Lesson 1

Vocabulary

**Stories from far away**

What happened next?

Learning objectives:
Identify and use new words: the natural world; Sing a song

Vocabulary: branch, campfire, field, grass, ground, leaf / leaves, nest, shooting star, stream, world

Resources: PK - Unit 6, Lesson 1, Flashcards; TRC - Downloadable flashcards, Vocabulary 1 worksheet; PPK - Vocabulary activities, review Unit 6 song, Flashcards; PRC - Review audio tracks 2.18–2.20

Materials: Class Audio CD2; photocopies of scrambled sentences (using language from Units 1–5, one per pair), sheets of paper (one per child)

Warm-up: Scrambled sentences
- Play the game to practise vocabulary and grammar from previous units, e.g. should / play / You / more / outside.
- See the Games Bank (pages 14–17) for how to play the game.

1 2.18 Listen, point and say.
- Refer the children to page 70. Ask *Where are they? (outside)* What are they doing? *camping*.
- Play the audio. Children complete the activity.
- Refer the children to page 70 again and ask them to describe the picture using the key words, e.g. *There's a campfire. I can see a shooting star.*

2 2.19 Listen and play the game. Which word is above, below or next to these words?
- Have the children tell you the difference between above, before and next to.
- Play the first example on the audio and point to the pictures in the Pupil's Book.
- Play the next example, pause the audio and elicit the answer. Then confirm with the audio.
- For the last part of the audio, when the Narrator says *Now you*, pause for the children to call out the answer.
**Audioscript**

**Teacher:** It’s above stream.

**Child:** world

**Teacher:** It’s below field.

**Child:** shooting star

**Teacher:** It’s next to world.

**Child:** field

**Teacher:** Now you. 1 It’s below grass. 2 It’s next to campfire. 3 It’s above leaves. 4 It’s next to leaves. 5 It’s above branch. 6 It’s below world.

**Answers:**
1 branch 2 ground 3 campfire 4 nest 5 grass 6 stream

3 Write the new words in your notebook.
- Hold a pen in your hand. Say *I can hold this pen in my hand.* Point to your desk. Say *But I can’t hold this desk in my hand.* Refer the children to the chart.
- Children complete the activity individually.
- Have children quiz their partners. Child 1 says a word. Child 2 says whether they can hold it in their hand or not.

**Answers:** Things I can hold in my hand: grass, branch, nest, leaf / leaves
Things I can’t hold in my hand: world, field, ground, campfire, stream, shooting star

4 Look at the picture. Play the game.
- Ask two volunteers to read out the example dialogue.
- Refer the children to page 70 and say *This word begins with ‘n’. Elicit, e.g. nest.* Repeat.
- Have the children continue with their partners.

5 2.20 Sing the song. (Be a star!)
- Have a volunteer read Freddy’s question.
- Play the audio. Children listen and raise their hands when they hear a new word.
- Children read the song and underline the new words. Write them on the board.
- Play the song again. Children sing along.

**Answers:** campfire, shooting star, nest, branch

**Cooler: Let’s draw**
- Put the flashcards on the board.
- Hand each child a sheet of paper and ask them to draw their own campfire setting and to write a few sentences about it, using the new vocabulary.
- Have children present their work to the class.
Lesson 2

Reading

Learning objectives:

Read a story; Identify new words: verbs and pronouns

Vocabulary: another, both, fly (flew), hide (hid), nothing, take (took)

Additional vocabulary: jungle, nearby, roar

Resources: PK - Unit 6, Lesson 2; TRC - Downloadable flashcards; PPK - Flashcards; PRC - Review audio track 2.21

Materials: Class Audio CD2; sheets of paper (one per child), sheets of coloured paper (yellow, green and blue – one per child), coloured board markers (yellow, green and blue), coloured pencils (four different colours per child)

Warm-up: It’s about ...

• Have the children look at the Reading lessons from the previous units.
• Give each child a sheet of paper and ask them to choose a text, write a few sentences about it and draw a picture to illustrate it. Weaker learners may need one-to-one support.
• Have some children present their work to the class.

