money, his mobile ...*

What did the boy look like? *He was older than the children and he had a red hat.*

Is the boy in the station? *Yes*

Who can see him? *Molly*

Where is he now? *walking past the ticket office*

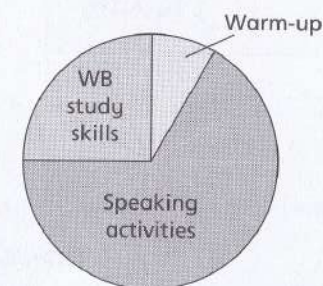
#### WB answers

P63 Exercise 1: 2 e, p 3 d, j 4 f, n 5 h, k 6 r, v

Exercise 2: 2 blue, red 3 man, taxi 4 pen, rope 5 jar, snow 6 nail, wind

Exercise 3: 1 jeans 2 kiosk 3 suitcase 4 ticket

#### Time division





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

**Lesson aim** Grammar

**Lesson targets** Children

- (session 1) Understand and practise the key structure
- (session 2) listen to and read a conversation; repeat it and practise it
- (session 2) learn and sing a song

**Key structure** (session 1) past simple of *have*

**Key language** (session 2) *You must be polite. You mustn't shout.*

**Key words** travelling; school rules

**Materials** PB pp78-79; CD 2 tracks 10-13; WB pp64-65

## Session 1 Warm-up

Play a past tense *Instructions game*. (see Games p186)  
Children carry out instructions on cards. Other children say, e.g. *Ben went out of the door*.

## Session 2 Warm-up

Play *Simon says* for a few minutes. (see Games p186)

### Activity 1

Read the first bubble to the class. Ask *Who was in the family? How many boys/girls were there?*

Ask two children to read the bubbles at the bottom of the picture. Children look at the faces below and follow the lines to find what each person had. Elicit statements, e.g. *Dad had an iPod*.

### Activity 2

Ask pairs to read the bubbles. Help the class to compose the question using the first pair of pictures.

Elicit a short answer. Continue with the other pairs of pictures.

Children practise questions and answers in pairs. See Resource box.\*

**Grammar**

1 Look! The West family was on a train.

Find and say.

2 Look! Did Grandma have a book? Yes, she did. Did the boys have drinks? No, they didn't.

Ask and answer.

Unit 7 Past simple of 'have' statements, questions, short answers

**Grammar in conversation**

1 Listen and read.

2 Listen and say.

3 Now you!

4 Listen and sing.

Unit 7 must, mustn't

### Activity 1

Point out the boy and girl. Explain that the boy is new in the school and the girl is helping him.

Tell the class to listen to the children in the photos. Play track 10.

### Activity 2

Children listen to track 11 and repeat in the pauses.

### Activity 3

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

### Activity 4

Ask if children know what animals are in the picture. *dinosaurs*  
Play track 12. Children listen and follow the first time. Read the words with the class. Play track 12 again. Children join in.

Play track 13. Children sing with the music. They may learn the

Children complete WB p64 in class time or for homework.



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

### Exercise 1

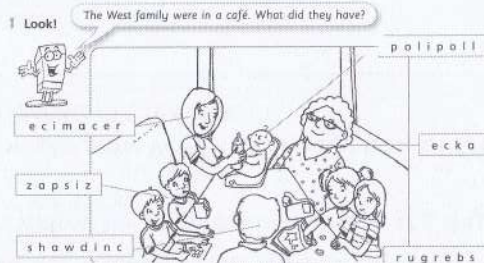
Children complete the sentences using the past tense of *have*.

### Exercise 2

Children write negative sentences. Point out the example.

Remind children how to make the verb negative in the past tense.

#### Grammar



Now complete the sentences.

- Grandma had a cake.
- The boys \_\_\_\_\_.
- Mum \_\_\_\_\_ an \_\_\_\_\_.
- The girls \_\_\_\_\_.
- Dad \_\_\_\_\_ a \_\_\_\_\_.
- The baby \_\_\_\_\_ a \_\_\_\_\_.

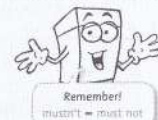
2 Answer the questions.

- Did the girls have pizzas? No, the girls did not have pizzas.
- Did Mum have a cake? \_\_\_\_\_
- Did Grandma have a burger? \_\_\_\_\_
- Did Dad have an ice cream? \_\_\_\_\_
- Did the baby have a cake? \_\_\_\_\_
- Did the boys have lollipops? \_\_\_\_\_

Unit 7 Past tense of *have*: statements and negatives

#### Grammar in conversation

1 Write *must* or *must not*.



#### School rules

- We \_\_\_\_\_ be polite.  
We \_\_\_\_\_ shout.  
We \_\_\_\_\_ be late.  
We \_\_\_\_\_ do our homework.  
We \_\_\_\_\_ wear our uniform.  
We \_\_\_\_\_ wear jeans.

2 What are your school rules? Write one sentence with *must* and one with *must not*.

3 Complete the questions.

- |   |                 |
|---|-----------------|
| 1 <u>Must we</u> get to school on time? | Yes, we must.   |
| 2 _____ wear my uniform?                | Yes, you must.  |
| 3 _____ do her homework?                | Yes, she must.  |
| 4 _____ remember his books?             | Yes, he must.   |
| 5 _____ be polite?                      | Yes, they must. |
| 6 _____ use our pens?                   | Yes, you must.  |
| 7 _____ learn that poem?                | Yes, he must.   |
| 8 _____ read their books?               | Yes, they must. |

Unit 7 *must*: statements, questions, negatives

Check children understand the tasks.

### Exercise 1

Children write *must* or *must not* for each rule.

Remind them that *must not* is for writing and *mustn't* is for speaking.

### Exercise 2

Children write two rules for their own school.

### Exercise 3

Children complete using the correct person in the verb. Tell them to look at the words in the sentence and the reply.

## Resource box

### PB answers

**P78 Activity 1:** Dad - iPod; Mum - ticket; boys - sweets; girls - drinks; baby - teddy; grandma - book

**\*Pair work Grammar Activity 2 (PB p78)**

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

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

### \*\*Pair work Grammar in conversation Activity 3 (PB p79)

Children practise the dialogue in pairs at their desks.

If your school or classroom has particular rules that the children know, encourage them to add these in, e.g. *You must put your bag on your chair. You must have a pen, etc.*

Give pairs three minutes to practise the dialogue.

Let one or two pairs stand up and say their conversation. Class listens.

### WB answers

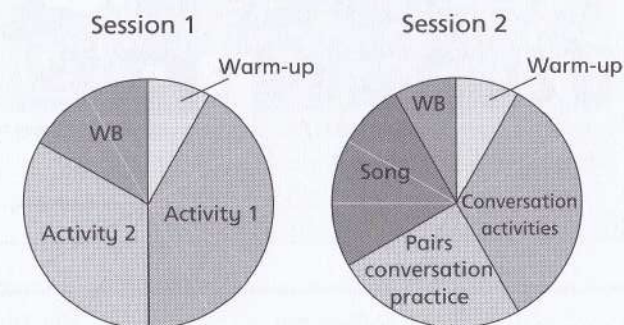
**P64 Exercise 1:** 2 The boys had pizzas. 3 Mum had an ice cream. 4 The girls had burgers. 5 Dad had a sandwich. 6 The baby had a lollipop.

**Exercise 2:** 2 No, Mum did not have a cake. 3 No, Grandma did not have a burger. 4 No, Dad did not have an ice cream. 5 No, the baby did not have a cake. 6 No, the boys did not have lollipops.

**P65 Exercise 1:** *must, must not, must not, must, must, must not*

**Exercise 3:** 2 Must I 3 Must she  
4 Must he 5 Must they 6 Must we  
7 Must he 8 Must they

### Time division



### Grammar Practice Book

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



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

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

**Lesson targets** Children:

- listen to a description of people in a railway station and find them
- talk about what is happening in the picture
- practise reading and spelling words with long *y*
- (WB) learn about prepositions and recognise them in sentences

**Key structure and language** from the unit

**Target words** *sky, my, fly, cry, by*

**Materials** PB p80; CD 2 tracks 12, 14–15; WB pp66–67

### Warm-up

Sing the dinosaur song from PB p79, CD2 track 12.

### Listening

#### Activity 1

Ask children who and what they can see in the picture.  
Tell them they are going to hear someone talking about the things in the picture.  
They must find them and point to them as they are mentioned.  
Play track 14. Children listen and point.

#### Activity 2

Play track 14 again. Children listen and write the letters in the boxes.  
Be ready to play the track again for children to write or check.  
Ask what the word is. **STATION**

### Phonics

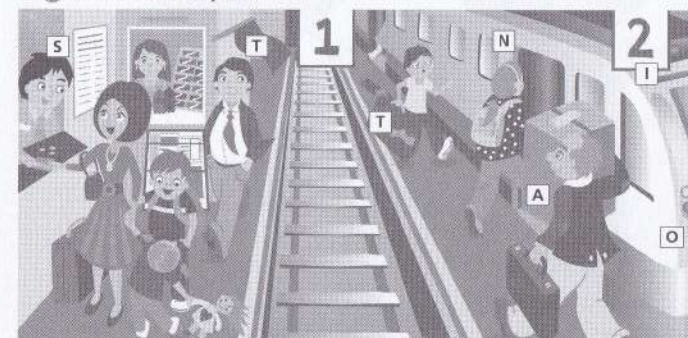
Point out the box. Tell children to follow in their books and repeat in the pauses.  
Play track 15. Make sure children repeat the sound and the word accurately.  
Play track 15 again. Children listen and follow the rhyme. Children say the rhyme.  
They may learn it if you wish.  
Children open their WBs at p66. They complete the WB Phonics page now or for homework.  
If it is for homework, make sure they understand the tasks.

### Use of English

Now turn to WB page 67.

### Listening

1 Look, listen and point.



2 Listen again and write the letters.

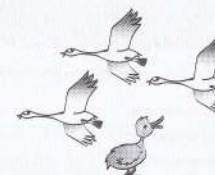
What's the word?

3 Talk about the picture.

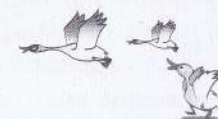
Phonics Look and listen!



y sky



Cry, little duckling, cry  
See the swans fly by.



Fly, my pretty swan, fly,  
Fly up in the sky.

Now look at WB p67 Use of English



Remind the class of the sound *y* and *sky*.

### Exercise 1

Children complete the words and write the whole word underneath. Children read the words.

### Exercise 2

Children find the words in the snake, circle and write.

### Exercises 3 and 4

Children complete the sentences. They write them under the correct pictures.

#### Phonics



y

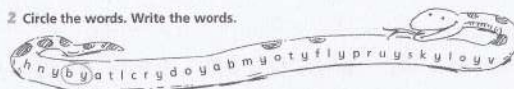
sky



1 Write *y*. Write the words. Read the words.

sk m fl cr b

2 Circle the words. Write the words.



3 Complete the sentences with words from this page.

- 1 That's \_\_\_\_\_ car.
- 2 Look! The swans are swimming \_\_\_\_\_.
- 3 Look up in the \_\_\_\_\_.
- 4 Don't \_\_\_\_\_. You can have \_\_\_\_\_.
- 5 Can you \_\_\_\_\_ that plane? \_\_\_\_\_ ice cream.

Now write the sentences under the correct pictures.

A



B



C



D



E



Unit 7 Long y vowel sound

#### Use of English



The train is in the station.



1 Look and read.



A preposition tells us where something is.

The boy is in the carriage.

This word is a preposition.

2 Underline the preposition in each sentence.



1 The castle is on the hill.



2 The children are under the umbrella.

3 The tram is between the bus and the taxi.



3 Read these prepositions.

above below inside outside into onto

Now underline the prepositions.



The apple is above his head.



The cat jumped into the box.



They went inside the castle.



They waited outside the toy shop.



The flowers are below the window.



The cat jumped onto the wall.

Unit 7 Prepositions

Write the sentence on the board. Class reads. Underline in.

### Exercise 1

Go through the explanation with the class. Write words on the board as necessary.

### Exercise 2

Ask a child to read each sentence. Ask what the preposition is. Check with the class. Children underline.

### Exercise 3

Class reads the prepositions aloud together. Children underline the prepositions in the sentences.

Ask different children to read sentences and tell you the preposition.

Ask questions, e.g. *Where are the flowers? Where did the cat jump?* etc.

### Resource box

Audioscript (CD 2 track 14) Listening Activities 1 and 2 (PB p80)

This is a busy, noisy place. Look at all the people! Can you see the ticket office? A woman with two children is buying tickets for the train. What's the letter above the window? **S** Can you see the kiosk? You can buy sweets there. What's the letter on the flag? **T** There are passengers walking towards the train. A man is carrying a

suitcase and a big box. What's the letter on the box? **A** Can you see a young man with a red suitcase? He's running to the train. What's the letter on his suitcase? **T** There two platforms. What's the letter next to the number 2? **I** Look at the train. It's silver and green. What's the letter on the engine? **O** The engine is pulling the carriages. What's the letter on the first carriage? **N**

### WB answers

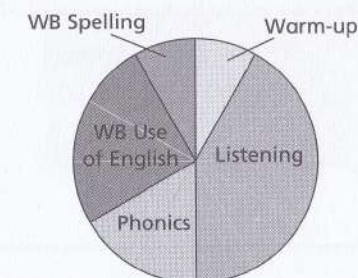
p66 Exercise 2: by, cry, my, fly, sky

Exercise 3: 1 my 2 by 3 sky 4 cry, my 5 fly A3 B1 C5 D2 E4

p67 Exercise 2: 1 on 2 under 3 between

Exercise 3: above, into, inside, outside, below, onto

### Time division



Unit 7 Phonics, Use of English



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

**Lesson aim** Writing

**Lesson targets** Children:

- (session 1) complete a rhyming poem
- (session 2) (WB) study questions and statements
- (session 2) (WB) complete a poem with questions and statements

**Key structure and language** from the unit

**Vocabulary** travel; a city visit

**Materials** PB p81; WB pp68–69; CD 2 track 16

## Session 1 Warm-up

Play the rhyming pairs game. (see Games page 186)

## Class composition

### Activity 1

Tell the class that the poem is about everything in the picture.

Give the class a few minutes to look carefully at the illustration.

Ask a child to read the first line of the text above the poem.

Elicit the answer to the first question: **at the top of a tower.**

Ask the second question. Elicit as much from the class as you can about everything they notice in the picture.

Tell the class to look at the lines of the first verse and the words in the first bubble.

While they do so, write the first four lines with spaces on the board. Leave the title for now.

Tell the class to look at the first line. Ask a volunteer to say the complete line. This activity is designed so that only one word will fit. This may be because only one word makes sense, or fits the picture or because only one word rhymes.

If children disagree about the correct word or the class suggests the wrong word, ask them to look again at the picture or to listen to the other lines in the poem.

Continue in the same way with the other verses and complete the poem on the board.

Ask the class for suggestion for the title. Agree or hold a class vote for the best idea.

### Activity 2

Play track 16. Children listen and follow the poem on the board.

Ask different children to read a line or a verse each.

Play the track again. Divide the class in four. Each group says a verse.

Erase the poem from the board. Children complete it in their books.

If you wish, they may learn the poem for homework.

## Class composition

### 1 Complete the poem.

Look at the picture. Where are the children? What can they see? Read. Choose words to complete each line. Think of a title.

We're up on the \_\_\_\_\_, tower castle  
We're right at the \_\_\_\_\_, end top  
Far \_\_\_\_\_ in the street, above below  
There's a \_\_\_\_\_ by the shop. taxi bus

It's \_\_\_\_\_ up here, quiet noisy  
We're near to the \_\_\_\_\_, sky ground  
The \_\_\_\_\_ and the sun, clowns clouds  
And the birds \_\_\_\_\_ by, falling flying

We can \_\_\_\_\_ the blue river, sea see  
The \_\_\_\_\_ and boats. bridges beaches  
We can see the \_\_\_\_\_ farm, old new  
The sheep and the \_\_\_\_\_, cows goats

Let's stay ten more \_\_\_\_\_, minutes mountains  
Let's \_\_\_\_\_ for an hour. go stay  
\_\_\_\_\_ stay here all day Let's Look  
At the top of the \_\_\_\_\_! tower tree

### 2 Listen and say.





## Session 2 Warm-up

Ask the class *What things do you like in the town/city?* Make a list. Help children think of words they know in English to answer.

### Exercise 1


Tell the class that all the sentences are about the girls in the picture. Children should be able to complete these sentences alone. Give them a time limit. Check answers by asking children to read out their sentences.

### Exercise 2

Children read the sentences and identify them as questions or statements. If you wish, do this exercise with the whole class. Children answer the questions. Remind them to look back at exercise 1 if necessary to find the answers.

**Writing preparation**

1 Complete the sentences with the verbs in brackets. Use the past tense.



1 Yesterday my cousin \_\_\_\_\_ to our house. (come)  
 2 We \_\_\_\_\_ to the city. (travel)  
 3 We \_\_\_\_\_ to a huge toy shop. (go)  
 4 We \_\_\_\_\_ the new computer game. (see)  
 5 We \_\_\_\_\_ the game and I \_\_\_\_\_ a lot of points. (play, win)  
 6 After that we \_\_\_\_\_ to a restaurant. (go)  
 7 We \_\_\_\_\_ cake and ice cream. (have)  
 8 Then we \_\_\_\_\_ to the station. (walk)

2 Write question marks for the questions. Write full stops for the statements.

Yesterday Anna and her cousin travelled to the city. What shop did they go to. What did they see in the toy shop. Anna played the game. She won a lot of points. Where did they go after that. Did they have pizza. What did they have. Then they walked to the station.

Now answer the questions.

1 \_\_\_\_\_  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_  
 4 \_\_\_\_\_  
 5 \_\_\_\_\_

**Writing composition**

1 Read the poem. Write question marks for the questions. Write full stops for the statements.

2 Read the answers to the questions. Then complete the poem.


Did you go to the city? Yes  
 Did you travel on the train? Yes  
 Did you climb up the tower? No  
 Did you come home again? Yes

We \_\_\_\_\_ to the city.  
 We \_\_\_\_\_ on the train.  
 We \_\_\_\_\_ up the tower.  
 We \_\_\_\_\_ home again.

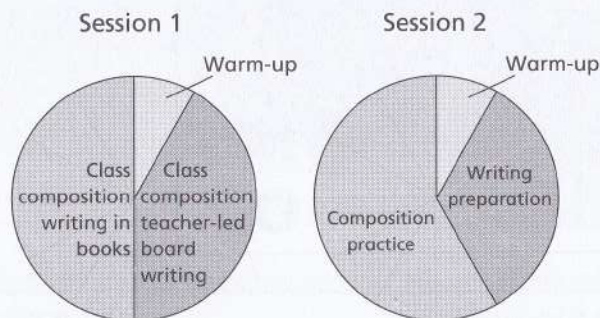
Did you have a good time? Yes  
 Did you walk along the streets? Yes  
 Did you see the king and queen? Yes  
 Did you have a bag of sweets? No

We had \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3 Listen and follow.



## Time division



## Resource box

### Audioscript (CD 2 track 16) Class Composition Activity 1 (p81)

We're up on the tower, / We're right at the top.  
 Far below in the street / there's a bus by the shop.  
 It's quiet up here, / We're near to the sky,  
 The clouds and the sun / and the birds flying by.  
 We can see the blue river, / the bridges and boats.  
 We can see the old farm, / The sheep and the goats.  
 Let's stay ten more minutes, / Let's stay for an hour.  
 Let's stay here all day / at the top of the tower!

### WB answers

**P68 Exercise 1:** came 2 travelled 3 went  
 4 saw 5 played, won 6 went 7 had 8 walked

**Exercise 2:** 1 They went to the toy shop.  
 2 They saw the new computer game. 3 They went to a restaurant. 4 They did not have pizza.  
 5 They had cake and ice cream.

### WB Composition practice

Verse 2: went, travelled, climbed, came  
 Verse 4: We had a good time. / We walked along the streets. / We saw the king and queen. / We didn't have a bag of sweets.

### Portfolio

Children may make neat copies of the poem.

### Homework task

Check-up 7 WB p70; answers TG p145

### Exercise 1

Explain the two boys are talking in the playground. Explain the task. Children read each line and write ? or .

### Exercise 2

Children complete verse 2 by answering the questions in verse 1. The small bubbles by verse 1 give the answer.

Children write verse 4 by answering the questions in verse 3. The small bubbles by verse 3 give the answer.

Write up the verses for children to check.

### Exercise 3

Children close their books. Play track 17. Children listen and follow the poem on the board.

Ask different children to read a line or a verse each.

Divide the class in two. Group says verses 1 and 3, group 2 says the answering verses, 2 and 4. Children can also say this poem in pairs.



## Lesson 1 Poster, Reading

**Lesson aim** Reading

**Text type** a story

**Lesson targets** Children:

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

**Key structure** past simple of irregular verbs

**Key language** past simple of irregular verbs

**Key new words** shops in a mall

**Materials** PB pp82–83; poster 8; CD 1 track 23 and CD 2 track 18; Dictionary 3; flashcards 56–59; word cards for words on the poster

**Preparation** prepare word cards; listen to CD 2 track 18 before the lesson

### Warm-up

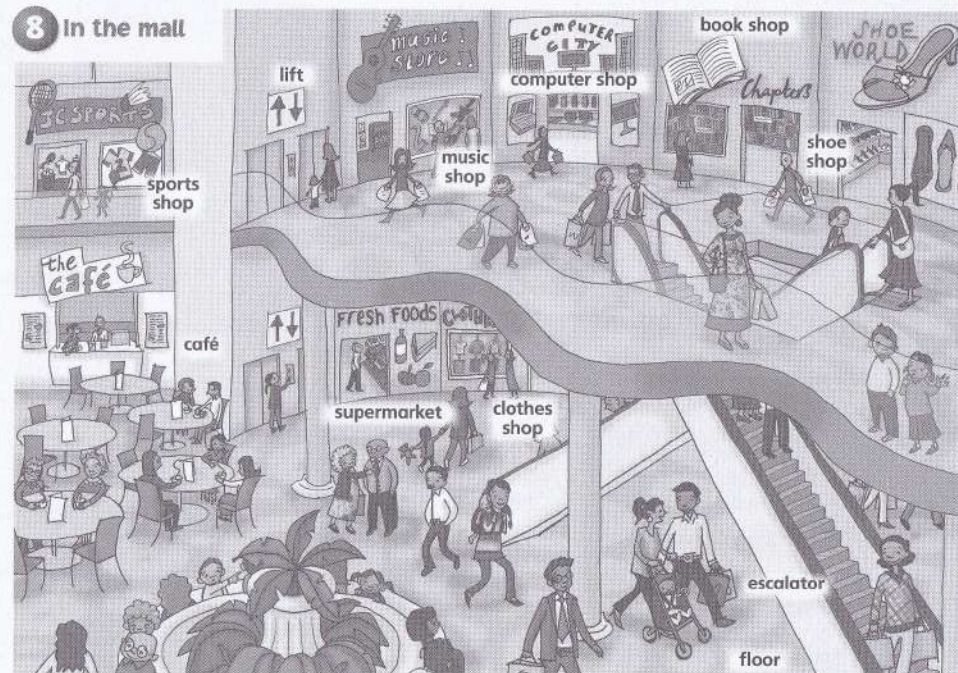
Sing the weekend song, PB p35, CD 1 track 23.

Ask children *Do you go shopping at the weekend?*

### Poster

- 1 Point to the poster. Read out the title. Give the class a moment or two to look.
- 2 Point to each of the shops. Read the names of shops. Show the word card. Class reads and says the name of the shop. Point to the other parts of the mall and do the same.
- 3 Show flashcards 56–59. Children name the objects and places. Point to the shops on the poster. Children name them.
- 4 Ask the class *Do you go to a mall? Who do you go with? When do you go?*  
Elicit answers from children around the class.
- 5 Ask children questions about going to the mall, e.g. *Do you like the mall? Why or why not? Which shops do you like? What do you buy?*

### 8 In the mall



- 6 If your class does not have experience of shopping in a mall, talk more about the picture. Explain that all the shops are in one building. There are cafés and places to sit.



1 Give children time to look at the pictures. Read the title. Ask about the first picture: *Which shop are the people in? a clothes shop*

*Are they in a shop in the second picture? No, they aren't.*

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

3 Read several lines at a time. Use the Dictionary to help you to explain new words as necessary.  
Help children to find new words.  
Make up extra sentences for new words if you wish.

4 Ask questions about the story after a few lines, or after each half of the story. See Resource box for suggestions.  
Ask any other questions of your own.

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

### Homework task

Children learn selected vocabulary from Unit 8 Dictionary 3. See list on p192.

## UNIT 8 In the mall

### Reading

## Aunt Jemima's earring

"This new mall is huge!" said Anna.

"Yes," said Aunt Jemima. "It's bigger than the old mall and it's nicer, too. There are four escalators and a lift. It opened yesterday. It's very exciting."

"I need a new computer disc," said Uncle Bob. "Stay with Aunt Jemima, Anna. We mustn't lose you." He went into the computer shop. Anna and Aunt Jemima waited outside.

Anna looked around. There were lots of people. She looked at the floor. Suddenly she saw a small grey ring. She picked up the ring. It was metal but it wasn't shiny. Anna put it in her pocket.

Uncle Bob came back and they went to the clothes shop. Aunt Jemima wanted a new scarf. She put a pretty scarf round her neck. She looked in the mirror.

"Oh no!" she said. "My earring! It's missing. We must go back to the computer shop."

They looked on the floor outside the computer shop. Then Anna heard a sob. Next to her was a small boy.

"Oh, dear. What's the matter?" asked Anna.

"I dropped my new car," said the boy. "I lost a piece and now it doesn't go." He cried and a big tear fell on the floor.

"Did you lose a ring?" Anna asked.

"Yes," said the boy. "I looked on the floor but I didn't find it. I found this but it isn't mine." The boy had a shiny silver ring in his hand.

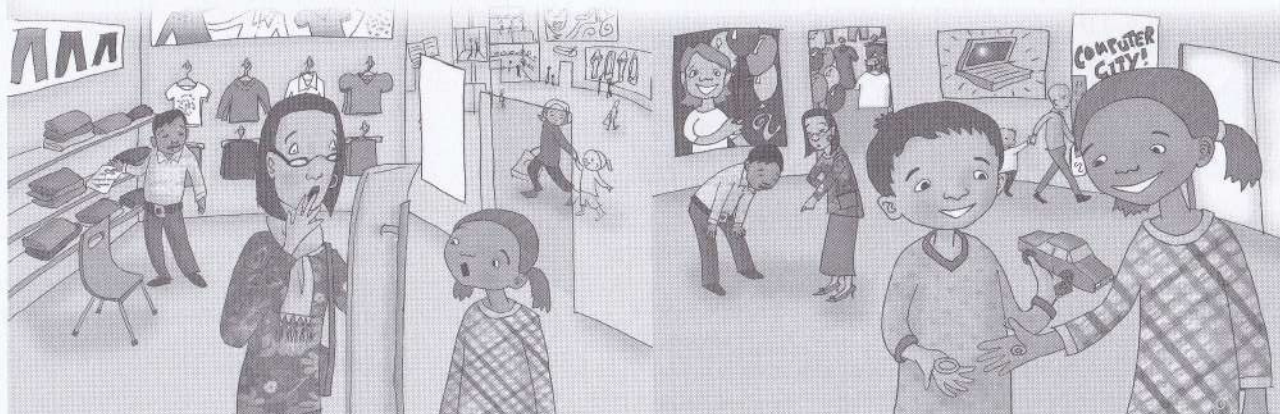
"That's Aunt Jemima's earring!" Anna put her hand in her pocket and took out the grey metal ring. "Is this yours?" she asked.

The boy fixed the ring into his car. "Yes," he said. "Thank you."

Anna took the earring to Aunt Jemima. She was very happy. "Now let's have a nice cup of tea in the café," she said.

"Just a minute," said Uncle Bob. "My new disc! It's in the clothes shop."

"Oh, no!" said Anna. "Everyone is losing things today!"



82 Unit 8 Reading: a story

Unit 8 Reading: a story 83

### Resource box

#### Text questions

How many escalators are there? **four**

When did the mall open? **yesterday**

Where did Uncle Bob go? **to the computer shop**

What did Anna see on the floor? **a small grey ring**

What was it like? **metal but not shiny**

What did Anna do with it? **put it in her pocket**

Where did they go next? **the clothes shop**

What did Aunt Jemima lose? **her earring**

What happened to the boy's car? **He dropped it and it didn't go.**

Was he unhappy? **Yes, he cried.**

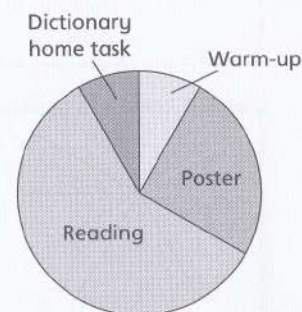
What did the boy show Anna? **a shiny silver ring**

What was it? **Aunt Jemima's earring**

What did Anna have? **a ring from the boy's car**

What did Uncle Bob lose? **his new disc**

### Time division





## Lesson 2 Reading comprehension and vocabulary (PB p84)

**Lesson aim** Reading comprehension; vocabulary

**Lesson targets** Children re-read *Aunt Jemima's earring* then:

- (PB) say who said different sentences in the story
- match shop names to pictures
- (WB) answer true / false statements
- match objects to shops

**Key structure** past simple of irregular verbs

**Key language** past simple of irregular verbs

**Words** vocabulary from Lesson 1

**Materials** PB p84; flashcards 56–59; WB p72; CD2 track 18

### Warm-up

Write some items on the board, e.g. *basketball, sandals, jacket, etc.*

Children say which shop sells the items.

Use flashcards 56–59 to revise things and places in the mall.

### Read again

Remind children of *Aunt Jemima's earring*.

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

### Activity 1

Ask a volunteer to read the first sentence. Ask *Who said it?*

Children look at answers A and B.

Let them look back to the story to check.

Elicit an answer. Check everyone agrees. Children circle.

Continue with the other sentences.

Encourage children to scan the text to check before answering.

### Activity 2

Ask one or more children to read the names of the shops.

Ask for the name of each shop in the pictures.

Children write the words.

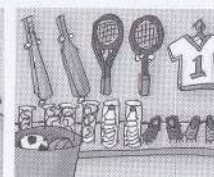
### Reading comprehension and vocabulary

#### 1 Who said it? Circle the person.

- |   |               |               |
|---|---------------|---------------|
| 1 It's very exciting.                         | A Anna        | B Aunt Jemima |
| 2 We mustn't lose you.                        | A Aunt Jemima | B Uncle Bob   |
| 3 We must go back to the computer shop.       | A Aunt Jemima | B Uncle Bob   |
| 4 What's the matter?                          | A Aunt Jemima | B Anna        |
| 5 Did you lose a ring?                        | A Uncle Bob   | B Anna        |
| 6 I looked on the floor but I didn't find it. | A the boy     | B Anna        |
| 7 Thank you.                                  | A Aunt Jemima | B the boy     |
| 8 I left it in the clothes shop.              | A Uncle Bob   | B Aunt Jemima |

#### 2 Name the shops.

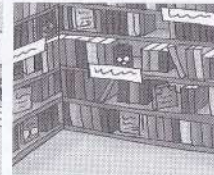
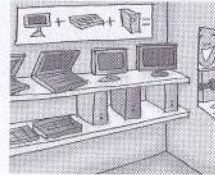
music shop shoe shop clothes shop book shop computer shop sports shop



1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_



4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_



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

### Exercise 1

Children read the description of the mall. They should find this easy to read but if you have weak readers in your class, you may wish to go through it first.

