

Way Ahead

A Foundation Course in English

Teacher's Book

4



Mary Bowen
Printha Ellis

New Edition

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Introduction

1 Components of the course

The Pupil's Book

The Pupil's Book consists of 18 units with four lessons and a *Reading for pleasure* page in each unit. The skills of reading, writing, listening and speaking are all dealt with systematically, and all new language is regularly recycled and revised. At the beginning there is a map of the town featured in *Way Ahead 3* and *Way Ahead 4*. At the end there is a board game, a map of the world, a three-page thematic picture glossary, an irregular verbs list, a grammar reference section and a word list.

The Workbook

Each Pupil's Book lesson is complemented by one or two pages of Workbook activities where language points introduced in the Pupil's Book are practised and consolidated. The Workbook also contains exercises encouraging study skills (including categorisation, punctuation, and capitalisation) as well as exercises dealing with spelling. In addition to the usual writing practice, each Workbook unit also includes a composition page which leads children beyond writing at sentence level and gives practice in a variety of written forms (letters, descriptions, etc.). Children progress from more controlled practice in the beginning to freer compositions by the end of the book.

There is a short practice test in units 4, 8, 13 and 18 which consolidates the language points revised in the previous units of the Pupil's Book.

The Practice Book

This has two pages of extra practice for each unit. At the back of the book there is a model letter and graded handwriting practice.

The Teacher's Book

The Teacher's Book contains:

- a language summary and detailed notes for each lesson in the Pupil's Book and Workbook.
- notes on preparation for lessons.
- suggestions for warm-up activities.

- detailed step-by-step notes on how to present and practise the language points.
- suggestions for extra optional activities including projects.
- all tapescripts.
- keys to Workbook exercises.
- answers to tests.
- answer keys to Practice Book exercises.

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

 Pupil's Book

 Workbook

 Tape cassette

Language Tapes

The Pupil's book Cassette includes all presentation material from the Pupil's Book, including texts, dialogues, songs and rhymes and a variety of listening comprehension activities.

The Story Cassette includes all the Reading for Pleasure pages, plus the three Way Ahead Readers for this level.

2 Features of *Way Ahead 4*

Noticeboard

In lesson 3 or 4 of each unit a Noticeboard (preceded by the 'grammar gang') is used to highlight and practise the main language being taught. Once children have done the related exercise or activity in their books, the teacher can create a similar activity on a classroom Noticeboard to which the children can contribute in an active way, from their own experience. For example, in Unit 7, children can be asked to help in the preparation of paper dolls and items of school clothing (patterns at the back of the Teacher's Book) for the Noticeboard. They then use the Noticeboard to make statements about what they do and don't have to wear in their own school. There are also patterns for the 'grammar gang' and their lorry at the back of the Teacher's Book and these can be used in conjunction with the classroom Noticeboard.

Reading for pleasure

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

Recycling and revision

Once the language has been introduced and practised initially in the Pupil's Book, it is reinforced by exercises in the Workbook, recycled in subsequent units and practised again in revision units, followed by practice tests. In the language boxes at the head of each Lesson in this book, new words which will be introduced are given. Words being recycled are marked **(R)** and printed in *italic*. Words which appeared in *Way Ahead 1–3* are printed in *italic*. Some of these words will be very familiar but others have been used less frequently and teachers may wish to revise them at the same time as introducing new words during the lesson. Children also meet familiar language again and again on the *Reading for pleasure* pages.

Short forms and long forms of verbs

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

Songs, rhymes and games

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

Projects

There is a project idea at the end of each unit in the *Teacher's Book*.

Teachers may also wish to introduce long-term projects as part of the course, and it is suggested that this might be done over the units as follows:

Project 1: Our Neighbourhood/Town (Units 1–4)

Children make a model of their town or the area around their school. You may wish to provide a large scale map which they can label with their favourite places, shops, etc. They can then:

- draw pictures or make 3-D models of the various places.
- find out what occupations people have in the area (policeman, shopkeeper, etc.).
- take photographs or make drawings of various people important to the area, and write captions.
- plan an excursion to a particular place (the library, a special workshop or museum) and make a scrapbook about their visit.
- make posters about special events and sights of interest in the town.
- make a board game involving people and places in the town.