The tiger in the river (Asia)

Once upon a time, there was a beautiful jungle where all the animals lived happily together. One day, a big tiger came into the jungle and called hungriely to the animals: "I'm going to eat all of you! Who's first?" The animals were very scared. "Not me," said the hippo quickly. "Not me," said the big elephant. "Me," said the little rabbit loudly.

The other animals were surprised, as they hid in the trees and watched carefully. The rabbit jumped round and round. When she was tired, she went to see the tiger. The tiger asked, "Why are you here?" the tiger asked. "Well, I was running away from another tiger," said the rabbit. "It's a BIG tiger, much bigger than you!" answered the tiger. "Show me this big tiger!"

The rabbit took the tiger to the river and pointed into the water. The tiger stood on a rock and looked down. With a huge leap he jumped angrily onto the big tiger. "Ha-ha!" laughed the rabbit, as she watched the tiger go down the river. All the animals laughed too!

Learning to learn

Vocabulary

Put the new flashcards on the board (or write the new words on the board and draw a picture for each one). Write an example sentence on the board for each new word, e.g. I'm still hungry. I'm going to eat another apple. Both my parents are good at tennis, etc.

Point at each sentence, say it and have the children repeat.

• Ask the children what tense the word hid is in (past simple).
• Have the children give you more verbs in the past simple and write them on the board.
• Explain the additional vocabulary using L1 if necessary.

Values

• Refer the children to the Values box.
• Ask if they know any stories from their country and talk about them.

1 Look at the titles and the pictures. Circle the answers.

• Have the children study the pictures and titles and decide on an answer for each question. Ask why they chose that answer.
• Ask what type of stories they like to read and how often they read them.

Answers: 1 a 2 a, c
2 Scan the texts. Underline the new words from Lesson 1.
- Ask the children to tell you the new words they learned in Lesson 1. Write them on the board.
- Have the children work individually. Remind them that scanning is done quickly and not to worry if they don’t understand any new words.
- Children raise their hands to answer.

Answers: leaves, nest, branch, grass, ground

3 Read the texts. Which animals are clever? Why?
- Ask the children what they think of each animal.
- Play the audio. Children listen and read.
- Give them time to read the stories again individually and answer the question in their notebooks. Have them compare their answers with their partners.

Answers: The monkey because he gets help for being kind, and the rabbit because she tricks the tiger.

Learning to learn
- Refer the class to the Learning to learn box. Ask them to say a few nouns and then write them on the board using a yellow marker. Continue with verbs (in blue) and adjectives (in green).
- Give each child one sheet of coloured paper (a mix of yellow, blue and green). Say a word. If it’s a noun, the children with a yellow sheet of paper raise it in the air. Continue with as many verbs, nouns and adjectives as possible.
- Then write a few prepositions on the board and ask the children what colour they would like them to be. Circle them using a marker in that colour.
- Explain that colours can help us to remember words. Using coloured pencils, children write the new words from Lessons 1 and 2 in their notebooks.

Answers: Nouns (yellow): 1 lake, hills 2 servant, Edward, castle 3 fingers, dinosaur, neck 4 Harry, rock, hands, face
Verbs (blue): 1 went 2 pushed 3 saw, jumped, put 5 sit, eat, remember, eat
Adjectives (green): 1 huge, beautiful 2 angry 3 bigger, long 4
Lesson 3  Reading comprehension / Sounds and spelling

Pupil’s Book page 74

Learning objectives: Reading comprehension: interpret stories; Sounds and spelling: le or al ending (/əl/)

Vocabulary: animal, bottle, festival, hospital, little, people, petals, purple, sandals, uncle

Resources: PK - Unit 6, Lesson 3; TRC - Sounds and spelling worksheet; PPK - Sounds and spelling activity; PRC - Review audio tracks 2.22–2.23

Materials: Class Audio CD2; sheets of paper (two per group and one per child), (optional) coloured pens / pencils

Warm-up: What’s the missing word?
• On the board, write three sentences from the stories on pages 72–73, each with a word missing, e.g. One of the __________ ran up a tree.
• Ask the children if they know what word is missing (monkeys). Ask volunteers to come to the board and write the word in the gap.
• Have the children write three of their own sentences from the stories with gaps for their partners to complete.