### Exercise 2

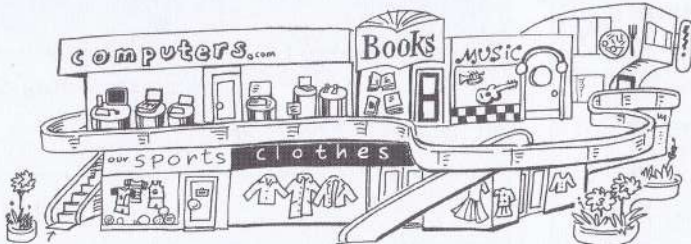
Children write *true* or *false* in response to the statements. They may also check with the picture.

### Exercise 3

Children match the items with the shop that they come from.

**UNIT 8** Reading comprehension and vocabulary

1 Read.



The new mall is huge. There are four escalators and a lift. There are lots of shops. There is a big clothes shop. There is a music shop but it is small. The book shop is small, too. The computer shop is very big and it has lots of new computers. The sports shop has clothes for football and basketball. It does not have clothes for tennis or swimming.

2 Write *true* or *false*.

- There are five escalators in the new mall. \_\_\_\_\_
- The clothes shop is not big. \_\_\_\_\_
- The music shop and the book shop are small. \_\_\_\_\_
- The computer shop is not very big. \_\_\_\_\_
- The sports shop does not have clothes for swimming. \_\_\_\_\_

3 Write the things next to the correct shop.

trainers skirt disc trumpet dictionary

- book shop \_\_\_\_\_
- computer shop \_\_\_\_\_
- music shop \_\_\_\_\_
- clothes shop \_\_\_\_\_
- sports shop \_\_\_\_\_

**Unit 8** Identifying true/false statements; matching items to shops

### Resource box

#### PB answers

P84 Activity 1: 1 B 2 B 3 A 4 B 5 B 6 A  
7 B 8 A

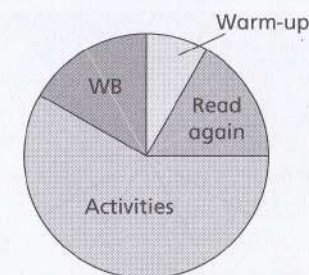
Activity 2: 1 clothes shop 2 sports shop  
3 music shop 4 computer shop 5 book shop  
6 shoe shop

#### WB answers

P72 Exercise 2: 1 false 2 false 3 true  
4 false 5 true

Exercise 3: 1 dictionary 2 disc 3 trumpet  
4 skirt 5 trainers

### Time division





## Lesson 3 Speaking (PB p85) Study skills

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

**Lesson targets** Children:

- listen to a dialogue; listen and repeat the dialogue
- understand the story and answer oral questions
- read and act the dialogue
- (WB) practise sorting into sets; find the odd one out

**Informal everyday expressions** *Hey you! There he goes. Be careful. What's it like?*

**New words** *past, catch, left, right*

**Materials** PB p85; CD 2 tracks 19–20; poster 8; WB p73; Dictionary 3

**Preparation** listen to CD track 19 before the lesson

### Warm-up

Ask the class about Part 1. *Who did the children meet at the station? Toby*  
*Who is he? Alfie's cousin* *What did he lose? his suitcase* *How did he lose it?*  
*A boy took it. What did the children do? They followed him.*

### Activity 1

Children look at PB p85. Read the title of Part 2.

Ask *Who is in the supermarket? the children and the boy (thief)*

Tell children to cover the dialogue text and look at the picture. Play track 19. Children listen.

### Activity 2

Children open their books and look at the dialogue. Play track 19 again.

Children listen and follow.

Check children understand the new words. Use the Dictionary if you wish.

### Activity 3

Play track 20. Children listen and repeat in the pauses.

Encourage them to use the same expression and intonation.

### Activity 4

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

### Activity 5


Children act the dialogue without their books if possible.

### Speaking


1 Talk about the picture. 2 Then listen.

2 Listen and read.

**Stop, thief!**  
**Part 2: At the supermarket**



What's he doing in this supermarket?	We can go left.
Perhaps he's hungry.	And we can go right.
Where is he? Can you see him?	Good idea!
Is that him behind the vegetables?	Where is he?
Yes, I can see his red hat.	Sshh! He's behind those tins of beans.
Hey, you! Stop!	<b>CRASH!</b>
There he goes!	Oh! Be careful, Max!
He's running past the bread and cakes.	He's running away!
How can we catch him?	Quick! After him!
	Stop, thief!



3 Listen and say.

4 Talk about the story.

5 Now you!



The exercises on this page practise sorting and identifying the odd one out.

Children should be able to do this work independently once the tasks have been explained.

## Exercise 1

Children draw lines from the items to the correct shop.

Check that they are able to read the names of all the pictures of the shops.

## Exercise 2

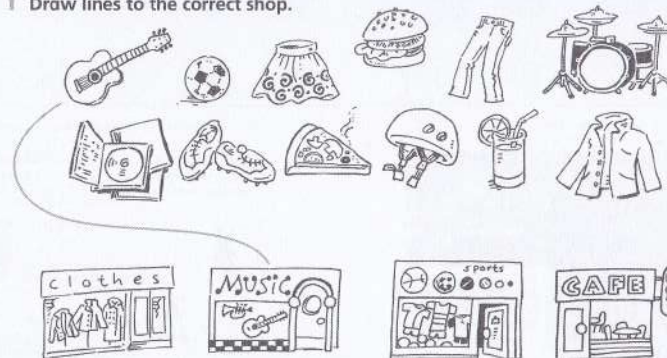
Children write the words for the same items under the correct shop.

## Exercise 3

Children find the odd one out in each line and circle it.

### Study skills

#### 1 Draw lines to the correct shop.



#### 2 Write the words in the correct place.

football pizza skirt helmet juice jacket drums  
burger CDs football boots guitar jeans

clothes shop	music shop	sports shop	café
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

#### 3 Circle the odd one out.

- shoes socks boots jeans
- cake sandwich milk apple
- lift shop escalator stairs
- ticket train bus taxi
- ticket office platform classroom kiosk

Unit 8 Sorting into sets; identifying the odd one out



### Resource box

#### Story questions

Where was the thief first? *behind the vegetables*

Where did he go to next? *past the bread and cakes*

Where did he go after that? *behind the tins of beans*

What happened? *the tins fell on the floor*

What did the thief do? *he ran away*

#### WB answers

**P73 Exercise 2:** clothes shop: skirt, jacket, jeans; music shop: drums, CDs, guitar; sports shop: football, helmet, football boots; café: pizza, juice, burger

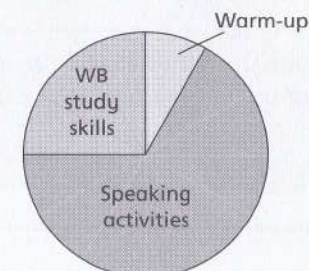
**Exercise 3:** 2 milk (the others are things you eat)

3 shop (the others are ways of going up/down in a building)

4 ticket (the others are means of transport)

5 classroom (the others are places on a station)

### Time division





# Lesson 4 Grammar (Session 1) Grammar in conversation (Session 2) (PB pp86–87)

**Lesson aim** Grammar

**Lesson targets:** children

- (session 1) Understand and practise the key structure
- (session 2) listen to and read a conversation; repeat and practise it
- (session 2) learn and say a rhyme

**Key structure** (session 1) past simple of irregular verbs

**Key language** (session 2) past simple of irregular verbs

**Key words** shops and shopping

**Materials** PB pp86–87, CD 2 tracks 12, 21–23; WB pp74–75;

## Session 1 Warm-up

Sing the dinosaur song from Unit 7, p79, CD 2 track 12.

## Session 2 Warm-up

Put 7-8 word cards for any objects on the board. Children look. Take them down. Children write down all the objects in one minute.

### Activity 1

Ask two children to read the bubbles. Give children time to look at the picture.

Ask a pair to read the sentence beginnings then the endings. Ask a volunteer to match the first pair.

Write up the sentence. Children check it makes sense. Continue with the other sentences.

### Activity 2


Ask pairs to read the bubbles. Write the first prompt words on the board.

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

Children practise questions and answers in pairs. See Resource box.\*

**Grammar**

**1 Look!**



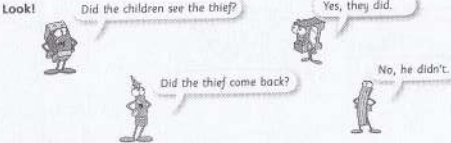
The children saw the thief.  
The thief had Toby's suitcase.

**Make sentences. Write the letters.**

1 Toby put his clothes	A his clothes, his mobile and his money.
2 The thief took	B the crash.
3 Toby lost	C Toby's suitcase.
4 The children found the thief	D into his suitcase.
5 The tins of beans fell	E in the supermarket.
6 The thief heard	F onto the floor.

1 D    2          3          4          5          6      

**2 Look!**



Did the children see the thief?    Yes, they did.  
Did the thief come back?    No, he didn't.


**Ask and answer.**

1 Toby - put - mobile - into - pocket ?	2 thief - take - suitcase ?
3 thief - go - into - clothes shop ?	4 children - see - thief ?
5 thief - run - out of - supermarket ?	6 children - catch - thief ?

**86** Unit 8 Past simple of irregular verbs; statements, questions, short answers

**Grammar in conversation**

**1 Listen and read.**



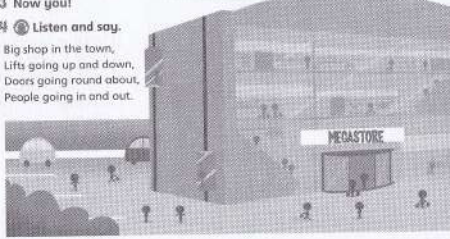
What did you do at the weekend?  
I went shopping with my mum.  
Really? Where did you go?  
We went to the new mall.  
Oh! What's it like?  
It's huge!  
What did you buy?  
I bought jeans, shoes, a jacket and two CDs.  
Wow! Did you spend lots of money?  
No, I didn't. My mum spent lots of money!

**2 Listen and say.**

**3 Now you!**

**4 Listen and say.**

Big shop in the town.  
Lifts going up and down.  
Doors going round about.  
People going in and out.



**Unit 8** Talking about an event in the past; past simple of irregular verbs **87**

### Activity 1

Point out the boy and girl having a conversation. Tell the class to listen to them. Play track 21. Children follow in their books.

### Activity 2

Children listen to track 22 and repeat in the pauses.

### Activity 3

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

### Activity 4

Ask *What is in the picture?*  
**a big store with two lifts**  
Play track 23. Children listen and follow the first time. Read the words with the class. Play track 23 again. Children join in. They can learn the rhyme if you want.

Children complete WB p74 in class time or for homework.



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

### Exercise 1

Children match the verbs with  
the past tenses.

### Exercise 2

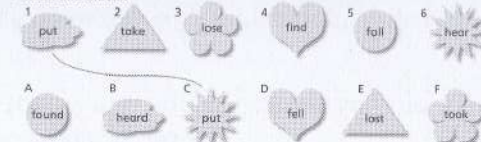
Children complete sentences  
using the past tense verbs in  
the box.

### Exercise 3

Children write complete  
negative past tense sentences.  
Point out the example. Check  
children remember the  
structure.

#### Grammar

##### 1 Read and match.



##### 2 Complete the sentences with the words in the box.

fell took lost put found heard

- At the mall Anna's aunt \_\_\_\_\_ an earring.
- Anna \_\_\_\_\_ a metal ring on the floor.
- She \_\_\_\_\_ the ring in her pocket.
- Anna \_\_\_\_\_ a sob.
- The little boy was sad. A big tear \_\_\_\_\_ on the floor.
- Anna \_\_\_\_\_ the ring out of her pocket.

##### 3 Correct the sentences. Use the words in the box.

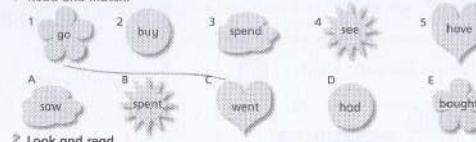
fell take lose put find hear

- The boy lost his car. No, the boy did not lose his car.
- The boy's car fell on the floor. \_\_\_\_\_
- Anna put the ring in her bag. \_\_\_\_\_
- Anna took the boy to her aunt. \_\_\_\_\_
- Anna heard a shout. \_\_\_\_\_
- The boy found a gold ring. \_\_\_\_\_

Unit 8 Past simple of irregular verbs: statements and negatives

#### Grammar in conversation

##### 1 Read and match.



##### 2 Look and read.



On Saturday Jimmy was at the mall with his big sister, Laura. There was £25 in Jimmy's pocket. Laura had £50 in her bag. First they looked in the window of the music shop. Jimmy liked the red guitar. They went inside. CDs were £12. Jimmy bought two CDs. Next, they went to the clothes shop. Laura bought a dress. It was £40. Then she saw a nice hat but it was £15. She did not buy it. She bought a pretty scarf. It was £5.

##### Now answer the questions.

- Where did Jimmy and Laura go on Saturday? \_\_\_\_\_
- What did Jimmy have in his pocket? \_\_\_\_\_
- What did they see in the music shop window? \_\_\_\_\_
- What did Laura buy in the clothes shop? \_\_\_\_\_
- How much money did Jimmy spend? \_\_\_\_\_
- How much money did Laura spend? \_\_\_\_\_

Unit 8 Past simple of irregular verbs

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

If you wish, read the story  
in exercise 2 with the class  
before they write.

### Exercise 1

Children match the verbs and  
the past tenses.

### Exercise 2

Children read the story and  
answer the questions.

## Resource box

### PB answers

P86 Activity 1: 1 D 2 C 3 A 4 E 5 F 6 B

### \*Pair work Grammar Activity 2 (PB p86)

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

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

### \*\*Pair work Grammar in conversation Activity 3 (PB p87)

Children practise the dialogue in pairs at their desks. Encourage them to include their own ideas of things they bought. If possible ask them to think of things they really bought recently.

Give pairs three minutes to practise the dialogue.

Let one or two pairs stand up and say their conversations. Class listens.

### WB answers

P74 Exercise 1: 2 F 3 E 4 A 5 D 6 B

Exercise 2: 1 lost 2 found 3 put 4 heard 5 fell 6 took

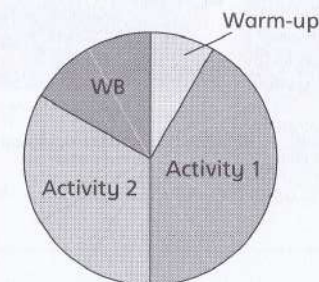
Exercise 3: 2 No, the boy's car did not fall on the floor. 3 No, Anna did not put the ring in her bag. 4 No, Anna did not take the boy to her aunt. 5 No, Anna did not hear a shout. 6 No, the boy did not find a gold ring.

P75 Exercise 1: 2 E 3 B 4 A 5 D

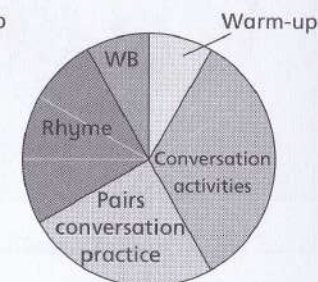
Exercise 2: 1 They went to the mall. 2 He had £25 in his pocket. 3 They saw a red guitar. 4 Laura bought a dress. 5 Jimmy spent £12. 6 Laura spent £45.

## Time division

### Session 1



### Session 2



## Grammar Practice Book

Children may begin Unit 8 when they have completed the PB and WB Grammar pages. They should complete it before the end of PB / WB Unit 8.



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

**Lesson targets** Children:

- name shops then listen to conversations and match them to shops
- listen for detail in the conversations
- practise saying, reading and spelling words with *oa*
- (WB) learn about spelling rules for past tense of verbs ending *y*

**Key structure and language** from the unit

**Target words** *boat, coat, goat, road, float*

**Materials** PB p88; CD 2 tracks 24–25; WB pp76–77

## Warm-up

Say the rhyme about the shop from PB p87.

## Listening

### Activity 1

Children look at the shops and name them. Check answers together.

### Activity 2

Tell the class they must listen to people talking and decide which shop they are in.

Play track 24. Children listen the first time.

Play it again. Children write the letters of the pictures.

Be prepared to play it a third time for children to write or check.

### Activity 3

Play track 24 again. Children listen and answer the questions.

Pause after each section for children to answer or tell them to note answers in their copy books.

## Phonics

Point out the box. Tell children to follow in their books and repeat in the pauses. Play track 25.

Make sure children repeat the sound and word accurately.

Play track 25 again. Children listen and follow the rhyme. Children say the rhyme.

They may learn it if you wish.

Children open their WBs at p76. They complete the WB Phonics page now or for homework.

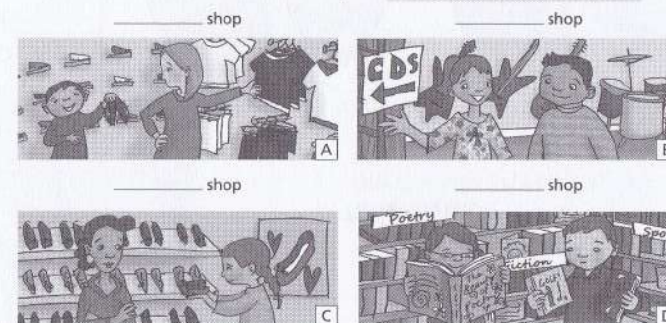
If it is for homework, make sure they understand the tasks.

## Use of English

Now turn to WB page 77.

## Listening

**1 Look and write the names of the shops.** shoe music book sports



**2 Listen and write the letters.**

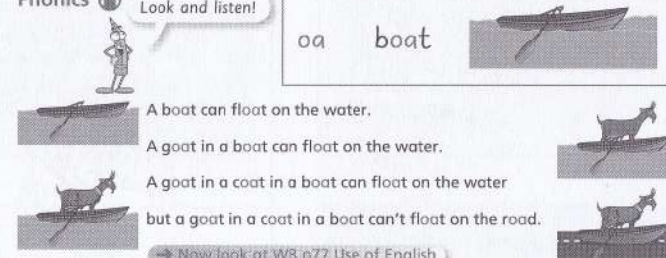
1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_

**3 Listen again and answer the questions.**

- 1 Can the girl have the pink shoes?
- 2 Who wants to buy CDs?
- 3 What book does the boy want?
- 4 Are the boots cheap or expensive?

## Phonics

Look and listen!



→ Now look at WB p77 Use of English



Remind the class of the sound *oa* and *boat*.

## Exercise 1

Children complete the words and write them under the pictures. Children read the words.

## Exercise 2

Children read the clues and complete the crossword.

## Exercise 3

Children use words from the first exercise to complete the sentences.

**Phonics**

Remember!

oa boat

1 Write *oa*. Write the words. Read the words.

b \_ t    c \_ t    g \_ t    r \_ d    fl \_ t

2 Read the clues. Write the words.

1 + You can see this animal on a farm.  
2 + A boat can do this on water.  
3 + You can wear this.  
4 + Cars go on this.  
5 + You can travel on water in this.

3 Complete the sentences. Use words from exercise 1.

1 Wood can \_\_\_\_\_ on water.  
2 You can make a \_\_\_\_\_ out of wood.  
3 We must cross the \_\_\_\_\_. Be careful!  
4 Anna needs a new \_\_\_\_\_.  
5 There is a \_\_\_\_\_ in the field.

**Use of English**

Read this!

They *carried* their bags to the car.

1 Look and read.

We always *carry* our bags to school. Look at the ending of the verb *carry*. consonant + y

Yesterday Anna *carried* her new CD. Look at the ending when we add *ed*. y changes to i then we add *ed*

Now write the past tense of these verbs. Change *y* to *i* then add *ed*.

cry \_\_\_\_\_ hurry \_\_\_\_\_

2 Write the past tense. Remember the spelling rules. Check on page 37.

1 smile \_\_\_\_\_ 2 play \_\_\_\_\_  
3 cry \_\_\_\_\_ 4 hop \_\_\_\_\_  
5 help \_\_\_\_\_ 6 drop \_\_\_\_\_

3 Complete the sentences with the verbs in the box.

like climb carry clap

1 Alfie \_\_\_\_\_ the tree. 2 The children \_\_\_\_\_ the Science lesson.  
3 Molly \_\_\_\_\_ her hands. 4 Max \_\_\_\_\_ the camera carefully.

Write the sentence on the board. Class reads. Underline the *ied* ending of *carried*.

## Exercise 1

Go through the presentation of the rule with the class. Write the example sentences on the board.

Ask children to come forward to underline the *ry* ending and the *ied* ending in the example sentences.

Children write *cried* and *hurried*.

## Exercises 2 and 3

Children practise spelling past tenses of other verbs they have learned, then write them in sentence. If you wish, tell the class to look back at page 37 and revise the rules quickly before they write.

## Resource box

### Audioscript (CD 2 track 24) Listening Activities 1 and 2 (PB p88)

Adult: Number 1.  
Girl: These are nice, Mum.  
Mum: Yes, they're very pretty.  
Girl: Can we buy them?  
Mum: No, we can't. They're pink. You must wear black or brown at school.  
Girl: Oh!  
Adult: Number 2.  
Boy: Wow! This shop is fantastic!  
Girl: I love that guitar.  
Boy: And look at those drums!  
Girl: Have they got CDs here?  
Boy: Yes, over there on the right.  
Girl: Great!

Adult: Number 3.  
Boy: Basketball ... tennis ... swimming ... Can you see a book about football?  
Girl: No, I can't. But look at this! It's beautiful.  
Boy: Poems?  
Girl: Yes, I love reading poems.  
Adult: Number 4.  
Mum: You need new football shorts - and a new shirt, too.  
Boy: Look at these boots! They're fantastic.  
Mum: How much do they cost?  
Boy: Well...  
Mum: Let me see... Oh! They're very expensive!  
Boy: Can we buy them?  
Mum: No. Sorry. Not today.

### PB answers

P88 Activity 2: 1 C 2 B 3 D 4 A

Activity 3: 1 No 2 the girl 3 a book about football 4 expensive

### WB answers

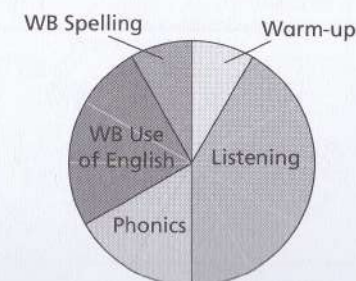
P76 Exercise 2: goat 2 float 3 coat 4 road 5 boat

Exercise 3: 1 float 2 boat 3 road 4 coat 5 goat

P77 Exercise 2: smiled 2 played 3 cried 4 hopped 5 helped 6 dropped

Exercise 3: 1 climbed 2 liked 3 clapped 4 carried

### Time division





**Lesson aim** Writing

**Lesson targets** Children

- (session 1) continue the story from Lesson 1 with teacher support
- (session 2) (WB) practise names of shops, order words and past tense verbs
- (session 2) (WB) write the end of the story from Class composition

**Key structure and language** from the unit

**Vocabulary** shops and shopping

**Materials** PB p89; WB pp78–79; poster 8

## Session 1 Warm-up

Put up poster 8. Use it to play *I spy*. (see Games, page 187)

## Class composition

- 1 Remind the class of the story *Aunt Jemima's earring* on pages 84–85.  
If you wish, let children turn back to the story. Ask a few questions to help them remember what happened.
- 2 Children look at the first picture. Ask a child to read the words in the box.  
Class looks at the beginning of the first sentence. Ask a volunteer to read and complete the sentence. Write it on the board.
- 3 Children look at the second picture. Ask a child to read out the words in the box.  
Ask *What did they do at the clothes shop?* Elicit, e.g. **They looked for the disc on the shelf.**  
Ask *Did they find it?* **No.** Prompt a second sentence or second clause with *but*, e.g. **They did not find it. / They could not see it. / ... but it was not there.**  
Let a volunteer read the two sentences.
- 4 Continue with the other words and pictures. Ask *What happened next?*  
As far as possible, let the class tell you the story using the words and pictures on the page.  
Ask questions if the class cannot think of sentences using the prompt words, e.g. *Did Anna find the disc? Where was it?*
- 5 Aim for two sentences for pictures 2–6 when you write on the board. Help the class to write sentences according to their ability. When the story is complete, ask different children to read parts of it to the class.
- 6 Rub the sentences off the board before children write the composition in their books. Most children should be able to write two sentences for pictures 2–6 with the help of the prompt words on the page. Weaker children may write fewer sentences.

## Class composition

Anna found Aunt Jemima's earring. What happened next? Write the story.



hurry back clothes shop



look for disc shelf

Anna, Aunt Jemima and Uncle Bob  
hurried back to



find under chair



saw dress like



carry bags café people



sit have tea cakes



## Session 2 Warm-up

Write up some new irregular verbs and their past tense forms, mixed up. Children match the verbs and past tenses on the board.

### Exercise 1

Children match words and pictures. Give them a time limit and check answers together.

### Exercise 2

Read the words in the box. Remind the class: *These words tell you when things happened.*

Children look at the first sentence beginning. They check exercise 1 to see where they went first. Elicit the sentence. Ask *Where did they go next? After that? Then?* Elicit complete sentences. Children write. Check answers.

#### Writing preparation

1 Grandma and Grandpa when to the mall. Where did they go? Read the words below. Choose the correct names. Write them under the pictures.

supermarket sports shop clothes shop music shop shoe shop book shop



2 Write about Grandma and Grandpa. Use the words in the box.

First Next After that Then

1 First they went to the \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_

3 Complete these sentences. Use the verbs in brackets and words from exercise 1.

- 1 Grandma \_\_\_\_\_ (find) an interesting book in the \_\_\_\_\_
- 2 Grandpa \_\_\_\_\_ (like) the football socks in the \_\_\_\_\_
- 3 Grandma \_\_\_\_\_ (see) a shiny new trumpet in the \_\_\_\_\_
- 4 Grandpa \_\_\_\_\_ (look for) chocolate ice cream in the \_\_\_\_\_

Unit 8 Shopping words, past tense verbs

#### Composition practice

Do you remember? Anna, Aunt Jemima and Uncle Bob had tea and cakes in the café. Where did they go next? What did they do? Write the story.



First go find interesting

Next go need new

First they went to the book shop



After that go want CD

Then go look football shirts



carry bags car

Then go home tired asleep

Unit 8 Writing a story

### Exercise 3

Explain the task. Ask a volunteer to complete the first sentence. Check the class agrees. Children write in their books.

### Homework task

Check-up 8 WB p80;  
answers TG p145.

Read out the rubric. Children look at the pictures and read the words in the boxes. They do this silently, if possible. If you wish to check reading, ask different children to read the words aloud.

Tell the class they should write two sentences for each picture. The words in the boxes can help them. Remind the class that they can look back at the sentences they wrote and completed on page 78. Children write the story.

Go around helping and monitoring as they work.

When the class has finished, ask different children to read their paragraphs. The example sentences (see Resource box) are a guide. Accept sentences that make sense and are grammatically correct.

## Resource box

### PB Class composition example writing (p89)

Anna, Aunt Jemima and Uncle Bob hurried back to the clothes shop.

They looked for the disc (in the clothes shop). It was not on the shelf.

Then Anna found the disc. It was on the floor under a chair.

After that, Aunt Jemima saw a pretty dress. She liked it. (Anna liked it too.)

They carried the bags to the café. There were lots of people.

They sat down in the café. They had tea and cakes. The cakes were delicious.

### WB answers

P78 Exercise 1: 1 supermarket 2 sports shop 3 music shop 4 book shop

Exercise 2: 1 First they went to the supermarket. 2 Next they went to the sports shop. 3 After that they went to the music shop. 4 Then they went to the book shop.

Exercise 3: 1 found, book shop 2 liked, sports shop 3 saw, music shop 4 looked for, supermarket

### WB Composition practice example writing

... Uncle Bob found an interesting book.

Next they went to the shoe shop. Aunt Jemima needed new shoes.

After that they went to the music shop. Anna wanted a new CD.

Then they went to the sports shop. Uncle Bob looked at football shirts.

They carried their bags to the car.

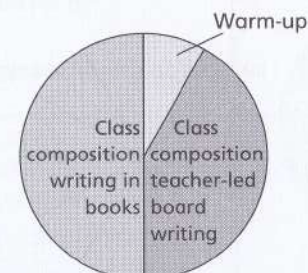
Then they went home. They were tired and Anna was asleep.

## Portfolio

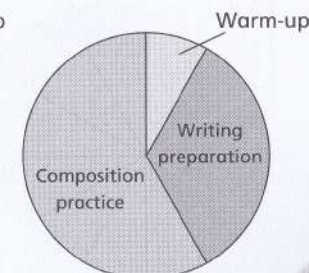
Children copy neatly and illustrate their stories.

### Time division

#### Session 1



#### Session 2





## Lesson 1 Poster, Reading

**Lesson aim** Reading

**Text type** information and an interview

**Lesson targets** Children:

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

**Key structure** comparative, superlative of short adjectives

**Key language** *Why? Because...*

**Key new words** street entertainers

**Materials** PB pp90–91; poster 9; CD 2 track 26; Dictionary 3; flashcards 60–66; word cards for words on the poster

**Preparation** make word cards; listen to track 26 before the lesson

### Warm-up

Teams write down as many words beginning with *t* as they can in one minute.

### Poster

- 1 Point to the poster. Read out the title. Explain *street show*: *any kind of play, music or activity for people to watch outside*. Point out the audiences on the poster. Give the class a moment or two to look at all the pictures on the poster.
- 2 Point to each person. Read the word. Show the word card. Class reads and says the word.
- 3 Show flashcards 60–66. Children name the people. Point to the other people on the poster. Class names them.
- 4 Ask children if they see any of these people in their town or city. Some children may see acrobats or jugglers in the circus. Some children may see musicians or singers in parks or theatres.
- 5 Ask children *Do you go to puppet shows?* If any children answer *yes*, ask what the story was and what they can remember about any show.

### 9 Street shows



juggler



fire blower



musician and singer



acrobat



artist



actors



puppeteer



stilt walkers

- 6 Ask which people children never see. Fire blowers and stilt walkers may be unusual. Explain to children they are going to read about them.



- 1 Give children time to look at the pictures. Read the title. Ask which entertainers are in the pictures: *juggler, fire blower, stilt walker, puppeteer*.
- 2 Play track 26. Children listen and follow in their books.
- 3 Read one paragraph at a time. Use the Dictionary to help you to explain new words as necessary. Help children to find new words. Make up extra sentences for new words if you wish.
- 4 Ask questions about each paragraph. See Resource box.
- 5 Give reading practice around the class. Ask individuals, groups or the class to read sentences or paragraphs. One or two pairs can take the role of the reporter and the puppeteer for the interview. Play track 26 a final time.

### Homework task

Children learn selected vocabulary from Unit 9 Dictionary 3. See list on p192.

## UNIT 9 Street shows

Reading 9

### How do they do that?

The city streets are busy today. People are walking through the market. There are shops and colourful stalls – and there are street shows!

This woman is a juggler. She is wearing colourful clothes. Sometimes she juggles with balls. Today she is juggling with long, fat sticks. She throws a stick into the air, then another and another and another. She catches each stick. Then she quickly throws it again. The sticks go round in a circle. She is juggling. A small boy is watching her. It's amazing!



This man is a fire blower. He holds a stick. There is a small flame at the end. He blows over the small flame. He must be careful. There is fire! How does he do it?



This man is a stilt walker. He is taller than the walls around the park. He is the tallest person in the park. His clothes are very long. Does he look funny? He is walking on stilts. The stilts are under his trousers. Stilt walking is not easy. He mustn't fall down.



This man is a puppeteer. He has lots of puppets. This one is a dragon. There are strings on the puppets. The man pulls the strings and the puppets walk and sit. They look like tiny people and animals.