Project 2: Good citizens (Units 5–8)

Children can choose an area of their day-to-day lives which involves rules and design a project around it. They may wish to work on several areas in small groups. These could include:

- dental health
- rules for sports safety
- school rules
- healthy eating
- helping at home
- helping older people
- looking after animals.

Children can do a number of activities, including:

- designing a questionnaire
- writing a newsletter
- forming a club with logo, badge and rules
- designing a poster
- writing a short play or puppet show
- making the 'world's healthiest' (yummiest/unhealthiest) meal.

Project 3: Animals and deserts (Units 9/10)

Children create a display, with fact files, about a desert they know about or deserts around the world. They can:

- make a poster about surviving in the desert.
- dress a doll or make a paper doll with the proper clothing for the desert.
- collect pictures of plants and animals that live in the desert.
- write a story about an adventure in the desert.
- make fact files about temperatures and weather, size, animals, plants, etc. or fact files about individual world deserts.

Finally, children make a tape in which they describe things they can see, hear, touch, taste and smell on an imaginary trip to the desert. They can make it exciting, frightening, relaxing, funny, etc.

Children could also create a display for mountains, islands or coasts in connection with Units 14, 15 or 17.

Project 4: The souvenir shop (Units 11/13)

Children design a souvenir shop with posters, postcards, models or toys from places around the world. They can design their own play money, and 'buy' things from the shop.

Project 5: A space age family (Units 16/18)

Children invent a space age family. They must decide:

- who they are
- what they eat and wear
- where they live
- how they travel
- what they do for fun
- where they work
- how they learn.

They can then:

- write a script for a radio play.
- write a comic strip story.
- write a short play and make simple hand or finger puppets.
- narrate and tape a 'trip' to the moon by spaceship, complete with sound effects.

Tests

Practice tests appear at the end of units 4, 8, 13 and 18 in the Workbook. Photocopiable evaluations covering the full scope of *Way Ahead 4* can be found at the back of the Teacher's Book. The answers for all tests and marking schemes can be found on pages 132 onwards of the Teacher's Book.

3 Methodology**Introduction of new words**

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

Listening

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

Listening is also treated as a skill. Listening tasks, largely based around photographs, occur in every other unit (apart from revision units). These encourage children to listen extensively and intensively to longer listening texts to develop their listening skills.

Children's ability to listen and recall words can be extended by putting the words of a poem or song on the board and reading it aloud while children listen. Then a significant word in each line is rubbed out; children read the lines, supplying the missing word which they have heard. This procedure can be continued until only one word in each line remains. Then the children have learned the poem or song by heart.

Songs and poems can also be divided into parts, so that groups of children take on particular roles, verses or lines and sing or speak and listen to each other.

Reading

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

Reading as a skill is also dealt with. Reading beyond sentence level is encouraged in longer texts largely illustrated with photographs, often of real children. These texts occur in every other unit (apart from revision units). Children are presented with tasks which encourage them to develop a variety of reading skills, including skimming for gist and scanning for information.

Speaking

As with listening and reading, children are required to speak as part of the presentation and practice of new language. Although these spoken activities can always be teacher led, it is a good idea to include pair work as a routine part of the lesson. *Ask and answer* exercises are particular opportunities to practise oral work in pairs or small groups. So too are the Noticeboard activities. Where Workbook answers depend on choices or opinion, children can be encouraged to look at each other's work and talk about differences, as another means of increasing confidence and fluency.

Functional dialogues also encourage fluency, where children are encouraged to use language for a purpose and given the chance to learn useful 'chunks' of language. It is therefore important that children master these and perform them in small groups or pairs if possible. Functions in Pupil's Book 4 include asking for and giving directions, giving advice, asking for permission and buying a train ticket.

Children should also be encouraged to 'perform' in front of the class, reciting poems and rhymes or acting out scenes, stories and dialogues they have read or learned.