1 Answer the questions with full sentences.
• Ask the children to give you an example of a full sentence. Write it on the board.

• Look at the example with the class.
• Have the children work individually to answer the rest of the questions.
• Check as a class by having volunteers call out the answers. Write them on the board for the children to check against.

Answers: 1 He wanted to eat them. 2 He wanted to eat them. 3 Because he didn’t take her eggs. 4 Because he was hungry. 5 Because she wanted to look tired. 6 Because he thought he saw another tiger (but it was his own reflection).

2 Which animal(s) do these adjectives describe?
• Write the adjectives on the board and complete the activity as a class.
• Then divide the class into pairs and have them find examples in the text that show why the adjectives belong to those animals.
• Have the pairs read their answers to the class.

Answers: 1 monkey, leopard, tiger 2 monkey, rabbit 3 bird, monkeys, rhino, elephant 4 rabbit

3 Discuss with a friend. Who is your favourite character in the stories? Why?
• Have a volunteer read the speech bubble.
• Have the children look back at pages 72–73 and discuss the questions in pairs.
• Give each child a sheet of paper. Ask them to write their answers on the sheet of paper and to illustrate it. Explain that they can write one or two sentences. Invite some children to show their pictures and read their sentences aloud.
• Place all work on classroom display.

Extension
• Have children write their own activities to give them ownership of their learning.
• Divide the class into groups and hand each group two sheets of paper. Have them write an activity that tests what they have learned in the Reading lesson on pages 62–63. Tell them that they can look back to Activities 1–3 on page 64 for examples. Explain that they must have a separate page with the answer key. When they have completed the activity, ask the groups to swap their activities and to answer them.

Teaching star!
Be a star!

Have a volunteer read the speech bubble.
• Have the children look back at pages 72–73 and discuss the questions in pairs.
• Give each child a sheet of paper. Ask them to write their answers on the sheet of paper and to illustrate it. Explain that they can write one or two sentences. Invite some children to show their pictures and read their sentences aloud.
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Teaching star!
Be a star!

Have a volunteer read the speech bubble.
2.22 Listen and say the chant. Look at the spelling.

- Have the children look at the image in Activity 4 and tell you what they see.
- Write the words little, people, purple, sandals and petals on the board. Say each word as you point to it and have the children repeat after you. Explain that the letters le or al have the /ǝl/ sound.
- Play the first part of the audio for the children to listen to.
- Play it again and encourage the children to join in.
- Explain that the children have to say the missing words from the audio. Play the second part of the audio with pauses to complete the activity.

Audio script

Teacher: Now say the missing words.

Teacher: Two … people in purple sandals sit on flower petals.

Children: little

Teacher: Two little people in … sandals sit on flower petals.

Children: purple

Teacher: Two little people in purple sandals sit on flower …

Children: petals.

Teacher: Two little people in purple … sit on flower petals.

Children: sandals

2.23 Write the missing letters. Listen to check.

- Ask the children what other words they can think of that have the /ǝl/ sound (e.g. apple).
- Write the gapped words on the board and ask volunteers to complete the words. Then have the children complete the activity in their Pupil’s Books.
- Play the audio. Ask volunteers to read out the words in the activity.
- Ask the children to place their Pupil’s Books face down. Explain that you will say a word from Activity 5 and they have to say whether the sound is spelled le or al.

Answers: 1 people 2 bottle 3 festival 4 hospital 5 uncle 6 animal

Cooler: Bingo

- Play the game to practise the sounds the children have learned in Sounds and spelling Units 1–6.
- See the Games Bank (pages 14–17) for how to play the game.
Lesson 4  Grammar

Learning objectives: Use the past continuous

Grammar: Past continuous

Resources: PK - Unit 6, Lesson 4, Graphic Grammar video; TRC - Grammar 1 worksheet; PPK - Grammar 1 activity; PRC - Review Graphic Grammar video

Materials: Large sheets of paper (one per group), (optional) coloured pens / pencils

Warm-up: Read my lips
• Choose one of the new vocabulary sets and tell the class what it is.
• See the Games Bank (pages 14–17) for how to play the game.