A reporter is talking to the puppeteer. Let's listen.

Reporter: Did you make your puppets?

Puppeteer: Yes, I made all of them.

Reporter: What did you use?

Puppeteer: I used wood. I always use wood.

Reporter: Why?

Puppeteer: Because I can cut it easily. Look at this puppet. First I made a round head. Next I cut long, thin pieces. They were the arms and legs. Then I cut a fatter, wider piece. That was the body.

Reporter: What did you do next?

Puppeteer: I made the clothes. Then I fixed the strings onto the puppet.

Reporter: What is this puppet?

Puppeteer: He's a boy. His name is Jack. This puppet is bigger. She is Jack's mother. This puppet is the biggest. He is the giant.

Reporter: Are these puppets for Jack and the beanstalk?

Puppeteer: That's right. That's the show today. It's starting now.

90 Unit 9 Reading: information and an interview

Unit 9 Reading: information and an interview

91

### Resource box

#### Text questions

What is the juggler wearing? **a red hat and a red and white T-shirt**

How many sticks is she throwing? **three**

What is at the end of the fire blower's stick? **a small flame**

What does the fire blower do? **blows over the small flame (blows fire)**

How tall is the stilt walker? **taller than the walls round the park**

Where are his stilts? **under his trousers**

How does the puppeteer make the puppets walk and sit? **he pulls the strings**

What do they look like? **tiny people and animals**

What did the puppeteer use for his puppets? **wood**

Why did he use wood? **because he can cut it easily**

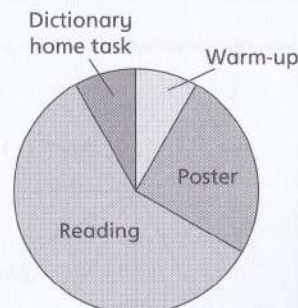
Did he make the clothes? **yes**

Which puppets is he showing the reporter? **Jack, his mother and the giant**

What is the show? **Jack and the beanstalk**

When is it starting? **now**

### Time division



Unit 9 Reading



**Lesson aim** Reading comprehension; vocabulary

**Lesson targets** Children re-read *How do they do that?* then:

- (PB) answer literal questions
- Name entertainers; complete sentences
- (WB) order sentences
- Choose correct word to complete sentences

**Key structure** comparative and superlative of short adjectives

**Key language** *Why? Because...*

**Words** vocabulary from Lesson 1

**Materials** PB p92; flashcards 60–66; WB p82; Dictionary 3; CD 2 track 26 (optional)

## Warm-up

Use the poster and flashcards to revise some or all the words for entertainers.

## Read again

Remind children of *How do they do that?*

Play track 26 or read the text to the class. Children listen and follow in their books.

## Activity 1

Ask different children to read out each question.

Encourage children to look back to the text as necessary. Elicit an answer.

Check with the class. Children write.

## Activity 2

Children write the word for each entertainer. Check answers together.

## Activity 3

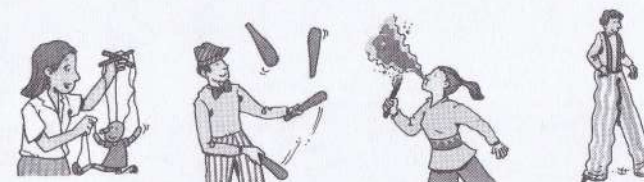
Children complete the sentences. Point out that the first letter of the missing word is given. Encourage them to look back at the text if they cannot remember the word. They scan the text for the sentence and find the word.

## Reading comprehension and vocabulary

### 1 Answer the questions. Write short answers.

- 1 How many sticks is the woman juggling with? \_\_\_\_\_
- 2 What is at the end of the fire blower's stick? \_\_\_\_\_
- 3 Who is the tallest person in the park? \_\_\_\_\_
- 4 Where are his stilts? \_\_\_\_\_
- 5 What do the puppets look like? \_\_\_\_\_
- 6 Why does the puppeteer use wood? \_\_\_\_\_
- 7 What is the name of the show today? \_\_\_\_\_

### 2 What are these people? Write the words.



### 3 Complete the sentences.

- 1 In the market there are shops and colourful s. \_\_\_\_\_
- 2 First the juggler throws a stick into the a. \_\_\_\_\_.
- 3 Then she throws a. \_\_\_\_\_.
- 4 The fire blower holds a s. \_\_\_\_\_.
- 5 He blows over a small f. \_\_\_\_\_.
- 6 The stilt walker is the tallest p. \_\_\_\_\_ in the park.
- 7 There are s. \_\_\_\_\_ on the puppets.
- 8 The puppeteer makes the head, arms, legs and b. \_\_\_\_\_ from wood.



## Reading comprehension and vocabulary (WB p82)

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

### Exercise 1

Children number the sentences to match the pictures.

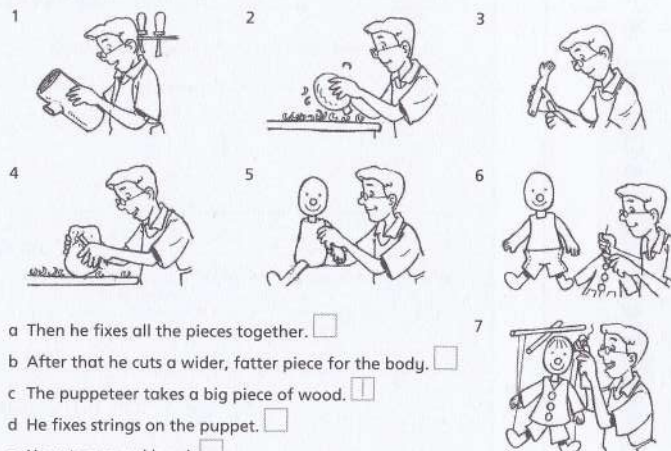
### Exercise 2

Children complete the sentences. They should be able to do this task without referring back to the passage as only one word fits the sense of the sentence.

## UNIT 4

### Reading comprehension and vocabulary

#### 1 Look at the pictures. Number the sentences in order.



- Then he fixes all the pieces together. ☐
- After that he cuts a wider, fatter piece for the body. ☐
- The puppeteer takes a big piece of wood. ☐
- He fixes strings on the puppet. ☐
- He cuts a round head. ☐
- He makes the clothes. ☐
- Next he cuts long, thin pieces of wood for the arms and legs. ☐

#### 2 Complete the sentences with the correct word.

- The stalls in the market are very \_\_\_\_\_. (colourful / careful)
- The juggler's sticks go round in a \_\_\_\_\_. (round / circle)
- The fire blower must be \_\_\_\_\_. (careful / wonderful)
- Stilt walking is not \_\_\_\_\_. (easy / noisy)
- The man pulls the strings and the puppets \_\_\_\_\_. (work / walk)
- The biggest puppet is the \_\_\_\_\_. (giant / mother)



Unit 4 Sequencing; multiple choice

## Resource box

### PB answers

- P92 Activity 1:** 1 three  
2 a small flame  
3 the stilt walker  
4 under his trousers  
5 tiny people and animals  
6 because he can cut it easily  
7 Jack and the beanstalk

**Activity 2:** puppeteer, juggler, fire blower, stilt walker

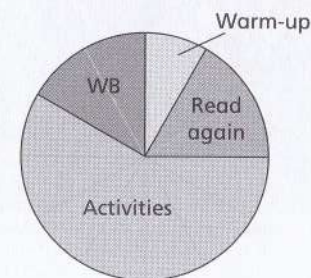
**Activity 3:** 1 stalls 2 air 3 another  
4 stick 5 flame 6 person 7 strings 8 bodies

### WB answers

**P82 Exercise 1:** a 5 b 4 c 1 d 7 e 2 f 6  
g 3

**Exercise 2:** 1 colourful 2 circle 3 careful  
4 easy 5 walk 6 giant

### Time division





## Lesson 3 Speaking (PB p93) Study skills

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

**Lesson targets** Children:

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

**Informal everyday expressions** *I'm sure. Mind the... Go away. What's it about? Why? Why not?*

**New words** *square, mind, statue*

**Materials** PB p93; CD 2 tracks 27–28; poster 9; WB p83; Dictionary 3

**Preparation** listen to CD 2 track 27 before the lesson

### Warm-up

Go through the story so far with the class.

Ask one or more volunteers to tell you what happened *first, next, etc.*

### Activity 1

Children look at PB page 93. Read the title of Part 3.

Ask what entertainers they can see in the picture.

Tell children to cover the dialogue text and look at the picture. Play track 27. Children listen.

### Activity 2

Children open their books and look at the dialogue.

Play track 27 again. Children listen and follow.

Check children understand the new words. Use the Dictionary if you wish.

### Activity 3

Play track 28. Children listen and repeat in the pauses.

Encourage them to use the same expression and intonation.

### Activity 4

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

### Activity 5

Children act the dialogue without their books as far as possible.

If children enjoy this activity, you may wish to let one or more groups practise the dialogue together then act it to the class.

### Speaking

- 1 Talk about the picture. 2 Then listen. 3 Listen and read.



- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| Where is he?                        | Stop!                               |
| He came into this square, I'm sure. | Oh! It isn't a statue!              |
| Oh, look! Musicians!                | Why are you following my friend?    |
| She's a very good singer.           | He's got my suitcase. He's a thief! |
| Wow! An acrobat!                    | No, he isn't. Go away! Go home!     |
| He's walking on his hands!          | No, we must catch him.              |
| We haven't got time to watch him.   | Come on! Quick! After him!          |
| Be careful, Toby! Mind the painter! | Stop!                               |
| Oops! Sorry!                        |                                     |
| Look! There he is!                  |                                     |
| Why is he talking to that statue?   |                                     |
| I don't know. Come on!              |                                     |

- 3 Listen and say. 4 Talk about the story. 5 Now you!



## Study skills (WB p83)

The exercises on this page practise dictionary skills.

Children should be able to do this work independently once the tasks have been explained.

### Exercise 1

Children choose the correct letter on the left to complete the sequence in the boxes. Remind them that the alphabet at the top of the page is there to help them if they need it.

### Exercise 2

Children find the word from the box to complete each sequence of three words. Remind them to look at the first letter of each word.

### Exercise 3

Children unscramble the letters to write the word for each person or object.

Remind them to look in their dictionaries to find the word or to check spelling.

### Study skills

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

1 (abc) Choose the correct letter. Write it in the box.

1 f m  j  m  p

2 v k  t  x

3 g q  d  i

4 h o  k  r

5 s e  n  v

6 p j  b  l

2 (abc) Write the words in the box in the correct place.

king car umbrella new red horse

1 apple  car  egg

2 frog  jar


3 ship  window


4 hat  mouse

5 orange  sun


6 lamp  pencil

3 Write the words.

1   coat bar

2   p t e p u p

3   c a m i s u n i

4   s c i k t

Check your spelling in your Dictionary.

Unit 1 Dictionary skills

83

### Resource box

Story questions (p93)

What is the acrobat doing? *walking on his hands*

What is the painter doing? *drawing/painting pictures of people*

What colour is the statue? *silver*

What is surprising about the statue? *it speaks (it isn't really a statue, it's an actor)*

Did the children catch the thief? *No, he went away.*

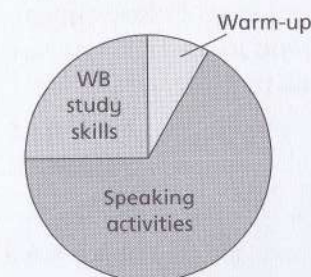
WB answers

P83 Exercise 1: 2 v 3 g 4 o 5 s 6 j

Exercise 2: 2 horse 3 umbrella 4 king  
5 red 6 new

Exercise 3: 1 acrobat 2 puppet  
3 musician 4 stick

### Time division





**Lesson aim** Grammar

**Lesson targets** Children:

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

**Key structure** (session 1) comparative and superlative of short adjectives

**Key language** (session 2) *Why? Because...*

**Key words** street entertainers

**Materials** PB pp94-95; CD 2 tracks 29-32; WB pp84-85

## Session 1 Warm-up

Write up a mixture of one-syllable nouns and one-syllable adjectives. Children volunteer to come forward and circle the adjectives.

## Session 2 Warm-up

Ask children *What do you like doing after school?* Let as many children as possible answer.

### Activity 1

Ask *How many boys are in the picture?* **three**

Ask two children to read the bubbles.

Tell the class: *There are three boys and Tom is the tallest.*

Look at the three girls. *Which girl is the shortest?* **Anna is the shortest.**

Continue with the other sets of pictures.\*

### Activity 2

Ask three children to read the bubbles.

Write the first prompt word on the board.

Help the class to say the three sentences with comparative and superlative adjectives.

Continue with the other prompt words.

Children practise questions and answers in pairs. See Resource box.\*\*

**Grammar**

**1 Look!** Which boy is the tallest? Tom is the tallest.

**Ask and answer.**

1 girl - the shortest? Lisa, Meg, Anna

2 dog - the smallest? Rex, Mimi, Fred

3 clown - the saddest? Koko, Miki, Puku

4 cat - the fattest? Tibby, Poppy, Minty

**2 Look!** This car is fast. This car is faster. This car is the fastest.

**Point and say.**

1 thick 2 big 3 long 4 happy

Unit 4 Comparative and superlative of short adjectives

**Grammar in conversation**

**1 Listen and read.**

What are you doing? I'm watching a film.

Why? Because it's good.

Why is it good? Because it's an exciting story.

What's it about? A sailor. He sailed across the sea.

Why? He sailed across the sea because he wanted to find gold.

Why? Because gold is expensive. And don't ask why!

Why not? Oh! Go away!

**2 Listen and say.**

**3 Now you!**

**4 Listen and sing.**

What is the wind? Why does it blow? Why, why, why? I don't know!

What are the clouds? Where do they go? Where, where, where? I don't know!

What makes the rain? What makes the snow? So many questions! So much to know!

Unit 4 Why? Because

### Activity 1

Point out the boy and girl. Ask *Where are they?* **at home**

Tell the class to listen to them. Play track 29. Children follow in their books.

### Activity 2

Children listen to track 30 and repeat in the pauses.

### Activity 3

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

### Activity 4

Ask *What is the weather like in the picture?* **windy and wet**

Play track 31. Children listen and follow the first time. Read the words with the class. Play track 31. Children join in. Play track 32. Children sing with the music. They may learn the song if you wish.



Check children understand the tasks.

### Exercise 1

Point out that there are only two animals in each line so the adjective has the *er* ending.

Children write sentences following the model.

### Exercise 2

Point out that there are more than two things in each line so the adjective has the *est* ending.

Children write sentences following the model.

### Exercise 3

Children's own answers.

#### Grammar

##### 1 Answer the questions.

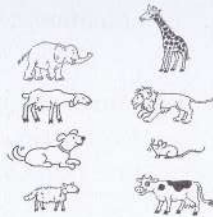
1 Which animal is taller?

The giraffe is taller.

2 Which animal is stronger?

3 Which animal is bigger?

4 Which animal is smaller?



##### 2 Look and write.

1 fast



C is the fastest.

2 short



3 slow



4 thick



##### 3 Answer the questions.

In your class...

1 Who is the tallest?

2 Who is the shortest?

3 Who is the strongest?

#### Grammar in conversation

##### 1 Read and match.

1 Susie is wearing a thick coat

2 Jimmy cannot play football

3 Grandma is making a cake

4 The boys bought a pizza

5 The girls are running

6 I'm reading this book

a because they are late.

b because it is an exciting story.

c because they were hungry.

d because it is cold today.

e because it is Grandpa's birthday.

f because he is doing his homework.

##### Now write the letters.

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

##### 2 Write questions.

1 Why is he laughing?

He is laughing because he is happy.

2

She is running because she is late for school.

3

He went to bed because he was tired.

4

She bought the dress because it was cheap.

5

She is crying because she is sad.

6

He shouted because he was angry.

##### 3 Write answers.

1 Why is she wearing sunglasses? Because it is a sunny day.

2 Why is Ben sad?

3 Why did the girls drink all the juice?

4 Why did the boys go swimming?

5 Why is Jane tired?

6 Why is Lucy going to visit her grandma?

Unit 9 Comparative and superlative of short adjectives

Unit 9 Why? Because

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

### Exercise 1

Children read, then match the two halves of the sentences.

### Exercise 2

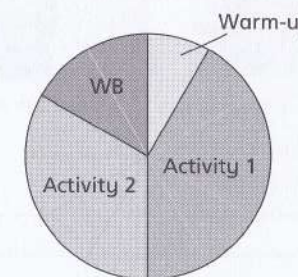
Children read the example. They read the answers and write questions for them.

### Exercise 3

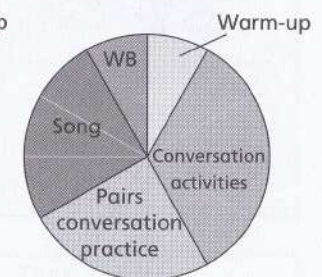
Children read the example. They read the questions and write answers to them.

#### Time division

##### Session 1



##### Session 2



## Resource box

### \*Pair work Grammar Activity 1 (p94)

Children may repeat this activity in pairs.

### \*\*Pair work Grammar Activity 2

Children work in pairs at their desks. They take turns to point and say the three sentences. If necessary, bring an able pair forward to demonstrate the activity.

When pairs have had time to go through the activity together, let one or two stand up and say the sentences while the class listens.

### \*\*\*Pair work Grammar in conversation Activity 3 (p95)

Children practise the dialogue in pairs at their desks.

Encourage confident children to pick another activity, e.g. playing football, drawing a picture. Their partner asks

**Why?** Children keep answering the question *Why?* for as long as they can. Give pairs three minutes to practise the dialogue.

Let one or two pairs say their conversations while the class listens.

#### WB answers

**P84 Exercise 1:** 2 The lion is stronger. 3 The dog is bigger. 4 The sheep is smaller.

**Exercise 2:** 2 B is the shortest 3 B is the slowest 4 A is the thickest

**P85 Exercise 1:** 2 f 3 e 4 c 5 a 6 b

**Exercise 2:** Why is she running? 3 Why did he go to bed? 4 Why did she buy the dress? 5 Why is she crying? 6 Why did he shout?

**Exercise 3:** Children's own answers.

#### Grammar Practice Book

Children may begin Unit 9 when they have completed the PB and WB Grammar pages. They should complete it before the end of PB / WB Unit 9.



# Lesson 5 Listening, Phonics (PB p96) Use of English

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

**Lesson targets** Children:

- listen to a story and point to pictures showing the story
- listen and order the pictures; tell the story
- practise saying, reading and spelling words with *oy*
- (WB) learn about using pronouns

**Key structure and language** from the unit

**Target words** *boy, toy, joy, annoy, enjoy*

**Materials** PB p96; CD 2 tracks 33–34; WB pp86–87

## Warm-up

Say the poem about the shop from PB p87.

## Listening

### Activity 1

Give children time to look at the pictures. Ask what things they can see in them. Explain that the pictures tell a story. Now they can listen to it. Play track 33. Children listen and point to each picture as they hear the event described.

### Activity 2

Play track 33 again. Children listen and write the letter of each picture in the boxes 1–6. Check answers together.

### Activity 3

Children use the pictures to help retell the story. Ask the class *What happened first? next? then? etc.* Children tell you about each picture. If possible let one or more volunteers tell the whole story again.

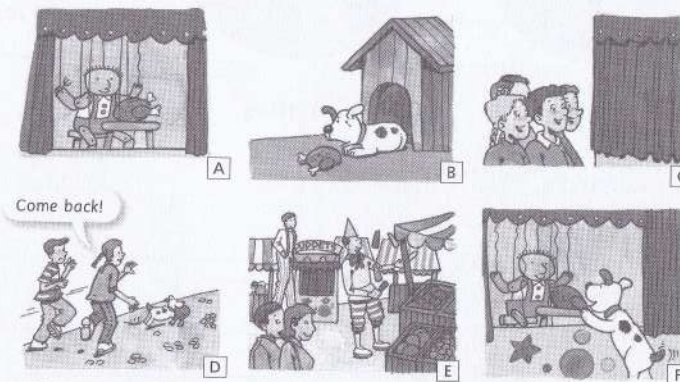
## Phonics

Point out the box. Tell children to follow in their books and repeat in the pauses. Play track 34. Make sure children repeat the sound and word accurately. Play track 34 again. Children listen and follow the rhyme. Children say the rhyme. They may learn it if you wish.

Children open their WBs at p86. They complete the WB Phonics page now or for homework. If it is for homework, make sure they understand the tasks.

## Listening

### 1 Look, listen and point.



### 2 Listen again and write the letters.

1  2  3  4  5  6

### 3 Tell the story.

## Phonics

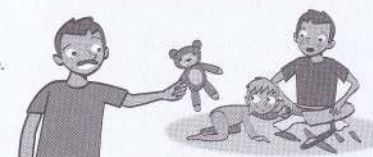
Look and listen!



oy boy



Don't annoy the boy, please.  
Play with your toy.  
Let the boy enjoy his toy, please.  
Don't annoy the boy!



Now look at WB p87 Use of English

## Use of English

Now turn to WB page 87.



Remind the class of the sound  
*oy* and *boy*.

## Exercise 1

Children complete the words  
and write the whole word.  
Children read the words.

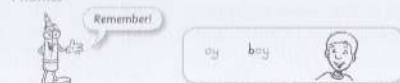
## Exercise 2

Children match the words  
in exercise 1 with the  
definitions.

## Exercise 3

Children complete the  
sentences. Make sure they  
realise the words they need  
are in exercise 1.

### Phonics



1 Write *oy*. Write the words. Read the words.

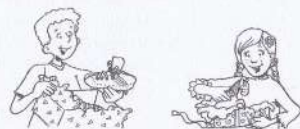
b \_ t \_ j \_ ann \_ enj \_

2 Read the meanings. Match with a word from exercise 1. Write the word.

- 1 something you play with \_\_\_\_\_
- 2 make someone cross \_\_\_\_\_
- 3 to like something a lot \_\_\_\_\_
- 4 happy feeling \_\_\_\_\_
- 5 the opposite of girl \_\_\_\_\_

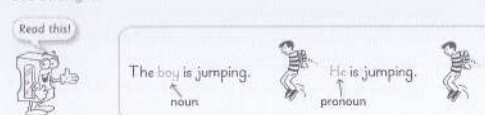
3 Complete the sentences with words from exercise 1.

- 1 Dad said, "I am very tired today. Please don't \_\_\_\_\_ me."
- 2 We like the street shows in the market. We \_\_\_\_\_ them.
- 3 The children are opening their presents. They are laughing with \_\_\_\_\_.
- 4 The \_\_\_\_\_ is looking at his new football boots.
- 5 The little girl is holding her new \_\_\_\_\_.



Unit 1 Long-oy vowel sound

### Use of English



1 Look and read.

boy ← Remember. This is a noun. A noun is a naming word.  
he ← This word is a pronoun. It can go in place of the noun.

2 Read. Write the words.

The girl is running. She is running.  
girl ← This is a \_\_\_\_\_ It is a naming word.  
she ← This word is a \_\_\_\_\_. It can go in place of the noun.  
it ← These words are pronouns, too. They can go in place of the noun.  
they ←

Now read.

The puppet can walk. It can walk. The puppets can sit. They can sit.

3 Circle the pronouns in these sentences.

- 1 They are watching the puppet. 2 It is funny.
- 3 Is she happy? 4 He is laughing.

4 Write the correct pronoun: *He, She, It or They*.

- 1 The girl is singing. \_\_\_\_\_ is singing. 2 The cat is sleeping. \_\_\_\_\_ is sleeping.
- 3 The man is tall. \_\_\_\_\_ is tall. 4 The boys are sad. \_\_\_\_\_ are sad.

Unit 4 Pronouns: he, she, it, they

Write the sentences on  
the board. Class reads.  
Underline *He* in the second  
sentence. Point to it and ask  
*Who is 'He'?* Elicit *The boy*.

## Exercise 1

Read the explanation with  
the class. Make sure they  
understand that a pronoun  
always refers to a noun.

## Exercise 2

Read the explanation.  
Children fill the gaps.

Write the sentences on the  
board. Ask volunteers to  
underline the noun and circle  
the pronoun.

## Exercise 3

Children circle the pronouns  
and write them.

## Exercise 4

Children fill the gaps with the  
correct pronoun.

**Extension** Look at paragraph 2 on PB  
p90. Read each sentence. Ask if there is  
a pronoun in it. Ask *Which word is the  
pronoun? Which noun does it replace?*

## Resource box

**Audioscript (CD 2 track 33) Listening Activities 1 and 2**  
(PB p96)

There are lots of people in the market square today. They are  
buying fruit and vegetables. There's a juggler, too. And a stilt  
walker. Can you see them?

There's a puppet theatre in the square. The people are waiting for  
the show to start.

Now the puppet show is starting. Look at the big giant! He's eating  
his dinner. What has he got? A big, fat chicken!

Oh no! Look at the dog! It's jumping up. It's taking the chicken. You  
bad dog!

The dog has got the chicken in its mouth. It's running away! It's the  
fastest dog in town! The children are running after the dog. They're  
shouting, "Come back!"

Now the dog is at home. Now it can eat the delicious chicken. Oh!  
It doesn't like the chicken. Why not? Because it isn't a chicken. It's  
a puppet! It's wood! Silly dog!

### PB answers

**P96 Activity 2:** 1 E 2 C 3 A 4 F 5 D 6 B

### WB answers

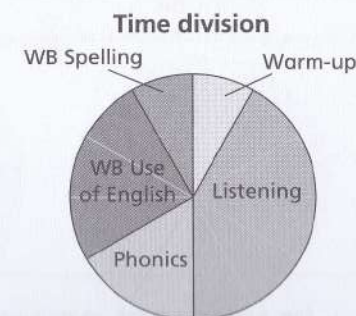
**P86, Exercise 2:** 1 toy 2 annoy 3 enjoy 4 joy 5 boy

**Exercise 3:** 1 annoy 2 enjoy 3 joy 4 boy 5 toy

**P87 Exercise 2:** noun, pronoun, noun, pronoun

**Exercise 3:** 1 They 2 It 3 she 4 He

**Exercise 4:** 1 She 2 It 3 He 4 They





**Lesson aim** Writing

**Lesson targets** Children:

- (session 1) write interview questions using the answers with teacher support
- (session 2) (WB) match sentences to pictures; match questions and answers
- (session 2) (WB) write interview questions using the answers independently

**Key structure and language** from the unit

**Vocabulary** street entertainers

**Materials** PB p97; WB pp88–89

## Session 1 Warm-up

Write up question words and phrases on the board. Divide the class into teams. Teams take turns to make up questions using a word or phrase on the board. Give a point for every correct question.

## Class composition

### Activity 1

Give children a minute or two to look at the picture.

Ask volunteers to say a sentence about the juggler.

They can make up any sentence they like, as long as it is correct for the picture.

Write good sentences on the board.

With the class, choose two sentences for Activity 1.

### Activity 2

Read the rubric to the class and explain the task. Ask a child to read the first answer.

Ask *What was the reporter's question?* Help the class to work out the first question.

Write it on the board. Write up the answer.

Continue with the other answers and elicit the questions.

When the dialogue is complete, let two volunteers read the words of the reporter and the juggler.

If there is time, let one or two other pairs read.

Erase all the writing from the board. Children write the questions in their books.

Hear two or three more pairs read out the complete dialogue.

## Class composition

1 Look at the picture. Write two sentences about the juggler.

This woman is a juggler.

2 The reporter is talking to the juggler.

Read her answers. Write the questions.



I can juggle with five sticks.

No, it's very difficult.

Yes, I can juggle with oranges, too.

No, I can't juggle with bananas!

Yes, I made my clothes.

I work here in the afternoon.

Yes, I like my work. It's fun.





## Session 2 Warm-up

Do a *Noun chain* on the board. (see Games, p187)

### Exercise 1

Volunteers read out the four complete sentences. They do not look at the gapped sentences yet. Children match pictures A-D with sentences 1-4. Check answers.

### Exercise 2

Ask a volunteer to read the adjectives in the box. Children use them to complete the gapped sentences in exercise 1.

### Exercise 3

Children write two sentences for each picture. They can write any sensible sentence. Ask several children to read out their sentences.

#### Writing preparation

1 Read. Match the sentences to the pictures. Write the letters in the boxes.

- |  |   |
|--|---|
| 1 He is juggling with apples.<br>He is _____ face.<br>3 He is blowing fire.<br>He is wearing _____ trousers. | 2 They are standing on stilts.<br>They are _____ and _____<br>4 These puppets are dancing.<br>They are wearing _____ shoes. |
|--|---|



2 Complete the sentences in exercise 1. Choose adjectives from below.

tall huge short thin funny black

3 Write two sentences about each picture.



4 Read and match. Write the letter.

- |                                    |  |
|------------------------------------|--|
| 1 How tall is the puppet?          | a At half past two.                    |
| 2 How long are their shoes?        | b It's Jack and the Beanstalk.         |
| 3 Did you make their jackets?      | c It is next to the bookshop.          |
| 4 When does the puppet show start? | d They are twenty centimetres long.    |
| 5 Where is the puppet show?        | e Yes, and I made their trousers, too. |
| 6 What is the story?               | f It is one metre tall.                |

Unit 4 Writing descriptive statements, matching questions and answers

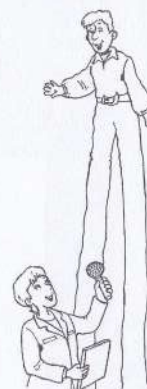
#### Composition practice

1 Look at the picture. Write two more sentences about the stilt walker.

This man is a stilt walker. \_\_\_\_\_

2 Read the stilt walker's answers. Write the reporter's questions.

- I'm three metres tall.  
My trousers are two metres long.  
Yes, I made my trousers.  
No, stilt walking isn't easy.  
I work here every evening.  
Yes, it's fun. I talk to lots of people.



Unit 4 Writing interview questions

### Exercise 1

Children look at the picture of the stilt walker and write two sentences about him. They must be true for what is in the picture.

### Exercise 2

Explain that the reporter is asking him questions. Tell the class to read the stilt walker's answers and write the reporter's questions. Remind children of the questions in exercise 4 on page 88 and the other words on the page. Children write the questions.

Go around helping and monitoring as they work. When they have finished, let several pairs read their questions and answers to the class. Help children with any mistakes by writing the correct sentence on the board. If you wish, ask the rest of the class to tell you what the correct sentence is.

### Exercise 4

Children match the questions and answers. Check answers together.

### Portfolio

Children may make neat copies of their interviews.

### Homework task

Check-up 9 WB p90; answers TG p145

## Resource box

PB Class composition writing (p97)

How many sticks can you juggle with?  
Is it easy?  
Can you juggle with oranges?  
Can you juggle with bananas?  
Did you make your clothes?  
When do you work here?  
Do you like your work?

### WB answers

P88 Exercise 1: 1 C 2 D 3 B 4 A

Exercise 2: 1 short, funny 2 tall, thin 3 black 4 huge

Exercise 3: Children's own answers.

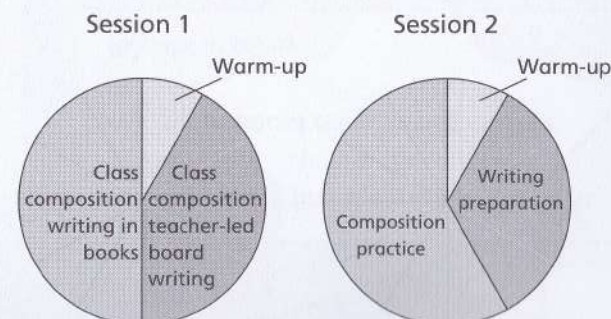
Exercise 4: 1f 2d 3e 4a 5c 6b

### WB Composition practice example writing

P89 Exercise 1: Children's own ideas.

Exercise 2: How tall are you? How long are your trousers? Did you make your trousers? Is stilt walking easy? When do you work here? Is it/your work fun?

### Time division





## Revision 3, Project 3

Ask a volunteer to read out the sentence and questions at the top of the page.

Give children several minutes to look at the picture.

Remind them about the first part of *Stop thief!*: A thief took Toby's bag.  
Where were the children? **at the station**

Remind them: Anna's Aunt Jemima lost her earring. Where were they?  
**in the mall**

Explain: Alfi, Lulu, Max and Molly were in the city yesterday. They were in the market square, next to the mall.

Ask the questions on the page. Add any others you choose.

Children should be able to find more than 20 items of new vocabulary in the picture.

### Revision 3

Read. Look at the picture.

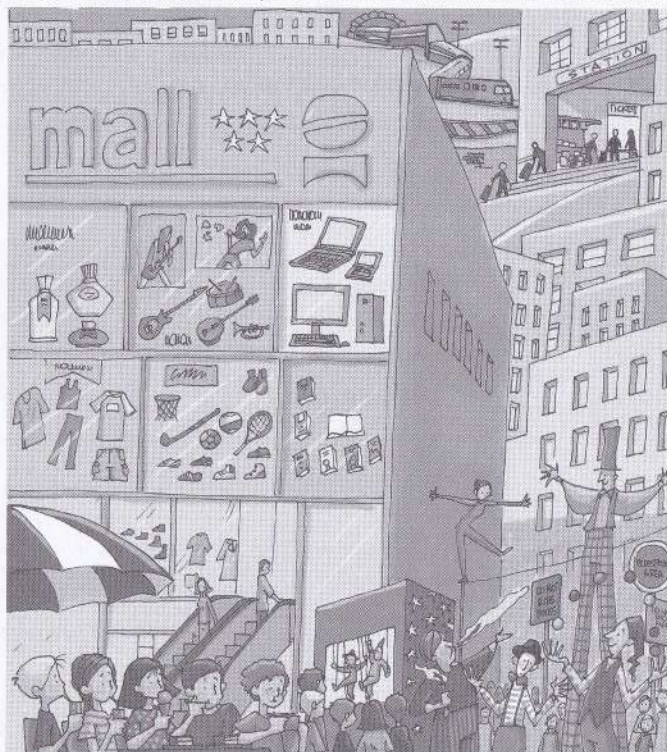
The children went to the city yesterday.

What did they see?

What did they hear?

What did they have?

Talk about the picture. What shops were there in the mall? What was in the station?



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Tell children to find the rules on the signs in the square.

Ask *What about paper, what mustn't you do?*

Ask about bikes.

Ask different children around the class:  
*Which part of the city do you like? the station? the mall? the market?*

*Which street entertainer do you like? Why?*

*Which one is exciting?*

*Which one is funny?*

### Pair work

Children take turns to point to the picture and make a statement about it, e.g. *You mustn't ride a bike in the mall.*

*The stilt walker is very tall.*

### Extra activities

#### Class games

- In groups or as a whole class, play *I spy* using the picture.
- Teams take turns to make true statements about the picture. They get a point for every true statement correctly said.



## It's amazing!

In this project children find out various records.

Project 3 is designed to be done by children working independently of the teacher.

It can be organised as a larger or smaller piece of work:

- children may work entirely alone, producing an individual piece of work
- children may work in small groups or pairs; divide the items between the children.

Children in groups answer the questions about one or two items only, then they put all their facts together in one book or poster.

Pairs produce a book or poster between them.

## Project 3

1 Find out the names of these things. Look on the internet or in a book.

Write the name. Answer the questions.

The tallest mountain

How tall is it? Where is it?



The longest river

How long is it? Where is it?



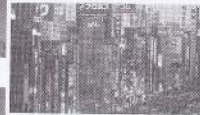
The longest bridge

How long is it? Where is it?  
Which river does it cross?



The biggest city

Where is it?  
How many people live there?



The fastest animal

What is it? How fast can it run?



The biggest fish

What is it? How long is it?



The smallest bird

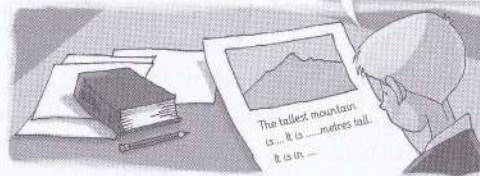
What is it? How big is it?



2 Write. Draw pictures or find a pictures on the internet.

Read out your work.

The tallest mountain is ...



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If you wish, add other categories, e.g.

*The tallest animal*

*The fastest person*

*The smallest animal, etc.*

Children complete this project working at their own level.

Less able children should be able to write the facts required. Direct them towards the most appropriate source of information.

Encourage able children to write more sentences about their subject than simply the answers to the questions.

When children have finished their projects, let them show them to the rest of the class, and read out some of the facts they have found.

Display their work and encourage them to look at each other's books and posters.

## Summary box

**Lesson aim** Revision

**Lesson targets** Children:

- talk about the people and places on the pages
- find vocabulary items
- do independent research on record-breaking places and animals

## Resource box

### Portfolio

If you wish, this project may be included in children's portfolio of written work.

Before starting  
Unit 10 you may wish  
children to complete  
PDF test 3.



## Portfolio 3 and Diploma 3: Units 7–9

1 When children have completed all the work in units 7–9 they turn to Portfolio 3 on page 133 in their WB.

2 Children make their own assessment of what they have learned in English.

3 Remind children to check and practise all the

- vocabulary
- grammar
- phonics

in the units before they tick any boxes.

4 Check through the completed Portfolio page with each child. Some children may take a little longer to feel confident with the work that has been covered. It is not necessary for the whole class to complete everything on this page before moving on to Unit 10.

5 Tell children who are less confident to spend extra time learning words and checking the grammar for units 7–9. They should use the Dictionary and the grammar page pictures and dialogues to help them revise. They may also look at Verb round-up pages 124–128 to revise irregular past tenses, past tense of *have* and *must*.

1 When children are confident with all the elements of the work on page 133, they may complete the Diploma 3 on page 134.

2 This contains a representative task from each field of work.

3 Children receive a sticker for each task completed and one more when they have finished the page

4 These pages may be taken out of the Workbook and kept in children's individual portfolios of work along with a few examples of children's best work from Units 7–9.

Portfolio 3: Units 7, 8 and 9

**Vocabulary**

I know new words.  
Things at the station ☐ Shops and the mall ☐ Street shows ☐

I know all the words in Dictionary 3: Units 7, 8 and 9. ☐

**Grammar**

I can ask and say what people had yesterday.  
questions and short answers ☐ Did they go? Yes, they did / No they didn't.  
statements ☐ Grandma had a book. The boys had sweets.

I can say what people *must* and *mustn't* do.  
must mustn't ☐ We must hurry. We mustn't be late for the train.

I know the past tense of these verbs. ☐ lose hear put drop fall find take leave

I can talk about three things. ☐ sad ☐ sadder ☐ saddest

I can answer the question *Why*? ☐

A: The clowns are sad. B: Why?  
A: Because they lost their car.





**Phonics**





I can read and write these words.

y	sky	fly	my	by	cry	<input type="checkbox"/>
oa	boat	coat	goat	road	float	<input type="checkbox"/>
oy	boy	toy	joy	annoy	enjoy	<input type="checkbox"/>




English World 3 Diploma 3: Units 7, 8 and 9

**1 Write the words.**


**2 Write the words.**







**3 Complete the sentences.**

(have) \_\_\_\_\_ you \_\_\_\_\_ a great time yesterday?  
Yes, we \_\_\_\_\_. We (hear) \_\_\_\_\_ a fantastic musician and  
then we (see) \_\_\_\_\_ an amazing acrobat. We all  
(clap) \_\_\_\_\_ because he was really good.

**4 Write the answer.**

The children watched the acrobat. They all clapped. 

**5 Write the words.**

Portfolio 3 (Units 7, 8 and 9)

Diploma 3 (Units 7, 8 and 9)

### Completed Diploma 3

#### Words

ticket, engine, lift, floor, puppet, juggler, musician, acrobat

#### Grammar

big, bigger, biggest

Did...have, did, heard, saw, clapped

Because he was really good.

#### Spelling

fly, cry, goat, coat, boy, toy



## Answers to Check-ups Units 7-9

### Check-up 7 WB pp70-71

Exercise 1: 3 She must sleep.

4 They mustn't / must not make a noise.

5 They mustn't / must not swim.

6 He must have a drink.

Exercise 2: 2 Dad had a book.

3 Lily and Tom had a kite.

4 Freddie had a teddy.

5 Grandma and Grandpa had a camera.

6 Mum had (some) flowers.

Exercise 4: Example writing: Yesterday, Ben painted a monster. His monster was funny. It did not have one head. It had two heads. It had five eyes. They were small / big. It had six legs. They were long. It did not have one tail. It had three tails. The monster's name was Monty.

### Check-up 8 WB pp80-81

Exercise 1: 1 heard 2 fell 3 took, put 4 lost  
5 found

Exercise 2: 1 Where did you go on Saturday?  
2 What did you buy and the mall?  
3 How much (money) did you spend?  
4 Where did you find his present?

Exercise 3: 1 No, Betty's CDs did not fall on the floor.  
2 No, Joe did not put the money in his pocket.  
3 No, we did not hear the children outside.  
4 No, Anna did not see a parrot in the garden.

Exercise 4: mistakes: 11 corrected words are underlined.  
Lucy went to the shops / mall with mother. In the clothes shop they bought a dress. In the shoe shop they bought boots and shoes. Mum spent lots of money. In the supermarket Mum saw sweet, red strawberries. She put them into her basket. At home Mum was sad. "I lost my ring at the mall," she said. Lucy washed the strawberries. She found Mum's ring. Mum was very happy.

### Check up 9 WB pp90-91

Exercise 1: 2 because they are late

3 because he is tired

4 because they are thirsty

5 because he is hungry

6 because it is exciting

Exercise 2: 2 Why is he wearing gloves?

3 Why did he shout?

4 Why did they laugh?

5 Why did he win the cup?

6 Why did she go home?

Exercise 4: There are seven clowns. Plod is the oldest. Gloop is the tallest and Stan is the shortest. Bump is the fattest and Skimp is the thinnest. Sid is the saddest and Bonzo is the loudest. I like ... the best because ...



# 10 London sights

## Lesson 1 Poster, Reading

**Lesson aim** Reading

**Text type** Factual information and a strip story

**Lesson targets** Children:

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

**Key structure** *going to future*

**Key language** *We're going to build a new city.*

**Key words** London sights

**Materials** PB pp100–101; poster 10; CD 2 tracks 31 and 35; Dictionary 3; flashcards 67–71; word cards for words on the poster

**Preparation** make word cards; listen to CD track 35 before the lesson

### Warm-up

Sing the weather song from Unit 9, p95, track 31.

### Poster

- 1 Point to the poster. Read out the title.  
Give the class a moment or two to look.
- 2 Point to the different buildings. Read the name.  
Show the word card. Class reads and says the word.
- 3 Show flashcards 67–71. Children name the buildings.
- 4 Ask children *What do you know about London?*  
Write any facts they know on the board.
- 5 Ask *Do you know anyone who lives in London? Who?*  
*Do you know where the queen lives?*
- 6 Ask about the buildings on the poster.  
*Which building looks the oldest? newest? most interesting?*

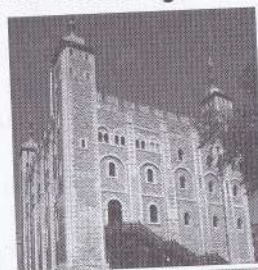
### 10 A London river trip



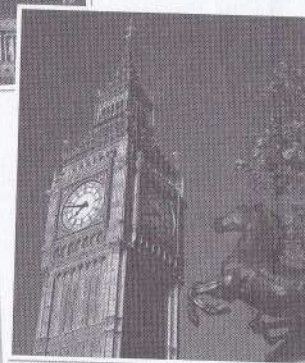
**The London Eye**



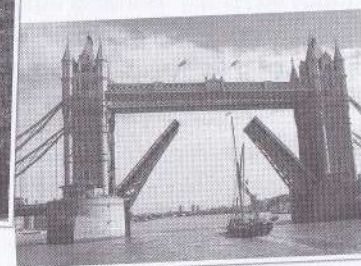
**The Monument**



**The Tower of London**



**Big Ben**



**Tower Bridge**



1 Give children time to look at the pictures. Read the title. Ask what the story on page 101 is about. **a fire**  
Ask *Do you think it was a long time ago or not very long ago?* **a long time ago**

2 Play track 35. Children listen and follow in their books.

3 Read one paragraph at a time. Use the Dictionary to help you to explain new words as necessary. Help children to find new words. Make up extra sentences for new words if you wish.

4 Ask questions about each paragraph and the story. See Resource box.

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

For the story, individuals can play the roles of the mayor, the king and the people and read the bubbles. Other children read the narration under the picture.

Play track 35 a final time.

### Homework task

Children learn selected vocabulary from Unit 10 Dictionary 3. See list on p192.

## Unit 10 London sights

### A trip on the Thames

Reading

You can travel through London on the river. The name of the river is the Thames. You can sit on a river boat and see many famous buildings.



Big Ben

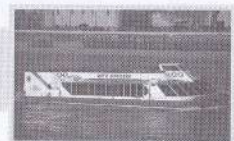
You can see this clock tower. Inside the tower there is a heavy metal bell. Its name is Big Ben. Every hour this big bell sounds. It weighs 13,500 kilos. It is heavier than two elephants.



Tower Bridge

Boats go under Tower Bridge. Sometimes tall ships go up the river. A red light stops the traffic. The bridge opens. The ship passes through. The bridge closes again.

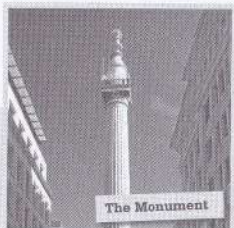
You can see this tower. It tells people about the Great Fire of London in 1666. It is 61 metres high. It is 61 metres from the start of the fire. The fire started on Sunday 2nd September in a baker's shop in Pudding Lane. It was two o'clock in the morning and everyone was asleep...



The London Eye



River boats go past the London Eye. People ride on this enormous wheel. It turns very slowly. At the top you can see across the city. The London Eye opened in 2000.



The Monument

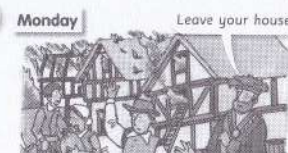
100 Unit 10 Reading: factual information

Sunday



A servant woke up and saw the flames. "Fire, fire!" he shouted. Everyone woke up. They threw water on the fire but it did not stop.

Monday



The people could not stop the fire. The wind blew and the fire got bigger. It burned other buildings. "Leave your houses!" the mayor said.

Tuesday



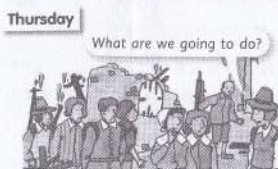
The fire burned hundreds of houses. It burned the old London Bridge. "Pull down those houses. We must stop the fire," said the king.

Wednesday



They pulled down many houses. The fire could not burn them. The wind did not blow. "Now we are stopping the fire," said the king.

Thursday



The fire stopped but thousands of people did not have homes. "What are we going to do?" they asked.

Friday



The king sent food for the people. He talked to the builders. "We are going to build a new city," he said.

Unit 10 Reading: a trip story with narrative text

101

### Resource box

#### Text questions

What is the name of the river in London? **the Thames**  
How can you travel on it? **in a boat**  
What is the name of the bell inside the clock tower? **Big Ben**  
How heavy is the bell? **heavier than two elephants / 13,500 kilos**  
What is the name of the enormous wheel? **the London Eye**  
When did it open? **2000**  
How do tall ships go through Tower Bridge? **the bridge opens and the ship passes through**

When was the Great Fire? **1666**

When did it start? **Sunday 2nd September at 2 a.m.**

Who saw the flames? **a servant**

Who said 'Leave you houses'? **the mayor**

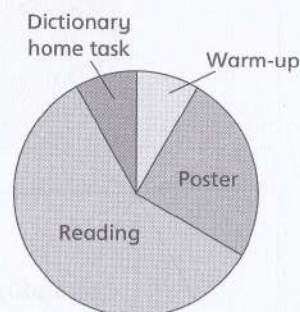
What did the fire burn? **houses, old London Bridge**

How did they stop the fire? **pulled down houses**

What did the people not have after the fire? **homes**

What did the king do? **sent food, talked to builders**

### Time division





## Lesson 2 Reading comprehension and vocabulary (PB p102)

**Lesson aim** Reading comprehension; vocabulary

**Lesson targets** Children re-read *A trip on the Thames* then:

- (PB) Answer true/false statements and correct
- match words to pictures; find the odd one out
- (WB) match descriptions to buildings
- complete sentences with prepositions

**Key structure** *going to future*

**Key language** *We're going to build a new city.*

**Words** vocabulary from Lesson 1

**Materials** PB p102; flashcards 67–71; WB p92; CD 2 track 35 (optional)

### Warm-up

Use a ball to play a *Prepositions game*. (see Games p186)

### Read again

Remind children of *A trip on the Thames*. Play track 35 or read the text to the class.  
Children listen and follow in their books.

### Activity 1

Ask a volunteer to read the first sentence. Elicit *true or false*.  
Check the class agrees. Children write.  
Continue with the other sentences. Encourage the children to scan the text to check answers.  
Ask children to correct the false sentences orally as you go.  
Children write the false sentences correctly as the last part of the activity.

### Activity 2

Ask a volunteer to read the words. Ask *Who is in the first picture?*  
Elicit an answer. Check with the class. Children write.  
Continue with the other pictures.

### Activity 3

Give children time to read the words silently. Ask for answers to each line.  
Ask children if they can say why they have chosen each item as the odd one.

### Reading comprehension and vocabulary

#### 1 Read the statements. Write *true or false*.

- 1 You can travel through London on the river Thames. \_\_\_\_\_
- 2 Inside the tower there is a clock. \_\_\_\_\_
- 3 River boats go under the London Eye. \_\_\_\_\_
- 4 Tower Bridge opens and ships pass through. \_\_\_\_\_
- 5 The Monument tells people about the Great Tower of London. \_\_\_\_\_
- 6 The fire stopped on Sunday 2nd September, 1666. \_\_\_\_\_

Correct the false sentences.

#### 2 Who are these people? Write the words.

servant      mayor      builders      king      baker



#### 3 Circle the odd one out.

- 1 house    castle    tower    ship    shop
- 2 builder    brother    baker    painter    carpenter
- 3 heavy    famous    burn    enormous    huge



# Reading comprehension and vocabulary (WB p92)

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

## Exercise 1

Children read the descriptions of the things in the pictures. They write the letter of the picture in the box.

## Exercise 2

Children use the prepositions to complete the sentences.



## Reading comprehension and vocabulary

### 1 Read and match with the picture. Write the letter.

- 1 You can ride on it. It is very big. It is next to the river Thames. It moves slowly.

☐

2 You can ride on it. It travels on the river Thames. It passes many famous buildings.

☐
- 3 This tower is very high. It tells people about a fire. The fire started in Pudding Lane.

☐

4 This tower is very high. It tells people the time. There is a clock on the tower.

☐
- 5 This has two towers. Sometimes the traffic stops and the bridge opens.

☐

6 It is very heavy. It sounds every hour. Its name is Big Ben.

☐

A



B



C



D



E



F



### 2 Complete the sentences using words from the box.

across under through past



1 You can travel \_\_\_\_\_ London on the river.

2 The boat is going \_\_\_\_\_ the London Eye.



3 You can see \_\_\_\_\_ the city.

4 Small boats go \_\_\_\_\_ Tower Bridge.



Unit 10 Matching descriptions to pictures; prepositions

## Resource box

### PB answers

P102 Activity 1: 1 true 2 false 3 false 4 true 5 false 6 false

2 Inside the tower there is a bell.

3 River boats go past the London Eye

4 The Monument tells people about the Great Fire of London.

5 The fire started on Sunday 2nd September 1666.

Activity 2: 1 king 2 baker 3 servant 4 builders 5 mayor

Activity 3: 1 ship – the others are buildings

2 brother – the others are workmen

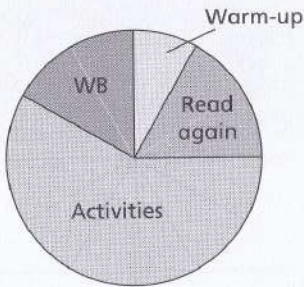
3 burn – the others are adjectives

### WB answers

P92 Exercise 1: 1 E 2 C 3 D 4 A 5 B 6 F

Exercise 2: 1 through 2 past 3 across 4 under

## Time division





# Lesson 3 Speaking (PB p103) Study skills

**Lesson aim** Speaking

**Lesson targets** Children:

- listen to a dialogue; listen and repeat the dialogue
- understand the story and answer oral questions
- read and act the dialogue
- (WB) practise matching

**Informal everyday expressions** *Would you like ...? No, thank you. No, thanks. Yum! Yummy!*

**New words** *rest (repose)*

**Materials** PB p103; CD 2 tracks 36–37; poster 10; WB p93; Dictionary 3

**Preparation** listen to CD track 36 before the lesson

## Warm-up

Remind the class of the *Stop thief!* story. Ask *Where did children see the thief in Part 3? in the market. Who did they speak to? the statue Was it a real statue? No, it was an actor. Where did the thief go? He ran away.*

## Activity 1

Children look at PB page 103. Read the title of Part 4. Ask *Where are the children? in a street, near a river and a bridge.*

Tell children to cover the dialogue text and look at the picture. Play track 36. Children listen.

## Activity 2

Children open their books and look at the dialogue. Play track 36 again. Children listen and follow.

Check children understand the new words. Use the Dictionary if you wish.

## Activity 3

Play track 37. Children listen and repeat in the pauses. Encourage them to use the same expression and intonation.

## Activity 4

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

## Activity 5

Children act the dialogue without their books if possible. Encourage children to remember their lines as much as possible and to speak without reading their lines word by word.

## Speaking

1 Talk about the picture. 2 Then listen.

2 Listen and read.



- |  |                                     |
|--|-------------------------------------|
| Come on! Don't stop!                     | He's running over the bridge.       |
| But I'm tired.                           | Quick! After him!                   |
| Would you like a rest, Molly?            | Wait! What's happening?             |
| No, I'm OK.                              | Oh, no! There's a red light.        |
| He ran down this street, I'm sure.       | We must wait.                       |
| Perhaps he's going to cross the river.   | A big ship is coming.               |
| Look! There's the bridge.                | The bridge is opening.              |
| Can you see him?                         | It's very slow.                     |
| Yes, there he is. I can see his red hat. | He's running away.                  |
|  | We're never going to catch him now. |

3 Listen and say.

4 Talk about the story.

5 Now you!



## Study skills (WB p93)

The exercises on this page practise matching. Children should be able to do this work independently once the tasks have been explained.

### Exercise 1

Children match the jobs with the people.

### Exercise 2

Children number the objects according to the number of the person in exercise 1 that they belong to.

### Exercise 3

Children write the words for the objects in exercise 2.

### Study skills

#### 1 Look and write.

fireman pilot nurse painter carpenter doctor

1



nurse

2



3



4



5



6



#### 2 Look at the things in pictures A-F. Match them with the people in 1-6 above.

Write the number.

A



2

B



C



D



E



F



#### 3 Name the things in exercise 2. Use the words in the box.

helmet helicopter saw watch brush white coat

A

\_\_\_\_\_

B

\_\_\_\_\_

C

\_\_\_\_\_

D

\_\_\_\_\_

E

\_\_\_\_\_

F

\_\_\_\_\_

### Resource box

#### Story questions (p103)

Who is tired? **Molly**

Where did the thief go? **over the bridge**

Why must the children wait? **a big ship is coming**

What is the bridge doing? **opening**

Are they going to catch the thief now? **no**

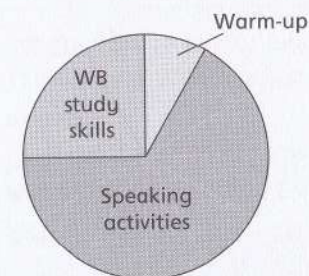
#### WB answers

p93 Exercise 1: 2 carpenter 3 fireman  
4 painter 5 pilot 6 doctor

Exercise 2: B 6 C 3 D 4 E 1 F 5

Exercise 3: A saw B white coat C helmet  
D brush E watch F helicopter

### Time division





# Lesson 4 Grammar (Session 1) Grammar in conversation (Session 2) (PB pp104–105)

**Lesson aim** Grammar

**Lesson targets** Children:

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

**Key structure** (session 1) *going to* future

**Key language** (session 2) *Would you like ...? I'd like ...*

**Key words** from the unit; food in a café

**Materials** PB pp104–105; CD 2 tracks 38–41; WB pp94–95

## Session 1 Warm-up

Do a *Verb chain* on the board. (see Games p187)

## Session 2 Warm-up

Ask children around the class. *What are you going to do after school today?* Let as many children answer as possible.

### Activity 1

Point out the picture.

Ask different children to read the bubbles.

Children look at the pictures below, then ask a volunteer to read the first sentence.

Explain *It isn't raining now but it's going to rain. Look at the clouds.* Children find the picture. Continue with the other sentences.

### Activity 2

Ask a pair to read the bubbles. Ask a child to read the words in the box. Ask *What is the boy going to do?* Help the class to compose the answer. Continue in the same way.

Children practise questions and answers in pairs. See Resource box.\*

**Grammar**

**1 Look!**

The light is red.  
The bridge is going to open.  
The cars are going to stop.  
We're never going to catch the thief.

**Read and write the letters.**

A B C D

1 It's going to rain. \_\_\_\_\_  
3 They're going to fly. \_\_\_\_\_

2 He's going to fall. \_\_\_\_\_  
4 I'm going to swim. \_\_\_\_\_

**2 Look!**

What is the boy going to do?  
He's going to play football.

**Ask and answer.**

play run eat burn catch jump

1 2 3 4 5 6

**Grammar in conversation**

**1 Listen and read.**

Let's look at the menu.  
OK.  
I'm going to have a sandwich. Would you like one?  
No, thank you, Aunt Jane.  
How about a nice salad?  
No, thanks.  
Well, what would you like to drink?  
Can I have a pizza?  
Of course! And what would you like to drink?  
I'd like orange juice, please.  
Are you ready to order, madam?  
Yes. We'd like one chicken sandwich, one large pizza, one orange juice and a nice cup of tea.  
Thank you, madam.

**2 Listen and say.**

**3 Now you!**

**4 Listen and sing.**

It's the most delicious sandwich in the world!  
It's the most delicious sandwich in the world!  
Peanut butter and strawberry jam.  
Peanut butter and strawberry jam.  
It's sticky, it's scrummy,  
It's gummy in your tummy.  
It's the most delicious sandwich in the world!

### Activity 1

Point out the children. Explain they are pretending to be people in a café.

Tell the class to listen. Play track 38. Children follow in their books.

### Activity 2

Children listen to track 39 and repeat in the pauses.

### Activity 3

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

### Activity 4

Ask what the children are going to do: ***They are going to eat a sandwich.***

Play track 40. Children listen and follow the first time. Read the words with the class. Play track 40 again.

Children join in.

Play track 41. Children sing with the music. They may learn the song if you wish.

Children complete WB p94 in class time or for homework.



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

## Exercise 1

Children write sentences according to what they think people are going to do. Go through this orally first if you wish.

## Exercise 2

Children answer the three questions about themselves. They draw and write another sentence about what they are going to do in the summer.

### Grammar

#### 1 Answer the questions.

1 What are they going to play?



They are going to play football.

2 What is she going to buy?



3 What is he going to eat?



4 What is she going to pick?



5 What are they going to drink?



6 What is it going to take?



#### 2 Answer the questions.

1 What are you going to do this evening?

2 What are you going to do tomorrow?

3 What are you going to do in the summer? Draw and write.



Unit 10 going to

### Grammar in conversation

#### 1 Look and write Yes, please, or No, thanks.

1

Would you like a salad?

2

How about a burger?

3

Would you like a pizza?

4

How about a cup of tea?

#### 2 Complete the conversation with the words in the box.

Let's

at the menu.

I'm

Grandpa.

I'm

have a salad.

Would you like

?

Well,

a burger?

OK

please.

Would you

to drink?

I have

apple juice?

Of course!

What are you going to

?

My favourite!

A nice

OK Can  
one Yes  
No going to  
cup of tea  
look drink  
What like  
how about



Unit 10 Suggestions and requests

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

## Exercise 1

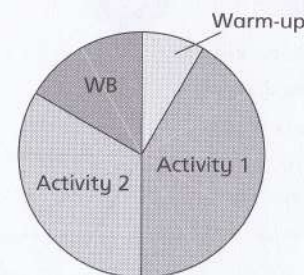
Children write answers to the questions according to the face of the other person.

## Exercise 2

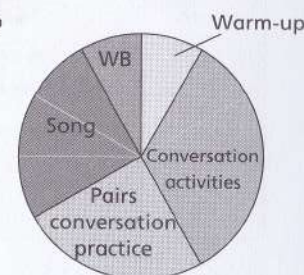
Children complete the dialogue. Tell them to read all the words in the box and all the lines before they write anything.

### Time division

#### Session 1



#### Session 2



### Grammar Practice Book

Children may begin Unit 10 when they have completed the PB and WB Grammar pages. They should complete it before the end of PB / WB Unit 10.

## Resource box

### PB answers

P104 Activity 1: 1 C 2 D 3 A 4 B

### \*Pair work Grammar Activity 2 (PB p104)

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

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

### \*\*Pair work Grammar in conversation, Activity 3 (PB p105)

Children practise the dialogue in pairs at their desks. Encourage children to respond with their real preferences. If you wish, brainstorm a list of café food on the board, e.g.

different kinds of sandwiches, soup, chips, burgers, ice cream, cake, etc. Give pairs three minutes to practise the dialogue. Let one or two pairs stand up and say their conversation to the class.

### WB answers

P94 Exercise 1: 2 She is going to buy a hat. 3 He is going to eat an ice cream. 4 She is going to pick an apple. 5 They are going to drink juice. 6 It is going to take a fish.

Exercise 2: Children's own answers.

P95 Exercise 1: No, thank you. 2 Yes, please. 3 Yes, please. 4 No, thank you.

Exercise 2: look, OK, going to, one, No, how about, Yes, What ... like, Can, drink, cup of tea



## Lesson 5 Listening, Phonics (PB p106) Use of English

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

**Lesson targets** Children:

- listen to a conversation for the gist
- listen again for detail
- practise saying, reading and spelling words with *ur*
- (WB) learn about punctuating direct speech

**Key structure and language** from the unit

**Target phonics words** *burn, turn, nurse, purse, Thursday*

**Materials** PB p106; CD 2 tracks 40, 42–43; WB pp96–97

### Warm-up

Sing the sandwich song from PB p105, track 40.

### Listening

#### Activity 1

Children look at the picture. Explain that the children are making things with small plastic bricks.

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

Play track 42. Children listen and tick the object when it is mentioned.

Check answers.

#### Activity 2

Play track 42 again. Children note answers.

Be ready to play the track again. Check answers together.

### Phonics

Point out the box. Tell children to follow in their books and repeat in the pauses.

Play track 43. Make sure children repeat the sound and word accurately.

Play track 43 again. Children listen and follow the rhyme. Children say the rhyme.

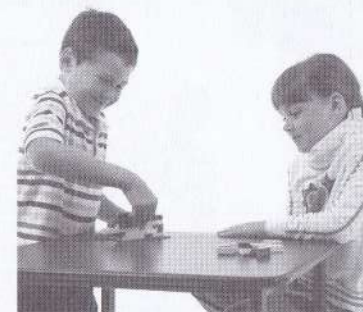
They may learn it if you wish.