1 Look and read.
• If you don’t have access to the class video, have the children look at the picture in Activity 1 and ask what they can see.
• On the board, write:
  Joe did his homework at 5 o’clock.
  Joe was doing his homework at 5 o’clock.
• Ask the children if they can explain the difference. Explain that when we want to show that an action was in progress (was still happening) at a certain time in the past, we use *was* / *were* and add *–ing* to the verb. Say *This tense is the past continuous.*

2 Look and write the sentences. What were they doing yesterday?

3 Write sentences about what you were doing yesterday. Be a star!

4 On the board, write two more sentences, one in the past simple and the other in the past continuous. Have the children tell you which sentence is in the past continuous.

5 Refer the children to the Graphic Grammar box on page 75 and have them read the sentences. Ask them to tell you which verbs are in the past continuous.

6 Divide the class into pairs and have them write two sentences using the past continuous. One sentence should use *was / were* and one should use *wasn’t / weren’t*.

7 Have the pairs read their sentences to the class.

8 If using the video, first read the sentences in the book as the children follow you. Tell them to watch the video and pay attention to the blue and red boxes.

9 Play the video.

10 Continue by following the above steps, starting at the second point.

11 Look and write the sentences. What were they doing yesterday?

12 Have the children look at the picture. Explain that it shows what the animals were doing yesterday. Look at the example as a class.

13 Have the children tell you what each animal was doing yesterday using the past continuous form.

14 Have the children complete the activity individually and then show their answers to their partners.

15 Ask them to look through the book and describe what was happening in a few of the pictures to their partners.

16 Monitor for proper use of language, gently correcting where necessary.

Answers: 1 The monkeys were playing. They weren’t eating. 2 The bird was flying. She wasn’t hiding. 3 The leopard was eating. He was waiting. 4 The baby birds weren’t sleeping. They were singing. 5 The tiger was hiding. He wasn’t dancing.

3 Write sentences about what you were doing yesterday. Be a star!

• Using the times given in Activity 3, write sentences on the board about yourself and read them to the class.

• Have the children complete the activity and then read their sentences to their partners.
Revision

- Have children revisit grammar from earlier units to consolidate learning.
- Divide the class into small groups and give each group a large sheet of paper. Ask them to make five columns across it. Explain that in each column they have to write a unit number (from Units 1–6), its grammar focus and examples of the grammar used in that unit. Have them write some of their own examples of the grammar as well, e.g. past continuous — I was walking to school at eight o’clock this morning. Then have each group illustrate their work and present it to the class. Place all work on classroom display.

Teaching star!

Workbook page 65

1 Look and circle the verbs to complete the sentences.

Answers: 1 weren’t watching, were doing
2 was listening, wasn’t watching
3 wasn’t reading, was playing
4 were doing, weren’t playing
5 wasn’t sleeping, was watching

2 Look and write sentences using was / were and wasn’t / weren’t.

Answers: 1 The children weren’t playing outside. They were sitting inside.
2 Vicky wasn’t washing up. She was cleaning the table.
3 were eating sandwiches. They weren’t...
4 was eating an apple. She wasn’t...
5 was cutting bread. He wasn’t...

Children’s own answers.

3 What did you do last weekend? Use was / were and wasn’t / weren’t.

Answers: Children’s own answers.

Grammar reference:

Remind the children that they can refer to the Grammar reference section on page 123 while completing these Workbook activities.

Cooler: Right or wrong?

- Tell the class that when you get a headache, you usually mix up your words. Tell them that you have a headache now and so you might make mistakes as you read out some sentences to them. Say The monkeys played while the birds sing. Have the children correct you (The monkeys were playing while the birds were singing).
- Then say a sentence with the correct grammar and syntax.
- Continue with a few more sentences, alternating between correct and incorrect structures.
- Divide the class into pairs and have them play the game amongst themselves.
Lesson 5

Language in use

Pupil’s Book page 76

Learning objectives: Ask questions using the past continuous; Use new words: verbs and activities

Vocabulary: buy a present, catch a bus, plant a flower, write an essay

Resources: PK - Unit 6, Lesson 5, Language in use video; TRC - Downloadable flashcards, Grammar 2 worksheet, Vocabulary 2 worksheet; PPK - Grammar 2 activity, Flashcards; PRC - Review audio track 2.24 and Language in use video

Materials: Class Audio CD2; blank postcards (one per child), (optional) coloured pens / pencils

Warm-up: What's the tense?

- Play the game to practise the present simple, past simple and past continuous tenses, e.g. call, called, was calling.
- See the Games Bank (pages 14–17) for how to play the game.

1 Listen and say.

- Stick the new flashcards on the board (or write the words and draw a picture for each one). Point to the words as you say them and have the class repeat after you.
- Then ask the children to change the verbs in the new phrases to the past continuous. Write them on the board. Have volunteers make sentences with them.

- Finally, refer the children to the dialogue in Activity 1. Play the audio and have the children listen and follow. Play it again. Tell them to underline all the verbs in the past continuous.
- Ask volunteers to read out the dialogue.

If using the video, have the children watch the video after the third point and then continue.

2 Write questions for these answers. Use Why, Where, What or Who.

- Have the children look at answers 1–4 in Activity 2 and have them underline the verbs in the past continuous.
- Look at the example as a class. Ask volunteers to tell you what question words they think could be used to ask about the bold words in the other answers, e.g. sports centre = Where.
- Have the children complete the activity individually and compare their answers with their partners.

Suggested answers: 1 What was John doing? 2 Where was he going? 3 Who was he meeting there? 4 Why were they going there?

3 Make a new dialogue. Talk about yourself.

- Have two volunteers read out the example dialogue.
- Explain to the children that they are going to make a short dialogue, like the one in Activity 1, but they have to talk about themselves.
- Tell them they should use the vocabulary in the red box, the past continuous and question words as much as possible.
- Divide the children into pairs and have them do the activity.
- As the children work, monitor for correct use of language and vocabulary, gently correcting where necessary.
- When the pairs have completed the activity, ask some of them come to the front of the class and perform their dialogues for the class.

Communicating

- Use oral activities to build children’s confidence with new grammar structures.
- Divide the class into small groups. On the board, write:
  08:00 09:30 12:30 15:00 18:30 20:00
- Explain that each child has to say what they were doing at these times yesterday, but two of the things they say must be lies. The other group members have to find the two lies. The other group members have to find the two lies. This game can also be played as a whole class.

Teaching star!
Cooler: Postcards

- Give each child a blank postcard.
- Tell them to imagine that they are on holiday and to think about where they are and what they are doing. Then ask them to draw a picture of them doing an activity on their imaginary holiday. Explain that they have to write a few sentences about what they are doing in the picture.
- Ask some volunteers to present their work to the class. Place all work on classroom display.

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<td><strong>1. Write the words in the correct order to make questions.</strong></td>
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<tr>
<td>1. What was Jane doing at ten o'clock yesterday?</td>
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<tr>
<td>2. Why were you calling her?</td>
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<tr>
<td>3. Were they going to visit their friend?</td>
</tr>
<tr>
<td>4. Who were you talking to?</td>
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<td>5. Where was Grandpa going?</td>
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</tbody>
</table>

| **2. Read the answers and write the questions.** |
| **Answers:** |
| 1. What were the children doing? |
| 2. Where was she going? |
| 3. Why did they go to the shop? |
| 4. Who was Mary helping? |
| 5. What was he buying? |

| **Grammar reference (page 123)** |
| **1. Write the dialogue.** |
| **Answers:** |
| A: What were you doing at 4pm yesterday? |
| B: I was playing football in the park. |
| A: Who were you playing with? |
| B: I was playing with some friends from school. |
| A: Was your brother playing? |
| B: No, he wasn’t. He was shopping with mum. |
| A: What were they buying? |
| B: They were buying a birthday present for me! |
Lesson 6
Listening and speaking
Pupil’s Book page 77