Children open their WBs at p96. They complete the WB Phonics page now or for homework.

If it is for homework, make sure they understand the tasks.

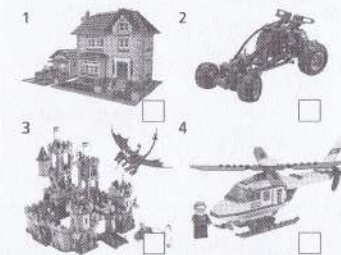
### Listening

#### 1 Listen.



What is the boy going to make?

Tick the right box.



#### 2 Listen again and answer the questions.

- 1 Is the building going to be big or small?
- 2 How many towers is it going to have?
- 3 What are the windows going to be like?
- 4 How about the door?
- 5 What is the boy going to put on the towers?
- 6 Who is going to live there?

### Phonics

Look and listen!



ur

burn



The wheels turn, the wheels turn,  
The nurse is travelling fast.  
The fire burns, the fire burns,  
The nurse is home at last.



Now look at WB p97 Use of English

### Use of English

Now turn to WB page 97.



Remind the class of the sound *ur* and *burn*.

## Exercise 1

Children complete the words and write the words. Children read the words.

## Exercise 2

Children read the clues and complete the crossword.

## Exercise 3

Children complete the sentences. Remind them to use words from exercise 1.

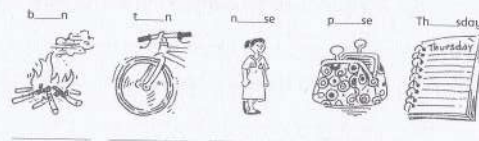
### Phonics



ur burn

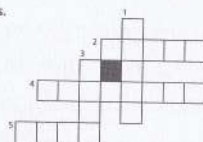


1 Write *ur*. Write the words. Read the words.



2 Read the clues. Write the words.

- 1 → She works in a hospital.
- 2 → You can put money in this.
- 3 → Fires do this.
- 4 → The day after Wednesday.
- 5 → Wheels do this.



3 Complete the sentences. Use words from exercise 1.

- 1 A thief took Grandma's \_\_\_\_\_ from her bag.
- 2 We are going to visit Aunt Sara on \_\_\_\_\_.
- 3 Do not touch the fire. It can \_\_\_\_\_ you.
- 4 My cousin Nora is going to be a \_\_\_\_\_.
- 5 The wheels on the bus \_\_\_\_\_ round and round.

Unit 10 Long ur vowel sound

### Use of English



Read this!

"Leave your houses," said the mayor.



1 Look and read.

Leave your houses.

The mayor said these words.

The words a person says are *direct speech*.

In writing we show direct speech. We use speech marks.

We use speech marks *before* the person's words.

"Leave your houses," said the mayor.

We use speech marks *after* the person's words.

2 Read these sentences. Underline the words the person said.

- 1 "Fire! Fire!" shouted the servant.
- 2 "We must pull down the houses," said the king.

3 Read these sentences. Put in the speech marks.

- 1 Wake up, wake up, said the servant.
- 2 There is a fire in the kitchen, said the baker.

4 Read.

These are the mayor's words.

His sentence ends with a full stop.

In direct speech we change the full stop to a comma.

"Throw water on the fire," said the mayor.

The speech marks come after the comma.

Throw water on the fire.



5 Write the words they said. Use speech marks. Write them after the comma.

- 1 We must hurry. \_\_\_\_\_ said the baker.

- 2 The houses are burning. \_\_\_\_\_ said the mayor.

Unit 10 Using speech marks for direct speech

Write the sentence on the board as in the book. Class reads.

## Exercise 1

Use the sentence on the board to help you explain speech marks to the class. Follow the procedure in the book.

## Exercise 2

Write the sentences on the board. Let a volunteer underline. Children underline in their books.

## Exercise 3

Write up the sentences. A volunteer puts in speech marks. Children do the same in their books.

## Exercise 4

Write the sentences on the board. Explain the punctuation as shown in the book.

## Exercise 5

Write sentences on the board. Children write the words spoken in speech marks on the board. Children write in their books.

## Resource box

### Audioscript (CD 2 track 42) Listening Activity 2 (PB p106)

- Girl: What are you doing?  
 Boy: I'm playing with my bricks.  
 Girl: What are you going to make?  
 Boy: Have a guess.  
 Girl: Hmm... Are you going to make a car?  
 Boy: No, I'm not. This is going to be bigger than a car.  
 Girl: How about a helicopter?  
 Boy: No. It's going to be bigger than a helicopter.  
 Girl: Is it going to be a building?  
 Boy: Yes, it is. A very big building.  
 Girl: Bigger than a house?  
 Boy: Yes, and it's going to have four tall towers.  
 Girl: Aha...I think I know. Is it going to have little windows?

- Boy: Yes.  
 Girl: And a big, strong door?  
 Boy: Yes.  
 Girl: Would you like four flags?  
 Boy: Why?  
 Girl: You can put them on the towers when the king is at home.  
 Boy: Good idea!

### PB answers

#### P106 Activity 1: 3

Activity 2: 1 big 2 four 3 little  
 4 big, strong 5 flags 6 the king

### WB answers

P96 Exercise 2: 1 nurse 2 purse  
 3 burn 4 Thursday 5 turn

Exercise 3: 1 purse 2 Thursday  
 3 burn 4 nurse 5 turn

### Time division





# Lesson 6 Class composition (Session 1) (PB p107) Writing preparation, Composition practice (Session 2)

**Lesson aim** Writing

**Lesson targets** Children:

- (session 1) Write the narrative of a story using prompts and speech bubbles
- (session 2) (WB) practise punctuating direct speech
- (session 2) (WB) write narrative including direct speech independently

**Key structure and language** from the unit

**Vocabulary** from the unit

**Materials** PB p107; WB pp98–99

## Session 1 Warm-up

Remind the class of the story of the *Great Fire of London*. Look back at page 101 if you wish.

Ask *What did the fire burn?* **houses and buildings**

How did they stop the fire? **They pulled down lots of houses.**

## Class composition

1 Children look at page 107. Give them a minute or two to look at the pictures.

Ask *What did the builders do next?* Prompt/Elicit **They built new houses.**

2 Tell the class to look at the first picture and the words in the box. Write the beginning of the first sentence on the board: *The king ...* Ask *What did the king do?* Elicit the complete sentence: **The king went to the old city.** Write it on the board.

Ask *What did he do there?* Elicit **He talked to the builders.**

Open the speech marks: " Ask *What did the king say?* Elicit **Make the streets wider.**

Write the king's words on the board. Show the class how to end the sentence: write the comma after the king's words then close the speech marks " and write *he said.*

3 Continue in the same way with the other three pictures: elicit a sentence using the words in the boxes. Elicit the spoken words. Show the class how to punctuate them correctly and write the reporting words.

4 When all the sentences are on the board, ask different children to read them out.

5 If you wish, erase all the writing from the board. Children should be able to write the narrative sentences using the prompt words in the boxes.

If your class needs support with punctuating direct speech, leave the sentences with direct speech on the board. Tell the class to copy the punctuation carefully.

## Class composition

Read and look at the pictures. What happened next? Write the story.

Make the streets wider.



go old city talk to builders

Make the buildings taller.



point picture new houses

We must not use wood for the new buildings.



builders look at old houses

We are going to build stronger houses.



builders fetch brick stone



## Session 2 Warm-up

Play *Simon says*. (Games p186)

### Exercise 1

Write the first sentence on the board as it is in the book. Class reads.

Ask *What did the baker say?* Elicit **Throw water on the fire!** Ask a child to write in the speech marks in the correct place. Check with the class. Correct if necessary. Children write the speech marks in their books.

Do more examples on the board. Children finish the exercise alone.

### Exercise 2

Explain the task. Point out the *Remember!* bubble.

Do the first example with the class. Do the second sentence on the board too. Children finish the exercise alone if possible.

**Writing preparation**

1 Add speech marks to these sentences.

- Throw water on the fire! said the baker.
- Is the roof burning? asked the servant.
- We must leave our house! said the boy.
- Come with me, children, said their mother.
- Where are we going, mother? they asked.
- We are leaving the city, she said.

2 Write sentences using speech marks.


Then write *he said, she said or they said*.

- We haven't got a house now.
- Wood burns easily.
- We must use bricks and stones.
- This is going to be our new house.
- Let's go inside.

*Remember! Change the full stop to a comma.*


**Composition practice**

The builders finished the new city. What happened next? Write the story.


- 

These new buildings are beautiful.


look at buildings

The people looked at the buildings. "These new buildings are beautiful," they said.
- 

I am going to open a new shop.

baker come back
- 

Look at these wide streets.

people come city
- 

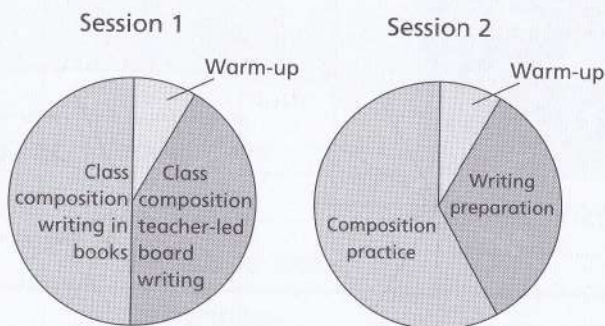
This is a great new city.

king talk builders

1 Children look at the pictures. Explain they are going to finish the story of *The Great Fire*. Ask volunteers to read the bubble and the sentences for picture 1. A child reads the sentences for the first picture.

2 Children look at the bubble and words for picture 2. Elicit **The baker came back**. Write it on the board. Ask *What did he say?* Elicit **I am going to open a new shop**. Write the words on the board without punctuation.

### Time division



3 Let a volunteer put in the speech marks and comma, then end the sentence with **he said**. If the child needs help, ask other children what to do. Help as much as necessary.

4 If they have understood how to write direct speech, let them continue with the last two pictures alone. If they need support, follow the procedure for picture 2 again.

## Resource box

### PB Class composition example writing (p107)

The king went to the old city. He talked to the builders. "Make the streets wider," he said.

He pointed to the picture of the new houses. "Make the buildings taller," he said.

The builders looked at the old houses. "We must not use wood for the new buildings," they said.

The builders fetched bricks and stones. "We are going to build stronger houses," they said.

### WB answers

**P98 Exercise 2:** "Wood burns easily," he said.

3 "We must use bricks and stones," he said.

4 "This is going to be our new house," she said.

5 "Let's go inside," he said.

### WB Composition practice example writing (p99)

The baker came back. "I am going to open a new shop," he said.

Lots of people came to the city. "Look at these wide streets," they said.

The king talked to the builders. "This is a great new city," he said.

## Portfolio

Children copy neatly and illustrate their stories

## Homework task

Check-up 10, WB p100; answers TG p185



# 11 World festivals

## Lesson 1 Poster, Reading

**Lesson aim** Reading

**Lesson targets** Children:

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

**Key structure** *some, any*

**Key language** *some, any*

**Key words** seasons

**Materials** PB pp108–109; poster 11; CD 2 tracks 40, 44–45; Dictionary 3; flashcards 72–75; word cards for words on poster; world map or atlas

**Preparation** prepare word cards; listen to CD tracks 44–45 before the lesson

### Warm-up

Sing the sandwich song from Unit 10, page 105, CD 2 track 40.

### Poster

- 1 Point to the poster. Read out the title.  
Explain *festival* briefly. Give the class a moment or two to look.
- 2 Point to each picture. Read the phrases.  
Show the word card for each season. Class reads and says the word.
- 3 Show flashcards 72–75. Children name the seasons.  
Check that children understand that the pictures show different times of the year.
- 4 Read out the names of the countries.  
If you have a world map or atlas, show the class where in the world these countries are. Make sure they can find their own country, too.
- 5 Ask the class about festivals. Encourage them to talk about small events as well as larger ones.  
Ask *What festivals do you go to? What do you see there? What do you hear?*

### 11 World festivals



- 6 Ask about the pictures on the poster. *Which one is interesting? exciting? beautiful?*  
When children choose a picture, ask what they like about it.



- 1 Give children time to look at the pictures. Read the title. Explain seasons: *spring, summer, autumn, winter* – the four seasons.
- 2 Play tracks 44 and 45. Children listen and follow in their books.
- 3 Read one paragraph at a time. Use the Dictionary to help you to explain new words as necessary. Make up extra sentences for new words if you wish.
- 4 Ask questions about each paragraph and the play. See Resource box.
- 6 Give reading practice around the class. Ask individuals, groups or the class to read sentences or paragraphs. Give different children parts in the play. They should be familiar with how to read a playscript from their dialogue practice in Speaking lessons. Play tracks 44 and 45 a final time.

### Homework task

Children learn selected vocabulary from Unit 11 Dictionary 3. See list on p192.

## UNIT 11 World festivals

### Reading 10 Festivals in different seasons

#### An autumn festival in China

The autumn is harvest time. The moon looks very big. People hang up lanterns and eat round moon cakes.



#### A winter festival in Japan

There are ice statues and a huge snow building. You can go inside it. Children slide down a giant ice slide. There are coloured lights in the snow.

**A spring festival in Spain**  
People make giant statues. They use paper and wood. They take the statues through the streets. Then they burn them and there are fantastic fireworks.



**A summer festival in Scotland** Actors and musicians come from all over the world. There are plays every day. They tell new stories and they tell old stories, too.



Do you know the story of Androcles and the lion? It is a very old story.

There is also an emperor, two soldiers, and a storyteller.

Androcles was a slave. His master was not kind. One day Androcles ran away. He ran through the forest for hours and hours. At last he came to a stream.

Is there any water here? I am very thirsty. I must drink some water.

Grrr!

Oh! It's a huge lion. I can't run away. I am very, very tired.

Grrr owwww!

Oh, you aren't jumping on me, Mr Lion. Why not?

OWWWW!

What is wrong? Is there something in your paw?

Ooh! Ooh!

Oh, look! A big thorn! I can pull it out. Stay still, Mr Lion. ...There! It is out.

Prrrr...prrrr...

Are you going now? Well, goodbye, Mr Lion.

The lion went away into the forest. The next day, some soldiers found Androcles. They took him to the emperor.

Androcles! You ran away. Now you must go and fight a lion.

Me? Fight a lion? Oh, no. The lion is going to eat me.

Soldiers! Throw Androcles to the lion.

Come on Androcles. Come this way, go through the gate. Goodbye!

Ooh! There's the lion. It's very big.

Grr!

The lion is going to eat Androcles!

Help! It's coming! Oh, no!

Hey! Look there! The lion is sitting next to Androcles.

It's holding out its paw.

What's going on? Bring Androcles and the lion to me. Now!



### Resource box

**Text questions**  
(numbers for paragraphs)

1 What looks big in autumn? **the moon**

What lights do people hang up?  
**lanterns**

2 What can you go inside? **a huge snow building**

What can you see in the snow?  
**coloured lights**

3 What happens to the giant statues?  
**people burn them**

What can you see and hear after that?  
**fantastic fireworks**

4 Where do the actors and musicians come from? **all over the world**  
What stories do the plays tell? **old and new**

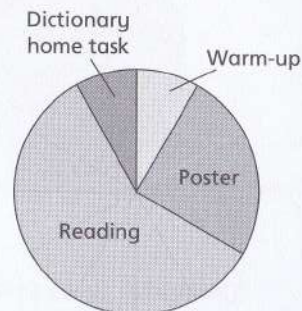
Who was Androcles? **a slave**

Where did he run away to? **the forest**  
What did he see in the forest? **a lion**  
How did Androcles help the lion? **He took a thorn out of its paw.**

Where did the soldiers take Androcles?  
**to the emperor**

What did the lion do when it saw Androcles? **sat down next to him**

### Time division





## Lesson 2 Reading comprehension and vocabulary (PB p110)

**Lesson aim** Reading comprehension; vocabulary

**Lesson targets** Children re-read *Festivals in different seasons* then:

- (PB) answer literal and deductive questions
- match sentences to pictures
- (WB) complete titles and match descriptions to pictures
- complete sentences with nouns

**Key structure** *some, any*

**Key language** *some, any*

**Words** vocabulary from Lesson 1

**Materials** PB p110; flashcards 72–75; WB p102; CD 2 tracks 44–45 (optional); atlas or world map

### Warm-up

Show your atlas or world map. Ask volunteers to point to Spain, Japan, Scotland and China.

### Read again

Remind children of *Festivals in different seasons*.

Play tracks 44 and 45 or read the text to the class. Children listen and follow in their books.

### Activity 1

Ask children to read out questions. Elicit answers and check in the usual way. Continue to prompt children to scan the text to find and check detail before they answer.

### Activity 2

These questions require children to think about what is in the text.

The answer is not found directly in what they have read.

The answers to questions 1 and 2 can be deduced if children have a good understanding of the text.

Children can work out the answers to questions 3 and 4 partly by a good understanding of the text and partly from their own experience.

There may be more than one correct answer to this kind of question.

### Activity 3

Children read the sentences and label the pictures accordingly.

### Reading comprehension and vocabulary

#### 1 Answer the questions.

- 1 Where is the autumn festival?
- 2 What do people eat in the autumn festival?
- 3 What can children do in the winter festival?
- 4 Which festival happens in Spain?
- 5 What do the people do with the statues?
- 6 When is the festival in Scotland?
- 7 Where do the actors and musicians come from?

#### 2 What do you think?

- 1 Why did Androcles run away from his master?
- 2 Why didn't the lion jump on Androcles in the forest?
- 3 Why did Androcles take the thorn out of the lion's paw?
- 4 Why didn't the lion eat Androcles?



#### 3 Read. Write the season under the correct picture.

In spring people put plants in the ground. Summer is the hottest season. In autumn people pick fruit. Winter is the coldest season.





## Reading comprehension and vocabulary (WB p102)

If children are doing this page for homework, make sure they understand the tasks. They should be able to read all the text on this page independently.

### Exercise 1

Children read the words in the box. They read the sentences in the four descriptions.

They use the words in the box to complete the title for each description.

### Exercise 2

Children write the letter for each description in exercise 1 next to the correct picture.

### Exercise 3

Children complete the sentences.



### Reading comprehension and vocabulary

1 Read. Use the words to fill the gaps.

summer Scotland Japan spring China winter autumn Spain

A The \_\_\_\_\_ festival in \_\_\_\_\_.  
People make huge white statues. The children slide down an ice slide.

B The \_\_\_\_\_ festival in \_\_\_\_\_.  
People hang up lanterns. They eat moon cakes.

C The \_\_\_\_\_ festival in \_\_\_\_\_.  
People make statues. They carry them through the streets. There are fireworks.

D The \_\_\_\_\_ festival in \_\_\_\_\_.  
People watch plays. They listen to music from all over the world.

2 Write the correct letter from exercise 1 next to the pictures.



1 \_\_\_\_\_

2 \_\_\_\_\_



3 \_\_\_\_\_

4 \_\_\_\_\_

3 Complete the sentences with the words in the box.

- Androcles was thirsty so he stopped next to a \_\_\_\_\_.
- The lion had a \_\_\_\_\_ in its \_\_\_\_\_.
- The \_\_\_\_\_ took Androcles to the \_\_\_\_\_.
- "You must \_\_\_\_\_ the lion," said the emperor.

stream  
thorn  
paw  
emperor  
soldiers  
fight



Unit 11 Completing descriptions and matching to pictures; story vocabulary

### Resource box

#### PB answers

P110 Activity 1: 1 China 2 round moon cakes 3 slide down a giant ice slide 4 the spring festival 5 burn them 6 in the summer 7 all over the world

Activity 2: Suggested answers: 1 because he was unkind 2 because it had a thorn in its paw 3 good suggestions from the class could include: Androcles was a kind person; Androcles was a brave person; He helped the lion because he wanted it to go away. 4 Because he helped him.

Activity 3: 1 autumn 2 spring 3 winter 4 summer

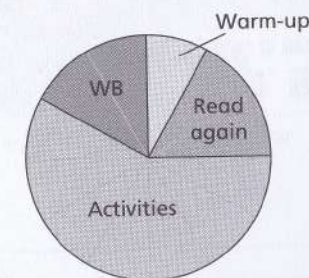
#### WB answers

P102 Exercise 1: A winter, Japan B autumn, China C spring, Spain D summer, Scotland

Exercise 2: 1 B 2 C 3 D 4 A

Exercise 3: 1 stream 2 thorn, paw 3 soldiers, emperor 4 fight

### Time division





## Lesson 3 Speaking (PB p111) Study skills

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

**Lesson targets** Children:

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

**Informal everyday expressions** *At last! I don't believe it! Very nice! Lucky you! Yes, please. Come and see!*

**New words** *theatre, show*

**Materials** PB p111; CD 2 tracks 46–47; poster 11; WB p103; Dictionary 3

**Preparation** listen to CD 2 track 46 before the lesson

### Warm-up

Ask the class what happened in Part 4 of the story *Stop, thief!*

Prompt if necessary: *Where were the children? Where was the thief? What did the bridge do?*

### Activity 1

Children look at PB page 111. Read the title of Part 5. Ask the class where the children are now. **outside a big building** They should notice *Summer festival* in the picture. Tell children to cover the dialogue text and look at the picture. Play track 46. Children listen.

### Activity 2

Children open their books and look at the dialogue. Play track 46 again. Children listen and follow. Check children understand the new words. Use the Dictionary if you wish.

### Activity 3

Play track 47. Children listen and repeat in the pauses. Encourage them to use the same expression and intonation.

### Activity 4

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

### Activity 5

Children act the dialogue without their books if possible. Encourage children to remember their lines as much as possible and to speak without reading their lines word by word.

### Speaking

- 1 Talk about the picture. 2 Then listen. 2 Listen and read.



- |  |   |
|--|---|
| We're on the other side of the river.    | Are there any famous actors?            |
| At last!                                 | No, there aren't any famous people.     |
| Where's the thief?                       | I don't believe it! Look at that photo! |
| I can't see him.                         | It's him! It's the thief!               |
| I'm never going to get my suitcase now.  | Perhaps he's inside the theatre.        |
| What's this big building?                | The doors are shut.                     |
| It's the Children's Theatre.             | Perhaps there's a door at the back.     |
| 'Summer Festival'.                       | Come on! Let's have a look!             |
| Look! There are some photos of the show. |   |

- 3 Listen and say. 4 Talk about the story. 5 Now you!



## Study skills (WB p103)

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

### Exercise 1

Children write letters in alphabetical order. Point out the alphabet at the top of the page for them to check their work.

### Exercise 2

Children write the words in alphabetical order. Remind them to look at the first letter of each word.

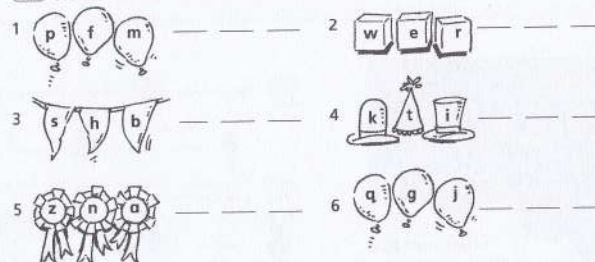
### Exercise 3

Children match words and definitions.

### Study skills

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

#### 1 abc Write the letters in the correct order.



#### 2 abc Write the words in the correct order.

- |                |                 |
|----------------|-----------------|
| 1 nail axe van | 2 big tall long |
| 3 sob tear cry | 4 lift mall buy |
| 5 walk run hop | 6 fish hen duck |

#### 3 Read and write. Use the words in the box.

stream lantern autumn paw winter thorns

- This is the time between summer and winter. \_\_\_\_\_
- A lamp. You can hang it in a tree or in your house. \_\_\_\_\_
- The foot of an animal (a cat or a dog). \_\_\_\_\_
- A small river. \_\_\_\_\_
- Some plants have these. They are sharp. \_\_\_\_\_
- The coldest time of the year. \_\_\_\_\_

Check! Look in your Dictionary.

### Resource box

#### Story questions (p111)

Where are the children? *on the other side of the river, outside a building*

What is the building? *the Children's Theatre*

What can they see outside the building? *photos of the show*

Who is in one of the photos? *the thief*

Where are the children going to go now? *round the back*

Why? *They are going to look for a door.*

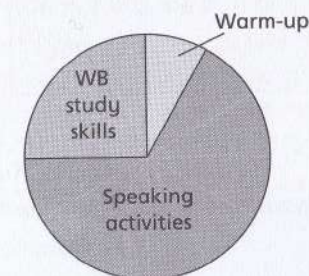
#### WB answers

P103 Exercise 1: 1 f m p 2 e r w 3 b h s  
4 i k t 5 a n z 6 g j q

Exercise 2: 1 axe nail van 2 big long tall  
3 cry sob tear 4 buy lift mall 5 hop run walk 6 duck fish hen

Exercise 3: 1 autumn 2 lantern 3 paw  
6 stream 5 thorns 6 winter

#### Time division





# Lesson 4 Grammar (Session 1) Grammar in conversation (Session 2) (PB pp112–113)

**Lesson aim** Grammar

**Lesson targets** Children:

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

**Key structure** (session 1) *some, any*

**Key language** (session 2) *some, any*

**Key words** food and drink

**Materials** PB pp112–113, CD 2 tracks 48–50; WB pp104–105

## Session 1 Warm-up

Play an *Action mime game* with verb cards of your choice. (see Games p186)

## Session 2 Warm-up

Put up Poster 11. Ask questions, e.g. *Is there any snow? fire? Which picture? Are there any lanterns? statues?*

### Activity 1

Children look at the picture. Ask what they can see on the table. Class names as many items as they can.

Ask two children to read the bubbles. Ask a volunteer to read the first sentence.

Children look and say *Yes* or *No*.

Children may practise this again in pairs.

### Activity 2

Ask pairs to read the bubbles. Write the first prompt words on the board. Help the class to compose the question. Elicit a short answer. Continue with the other prompt words.

Children practise questions and answers in pairs. See Resource box.\*

**Grammar**

1 Look! There is some juice in a jug.

There are some cakes on a plate.

**Read and say Yes or No.**

1 There is some fruit in a basket.	2 There is some water in a bottle.
3 There is some chicken on the table.	4 There are some sandwiches on a plate.
5 There are some grapes in the basket.	6 The girl has got some flowers in her hair.

Talk about the picture.

2 Look!

Is there any water in the jug?

Are there any cakes on the plate?

No, there isn't any water in the jug.

No, there aren't any cakes on the plate.

**Ask and answer.**

1 juice – jug	2 fruit – basket	3 water – bottle
4 sandwiches – plate	5 grapes – basket	6 flowers – jug

Unit 11 some, any

**Grammar in conversation**

1 Listen and read.

What have you got in your lunch box?

I've got some cheese sandwiches.

Have you got any fruit?

Have you got any grapes?

I've got an apple but I haven't got any grapes.

What else have you got?

I've got some chocolate and some little cakes.

Very nice! Lucky you!

I left my lunch box at home.

Yes, please.

Would you like a sandwich?

2 Listen and say.

3 Now you!

4 Listen and say.

This is my secret box.

These are my treasures. Come and see!

A golden leaf, a blue-green stone,

A pretty ring, a silver key,

A shark's tooth, a pink shell,

Listen! You can hear the sea!

An eagle's feather, a shiny penny.

These are my treasures. Have you got any?

Unit 11 some, any

### Activity 1

Point out the boy and girl. Explain that the girl is holding her lunch box.

Tell the class to listen to the children in the photos. Play track 48. Children follow in their books.

### Activity 2

Children listen to track 49 and repeat in the pauses.

### Activity 3

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

### Activity 4

Ask children if they can name the objects in the picture. Play track 50. Children listen and follow the first time. Read the words with the class. Play track 50 again. Children join in. They may learn the poem if you wish.

Children complete WB p104 in class time or for homework.



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

## Exercise 1

Children complete the sentences. Remind them that for plural objects we use *There are some...*







For nouns that do not have a plural *s* we use *There is some...*

## Exercise 2







Children write complete negative sentences.

### Grammar

1 Complete the sentences with *There is some* or *There are some*.

- 1  \_\_\_\_\_ grapes on the plate.
- 2  \_\_\_\_\_ water in the jug.
- 3  \_\_\_\_\_ juice in the bottle.
- 4  \_\_\_\_\_ apples in the basket.
- 5  \_\_\_\_\_ children at the table.
- 6  \_\_\_\_\_ chicken on the plate.

2 Answer the questions.

- 1  Is there any juice in the jug?  
*No, there is not any juice in the jug.*
- 2  Are there any cakes on the plate?
- 3  Are there any plates on the table?
- 4  Is there any fruit in the basket?
- 5  Is there any tea in the cup?
- 6  Are there any flowers in her hair?

Unit 11 There is some/There are some; There is not any/There are not any

### Grammar in conversation

1 Complete the sentences with *some* or *any*.

- 1 My mother has got \_\_\_\_\_ friends in Spain.
- 2 I can't see \_\_\_\_\_ children in the playground.
- 3 Is there \_\_\_\_\_ food in the pot?
- 4 Sam took \_\_\_\_\_ photos with his new camera.
- 5 Have you got \_\_\_\_\_ money in your pocket?
- 6 There aren't \_\_\_\_\_ swans on the river.
- 7 Are there \_\_\_\_\_ horses in the field?
- 8 Joe bought \_\_\_\_\_ CDs at the supermarket.
- 9 I haven't got \_\_\_\_\_ chocolate in my lunchbox.

2 Complete the conversation. Use the words in the box.

- What have you got in your lunchbox?  
I've got \_\_\_\_\_ chicken sandwiches.  
What \_\_\_\_\_ have you got?  
Have you got \_\_\_\_\_ fruit?  
Yes, I've got some \_\_\_\_\_.  
Have you got any sweets?  
No, I haven't got any \_\_\_\_\_ but  
I've got some \_\_\_\_\_.  
Can I have \_\_\_\_\_?  
What's the \_\_\_\_\_? Are you \_\_\_\_\_?  
Yes, I am!



sweets  
cakes  
some  
one  
hungry  
any  
else  
grapes  
matter

Unit 11 some, any

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

## Exercise 1

Remind children that they should use *some* in affirmative statements and *any* in questions and negative statements.

## Exercise 2

Children complete the dialogue. Encourage them to do this without using their PBs but to check their work afterwards.

## Resource box

### \*Pair work Grammar Activity 2 (PB p112)

Children work in pairs at their desks. They take turns to say the questions and give the short answer. If necessary, bring an able pair forward to demonstrate the activity. Give the class three minutes to speak in pairs. Then let one or two pairs demonstrate a few questions and answers.

### \*\*Pair work Grammar in conversation, Activity 3 (PB p113)

Children practise the dialogue in pairs at their desks. Encourage children to talk about different food. If children do not have lunch in school, tell them to think of food that they like, or that they eat at break. Give pairs three minutes to practise the dialogue.

Let one or two pairs stand up and say their conversations to the class.

### PB answers

P112 Activity 1: 1 Yes 2 Yes 3 No 4 Yes 5 No 6 Yes

### WB answers

P104 Exercise: 1 There are some 2 There is some  
3 There is some 4 There are some 5 There are some.  
6 There is some

Exercise 2: 2 No, there are not any cakes on the plate.  
3 No, there are not any plates on the table.  
4 No, there is not any fruit in the basket.  
5 No, there is not any tea in the cup.  
6 No, there are not any flowers in her hair.