Learning objectives:
Listening: listen to sequence a story; Speaking: act out a play

Resources: PK - Unit 6, Lesson 6; PRC - Review audio track 2.25

Materials: Class Audio CD2; sheets of paper (several per child), photocopies of the pictures from Activity 1 (one per child), glue and child-safe scissors, (optional) coloured pens / pencils

Warm-up: Sentence race
• Divide the class into pairs. Explain that they have two minutes to write as many sentences using new vocabulary from Unit 6 as possible. Tell them that their sentences have to be in the present simple.
• When the time is up, have the pairs read out their sentences. The pair with the most sentences wins.
• Then have the children swap their sentences with another pair who has to rewrite them in the past continuous.

1 Listen and number the pictures to make a story.
• Refer the children to the pictures and ask them to tell you what they see in each one. Then ask them to tell you what they think the story will be about.

2 Discuss with a friend. Is the poor man good or bad? Why?
• Ask Is the poor man good or bad? Why?
• Divide the class into pairs and have them discuss the question.

• Play the audio and have them complete the activity.
• Play the audio again for the children to check their answers.
• Ask the children what they think the moral of the story is.

Audioscript
Narrator: Once upon a time, there was a poor man who had nothing to eat. All he had was a big pot. He made a fire, put water in the pot, put a stone into the water, put the pot on the fire, sat down on the ground and stirred the water round and round. Soon a farmer came by.

Farmer 1: What are you cooking?
Man: I’m making stone soup. It’s delicious, but can you add something to it?
Narrator: The farmer went away, but she came back with some carrots.

Farmer 1: Here are some carrots for your soup.
Man: Thank you very much!
Narrator: The poor man went on stirring his soup round and round. Soon another farmer came by.

Farmer 2: What are you cooking?
Man: I’m making stone soup. It’s delicious, but can you add something to it?
Narrator: The farmer went away, but he came back with some onions.

Farmer 2: Here are some onions for your soup.
Man: Thank you very much!
Farmer 3: What are you cooking?
Man: I’m making stone soup. It’s delicious, but can you add something to it?
Narrator: The farmer went away, but she came back with a chicken.

Farmer 3: Here’s a chicken for your soup.
Narrator: The moon and the stars came out, but the poor man was still there, stirring his soup round and round. Soon another farmer came by.

Farmer 3: Here’s a chicken for your soup.
Man: This stone soup is really delicious! Please everyone, stay for dinner!
Narrator: Everyone shared the poor man’s delicious soup. Mmm!

Answers: a 6 b 5 c 3 d 1 e 2 f 4
• Monitor for proper use of language.
• Have volunteers share their ideas with the class.

**Suggested answer:** He is good because he understood that if each person contributed to his soup, they would make something much better when put together, which could then be shared.

### 3 Act out the play. Add lots of food to the soup. *Be a star!*

Divide the class into small groups and hand each one a few sheets of paper. They draw the food they will add to the pot. They can use their drawings as props.

- Give the groups a little time to prepare their play.
- Bring groups to the front and have them perform their play.

### Cooler: What did they say?

- Give each child a photocopy of the pictures from Activity 1 and a sheet of paper.
- Help them cut up the pictures and glue them on the sheet of paper in the correct order.
- Then tell them they have to write what each character in the picture is saying.
- Have the children show their work to their partners.
- Ask volunteers to come to the front and present their work to the class. Place all work on classroom display.

### Group work

- Set up group work activities which allow children to share their diverse perspectives on what they have learned.
- Divide the class into small groups and hand each one six sheets of paper. They look back at all the units and choose a story or situation they liked best. With it, they make a story cartoon strip like the one in Activity 1 and write a short story or dialogue about it. They choose who will present the pictures at the right moments, and who will narrate the story / read the dialogue.