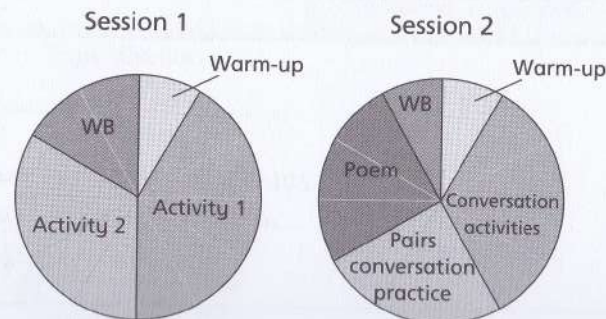
P105 Exercise 1: 1 some 2 any 3 any 4 some  
5 any 6 any 7 any 8 some 9 any

Exercise 2: some, else, any, grapes, sweets, cakes, one, matter, hungry

## Grammar Practice Book

Children may begin Unit 11 when they have completed the PB and WB Grammar pages. They should complete it before the end of PB / WB Unit 11.

### Time division





## Lesson 5 Listening, Phonics (PB p114) Use of English

**Lesson aim** Listening, spelling and pronunciation, Use of English

**Lesson targets** Children:

- listen to a story and match pictures to parts of the story
- listen for detail
- practise saying, reading and spelling words with *or*
- (WB) learn about using commas in a list

**Key structure and language** from the unit

**Target words** *for, morning, thorn, shorts, sport, or*

**Materials** PB p114; CD 2 tracks 51–52; WB pp106–107

### Warm-up

Say the secret box poem from PB p113.

### Listening

#### Activity 1

Ask a few questions about the story of Androcles before children look at the pictures, e.g. *Where did Androcles run away to? the forest* *What animal was in the forest? a lion* *What did it have in its paw? a thorn* *What did Androcles do? he took it out*

Children look at the pictures.

Play track 51. Children listen and point to the pictures of the events as they hear them described.

#### Activity 2

Children listen to track 51 again and write the letter of the picture.

Be prepared to play the track a third time for children to listen again or check.

#### Activity 3

Ask a child to read the first sentence with the gaps. Ask for suggestions to fill the gaps. Write them on the board. If there is more than one suggestion for the gap, tell the class to read again and think what the correct answer is. Children write the words.

Do the same with the other sentences. Play track 51. Children listen and check their answers.

### Phonics

Point out the box. Tell children to follow in their books and repeat in the pauses.

Play track 52. Make sure children repeat the sound and word accurately.

Play track 52 again. Children listen and follow the rhyme. Children say the rhyme.

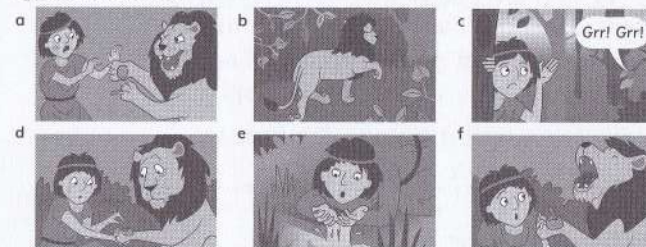
They may learn it if you wish.

Children open their WBs at p106. They complete the WB Phonics page now or for homework. If it is for homework, make sure they understand the tasks.

### Listening

1 Do you remember the story of Androcles and the lion?

Listen and point.



2 Listen again and write the letters.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_

3 Complete the sentences.

1 Androcles stopped by a \_\_\_\_\_ because he was tired and \_\_\_\_\_.

2 A \_\_\_\_\_ lion walked towards Androcles. He was very \_\_\_\_\_.

3 Androcles pulled a \_\_\_\_\_ out of the lion's \_\_\_\_\_.

Listen again and check.

Phonics Look and listen!



or morning



Good morning, good morning  
It's time for sports.  
Please put on your shorts.  
It's our morning for sports.

Now look at WB p107 Use of English

### Use of English

Now turn to WB page 107.



Remind the class of the sound *or* and *morning*.

### Exercise 1

Children complete the words and write the whole word. Children read the words.

### Exercise 2

Children find the words in the wordsearch then write them.

### Exercise 3

Children complete the sentences. Remind them to use words from exercise 1.

#### Phonics



Remember!

or morning



1 Write *or*. Write the words. Read the words.

f \_ m \_ rning th \_ n sh \_ ts sp \_ t \_

2 Circle the words. Write the words.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

g	m	o	r	n	i	n	g	a
n	d	f	t	h	a	r	n	g
b	r	o	r	s	t	e	n	p
u	w	f	a	f	a	r	b	y
g	s	p	o	r	t	s	a	n
w	a	n	s	h	a	r	t	s

3 Complete the sentences. Use words from exercise 1.

- 1 The lion had a \_\_\_\_\_ in its paw.
- 2 Ben is wearing blue \_\_\_\_\_.
- 3 I've got a present \_\_\_\_\_ you.
- 4 Which \_\_\_\_\_ do you like best?
- 5 We can go to the mall \_\_\_\_\_ we can go to the beach.



Unit 11 Long or vowel sound

#### Use of English



Read this!

The fireworks were red, blue and green.

comma

1 Look and read.

Do you remember?

red, blue, pink

beans, chips, peas

I like red, blue and pink.

I like beans, chips and peas.

We put a comma between each word in a list.

In a sentence we write *and* before the last word in the list.

There is no comma before *and*.

2 Read. Circle the commas. Underline *and*.

1 In the fruit shop there were oranges, apples, bananas, melons and lemons.

2 In my bag there is a skirt, a dress, shorts and a T-shirt.

3 Read the lists. Write sentences.

1 I like  
pizza  
fish  
rice  
tomatoes

2 You must wear  
a T-shirt  
shorts  
trainers

3 I am going to buy  
a CD  
a book  
a hat  
a bag

4 On the beach we saw  
shells  
crabs  
a starfish  
a jellyfish

1 I like pizza, fish, rice and tomatoes.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

Unit 11 Commas and *and* in a list

Write the sentence on the board. Class reads. Circle the comma.

### Exercise 1

Go through the presentation of the rule with the class. Write the example phrases and sentences on the board. Invite volunteers to circle commas and underline *and*.

### Exercise 2

Write up the sentence. Volunteers circle the commas and underline *and*. Check their work with the class. Children write in their books.

### Exercise 3

Children write lists in sentences using commas and *and*. Point out the example. Do another on the board if you wish.

## Resource box

**Audioscript** (CD 2 track 51) **Listening Activities 1 and 2** (PB p114)

Androcles was in the forest. He came to a stream. He was very tired and thirsty. "I must drink some water," he said. Androcles heard a noise. "Grrr! Grrr!" What was it? Was it a lion?

Yes, it was a lion. The huge animal walked towards Androcles. He was very scared.

But the lion did not jump on Androcles. It sat down and held out its paw. Androcles saw a big thorn in the lion's paw.

"I can help you, Mr Lion," said Androcles. "Stay still." And he pulled the thorn out of the lion's paw.

The lion looked at Androcles. Androcles looked at the lion. The lion stood up and slowly walked away into the forest.

#### PB Answers

**P114 Activity 2:** 1 e 2 c 3 a 4 f 5 d 6 b

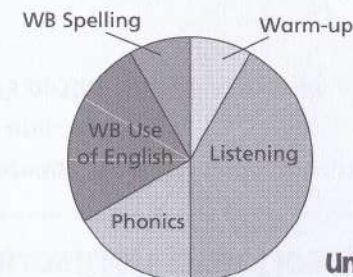
**Activity 3:** 1 stream, thirsty 2 huge, scared 3 thorn, paw

#### WB answers

**P106 Exercise 2:** 1 morning 2 thorn 3 or 4 for 5 sport 6 shorts

**Exercise 3:** 1 thorn 2 shorts 3 for 4 sport 5 or

#### Time division





## Lesson 6 Class composition (Session 1) Writing preparation, Composition practice (Session 1) (PB p115)

**Lesson aim** Writing

**Lesson targets** Children:

- (session 1) complete a play scene with teacher support
- (session 2) (WB) think of ideas and make notes for a play scene
- (session 2) (WB) complete a play scene independently

**Key structure and language** from this and previous units

**Vocabulary** from the unit

**Materials** PB p115; WB pp108–109; CD 2 track 45

### Session 1 Warm-up

Ask children what stories they know with animals in. Write the titles on the board. They should remember *Red Riding Hood* (wolf), *Jack and the Beanstalk* (cow and hen), *The Three Goats*, *The Ugly Duckling*. List any others they can name.

### Class composition

1 Remind the class about the play they read on page 109. Children look at the page. Play CD 2 track 45 to the class again or let children take parts and read to the rest of the class.  
Ask a few questions, e.g. *Why did Androcles run away? He ran away because his master was not kind. How did Androcles help the lion? He took a thorn out of its paw. How did the lion help Androcles? It did not eat him.*

2 Children look at page 109.  
Remind them that in a play only the words that the person says are on the page. Ask a child to read the first line on p115.  
Explain that the emperor is going to ask Androcles some questions.  
Ask a child to read the first question. Write it on the board.  
Ask *What does Androcles say?* Prompt / Elicit the answer. Write it on the board.

3 Continue with the other questions.  
Children may need to look back at page 109 to answer the question *What happened?* Accept suggestions for lines that are correct and make sense in the dialogue. They need not be identical to the example in the Resource box.  
When the dialogue is complete, let several pairs of children read it to the class.

4 Erase the writing from the board. Children complete the dialogue in their books.

### Class composition

1 Read what happened next to Androcles and the lion.

Write what Androcles says.



The soldiers took Androcles and the lion to the emperor.



Why did you run away from your master?



Where did you go?



What happened?



Did the lion jump on you?



What did the lion do?



What was wrong?



What did you do?

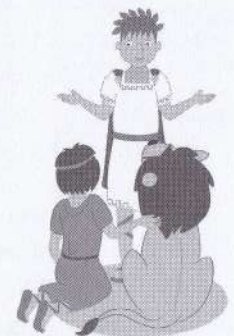


My soldiers caught this lion yesterday. Is it the same lion?



The lion did not hurt you because you helped it in the forest.

You are a kind man, Androcles. You can go free and the lion can go too.





## Session 2 Warm-up

Ask children *Which do you like – the city? the beach? the forest?* Let children answer around the class. Ask what they like in each place.

Explain they are going to choose how the play about Androcles ends. Ask volunteers to read the first sentences about Androcles and the words in the box. Make sure children realise that the choice of city or forest is their own. In step 1, the adjectives they choose must make sense with the place they chose.

Go through the rest of the page together. Make sure children understand what to do at each step and pause for them to complete it.

## Resource box

### PB Class composition example writing

I ran away because he was not kind.  
I went to the forest.  
I was thirsty. I stopped next to a stream.  
Then I saw the lion.  
No, it didn't.  
It held out its paw.  
There was a thorn in its paw.  
I pulled out the thorn. Then the lion went away.  
Yes, it is.  
Thank you, emperor.

### WB Composition practice example writing

(structure of sentences are suggested: details are children's own choice)

I am going to go to the...  
Because it is ..., ... and ...  
Yes, I am going to build a house.  
I am going to use ..., ... and ...  
I am going to build it ...  
Yes, I am going to have a garden.  
I am going to grow ..., ... and ...  
Yes, you can.

### Writing preparation

Read. Think about the questions. Write your answers.  
Androcles and the lion left the city. Now they are walking along the road.  
Androcles is thinking. Where he is going to go?



busy quiet beautiful friendly interesting fun

Does Androcles choose the city or the forest? Why? Write three reasons.

Androcles chooses \_\_\_\_\_ because it is \_\_\_\_\_, \_\_\_\_\_ and I \_\_\_\_\_.

Androcles is thinking about a house. He can build a house. What can he use? Choose three things.

wood bricks stone metal

Androcles can use \_\_\_\_\_ and \_\_\_\_\_.

Androcles is thinking. Where can he build his house? Choose a place.

Remember to use a preposition, *next to*, *under* or *in*.



Androcles can build his house \_\_\_\_\_.

Androcles is thinking about a garden. What vegetables can he grow in his garden? Choose three.



Androcles can grow \_\_\_\_\_ and \_\_\_\_\_ in his garden.

Unit 11 Making notes

### Composition practice

Write what Androcles says. Use your notes on page 108 to help you.

- After a few minutes, the lion spoke.
- The emperor was very kind.
- Androcles was very surprised.
- Mr Lion! You can speak!
- Yes, I can speak. Where are you going to go now, Androcles?
- Why?
- Are you going to build a house?
- What are you going to use?
- It is going to be a very good house. Where are you going to build it?
- Are you going to have a garden?
- What vegetables are you going to grow?
- It's going to be a very nice garden. Can I come and live in your house?
- Androcles built the house and the lion helped. They made a beautiful garden next to the house and they lived there very happily.

## Portfolio

Children may make neat copies of their plays.

## Homework task

Check-up 11, WB p110; answers p185

Explain the task is to write the end of the play. Ask three children to take the parts of the storyteller, the lion and Androcles. They read the first lines.

Explain the task: children write the answers to the lion's questions. They use their sentences on page 108 to help them write Androcles' answers. Remind them they must write complete sentences.

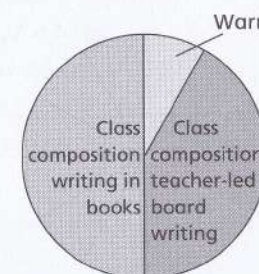
Children complete the dialogue. Go round helping and monitoring as they write.

Let some pairs read their completed dialogues.

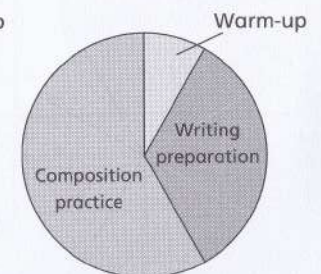
If you wish, children can perform the dialogue from *Reading, Class composition* and *Composition practice* as a complete play. The dialogue could be recorded for children's portfolios. Children could also perform the play to another class or for parents at the end of term.

## Time division

### Session 1



### Session 2





## Lesson 1 Poster, Reading

**Lesson aim** Reading

**Text type** descriptive information

**Lesson targets** Children:

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

**Key structure** dates

**Key language** 6th May 1889

**Key words** cities and countries

**Materials** PB pp116–117; CD 2 track 53; poster 12; Dictionary 3; word cards for words on the poster; world map or atlas

**Preparation** make word cards; listen to CD track 53 before the lesson

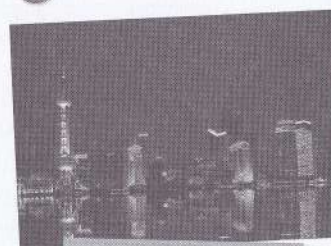
### Warm-up

Ask children what big cities they can name, in their own country or anywhere in the world. Write a list on the board.

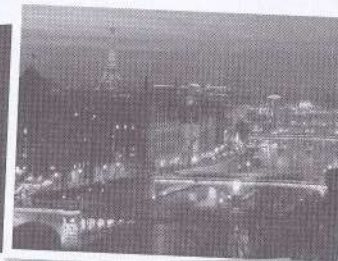
### Poster

- 1 Point to the poster. Read out the title.  
Give the class a moment or two to look.
- 2 Point to each picture. Read the name of the city and the country. Show the word cards.  
Class reads and says the words.
- 3 Put up a world map if you have one or show the class an atlas.  
Help them to find any country they do not already know.
- 4 Ask children if they already know about any of these buildings or cities.  
Ask them to tell you anything they know or can say from their own experience. For example, some children may have family or friends in one of these countries.
- 5 Ask children which building they think looks the most interesting. Ask them to guess which is the oldest.

### 12 Cities at night



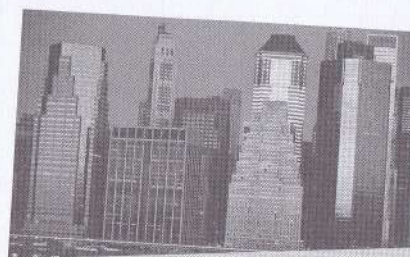
Shanghai China



Paris France



Moscow Russia



New York United States of America



Dubai United Arab Emirates



- 1 Give children time to look at the pictures. Read the title. Point out the map. Explain that the small black circle shows where each city is.
- 2 Play track 53. Children listen and follow in their books.
- 3 Read one paragraph at a time. Use the Dictionary to help you to explain new words as necessary. Help children to find new words. Make up extra sentences for new words if you wish.
- 4 Ask questions about each paragraph. See Resource box.
- 5 Give reading practice around the class. Ask individuals, groups or the class to read sentences or paragraphs. Play track 53 a final time.

### Homework task

Children learn selected vocabulary from Unit 12 Dictionary 3. See list on p192.

**UNIT 12**

**Cities at night**

Reading

**Buildings around the world**

Cities look fantastic at night. In the evening the sun goes down. The sky gets darker and darker. Slowly the bright colours go, too. Everything looks grey. Then the lights come on. Silver metal shines and the colours are bright again. Cities look different at night. There are glittering lights and dark shadows. The buildings look beautiful.



**Moscow**

This building is in Moscow. Moscow is the biggest city in Russia. There are nine different towers and they are painted different colours. What do you think it looks like? Lots of giant ice creams? An enormous cake? The colours are bright but this building is more than 450 years old.



**Paris**

This is Paris. It is the biggest city in France. In the middle of it stands a famous tower. It is 300 metres tall and more than 100 years old. It first opened on 6th May 1889. It looks like a tall metal giant. He is standing still in the middle of the city.

**New York**

This is New York in the United States of America. There are many tall buildings in this city. New York is on an island. These buildings are close to each other. They look like huge glittering rocks standing in the sea.





**Shanghai**

This tower is new. It is in Shanghai. Shanghai is a very big city in China. What does the tower look like? A space ship? A strange plant? Parts of the building are round. They look like huge shiny balls.



**Dubai**

Dubai is a city with many new buildings. It is in the United Arab Emirates. This tall building is a hotel. It opened on 1st December 1999. It looks like a ship's sail. It stands on a very small island next to the beach. It is the only building on the island.

116 Unit 12 Reading: factual and descriptive information

Unit 12 Reading: factual and descriptive information 117

### Resource box

#### Text questions (numbers refer to sections)

1 What happens in the city when the sun goes down? **Bright colours go, everything looks grey.**

How do buildings look at night? **beautiful**  
Why? **There are lights on them.**

2 How old is the tower in Paris? **100 years**  
What does it look like? **a tall metal giant**

3 Where is Shanghai? **China**

What shape are parts of the building? **round**

4 How many towers are there? **nine**

What colours are the towers? **different colours**

How old is the building? **450 years**

5 What is New York city on? **an island**

What does the city look like? **huge glittering rocks standing in the sea**

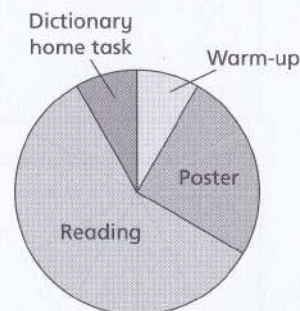
6 What is the building? **a hotel**

When did it open? **1st December 1999**

What does it look like? **a ship's sail**

How many buildings are on the island? **one**

### Time division





## Lesson 2 Reading comprehension and vocabulary (PB p118)

**Lesson aim** Reading comprehension; vocabulary

**Lesson targets** Children re-read *Buildings around the world* then:

- (PB) choose correct endings to sentences
- categorise words; match pictures to city names
- (WB) match statements to pictures
- complete a description with given words

**Key structure** dates

**Key language** 6th May 1889

**Words** vocabulary from Lesson 1

**Materials** PB p118; WB p112; Dictionary 3; CD 2 track 53

### Warm-up

Ask children to tell you which country these cities are in:  
*London, Paris, Moscow, Dubai, Shanghai, New York.*

### Read again

Remind children of *Buildings around the world*.

Play track 53 or read the text to the class. Children listen and follow in their books.

### Activity 1

Give children a minute or two to look over all the sentences and the endings.

Ask a volunteer to read and complete the first sentence.

Encourage children to look back and check the text during this activity.

Check that everyone agrees with each answer. Children circle in their books.

### Activity 2

Ask a child to read the words in the box.

Ask for suggestions for words to include in each category.

Refer children to their dictionaries if necessary.

Write words in each list on the board. Children write in their books.

### Activity 3

Children write the city where each building is found.

### Reading comprehension and vocabulary

#### 1 Read. Circle ending A or B.

- |   |                   |                   |
|---|-------------------|-------------------|
| 1 In the evening the sun                  | A goes away.      | B goes down.      |
| 2 Cities look different                   | A at night.       | B in the light.   |
| 3 In the middle of Paris there is         | A a famous giant. | B a famous tower. |
| 4 The tower in Shanghai is                | A new.            | B very big.       |
| 5 The building in Moscow is over 450      | A metres high.    | B years old.      |
| 6 New York is on                          | A huge rocks.     | B an island.      |
| 7 The hotel in Dubai is the only building | A on the island.  | B on the beach.   |

#### 2 Find three words to do with light. Find three words to do with night.

grey glitter shadow night bright shine dark

light \_\_\_\_\_

night \_\_\_\_\_



#### 3 Where are these buildings? Write the cities.

Dubai Paris New York Moscow Shanghai



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



## Reading comprehension and vocabulary (WB p112)

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

### Exercise 1

Children read the descriptions and write the letter of the correct picture next to each one.

### Exercise 2

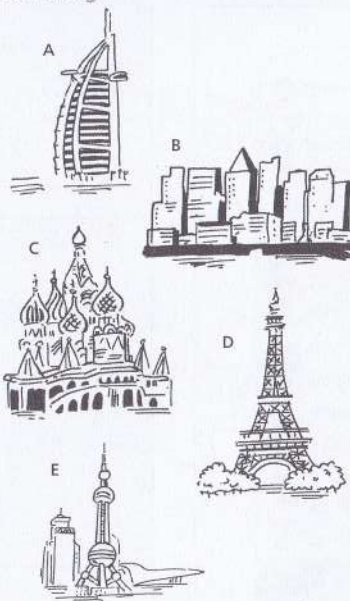
Children complete the sentences. They may use their dictionaries or refer to the text if necessary.

## UNIT 12

### Reading comprehension and vocabulary

#### 1 Read and match.

- 1 This tower is tall. It is made of metal and it stands in the middle of the city. It opened more than 100 years ago. ☐
- 2 This tower is in a big city. At night it looks shiny and bright. It is new and it looks very tall and thin. ☐
- 3 These buildings are on an island. They are tall and they are close together. At night they look like a huge ship on the sea. ☐
- 4 This building is on an island. It looks like a ship with a huge sail. It is a hotel and it is the only building on the island. ☐
- 5 This building is not very tall but it is very old. It has nine towers and they are all different. ☐



#### 2 Complete the sentences with the words in the box.

shadows brightly lights night  
glitter dark down



In the evening the sun goes \_\_\_\_\_ and it gets \_\_\_\_\_.  
Then the \_\_\_\_\_ come on. Cities look beautiful at \_\_\_\_\_.  
The lights \_\_\_\_\_ and there are dark \_\_\_\_\_. The silver metal shines \_\_\_\_\_.

### Resource box

#### PB answers

P118 Activity 1: 1 B 2 A 3 B 4 A 5 B  
6 B 7 A

Activity 2: *light*: glitter, bright, shine  
*night*: grey, shadow, dark

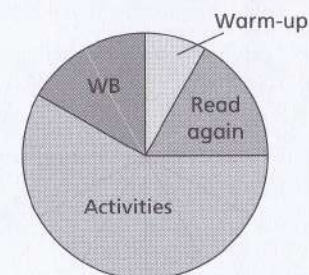
Activity 3: 1 Shanghai 2 New York  
3 Moscow 4 Paris 5 Dubai

#### WB answers

P112 Exercise 1: 1 D 2 E 3 B 4 A 5 C

Exercise 2: down, dark, lights, night, glitter,  
shadows, brightly

### Time division





## Lesson 3 Speaking (PB p119) Study skills

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

**Lesson targets** Children:

- listen to a dialogue; listen and repeat the dialogue
- understand the story and answer oral questions
- read and act the dialogue
- (WB) practise sequencing and ordering a text

**Informal everyday language** *What's going on? Well, I don't understand. I'm really sorry. That's OK. Don't worry.*

**New words** *costume, understand, afterwards*

**Materials** PB p119; CD 2 tracks 54–55; poster 12; WB p113; Dictionary 3

**Preparation** listen to CD track 54 before the lesson

### Warm-up

Ask the class what happened in Part 5 of *Stop Thief!* e.g. *Where were the children? What did they see outside the theatre? What did they do?*

### Activity 1

Children look at PB page 119. Read the title of Part 6.  
Tell children to cover the dialogue text and look at the picture.  
Ask children who is in the picture. Do they have any idea what is happening?  
Listen to their suggestions, then tell them they are going to find out.  
Play track 54. Children listen.

### Activity 2

Children open their books and look at the dialogue. Play track 54 again.  
Children listen and follow.  
Check children understand the new words. Use the Dictionary if you wish.

### Activity 3

Play track 55. Children listen and repeat in the pauses.  
Encourage them to use the same expression and intonation.

### Activity 4

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

### Activity 5

Children act the dialogue without their books if possible.  
Encourage children to remember their lines as much as possible and to speak without reading their lines word by word.

### Speaking

- 1 Talk about the picture. 2 Then listen. 2 Listen and read.



- |  |  |
|--|--|
| <p>You can't run away this time.</p> <p>What's going on? Why are you following me?</p> <p>Because you've got my suitcase.</p> <p>It isn't yours.</p> <p>Well, whose suitcase is it?</p> <p>It's mine.</p> <p>Who are you?</p> <p>My name's Alan. I'm an actor.</p> <p>What's in that suitcase?</p> <p>My costume for the play. Look!</p> <p>I don't understand. Where's my suitcase?</p> | <p>Ring-a-ding-a-ding-dong!</p> <p>Oh, it's my mobile. Hello? Yes...Yes... OK. Goodbye.</p> <p>Who was that?</p> <p>Toby's mum. Toby! You left your suitcase at home!</p> <p>What? Toby!</p> <p>Alan, I'm really, really sorry.</p> <p>That's OK. Don't worry! Come and see the play. There are fireworks afterwards.</p> <p>Oh, wow! Fantastic! Thanks, Alan!</p> |
|--|--|

- 3 Listen and say. 4 Talk about the story. 5 Now you!



## Study skills (WB p113)

The exercises on this page practise sequencing.

Children should be able to do this work independently once the tasks have been explained.

### Exercise 1

Children look at the pictures and order the story.

If you wish, check they have identified the first one correctly before they order the rest.

### Exercise 2

Children write the words in each sentence in order.

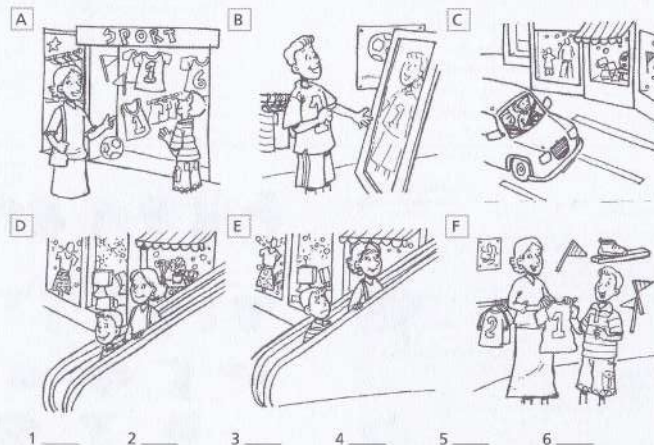
Remind them to look at the pictures to help them order the words to make sense.

### Exercise 3

Children read all the sentences in order to check they make sense and tell the story correctly.

### Study skills

1 Put the story in the correct order. Write the letters.



2 Write the words in the correct order.

- 1 mum went Mark and his the mall. to \_\_\_\_\_  
happy. Mark not was \_\_\_\_\_
- 2 escalator. up they First went the \_\_\_\_\_  
\_\_\_\_\_
- 3 shop looked the window. sports in They \_\_\_\_\_  
\_\_\_\_\_
- 4 into They the went shop. \_\_\_\_\_  
\_\_\_\_\_
- 5 Mark new his football liked clothes. \_\_\_\_\_  
\_\_\_\_\_
- 6 went escalator. down the They \_\_\_\_\_  
very Mark was happy. \_\_\_\_\_

3 Read the story.



### Resource box

Story questions (PB p119)

What is the name of the thief? **Alan**

What is he? **an actor**

Is he really a thief? **no**

Whose is the suitcase? **Alan's**

Where is Toby's suitcase? **He left it at home.**

What does Toby say to Alan? **sorry**

What does Alan say? **come and see the show**

What is happening after the show? **fireworks**

WB answers

P113 Exercise 1: 1 C 2 E 3 A 4 F/B 5 B/F 6 D

Exercise 2: 1 Mark and his mum went to the mall. Mark was not happy.

2 First they went up the escalator.

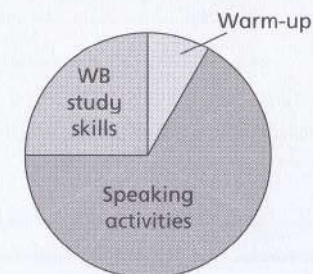
3 They looked in the sports shop window.

4 They went into the shop.

5 Mark liked his new football clothes.

6 They went down the escalator. Mark was very happy.

### Time division





# Lesson 4 Grammar (Session 1) Grammar in conversation (Session 2) (PB pp120–121)

**Lesson aim** Grammar

**Lesson targets** Children:

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

**Key structure** (session 1) possessive pronouns

**Key language** (session 2) dates

**Key words** clothes, personal items; birthday dates

**Materials** PB pp120–121; CD 2 tracks 56–59; WB pp114–115

## Session 1 Warm-up

Sing a song from the book that the class has enjoyed.

## Session 2 Warm-up

Practise possessive pronouns around the class with personal items.  
Ask *Whose bag / books / pencils / ruler, etc is this / are these?*

### Activity 1

Children look at the picture. Explain that the actors have mixed up their clothes.

Ask two children to read the bubbles.

Write *mine, yours, his, hers* on the board. Demonstrate the pronouns with personal objects around the class.

Go through the activity with the class. Help them decide which objects belong to whom and what each person is saying.

Children practise again in pairs.

### Activity 2

A pair reads the bubbles.

Help the class answer for each person as in Activity 1.

Children practise questions and answers in pairs. See Resource box.\*

**Grammar**

1 Look!

This shoe is yours.

This shoe is his.

This hat is mine.

This hat is hers.

Mine or yours? What are they saying?

1 2 3 4

His or hers? Point and say.

1 2 3 4 5 6

2 Look!

These hats are ours.

These boots are theirs.

What are they saying?

1 2 3 4

Unit 18 mine, yours, his, hers, ours, theirs

**Grammar in conversation**

1 Listen and sing.

January, February, March,  
April, May and June,  
July, August, September,  
October, November, December.  
These are the months of the year.  
These are the months of the year.

2 Listen and read.

What's the date today?

It's the fifteenth of May.

When's your birthday, Joe?

It's on the ninth of August.

When's your birthday, Helen?

It's on the twenty-second of October.

How about you, Sam?

When's your birthday?

That's today!

It's on the fifteenth of May.

Yes, today's my birthday.

Happy birthday, Sam!

3 Listen and say. Now you!

Unit 12 Dates

### Activity 1

Ask children to scan the text. Ask *What is the song about? the months of the year*

Play track 56. Children listen and follow the first time. Read the words with the class. Play track 56 again. Children join in. Play track 57. Children sing with the music. They may learn the song, if you wish.

### Activity 2

Tell the class to listen to the children. Play track 58. Children follow in their books

### Activity 3

Children listen to track 59 and repeat in the pauses.

### Activity 4

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

Children complete WB p114 in class time or for homework.



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

### Exercise 1

Children use the words in the box to complete the sentences. Go through the exercise orally first if you wish.

### Exercise 2

Children write complete sentences.







#### Grammar

##### 1 Complete the sentences with the words in the box.

mine yours his hers ours theirs

- Is this your mobile? Yes, it's \_\_\_\_\_
- Is this Anna's coat? Yes, it's \_\_\_\_\_
- Whose bag is this? It's Sam's. It's \_\_\_\_\_
- Whose money is this? It's your money. It's \_\_\_\_\_
- Whose house is that? It's \_\_\_\_\_  
Yes, it's \_\_\_\_\_

##### 2 Look and write questions.

-  Whose hat is this? \_\_\_\_\_
-  Whose boots are these? \_\_\_\_\_
-  \_\_\_\_\_
-  \_\_\_\_\_
-  \_\_\_\_\_
-  \_\_\_\_\_

Unit 12 mine yours his hers ours theirs Whose ...

#### Grammar in conversation

##### 1 Read.

January February March April May June July  
August September October November December

##### Now write the month.

- What is the seventh month of the year? \_\_\_\_\_
- What is the twelfth month? \_\_\_\_\_
- What is the ninth month? \_\_\_\_\_
- What is the third month? \_\_\_\_\_
- What is the eighth month? \_\_\_\_\_
- What is the tenth month? \_\_\_\_\_

##### 2 Read and match.

- |                 |                              |
|-----------------|------------------------------|
| 1 1st June      | a the second of December     |
| 2 18th November | b the eleventh of August     |
| 3 30th May      | c the third of April         |
| 4 2nd December  | d the first of June          |
| 5 11th August   | e the thirtieth of May       |
| 6 3rd April     | f the eighteenth of November |

##### 3 Answer the questions.

My birthday is on 16th January.

- When is your birthday? \_\_\_\_\_
- When is your friend's birthday? \_\_\_\_\_

Unit 12 Ordinal numbers dates

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

### Exercise 1

Children answer the questions about the months of the year.

### Exercise 2

Children match short and long forms of writing the date.

### Exercise 3

Children write about themselves and a friend.

## Resource box

### \*Pair work Grammar Activities 1 and 2 (PB p120)

Children work at their desks. They take turns to point and make statements.

### \*\*Pair work Grammar in conversation, Activity 3 (PB p121)

Children practise the dialogue in groups of four, taking turns to ask each other about their birthdays. Make sure children know how to say when their own birthday is.

Give groups several minutes to ask each other.

Let one or two groups say their conversations while the other groups listen.

#### PB answers

**P120 Activity 1:** 1 This bag is yours. 2 This hat is mine. 3 This shoe is mine. 4 This boot is yours.

Children point to the owner of each item and make the statement.

1 This hat is his. 2 This shoe is hers. 3 This bag is hers. 4 This hat is his. 5 This boot is his. 6 This shoe is hers.

**Activity 2:** 1 These bags are ours. 2 These boots are theirs. 3 These hats are theirs. 4 These shoes are ours.

#### WB answers

**P114 Exercise 1:** 1 mine 2 hers 3 his 4 yours 5 theirs 6 ours

**Exercise 2:** 1 Whose (mobile) phone is this? 2 Whose books are these? 3 Whose shoes are these? 4 Whose car is this?

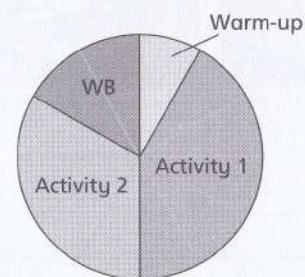
**P115 Exercise 1:** 1 July 2 December 3 September 4 March 5 August 6 October

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

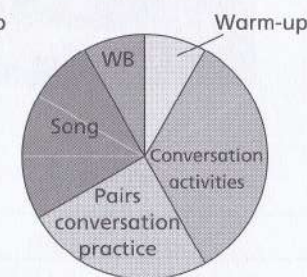
**Exercise 3:** Children's own answers

## Time division

### Session 1



### Session 2



## Grammar Practice Book

Children may begin Unit 12 when they have completed the PB and WB Grammar pages. They should complete it before the end of PB/ WB Unit 12.



## Lesson 5 Listening, Phonics (PB p122) Use of English

**Lesson aim** Listening, spelling and pronunciation, Use of English

**Lesson targets** Children:

- listen to a story and match to pictures
- listen for detail
- practise reading and spelling words with *ow*
- learn the rule for plural nouns ending consonant + *y*

**Key language** structures from the unit

**Target words** *tower, down, crown, cow, flower, down*

**Materials** PB p122; CD 2 tracks 56, 60–61; WB pp116–117

### Warm-up

Sing the song from PB p121, CD track 56.

### Listening

#### Activity 1

Give children a few moments to look at the pictures. Ask what they think is happening in each one. They do not need to give detail, just to say where the people are or what they are doing.

Play track 60. Children listen and point to the correct picture in turn.

Children write the letters of the pictures in order 1–4.

Play the track a second time for them to listen again or check.

#### Activity 2

Play track 60 again.

Pause the track as necessary for children to note answers or let them answer the questions orally.

### Phonics

Point out the box. Tell children to follow in their books and repeat in the pauses.

Play track 61. Make sure children repeat the sound and word accurately.

Play track 61 again. Children listen and follow the rhyme.

Children say the rhyme. They may learn it, if you wish.

Children open their WBs at p116.

They complete the WB Phonics page now or for homework.

If it is for homework, make sure they understand the tasks.

### Listening

1 Listen and point. Then write the letters.

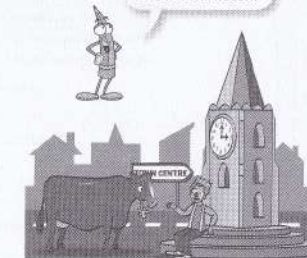


1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_

2 Listen again and answer the questions.

- 1 What date was it?
- 2 Was the Tower Restaurant cheap or expensive?
- 3 How did they go up to the restaurant?
- 4 Why was Mark scared?
- 5 What did they have for their dinner?
- 6 What was Annie's big surprise?

Phonics Look and listen!



ow tower



A cow walks round the tower.  
She stops and eats a flower.  
A clown with a crown  
sits down in the town  
and talks to the cow with the flower.

→ Now look at WB p116 Use of English

### Use of English

Now turn to WB page 117



Remind the class of the sound *ow* and *tower*.

### Exercise 1

Children complete the words and write the whole word.

Children read the words.

### Exercise 2

Children use the clues to complete the crossword.

### Exercise 3

Children complete the sentences. Remind them to use words from exercise 1.

**Phonics**

Remember!

ow tower

1 Write the *ow*. Write the words. Read the words.

clown crown c flower tower down

2 Read the clues. Write the words.

- A king wears this.
- It grows on a plant.
- He does funny things.
- The opposite of up.
- A tall building.

3 Complete the sentences. Use words from exercise 1.

1 The cow has got a crown.

2 The clown is sitting down.

3 Let's climb this flower.

4 I like this tower.

**Use of English**

Read this!

one lorry two lorries

lorry Look at the ending of this word. consonant + y

lorries When we add the plural *s* we change *y* to *i* and add *es*.

1 These words end consonant + *y*. Write the plurals.

- teddy
- city
- butterfly
- baby

Now read this!

boy Look at the ending of this word. vowel + y

boys When we write the plural we add *s*.

2 These words end vowel + *y*. Write the plurals.

- toy
- key
- monkey

Remember!

For words ending *ch, sh, s* and *x* we add *es* for the plural.

lunch dishes bus dresses box  
lunches dishes buses dresses boxes

Unit 12 Long *ow* vowel sound

Unit 12 Plural of nouns ending *y*; revision of nouns ending *sh, ch, s* and *x*

Write the phrases on the board. Class reads.  
Go through the presentation of the rule.  
Underline the *ry* in *lorry* and *ies* of *lorries*.

### Exercise 1

Children write the plurals. Check by asking different children to write the words on the board.

Go through the rule for words ending vowel + *y*.

### Exercise 2

Children write the plurals. Check by asking different children to write the words on the board.

Remind the class of the *es* plural for words ending *ch, sh, s* and *x*. Write up: *beach, fox, and bus*.

Volunteers write the plurals.

## Resource box

**Audioscript** (CD 2 track 60)

**Listening Activities 1–2** (PB p122)

It was the thirty-first of July. It was Annie's birthday. "What would you like to do this evening?" asked Dad. "Would you like to go to a restaurant?" asked Mum. "Yes, please," said Annie. "Can we go to the Tower Restaurant?" asked Mark, Annie's brother. "It's very expensive," said Mum. "But it is your birthday so let's go."

The Tower Restaurant was at the top of a very tall tower in the middle of the city. Annie looked up. "It's really high," she said. "Do you

want to take the lift or walk up the stairs?" asked Dad. Annie and Mark laughed. "Take the lift!" they said together.

They sat at a table near the window. They looked down at the glittering lights below. "Look! There's the river," said Annie. "The boats look very small." "We're so high!" said Mark. "I'm scared!" "Don't worry," said Dad.

They had a wonderful dinner: chicken and vegetables – Annie's favourite – and an ice cream birthday cake. And after their dinner, there was a big surprise for Annie: fireworks above the river! "What a fantastic birthday!" said Annie.

### PB answers

**P122 Activity 1:** 1 C 2 B 3 D 4 A

**Activity 2:** 1 31st July 2 expensive  
3 in the lift 4 because they were so high  
5 chicken and vegetables and an ice-cream birthday cake 6 fireworks

### WB answers

**P116 Exercise 2:** 1 crown 2 flower  
3 clown 4 down 5 tower

**Exercise 3:** 1 cow, crown 2 clown, down  
3 tower 4 flower





# Lesson 6 Class composition (Session 1) (PB p123) Writing preparation, Composition practice (Session 2)

**Lesson aim** Writing

**Lesson targets** Children:

- write about a building from given notes with teacher support
- write complete sentences from notes
- write a description of a structure from given notes independently

**Key structure and language** from the unit

**Vocabulary** buildings

**Materials** PB p123; WB pp118–119

## Session 1 Warm-up

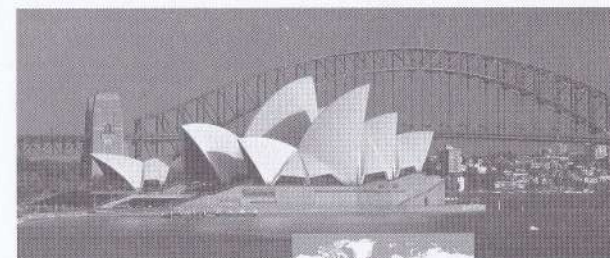
Play *I-spy* with the class. (see Games page 187)

### Class composition

- 1 Children look at the picture. Name of the building. Write *Sydney Opera House* on the board. Explain that it is a place where people perform music and singing.
- 2 Use the map to explain where Australia is. Say the building is in Australia. Explain that Sydney is a big city. It is the dot on the map. Point out the notes in the box. Read them to the class.
- 3 Write the beginning of the first sentence on the board. Point to the photo and elicit *Sydney Opera House*. Write the following sentences and elicit *Australia*.
- 4 Write the beginning of the next sentence. Explain to the class that they are going to write what the building is like: how big it is, where it is and what it looks like.
- 5 Point out the notes again. Prompt the class to make sentences using the facts and figures about the building. Write them. Ask a child to read them to the class.
- 6 Discuss the building with the class: read out the ideas in the box or use others. Ask children to make up sentences about what the building looks like. Write different sentences on the board. Encourage children to add adjectives into the sentences. Tell children in their own writing they can choose the best idea from the board or write their own idea.
- 7 When the description is complete, ask different children to read parts of it to the class.

### Class composition

Look at the pictures. Read the words in the box. Write about the building.



**Sydney Opera House**

Sydney, Australia

67m high,  
183m long  
120m wide  
opened - 20  
October 1973

near to - bridge  
next to - water  
white roofs

It looks like:  
butterflies  
birds  
an insect  
flowers  
shells

Sydney Opera House

This is the

Sydney is a very big city. It is in

The opera house is

Unit 12 Class composition: descriptive information

123

- 8 Erase the writing from the board. Children write a description. Remind them to use the notes in the box to help them with ideas.

Children's writing can and should vary. Accept sentences that use the notes correctly and that are grammatically correct.



## Session 2 Warm-up

Children choose a favourite song to sing.

### Exercise 1

Explain the task.

Write the notes on the board.

Ask *Is it a sentence?* **no**

Ask a child to read out the complete sentence. Write it on the board. Underline the words in colour.

Ask the class to look at the sets of notes. Elicit complete sentences. Children write them.

### Exercise 2

Ask a child to read the notes in the box. Ask another child to read the title – *The Tower of London* and the sentences.

Point out the words in colour in the sentences.

#### Writing preparation

1 Read the notes and the sentence. Look at the changes in blue.  
hotel – next to sea      The hotel is next to the sea.

Read these notes. Write two sentences.

bridge – near castle

tower – near river

2 Read the notes about the Tower of London. Read the sentences about it.



Tower of London

London, England

90m high

next to – River Thames

near – bridge

The Tower of London

The Tower of London is in London, England.

It is 90 metres high.

It is next to the River Thames.

It is near a bridge.

3 Read the notes.

Write sentences.



London Hotel

hotel – near River Thames

opened – 1 Jan 2002

looks like castle

#### Composition practice

Look at the pictures. Read the notes about the London Eye.  
Write a paragraph about it.



The London Eye

London, England

135m high

first turned –

31 December 1999

carried first passengers –

1 February 2000

next to – River Thames

looks like...

giant's eye

bicycle wheel

necklace

crown

### Exercise 3

Children write the title *The London Hotel*. They use the notes to write three sentences about it. To check, write them on the board. Children look and correct their own work.

### Portfolio

Children may make neat copies of their description.

### Homework task

Check-up 12, WB p120; answers, TG p185.

### Resource box

PB Class composition example writing (p123)

... Sydney Opera House ... Australia ... 67 metres high. It is 183 metres long and it is 120 metres wide. It opened on 20th October 1973. It is near to a very big bridge. It stands next to the water. It has lots of white roofs. They look like ... (huge white shells / giant white butterflies / an enormous insect / giant bird wings / enormous flowers)

#### WB answers

P118 Exercise 1: The bridge is near the castle. The tower is near the river.

Exercise 3: The London Hotel The London Hotel is near the River Thames. It opened on 1st January 2002. It looks like a castle.

WB Composition practice example writing (p119)

The London Eye The London Eye is in London, England. It is 135 metres high. It first turned on 31st December, 1999. It carried the first passengers on 1st February, 2000. It is next to the River Thames. It turns slowly. It looks like a (huge / shiny / metal / beautiful) .... (object of child's choice).

1 Children look at the picture and the map.

Ask *What is this?* **The London Eye**  
Ask *Where is it?* **London, England**

Children may also look at the picture on PB page 100 and re-read the text.

Ask *What does the London Eye do?* **It turns slowly.**

2 Ask a volunteer to read the notes in the box.

Write *The London Eye* on the board. Class writes.

Begin *It is...* Children continue the description. Remind them of the notes in the box. They must write complete sentences.

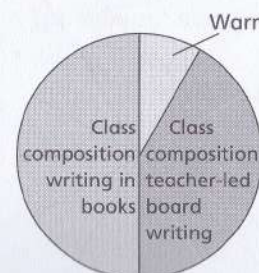
Tell them they must choose an idea for what the Eye looks like and write a sentence about it.

3 Go around monitoring and helping as they work.

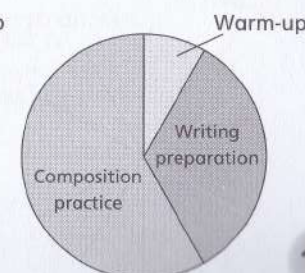
When they have finished or before the end of the lesson, let one or two volunteers read their descriptions to the class.

### Time division

Session 1



Session 2





## Revision 4, Project 4: A visit to a city

### Activity 1

Children look at the pictures.

Ask who they can see: **Toby, Lulu, Alfie, Molly, Max**

Explain the children are going to talk about places they are going to go.

Play track 62. Children listen and follow what the characters say.

Ask individuals to read.

### Activity 2

Children match the buildings to the cities that the characters talked about.

Do this orally.

### Activity 3

Children identify the correct character from the picture and the prompt question.

Do this activity orally.

### Revision 4

#### 1 Listen and read.



Next month I am going to visit London. I am going to take some photos of Tower Bridge because I need them for my school project.



Next winter we are going to go to Moscow. I am going to take some thick gloves and a hat because it is going to be very cold.



Next spring we are going to climb a very tall tower in Paris. There is a restaurant near the tower and I'm going to have some lemon ice cream.



Next summer we are going to stay in a big hotel in Dubai. We aren't going to see any camels in the city but we are going to ride camels in the desert.



Next autumn we are going to travel to Shanghai. We are going to see lots of lanterns in the streets because there is a big festival in the autumn.

#### 2 Match the building and the person.

1



2



3



4



5



#### 3 Who is going to...

1



eat this?

2



ride this?

3



see these?

4



take these?

5



wear these?

#### 4 Who is going to travel in these seasons?



#### 5 Who is going to go to...

England?

the United Arab Emirates?

China?

Russia?

France?

124

Revision 4

### Activity 4

Children say who is going to travel in which season.

If you wish, ask children to answer in complete sentences.

### Activity 5

Children say who is going to go to each country.

Ask for complete sentences if you wish.

### Pair work

Children take turns to point to each item in Activities 3, 4 and 5 and make sentences.

### Extra activity: Class game

Do a quiz about cities and countries.

Say these statements. Children tell you the city or country:

*It is the biggest city in France.* **Paris**

*It is the biggest city in Russia.* **Moscow**

*It is the biggest city in England.* **London**

*You can see lanterns in autumn in this country.* **China**

*You can go to a winter festival in this country.* **Japan**

*You can see a hotel like a ship's sail in this city.* **Dubai**

*It is very cold in this city in winter.* **Moscow**

*This city has a bridge with two towers.* **London**

*This city has a tower like a tall metal giant.* **Paris**

*At night, the buildings in this city look like huge glittering rocks in the sea.* **New York**

*This city has a theatre with roofs that look like big white shells.* **Sydney**

*You can ride on a big wheel in this city.* **London**

*You can go to a summer festival in this country.* **Scotland**

*You can see a spring firework festival in this country.* **Spain**

*In this city you can see a tall tower with a round ball at the top.* **Shanghai**



In this project children find out about a city and plan a visit to it.

### Activity 1

Children choose any city they like in their own country or any other.

Encourage them to find out about several cities before they choose one.

If they choose London, tell them they must find out some new information about the city that they did not read in Unit 10 to help them answer the last two questions.

Children answer the questions.

Explain they must make up anything that is not a fact so they must use their own ideas for the second to fifth questions and the last one.

## Project 4: A visit to a city

- 1 Choose any city. Find out about it. Look on the internet or in a book.
- 2 You are going to go to this city. Think about these questions. Use your own ideas for the answers. Write short answers.

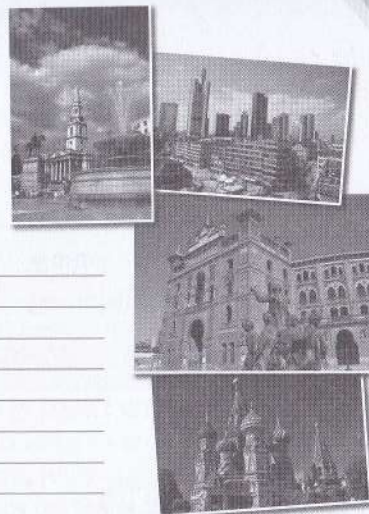
What is the name of the city? \_\_\_\_\_  
When are you going to go? \_\_\_\_\_  
How are you going to travel there? \_\_\_\_\_  
Who are you going to travel with? \_\_\_\_\_  
Where are you going to stay? \_\_\_\_\_  
Does a river go through the city? \_\_\_\_\_  
Are there any bridges? \_\_\_\_\_  
Is it by the sea? \_\_\_\_\_  
Are there any castles or towers? \_\_\_\_\_  
What are the buildings like? tall? new? old? interesting? \_\_\_\_\_  
What are the streets like? wide? busy? small? noisy? \_\_\_\_\_  
Can you see other things in the city? \_\_\_\_\_  
What are you going to do in the city? \_\_\_\_\_

- 3 Use your answers to write about your visit. Begin like this:

Next ... I am going to go to ... I am going to travel by...

- 4 Draw pictures of the city or find pictures on the internet.

- 5 Read out your work.



Project 4 125

### Activity 3

Children use the questions to help them write about their visit.

All children should be able to complete this project working at their own level. Some children may give limited answers to the last five questions.

Encourage able children to find out as much as they can for these questions.

Explain they must write in their own words and they must understand everything they write.

### Activity 4

Encourage children to find or draw interesting pictures.

### Activity 5

Let as many children as possible read their work to the class.

## Summary box

**Lesson aim** Revision

**Lesson targets** Children:

- talk about where characters are going to go
- say what they are going to do and when
- choose a city and describe a visit they are going to make to it

## Resource box

### Portfolio

If you wish, this project may be included in children's portfolio of written work.

Children to complete PDF test 4.



## Portfolio 4 and Diploma 4: Units 10–12

1 When children have completed all the work in units 10–12, they turn to Portfolio 4 on page 135 in their WB.

2 Children make their own assessment of what they have learned in English.

3 Remind them to check

- Vocabulary
- Grammar
- Phonics

for all three units before they tick any boxes.

4 Check through the completed Portfolio page with each child. Some children may take a little longer to feel confident with the work that has been covered.

It is not necessary for the whole class to complete everything on this page before moving on to Unit 4.

5 Remind less confident children to use the Dictionary and to check the Grammar pages carefully.

They may also look at page 127 of the Verb round-up in their WBs to revise and learn future: *going to* + verb.

1 When children are confident with all the elements of the work on page 135, they may complete Diploma 4 on page 136.

2 Children receive a sticker for each task completed and one more when they have finished the page.

3 These pages may be taken out of the Workbook and kept in children's individual portfolios of work along with a few examples of children's best work from Units 10–12.

Portfolio 4: Units 10, 11 and 12

**Vocabulary**

I know new words.

Places in London ☐ The seasons ☐ Names of cities ☐

I know all the words in Dictionary 3: Units 10, 11 and 12. ☐

**Grammar**

I can talk about tomorrow.

going to ☐ Tomorrow we are going to visit Grandma.

I can offer and ask for things. I can use *some* and *any*.

Would you like ... ? ☐ A: Would you like a cake?  
Can I have ... ? ☐ B: Can I have a chocolate cake?  
There isn't any ... ☐ A: I'm sorry, there aren't any chocolate cakes left.  
Are there any ... ? ☐ B: Are there any lemon cakes?

I can ask whose a thing is. ☐

A: Whose bag is this? Is it yours? B: Yes. It's mine.

I can say dates. ☐ 24th February 15th May 4th December





**Phonics**




I can read and write these words.

ur burn turn nurse purse Thursday ☐  
or for morning thorn shorts sports ☐  
ow clown crown cow flower tower down ☐




English World 3 Diploma 4: Units 10, 11 and 12

**1 Write the words.**

     
\_\_\_\_\_

**2 What are they going to do tomorrow?**







**3 Write the dates.**


5th January \_\_\_\_\_ 23rd June \_\_\_\_\_



**4 Complete the question. Write the answer.**

\_\_\_\_\_ books are these?  
They are \_\_\_\_\_

**5 Write the words.**

       
\_\_\_\_\_



Portfolio 4 (Units 10, 11 and 12)   Diploma 4 (Units 10, 11 and 12)

### Completed Diploma 4

#### Words

Tower Bridge, The London Eye, spring, summer, autumn, winter, Paris, Moscow

#### Grammar

They are going to play football. She is going to play tennis.

The fifth of January. The twenty-third of June.

whose, ours

#### Spelling

nurse, thorn, shorts, crown, cow, flower



**Check-up 10 WB pp100–101**

**Exercise 1:** 2 are going to be  
3 is going to win  
4 are going to play  
5 are going to buy  
6 am going to send

**Exercise 2:** 1 When are you going to read the book?  
2 What is she going to eat?  
3 Who are they going to meet?  
4 How is he going to travel?

**Exercise 3:** 1 No, Billy is not going to walk to school.  
2 No, we are not going to have a party.  
3 No, the boys are not going to swim.  
4 No, Meg is not going to play tennis.  
5 No, the girls are not going to cook dinner.

**Exercise 4:** menu, to eat, pizza, burger, cheese,  
chips, to drink, juice, sandwich, coffee

**Exercise 5:** What, Let's, Would you like, thanks,  
Would you like, please, going to, Can I

**Check-up 11 WB pp110–111**

**Exercise 1:** 1 There are some  
2 There is some  
3 There is some  
4 There are some  
5 There is some  
6 There are some

**Exercise 2:** 1 any 2 any 3 some 4 any  
5 some 6 any 7 some 8 any 9 any

**Exercise 3:** Mistakes - 8: There aren't any rulers in the case. There is some juice in the bottle but there isn't any juice in the cup. There aren't any photos on the wall. There isn't any paper on the desk and there is some paper in the bin. There aren't any toys on the desk. There are some trainers on the floor.

**Check up 12 WB pp120–121**

**Exercise 1:** 1 his 2 mine 3 yours 4 ours  
5 hers 6 theirs

**Exercise 2:** 3 Whose scarf is this?  
4 Whose gloves are these?  
5 Whose tickets are these?  
6 Whose jumper is this?

**Exercise 3:** 1 January 2 June 3 May  
4 November 5 April 6 February

**Exercise 5:** Anna's birthday is in November and Jill's birthday is on 14th January. Ben and Mark have their birthday on 5th May. They are twins. Susie has her birthday in the summer. It is on 10th August. Peter has his birthday in winter. It is on 3rd December. My birthday is ...



## Flashcard games

### What's missing?

Put 6-8 flashcards of objects on the board. Class looks for a minute or two. Take the cards down. Remove one and put the rest back up. Children tell you which one is missing.

**Variation:** As above, but using word cards.

### Guess the object (from Unit 2 onwards)

Put 6-8 flashcards on the board, e.g. hen, duck, sheep, goat, barn + cow, stable + horse, farmer. Make a statement about an object, e.g. *It's a bird. We get eggs from this bird: the hen*

### There was, there were... (from Unit 5 onwards)

Put 6-8 flashcards on the board for singular and plural items. Children look for a few minutes. Take the cards down. Children write down what objects were on the board.

Ask *What things were there?* Children take turns to answer: *There was a saw. There were nails.* Other children listen and cross off their list anything that is mentioned. Continue until all the objects have been named.

### Where is it?

Put 8 or 10 flashcards on the board in two equal rows.

Describe the positions of objects, e.g. *It's next to the hen. It's between the stable and the barn. It's above / below the hen.* Children name the object in that position.

This game can be played in teams. Give a point to the first team to identify the correct object. After a few turns change the objects in game and / or their positions.

## Active games

### Action mime game

Put verb cards on the board, e.g. *kick, throw, open, brush, clean, do, take.*

Put instructions using these verbs on cards and put them face down on your desk, e.g. *Kick a ball. Throw a ball. Open a present. Brush the floor. Clean the window. Do your homework. Take a photo.*

Children take turns to take a card and mime the action. Other children guess the action.

Practise different tenses by asking, e.g. *What is he doing?* while the action is going on. Stop the action and ask *What was he doing?* or *What did he do?*

### Simon says (from Unit 4 onwards)

Play *Simon says*. Give the class an instruction, e.g. *Simon says look at the clock.* Children look at the clock. Give other instructions preceded by *Simon says*. Children carry out the instructions, e.g. *Simon says stand up / sit down / open your books.* When you give an instruction without saying *Simon says...*, e.g. *Clap your hands.* Children do not do the action. Any child who does is out of the game. Play for a few minutes.

### Prepositions game with a ball and a box

Prepare instructions using prepositions: *through, past, under, over, across, into, between, towards, behind, in front of,* e.g. *Roll the ball through the box / past the box / towards the box / across the box.*

*Throw the ball over the box / into the box. Put the ball under the box / behind the box, etc.*

Bring forward a child from each team. The first child reads the instruction and the other does the action. They gain a point if the action is right.

## Word games

### Instructions game (from Unit 4 onwards)

Put verbs on the board or desk face down, e.g. *open, look, say, touch, close, wave, smile, read.* Put the class in two teams: children from each team take turns to turn over a card, show it to their team, who must then make up a correct instruction using the verb on the card, e.g. *Open your bag. Wave to the teacher.* The other team follows the instruction.

**Variation:** (from Unit 8, Grammar onwards)

Play a past tense *Instructions game*. Children carry out instructions on cards. Other children say what they did, e.g. *Ben went out of the door. Anna wrote on the board.*

### Rhyming pairs

Write rhyming pairs with the same spelling pattern on cards. Put them on the board mixed up. Children take turns to match the pairs, e.g. *tower, flower, tall, small, sun, fun, clown, down* etc.

### Noun chain (Unit 9 Class composition Warm-up)

Do a noun chain on the board. Ask a child from team 1 to write any noun on the board. A child from team 2 must add a noun starting with the last letter of the previous word. Encourage the class to make as long a chain as they can in two minutes, e.g. *e g g g o a t t r a i n n u t t a i l*

**Variation:** As above, but teams work on each other's chains. They find and circle each noun. The winning team is the one that circles all the words correctly.



## Verb chain

Play the same as *Noun chain* using verbs,

e.g. **j u m p p u s h h o p p u l l o o k k e e p p a i t t a k e**

## Holiday Bag game

Play *I am going on holiday and in my bag there is ...* name an object, e.g. *a hat*. Prompt a child to say the sentence, the object you said and to add another one, e.g. *I am going on holiday and in my bag there is a hat and a book*. The next child says the sentence, the two objects and adds a third.

Continue in this way until a child either cannot remember all the objects in order, or cannot think of anything to add. They may add any object that could be put into a bag (whether it is something they would take on holiday or not, e.g. *a pen, a ruler, a picture, a sock, an orange*, etc).

## Spy

This game can be played with objects in a picture, on a page or two pages in the book, or just using the classroom itself as a place with different objects in it.

Play *I spy with my little eye, something beginning with ...* name a letter, e.g. *d*. Children must look at the picture or around the class and name objects beginning with that letter, e.g. *door, dress, doll*, etc. Children continue guessing until the right answer is given, or until they cannot name any more objects with the correct letter. In this case, you may wish to give the class a clue to help them identify the correct letter.

## Word card and dictionary games

### Alphabetical order game

Put up 6-8 word cards. Children volunteer to put them in alphabetical order.

Make the game harder by choosing non-consecutive letters or words beginning with the same letter/s.

**Variation:** This can also be played as a team game:

- 1) teams have the same cards
- 2) teams have different cards and change over sets of cards

### Play something!

Put up 6-8 word cards face down on each side of the board.

A pair comes forward. Child 1 turns over a word card on one side. Child 2 turns over a word card on the other side.

The pair thinks of a sentence that uses both cards. Other children also think of a sentence. Give a time limit. Hear the first pair's sentence. Give 2 points for a correct sentence. If it is not correct, or they couldn't think of one, other children may give a correct sentence for one point.

### Dictionary game

Put 6-8 word cards on the board. Say a definition (using the dictionary 3 definition if you wish). Children say which word it is. This can be played in teams or pairs.

## Number games

### Turn-over numbers

Choose 10 numbers. These may be consecutive or not.

Make 3 sets of small cards of these numbers. Muddle them.

Give any 6 cards to 5 teams. Children place the cards face up on the desk. Read out the numbers you chose in any order. When children hear a number they have, they repeat the number and hold up the card, then turn it face down. Continue until one team has turned over all their cards. This team is the winner.