### Work book page 67:

1. **Circle the correct words to complete the sentences. There is more than one answer each time.**

   **Answers:** 1 doing, writing 2 making lunch, watching a film 3 delicious, boring 4 help me, find a better one.

2. **Write the dialogues. Use the structures in Activity 1.**

   **Answers:** 1 A: What are you studying? B: I'm doing maths homework. It's difficult. Can you check the answers, please? 2 C: What are you doing? D: I'm planting flowers. It's hot! Can you give me a glass of water, please? 3 E: What are you reading? F: I'm reading an English story. It's difficult! Can you get a dictionary, please?

3. **Draw another situation like the ones in Activity 2. Then write a dialogue for it.**

   **Answers:** Children's own drawings and answers.
Lesson 7 Writing

Pupil’s Book page 78

Learning objectives: Using adjectives and adverbs in a story

Resources: PK - Unit 6, Lesson 7

Materials: Sheets of paper (one per pair)

Warm-up: Telephone game
- Play the game with sentences from the play in Lesson 6. See the Games Bank (pages 14–17) for how to play.

1. Read the story on page 73 again. Make a list of the adjectives and adverbs in your notebook.
   - Refer the children to the Explanation box. Have them suggest sentences with adjectives or adverbs. Write them on the board.
   - Then have them look at the story on page 73 to complete the activity.

   Answers: Adjectives: beautiful, big, scared, little, surprised, tired
   Adverbs: happily, hungrily, quickly, loudly, carefully, angrily

2. Read the beginning of the story. Then complete with the adjectives and adverbs.
   - Have the children tell you what part of speech each word in the box is.
   - Have the children complete the activity individually.

   Answers: 1 little 2 carefully 3 slowly 4 huge 5 big 6 delicious

3. What do you think happens next?
   Write the ending of the story in your notebook.
   - Ask a volunteer to read the second paragraph.
   - Refer the class to the pictures and ask them what they think will happen next. Write suggestions on the board.
   - Have the children write the ending individually. Remind them that the story should have as many adjectives and adverbs as possible.
   - Volunteers read their endings to the class.

   Suggested answer: A kind woman was walking past. It was her mother, so Anna called, ‘Mother, Mother, please help us!’ Her mother came quickly across the field and they pulled and pulled, but the carrot was too big!
   An old man was walking past. It was her grandpa, so Anna called, ‘Grandpa, Grandpa please help us!’ Her grandpa came slowly across the field and they pulled and pulled, but the carrot was too big!
   An old woman was walking past. It was her grandma, so Anna called, ‘Grandma, Grandma please help us!’ Her grandma came slowly across the field and they pulled and pulled, but the carrot was too big!
   Then a small bird decided to help. They pulled and pulled and suddenly … OUT CAME THE CARROT!
   Anna made carrot soup. She stirred the soup carefully and then she called to her family, ‘Come and eat my delicious carrot soup!’

Cooler: What’s the word?
- See the Games Bank (pages 14–17) for how to play this game.
Prepare to write

1. Look at these sentences from a story. Circle the adjectives in green and the adverbs in orange. Then complete with your own adjectives and adverbs.

   - If done in class, write beautiful, happily, interesting and sadly on the board.
   - Ask the children which ones are adjectives (beautiful, interesting) and which ones are adverbs (happily, sadly).
   - Have the children suggest some more adjectives and adverbs. Write them on the board.
   - Have them complete the activity. Ask volunteers to read their answers to the class.

   **Answers:** Adjectives: stripy, cool, tall, clever, long, green Adverbs: silently, happily

2. Write ideas for a story about animals to complete the Mind Map™.

   - If done in class, ask children for ideas for a story about animals. Write some ideas on the board.
   - Then go through each prompt and have children make suggestions. Write them on the board.

3. Choose the best ideas in Activity 2 to plan your story. Write notes.

   - Have children think about which story outline they like the best.
   - Have them write their plan and if done in class, show their partners.

4. Write your story. Remember to include adjectives and adverbs to make it more interesting.

   - Children write their story using their plan.
   - Tell them to refer to the previous activity and to pages 72, 73 and 78 of the Pupil’s Book.

5. Read and check what you wrote in Activity 4.

   - Have children go through their check-list before comparing with their partners, if done in class.
Lesson 8  🤔 Think about it!

Pupil’s Book page 79

Learning objectives: Analyse and synthesise information

Additional vocabulary: problem, solution

Resources: PK - Unit 6, Lesson 8; PRC - Review audio track 2.26; TRC - TG - Unit test

Materials: Class Audio CD2; sheets of paper (one per child), sheets of gridded paper (one per child), coloured pens / pencils

Warm-up: Word play

- On the board, write FIELD.
- Tell the children that they have to write a word for each letter, e.g. F – fire, I – island, E – easy, L – laugh, D – drum.
- Continue with a few more unit vocabulary items.

1 🗣️ Discuss with a friend. In the story on page 78, what was the problem and the solution?

- Tell the children that in a story there is usually a problem and a solution. Explain that a solution gives an answer to a problem.
- Ask them to think about what the problem and the solution are in the story on page 78.
- Divide the children into pairs and have them discuss the question.

Answers: Problem: The carrot was too big for Anna to pull up. Solution: For everyone to help.

2 Read the sentences and write P (problem) or S (solution).

- Help the children with the additional vocabulary, using L1 if necessary.
- Refer the children to the stories on pages 72–73 and have them find the problems and solutions.
- Then have them complete the activity in pairs.

Answers: 1 S 2 P 3 S 4 P 5 P 6 S 7 S 8 P

3 Look at Activity 2 and match the problems with the solutions.

- Refer the children to the example. Say Number 5 is a problem because Adele lost her phone but number 1 is the solution because she finds her phone in the wardrobe.
- Have the children complete the activity in pairs.

Answers: 1 5 and 1 2 8 and 3 3 4 and 7 4 2 and 6

4 🎧 2.26 Listen and write your ideas for a story.

- Give each child a sheet of paper.
- Explain that they will hear some questions which they have to answer.
- Play the audio several times and have them note down and check their ideas.
- Have them compare their notes in pairs.
- Ask if they had similar ideas to their partners and have volunteers read out their ideas.

Audioscript

1 There were two girls. What were their names?
2 Were they sisters or friends?
3 What time of day was it?
4 They were in the countryside. Where were they?
5 What were they doing?
6 What was the problem?

5 🗣️ Work in groups and use your ideas to make a story. Be a star!

- Divide the class into small groups and have them complete the activity.
- Ask them to illustrate and give a title to their work.
Evaluating

- Reading aloud helps children notice the mistakes in their written work.
- Divide the class into pairs, so that they are working with a different child to their group members from Activity 5. Have the children read their story from Activity 5 aloud to their partner. Explain that the listener should give feedback as to what can be improved.

3 Read the text and choose the best answer. There is one example.

What were you doing at six o’clock?
A. I was eating my bike in the park.
B. I went out.
C. I stayed at home.
1 I called you but you didn’t answer.
A. Oh sorry, I didn’t have my phone.
B. I don’t know the answer.
C. Who did you call?
2 What was in the park too?
A. No, she wasn’t inside.
B. Yes, she was.
C. Yes, they were both in the park.

What can I do?
1 Put a tick (✔) or a cross (X) in the correct answer.
2 Read the text and choose the best answer.
3 Write the words in the correct order to make questions. Then write the answers.

Answers: Across: 4 grass 7 shooting star
9 leaf 10 world
Down: 1 branch 2 nest 3 ground
5 stream 6 campfire 8 field

2 Write the words in the correct order to make questions. Then write the answers.

Answers: 1 What were the girls eating? They were eating fish.
2 Where were the rabbits hiding? They were hiding behind the tree.
3 Who was looking at shooting stars? The man was looking at shooting stars.
4 What was the boy doing? He was playing the guitar.
5 Where was the owl sitting? It was sitting on a branch.

Answers: 1 A 2 B 3 A 4 C 5 C

4 Circle the correct words to complete the text.

Answers: 1 nothing 2 field 3 hide 4 catch 5 called 6 nothing