### Ordinal number order

Bring 6 or more children forward. Give out consecutive ordinal number cards 7th – 12th in muddled order. The children line up in ascending order and show their cards. The class says the ordinals.

**Variation:** As above, but use non-consecutive ordinal numbers from 1st to 31st.

## Spelling practice games

Write up a word with a phoneme the children have learned, e.g. *night*. Children think of as many words as they can with the same sound and spelling, e.g. *right, light*, etc.

Children take turns to write words on the board. They get a point for a correctly spelled word. This game may be played in teams.

### Look, write, check (from Unit 1 onwards)

Write up a word that children have learned to read and write in their Phonics work. Children look. Cover the word. Children write the word. Uncover the word. Children check their spelling.

### Spelling bricks

Write phonemes the children have studied on cards and stick them in the centre of the board, e.g. *igh ow ar ay*

Put letters or consonant blends on the left of the board, e.g. *sn br bl sh r l d p s m b*

Put word endings on the other side, e.g. *k t n*

Children take turns to put two or more cards together to make complete words, e.g.

sn	ow	br	igh	t	d	ar	k
----	----	----	-----	---	---	----	---

Make several of each phoneme so that several complete words can be made at a time.



## Word list: alphabetical (The number is the unit where you first find the word.)

### A

above (2)  
acrobat (9)  
across (2)  
actor (9)  
address (6)  
after (5)  
again (1)  
ago (4)  
air (9)  
amazing (6)  
America (4)  
angry (2)  
animal (1)  
annoy (9)  
another (9)  
around (8)  
art (1)  
artist (9)  
ask (8)  
aunt (8)  
autumn (11)  
axe (4)

### B

bad (5)  
baker (10)  
barn (2)  
beans (2)  
beanstalk (2)  
because (9)  
believe (6)  
below (2)  
belt (3)  
Big Ben (10)  
board (1)  
break (1)  
bridge (2)  
brilliant (6)  
bring (11)  
broken (2)  
bronze (6)  
builder (3)  
building (10)  
burn (10)  
busy (3)

### C

café (8)  
cage (2)  
camera (3)  
careful (4)  
carpenter (3)  
carriage (7)

catch (8)  
CD (5)  
CD player (5)  
centimetre (3)  
channel (4)  
cheaper (5)  
children (1)  
China (11)  
choose (4)  
city (1)  
class (1)  
close (10)  
cluck (2)  
colourful (5)  
come back (2)  
competition (4)  
congratulations (6)  
cost (5)  
cow (2)  
cross (2)  
cry (8)  
cup (6)  
cycling (6)  
cylinder (5)

### D

day (11)  
dial (5)  
different (3)  
difficult (1)  
digital (5)  
dinosaur (7)  
dirty (5)  
disc (5)  
doctor (3)  
down (2)  
dragon (9)  
drop (8)  
Dubai (12)  
duckling (2)

### E

each (6)  
each other (6)  
earphones (3)  
earring (8)  
easy (1)  
emperor (11)  
end (4)  
engine (7)  
enjoy (9)  
enormous (2)  
enter (4)  
envelope (6)

escalator (8)  
every (10)  
everyone (8)  
everything (3)  
everywhere (2)  
exciting (1)  
expensive (5)

### F

face (5)  
fall down (6)  
famous (10)  
fantastic (12)  
farm (1)  
farmer (2)  
favourite (6)  
festival (11)  
fetch (4)  
field (2)  
fight (v) (7)  
film (5)  
find (8)  
fire (3)  
fire blower (9)  
fireman (3)  
fireworks (11)  
first (5)  
flame (9)  
flat (5)  
float (8)  
floor (8)  
fold (4)  
follow (9)  
France (12)  
fun (2)

### G

get (6)  
get away (7)  
get to (7)  
giant (2)  
glittering (12)  
goat (2)  
gramophone (5)  
great (2)  
grow (4)  
growl (7)  
guitar (1)  
gymnastics (6)

### H

hammer (4)  
happen (2)  
headset (3)

hear (3)  
heavy (10)  
helicopter (3)  
helmet (3)  
high (3)  
hole (2)  
home (2)  
homework (7)  
hope (6)  
horse (2)  
hospital (3)  
house (2)  
hurry (7)

### I

idea (4)  
inside (2)  
instruction (4)  
interesting (1)  
international (6)  
interview (5)  
into (8)  
invent (5)  
iPod (5)

### J

Japan (11)  
jar (1)  
jeans (7)  
job (3)  
joy (9)  
judo (6)  
juggler (9)

### K

keep (4)  
kiosk (7)  
know (1)

### L

lantern (11)  
late (1)  
learn (1)  
leave (6)  
left (8)  
letter (6)  
lesson (1)  
lifeguard (3)  
lift (4)  
like (7)  
look like (12)  
lose (8)  
luck (6)  
luggage (7)



**M**  
machine (5)  
hall (8)  
maths (1)  
mayor (10)  
medal (6)  
metal (4)  
metre (3)  
microphone (3)  
mind out (9)  
mirror (8)  
missing (8)  
mobile phone (5)  
money (2)  
Moscow (12)  
mountain (3)  
music (1)  
musician (9)  
must (7)  
**N**  
nails (4)  
near (4)  
need (4)  
nest (2)  
New York (12)  
next (5)  
now (1)  
nurse (3)  
**O**  
only (5)  
other (10)  
outside (8)  
**P**  
page (1)  
painter (3)  
paper (4)  
Paris (12)  
pass (10)  
passengers (7)  
past (8)  
paw (11)  
pay (3)  
perhaps (4)  
person (9)  
phonograph (5)  
pick up (2)  
piece (4)  
pilot (3)  
pioneer (4)  
pipe (3)  
place (5)  
plant (1)  
plastic (4)

platform (7)  
pleased (2)  
plumber (3)  
pocket (3)  
polite (7)  
poor (2)  
pot (4)  
prize (6)  
programme (4)  
protect (3)  
pull down (10)  
puppet (9)  
puppeteer (9)  
purse (10)  
put (4)

**R**  
rap (5)  
ready (7)  
really (5)  
record (5)  
remember (6)  
rest (10)  
rich (3)  
right (8)  
road (8)  
roar (2)  
roof (2)  
rope (4)  
round (5)  
rule (7)  
run away (8)  
rush (7)  
Russia (6)

**S**  
sailing (6)  
same (11)  
save (1)  
saw (4)  
say (3)  
scarf (8)  
school (1)  
science (1)  
Scotland (11)  
screen (5)  
season (11)  
sell (2)  
send (6)  
servant (10)  
shadow (12)  
Shanghai (12)  
sheep (2)  
show (2)  
show jumping (6)  
shut (11)

silly (5)  
singer (5)  
skiing (6)  
skittles (4)  
slam (7)  
slave (11)  
sob (8)  
soldier (11)  
some (6)  
son (2)  
song (5)  
sound (v) (2)  
Spain (11)  
speak (3)  
special (2)  
spend (8)  
sports (1)  
spring (11)  
square (9)  
stable (2)  
stall (9)  
start (10)  
statue (9)  
stay (3)  
stick (9)  
sticky tape (4)  
stilt walker (9)  
stop (7)  
strange (7)  
stream (11)  
string (4)  
suddenly (8)  
suitcase (7)  
sums (1)  
summer (11)  
supermarket (8)  
sure (9)  
surprised (2)  
swan (2)  
**T**  
take (2)  
teacher (1)  
tear (8)  
tell (4)  
terrible (2)  
The London Eye (10)  
The Monument (10)  
The Tower of London (10)  
theatre (11)  
thief (7)  
thing (3)  
thorn (11)  
thousand (10)  
ticket (7)  
ticket office (7)

time (2)  
timetable (1)  
together (5)  
too (6)  
top (2)  
tower (2)  
Tower Bridge (10)  
town (12)  
track (6)  
tractor (2)  
traffic (10)  
tram (7)  
travel (4)  
trip (10)  
trolley (7)  
turn (5)

**U**  
uncle (8)  
understand (12)  
uniform (3)  
United Arab Emirates (12)  
United States of America (12)  
upside-down (3)

**V**  
video (5)  
video camera (5)  
visit (1)  
visitor (4)  
voice (5)

**W**  
wait (8)  
want (1)  
watch (3)  
weekend (2)  
weigh (10)  
well (6)  
whistle (7)  
why (9)  
wide (3)  
win (6)  
winter (11)  
woman (3)  
wood (4)  
wool (4)  
word (4)  
work (3)  
world (6)  
worried (3)

**Y**  
year (4)  
young (6)



# Word list: unit by unit

For each unit, twenty words are shown in bold type. All children should understand and learn these words by the end of the unit. Children should also understand words in normal type. If possible, they should learn these too, as an extension task during the unit or when the unit is revised. If you wish, divide up the words for each unit and give children small lists of words to learn after every lesson. See the teacher's DVD or website for suggested short lists.

## Unit 1

again  
animal  
art  
board  
break  
children  
city  
class  
difficult  
easy  
exciting  
farm  
guitar  
interesting  
jar  
know  
late  
learn  
lesson  
maths  
music  
now  
page  
plant  
save  
school  
science  
sports  
sums  
teacher  
timetable  
visit  
want

## Unit 2

above  
across  
angry  
barn  
beans  
beanstalk  
below  
bridge  
broken  
cage  
cluck

come back  
cow  
cross  
down  
duckling  
enormous  
everywhere  
farmer  
field  
fun  
giant  
goat  
great  
happen  
hole  
home  
horse  
house  
inside  
money  
nest  
pick up  
pleased  
poor  
roar  
roof  
sell  
sheep  
show  
son  
sound  
special  
stable  
surprised  
swan  
take  
terrible  
time  
top  
tower  
tractor  
weekend

## Unit 3

belt  
builder  
busy  
camera

Alternatively, as there are fewer new words to learn in Units 9–12 children could revise and learn the extension words from earlier units as they approach the end of the book.

Words in grey type are needed for understanding in the units in which they appear only. Children do not need to learn them.

**Note:** children should understand all the words in each unit and use their Dictionaries to help them. They should only be tested on the spelling of words that they have studied in Phonics.

carpenter  
centimetre  
different  
doctor  
earphones  
everything  
fire  
fireman  
headset  
hear  
helicopter  
helmet  
high  
hospital  
job  
lifeguard  
metre  
microphone  
mountain  
nurse  
painter  
pay  
pilot  
pipe  
plumber  
pocket  
protect  
rich  
say  
speak  
stay  
thing  
uniform  
upside-down  
useful  
watch  
wide  
woman  
work  
worried

## Unit 4

ago  
America  
axe  
careful  
channel  
choose

competition  
end  
enter  
fetch  
fold  
grow  
hammer  
idea  
instruction  
keep  
metal  
nails  
near  
need  
paper  
perhaps  
piece  
pioneer  
plastic  
pot  
programme  
put  
rope  
saw  
skittles  
sticky tape  
string  
tell  
travel  
visitor  
wood  
wool  
word  
year

## Unit 5

after  
bad  
CD  
CD player  
cheaper  
colourful  
cost  
cylinder  
dial  
digital  
dirty  
disc



expensive  
pace  
film  
first  
at  
gramophone  
interview  
event  
pod  
machine  
mobile phone  
text  
only  
phonograph  
place  
ap  
really  
record  
bound  
screen  
illy  
finger  
long  
together  
turn  
video  
video camera  
choice  
**Unit 6**  
address  
amazing  
believe  
brilliant  
bronze  
congratulations  
cycling  
each  
each other  
envelope  
fall down  
favourite  
get  
gymnastics  
hope  
international  
judo  
leave  
letter  
luck  
medal  
prize  
remember  
Russia  
sailing  
send  
show jumping

skiing  
some  
too  
track  
well  
win  
world  
young

## Unit 7

carriage  
dinosaur  
engine  
fight  
get to  
get away  
growl  
homework  
hurry  
jeans  
kiosk  
like  
luggage  
must  
passengers  
platform  
polite  
ready  
rule  
rush  
slam  
stop  
strange  
suitcase  
thief  
ticket  
ticket office  
tram  
trolley  
whistle

## Unit 8

around  
ask  
aunt  
café  
catch  
cry  
drop  
earring  
escalator  
everyone  
find  
float  
floor  
into  
left

lift  
lose  
mall  
mirror  
missing  
outside  
past  
right  
road  
run away  
scarf  
sob  
spend  
suddenly  
supermarket  
tear  
uncle  
wait

## Unit 9

acrobat  
actor  
air  
annoy  
another  
artist  
because  
enjoy  
fire blower  
flame  
follow  
joy  
juggler  
mind out  
musician  
person  
puppet  
puppeteer  
square  
stall  
statue  
stick  
stilt walker  
sure  
why

## Unit 10

baker  
Big Ben  
building  
burn  
close  
cross  
every  
famous  
heavy  
leave  
left  
mayor

other  
pass  
pull down  
purse  
rest  
servant  
start  
The London Eye  
The Monument  
The Tower of London  
thousand  
Tower Bridge  
traffic  
trip  
weigh

## Unit 11

autumn  
bring  
China  
day  
emperor  
festival  
fireworks  
Japan  
lantern  
paw  
same  
Scotland  
season  
shut  
slave  
soldier  
Spain  
spring  
stream  
summer  
theatre  
thorn  
winter

## Unit 12

close  
Dubai  
fantastic  
France  
glittering  
look like  
Moscow  
New York  
Paris  
shadow  
Shanghai  
town  
understand  
United Arab Emirates  
United States of America



# Grammar Practice Book Answer Key

## Unit 1

### Lesson 1

**Activity 1:** 1 was 2 wasn't  
3 weren't 4 were 5 Was, was  
6 Were, were 7 Were, weren't  
8 Was

**Activity 2:** 1 Was it sunny? No, it wasn't. 2 Was the boy sad? No, he wasn't. 3 Was the zoo fun? Yes, it was. 4 Were the animals interesting? Yes, they were. 5 Were the children at school? No, they weren't.

### Lesson 2

**Activity 1:** 1 c 2 f 3 e 4 a 5 d 6 b  
**Activity 2:** 1 It is quarter to eleven. 2 It is nine o'clock. 3 It is quarter past one.

**Activity 3:** Girl: What is the time?  
Boy: It is quarter to six.

### Lesson 3

**Activity 1:** 1 He was not in the garden. 2 He was in the car. 3 They were in the garden. 4 Was she in the castle? 5 What is the time? It is two o'clock.

**Activity 2:** Nouns: *book, elephant, piano, pencil, sandwiches, shells*

**Activity 3:** 1 piano 2 elephant  
3 sandwiches 4 book 5 pencil  
6 shells

## Unit 2

### Lesson 1

**Activity 1:** 1 did not talk 2 talked  
3 watched 4 did not watch 5 did not help 6 helped

**Activity 2:** 1 He talked to his friend. 2 He did not talk to his sister. 3 He climbed the tree. 4 He did not climb the gate. 5 He did not walk to school. 6 He walked to the park.

### Lesson 2

**Activity 1:** Did, visit, did 2 Did, watch, he 3 Did, play, did 4 Did, walk, they 5 Did, play, did

**Activity 2:** 1 Did she climb a tree? c 2 Did they go to the park? e 3 Did they visit their friends? f 4 Did he read a book? a 5 Did he play computer games? b 6 Did she read a book? d

### Lesson 3

**Activity 1:** 1 He played computer games. 2 He did not read a book. 3 They played football. 4 They did not climb trees.

**Activity 2:** 1 Did she read a book? Yes, she did. 2 Did they climb trees? No, they didn't. 3 Did he play computer games? Yes, he did.

**Activity 3:** Adjectives: *hot, cold, happy, funny, tired, ugly*  
1 ugly 2 hot 3 cold 4 happy  
5 tired 6 funny

## Unit 3

### Lesson 1

**Activity 1:** 1 softer 2 bigger

3 faster 4 longer 5 smaller  
6 slower

**Activity 2:** 1 The train is longer than the car. 2 The car is shorter than the train. 3 The elephant is bigger than the mouse. 4 The mouse is smaller than the elephant. 5 The car is faster than the bike. 6 The bike is slower than the car. 7 The tree is taller than the giraffe. 8 The giraffe is shorter than the tree.

### Lesson 2

**Activity 1:** 1 e wide 2 a long 3 b tall 4 c tall 5 f wide 6 d long

**Activity 2:** 1 How tall, tall 2 How wide, wide 3 How long, long

### Lesson 3

**Activity 1:** 1 The castle is taller than the tree. 2 The car is faster than the bicycle. 3 The dog is bigger than the cat. 4 The castle is older than the car.

**Activity 2:** 1 How tall is the tree? It's 5 metres tall. 2 How tall is the tower? It's 20 metres tall. 3 How wide is the path? It's 2 metres wide.

**Activity 3:** Verbs: *pick, paint, climb, open, mend, look*  
1 climb 2 mend 3 open 4 Look  
5 pick 6 paint

## Review 1

**Activity 1:** 1 was not 2 Were, was  
3 Were, were 4 was 5 were

**Activity 2:** 1 It's five o'clock. 2 It's quarter to five. 3 It's quarter to six. 4 What is the time? It's seven o'clock. 5 What's the time? It's quarter to eight.

**Activity 3:** 1 played 2 did not listen  
3 helped 4 did not help 5 watched

**Activity 4:** 1 Did he climb the tree? Yes, he did. 2 Did the sheep live in the barn? Yes, they did. 3 Did they watch the cows? Yes, they did. 4 Did Max talk to the sheep? Yes, he did. 5 Did Lily help her friends? Yes, she did.

**Activity 5:** 1 How wide 2 How tall  
3 How long 4 high 5 wide

**Activity 6:** 1 star 2 shark 3 car  
4 mouse 5 house 6 cloud 7 play  
8 say 9 May 10 stay

### Review 1 Writing page

**Activity 1:** Monday, hot, sand, football, sea, pretty

**Activity 2:** Example writing: Emma was in the park on Tuesday. It was cold. She walked on the path. She played basketball. The birds were in the trees. They were noisy.

## Unit 4

### Lesson 1

**Activity 1:** 1 They didn't fetch water. 2 They fetched wood. 3 They didn't travel in a train. 4 They travelled in a car. 5 They stopped near a river. 6 They didn't stop near a beach.

**Activity 2:** 1 Did they cook fish? Yes, they did. 2 Did they play football? Yes, they did. 3 Did they fetch wood? Yes, they did. 4 Did they travel in a helicopter? No, they didn't. 5 Did they stop near a river? Yes, they did.

### Lesson 2

**Activity 1:** 1 They did not eat pizzas. 2 They did not wear shorts. 3 They did not play computer games. 4 They did not watch television. 5 They did not travel in cars. 6 They did not live in big houses.

**Activity 2:** 1 People did not use computers. 2 People did not eat burgers. 3 People did not travel in planes. 4 People did not play basketball.

### Lesson 3

**Activity 1:** 1 played 2 travelled  
3 did not use 4 did not travel  
5 Did they cook burgers? 6 Did they watch television?

**Activity 2:** Across: 1 pulled 5 chopped 8 skipped 9 needed  
10 travelled Down: 2 fetched  
3 cooked 4 stopped 6 played  
7 used

## Unit 5

### Lesson 1

**Activity 1:** 1 was 2 were 3 was not  
4 were not 5 Was, was 6 Were

**Activity 2:** 1 There was a robot. 2 There was a guitar. 3 There was not a camera. 4 Were there dolls? 5 Was there a trumpet? 6 Were there trains?

### Lesson 2

**Activity 1:** 1 How much is the boat? It's six pounds. 2 How much does the train cost? It costs two pounds. 3 How much is the drum? It's five pounds. 4 How much does the guitar cost? It costs fifteen pounds.

**Activity 2:** 1 How much does the mobile phone cost? It costs seventy-five pounds. 2 How much does the bike cost? It costs eighty-nine pounds. 3 How much is the computer game? It's twenty-three pounds. 4 How much does the ball cost? It costs five pounds. 5 How much is the T-shirt? It's six pounds.

### Lesson 3

**Activity 1:** were, ten, Was, was, Were, there  
How much, does, costs, How, cost  
**Activity 2:** Across: 5 thinner 7 fatter  
9 sadder Down: 1 hotter  
2 happier 3 funnier 4 angrier

## Unit 6

### Lesson 1

**Activity 1:** 1 went 2 saw 3 said 4 sat  
5 won 6 said 7 came  
**Activity 2:** 1 He did not win a football match. 2 He did not sit

next to his sister. 3 He did not go to the park. 4 He did not see his friend's new mobile phone. 5 His friend did not say "I'm brilliant".

### Lesson 2

**Activity 1:** 1 He likes reading books. 2 He likes eating burgers. 3 He likes listening to music. 4 Does he like winning prizes? Yes, he does. 5 Does he like playing computer games? Yes, he does. 6 Does he like phoning friends? Yes, he does.

**Activity 2:** 1 Do you like playing football? 2 Yes, I do. 3 Do you like phoning friends? 4 Yes, I do. 5 Do you like eating onions? 6 No, I don't.

### Lesson 3

**Activity 1:** 1 He won a prize. 2 He saw the flags. 3 He did not go to the mall. 4 He did not win the race.

**Activity 2:** 1 Does he like going to the castle? Yes, he does. 2 Does he like drawing pictures of the castle? No, he doesn't.

**Activity 3:** Across: 3 quickly  
4 tiredly 7 prettily 8 sadly  
9 loudly Down: 1 brightly  
2 noisily 3 quietly 5 slowly  
6 easily

## Review 2

**Activity 1:** 1 saw 2 did not see  
3 played 4 did not play 5 did not read

**Activity 2:** 1 Did they see cows? Yes, they did. 2 Did they travel in a bus? No, they didn't. 3 Did they see sheep? Yes, they did. 4 Did they travel in a car? Yes, they did. 5 Did they play tennis? Yes, they did.

**Activity 3:** 1 There was 2 There weren't 3 There were 4 There wasn't 5 There was

**Activity 4:** 1 Was there a fish? a 2 Were there birds? c 3 Was there a frog? a 4 Was there a dog? b 5 Were there cats? d

**Activity 5:** 1 How much does the pizza cost? 2 How much is the train? 3 How much does the boat cost? 4 I like playing computer games. 5 She likes playing basketball.

**Activity 6:** 1 window 2 throw  
3 painter 4 builder 5 plumber  
6 girl 7 first 8 bird 9 skirt 10 shirt

### Review 2 Writing page

**Activity 1:** Saturday, zoo, friends, bus, elephant, tigers, going to the zoo

**Activity 2:** Example writing: On Sunday I went to the park with my family. We travelled in a car. We played games. There were slides and there was a roundabout. There weren't swings. I like going to the park!



## Unit 7

### Lesson 1

**Activity 1:** 1 had 2 didn't have  
3 had 4 didn't have 5 have  
6 have

**Activity 2:** 1 He did not have brown hair. He had black hair. 2 She did not have long hair. She had short hair. 3 They did not have motorbikes. They had bikes. 4 He did not have a pizza. He had a sandwich.

### Lesson 2

**Activity 1:** 1 must 2 must not  
3 must not 4 must 5 Must, must

**Activity 2:** 1 We must not sing.  
2 Must you get up early? 3 We must not go to bed late. 4 Must you clean your room? 5 must  
6 must not play computer games

### Lesson 3

**Activity 1:** 1 had 2 didn't have  
3 Did he have, No, he 4 Did, have, did

**Activity 2:** 1 You must sit down.  
2 You must not eat. 3 You must not stand up. 4 You must buy a ticket.

**Activity 3:** 1 in 2 on 3 between  
4 above 5 below 6 inside  
7 outside 8 into 9 onto

## Unit 8

### Lesson 1

**Activity 1:** 1 bought 2 fell 3 found  
4 took 5 saw

**Activity 2:** 1 Amy did not buy a T-shirt. She bought a dress. 2 Amy did not lose her mobile phone. She lost her purse. 3 Lucy did not see Amy's mobile phone. She saw Amy's purse.

### Lesson 2

**Activity 1:** went, spent, ate,  
bought, Did, buy, Did, go, Did, wear

**Activity 2:** 1 When did they go?  
b 2 Where did they go? e 3 How much did they spend? d 4 What did they buy in the shop? f  
5 What did they have for lunch?  
a 6 What time did they come home? c

### Lesson 3

**Activity 1:** 1 went 2 did not go  
3 lose 4 lost

**Activity 2:** 1 What did she buy? She bought a CD. 2 Where did she lose her purse? She lost her purse in the Gift Shop. 3 When did she go to the shop? She went yesterday.

**Activity 3:** Across: 3 hurried  
7 stopped 8 needed 9 smiled  
10 carried Down: 1 hopped  
2 liked 4 travelled 5 cried 6 used

## Unit 9

### Lesson 1

**Activity 1:** 1 The cat is slower than the tiger. 2 The mouse is smaller

than the cat. 3 The tiger is bigger than the mouse. 4 The cat is the fattest. 5 The tiger is the fastest. 6 The mouse is the shortest.

**Activity 2:** 1 Which animal is the fattest? b 2 Which animal is the smallest? c 3 Which animal is the biggest? a 4 Which animal is the longest? a 5 Which animal is the strongest? a

### Lesson 2

**Activity 1:** 1 b 2 a 3 c 4 e 5 d

**Activity 2:** 1 Why is she smiling? Because it is her birthday. 2 Why is he shouting? Because he can see a snake. 3 Why are they wearing coats? Because it is snowing.

**Activity 3:** 1 She is smiling because it is her birthday. 2 He is shouting because he can see a snake. 3 They are wearing coats because it is snowing.

### Lesson 3

**Activity 1:** 1 Tiny is the smallest. 2 Harry is the biggest. 3 Flash is the fastest. 4 Harry is the slowest. 5 Harry is the fattest and Flash is the thinnest. 6 Which horse is the oldest? Harry. 7 Which horse is the youngest? Tiny.

**Activity 2:** Why is Harry eating? Because he is hungry.

**Activity 3:** Across: 1 it 3 she 5 they  
Down: 2 they 3 she 4 it

### Review 3

**Activity 1:** 1 She did not have a cake. 2 Did she have a cake? 3 He had a lollipop. 4 He did not have a burger. 5 Did he have a lollipop?

**Activity 2:** 1 must not 2 must not  
3 must 4 must not 5 Must, must

**Activity 3:** 1 did not go 2 did he go  
3 saw 4 did not see 5 did she see

**Activity 4:** 1 older 2 the strongest  
3 the tallest 4 shorter 5 the thinnest

**Activity 5:** 1 Why is she wearing a coat? 2 Because they are hungry. 3 Why are you reading? 4 Because it is a hot day. 5 Why is he sleeping?

**Activity 6:** 1 fly 2 cry 3 annoy  
4 boy 5 toy 6 enjoy 7 boat  
8 goat 9 coat 10 road

### Review 3 Writing Page

**Activity 1:** Tuesday, aquarium, my class, must be quiet, mustn't use, jellyfish, pizzas, lemonade, a great time

**Activity 2:** Example writing: On Wednesday I went to a farm with my friends. You must be careful on the farm. You mustn't run on the farm. We saw sheep, cows and horses. We didn't see ducks. We ate burgers and orange juice. We had a good day

## Unit 10

### Lesson 1

**Activity 1:** 1 is 2 isn't 3 are 4 aren't

5 Is he, isn't 6 Is she, is

**Activity 2:** 1 Is he going to swim? b  
2 Is she going to play tennis? e  
3 Are they going to ride bicycles? d  
4 What is he going to play? f  
5 What are they going to do? a  
6 What is she going to do? c

### Lesson 2

**Activity 1:** Would you like a sandwich? / How about a pizza? / What would you like? / I am going to have a salad.

**Activity 2:** 1 I'd like a sandwich. 2 Would you like a pizza? 3 No, thank you. 4 Would you like a cup of tea? 5 Yes, please. 6 What would you like? 7 I'd like a salad, please.

### Lesson 3

**Activity 1:** 1 She is going to go on the Monster Ride. 2 He is not going to see a film. 3 They are going to have lunch. 4 They are not going to take a photo. 5 Is she going to take a photo? 6 Is he going to buy a T-shirt?

**Activity 2:** 1 What would you like? 2 I'd like a burger, please.

**Activity 3:** "Hello," said the boy. / "Be careful!" said the teacher. / "What's the matter?" said the boy. / "There's a spider on your chair!" said the teacher.

## Unit 11

### Lesson 1

**Activity 1:** is some 2 are some 3 are not any 4 Are, are 5 Is 6 Are, any, are

**Activity 2:** 1 There are not any apples. 2 There is not any bread. 3 There are not any grapes. 4 Is there any cheese? 5 Is there any juice? 6 Are there any sandwiches?

### Lesson 2

**Activity 1:** I have got some sandwiches. (a) 2 I have not got any cheese. (b) 3 Have you got any fruit? (b) 4 What have you got? I have got some chicken. (b) **Activity 2:** 1 He has got some juice. 2 She has got some chicken. 3 She has not got any sweets. 4 He has not got any chocolate. 5 Has he got any fruit? 6 Has she got any water?

### Lesson 3

**Activity 1:** 1 There is a sandwich. 2 There is a cake. 3 Are there any grapes? 4 Is there any bread? 5 Is there any cheese?

**Activity 2:** What have you got? / I've got some bread. / I haven't got any cheese. / I haven't got any grapes.

**Activity 3:** 1 I like ice cream, apples and cakes. 2 He has a bike, a camera and an iPod. 3 They saw elephants, tigers and snakes at the zoo.

## Unit 12

### Lesson 1

**Activity 1:** 1 his 2 Whose 3 mine  
4 ours 5 theirs

**Activity 2:** 1 mine 2 yours 3 theirs  
4 hers 5 ours 6 his

### Lesson 2

**Activity 1:** 1 the thirtieth of October 2 the ninth of May 3 the sixteenth of August 4 the third of April 5 the first of February 5 the twenty-second of September

**Activity 2:** 1 When is Tom's birthday? It's on the twentieth of March. 2 When is Amy's birthday? It's on the second of June. 3 When is Angela's birthday? It's on the thirtieth of November. 4 When is Ryan's birthday? It's on the seventeenth of December.

### Lesson 3

**Activity 1:** 1 When is the TV competition? It's on 6th March. 2 When is the Spring Party? It's on 8th April. 3 When is the Summer Fair? It's on 21st June. 4 When is the Autumn Dance? It's on 22nd October. 5 When is the Winter Party? It's on January 4th.

**Activity 2:** 1 mine 2 his 3 hers  
4 theirs

**Activity 3:** Across: 1 lorries 5 boys  
7 butterflies 8 babies  
Down: 2 dresses 3 keys 4 lunches  
6 cities 7 boxes

### Review 4

**Activity 1:** 1 I am going to cook lunch. 2 He is not going to climb the tree. 3 You are going to fall. 4 We are not going to travel in a bus. 5 She is going to draw a picture.

**Activity 2:** 1 going, Yes 2 Is, to, she  
3 Are, going, are 4 is, to, going  
5 What, to, to

**Activity 3:** 1 is 2 are 3 is 4 some  
5 any

**Activity 4:** 1 Are, are 2 Is, any  
3 Are, any 4 any 5 any

**Activity 5:** 1 My birthday is on 19th September. 2 Would you like a pizza? 3 Those books are theirs. 4 When is her birthday? 4 That ice cream is mine.

**Activity 6:** 1 turn 2 nurse  
3 morning 4 sports 5 shorts  
6 cow 7 tower 8 flower 9 crown  
10 down

### Review 4 Writing page

**Activity 1:** a party, sandwiches, juice, grapes, cheese, my friend's house, a good party

**Activity 2:** Example writing: We are making the food for a picnic. There are some pizzas and there is some lemonade. There are cakes, sandwiches and apples. There is not any ice cream. There are not any lollipops. We are going to have the picnic in the park. It's going to be a good picnic!