Writing

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

The majority of the Workbook exercises involve writing at either word or sentence level. However, it is also important for children to progress beyond this and to learn writing as a creative skill. The fifth page of each Workbook unit is devoted to composition writing. These writing activities are initially quite tightly controlled with models for the children to follow, working independently. To ensure that the model is understood, teachers can prepare the class orally before they write, asking questions and eliciting answers about the model to assist children with their own writing. As the composition tasks become freer, oral preparation can be used to guide the children towards the content. Elicit questions and answers from the class to help them organise their writing, and help children to decide for themselves what to include.

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

Language development

Skills development

Unit	Structures	Functions	Lexis	Reading	Writing
1	<p>He's going to go to the bank. What are we going to do this week?</p> <p>The library is never open on Sunday.</p>	<p>expressing future actions/intentions</p> <p>expressing frequency of events/actions</p>	<p>bank, corner shop, police station, newspaper office, thief, librarian, shopkeeper, sweep (v.)</p> <p>sometimes, never, always, often, usually</p> <p>typist, tap (v.), tailor, sew, cleaner, nod (v.)</p>	<p>for task: descriptive paragraphs information based texts</p> <p>for pleasure: <i>A surprise for Peter!</i></p>	<p>descriptive sentences answer questions write sentences and statements complete questions</p> <p>composition: compose a 5-sentence description of a girl and her future plans</p>
2	<p>There were houses and shops on the bridge.</p> <p>At midnight the fireworks started.</p> <p>The streets were narrower and dirtier.</p>	<p>describing historical past</p> <p>telling a story</p> <p>making comparisons</p>	<p>fisherman, butcher, baker, shoemaker</p> <p>fireworks, rocket, towards, midnight, hooray</p> <p>wider, narrower, cleaner, dirtier</p> <p>above, around</p>	<p>for task: a 3-paragraph historical account a 6-paragraph story (for ordering) questions comprehension passage</p> <p>for pleasure: <i>The Great Fire of London</i></p>	<p>compose a 3-sentence description of a town in the past answer questions write sentences from picture prompts</p> <p>composition: write a 6-sentence story from picture prompts</p>
3	<p>Can I have ... please? Would you like ... ?</p> <p>I'd like ... How much ... ? Excuse me, where's the ... ? Turn right/left; go straight</p>	<p>requesting and offering</p> <p>making purchases</p> <p>asking for and giving directions</p>	<p>information/ticket office, newsagent, kiosk, cola, crisps, newspaper, colouring book</p> <p>sports centre, department store, post office</p> <p>go right/left/straight at the end, opposite</p>	<p>for task: narrative paragraph speech bubbles prices short paragraphs giving directions</p> <p>for pleasure: <i>Cities</i></p>	<p>write sentences write direct speech answer questions write questions and matching answers</p> <p>composition: compose a one paragraph account following a model</p>
4	<p>Can I paint the face?</p> <p>You must wear an apron.</p> <p>Be very careful. Watch your fingers!</p>	<p>asking for permission</p> <p>expressing necessity</p> <p>imperative (giving advice)</p>	<p>factory, wooden, needle, thread, cloth, apron, body, finger, saw</p> <p>cutting (adj.), careful, carefully, bow tie, hang, drop, sewing (adj.)</p>	<p>for task: dialogue in speech bubbles narrative paragraph</p> <p>for pleasure: <i>Jack and the beanstalk</i></p>	<p>recount a sequential process state requirements with must</p> <p>composition: write a recipe following picture prompts and using word prompts</p>
5	<p>It will have three cinemas.</p> <p>Shall we go trampolining? Yes, let's. Let's go inside.</p> <p>It will be cloudy in the west.</p> <p>After lunch we'll walk to the river.</p>	<p>describing a building in the future</p> <p>suggesting future activities; agreeing</p> <p>weather forecasting</p> <p>stating future plans</p>	<p>canoe, rowing boat, tennis court, pitch (n.), famous, badminton</p> <p>article, mistake, fun, lake, welcome, roller blading, trampolining, racket, shall, let's</p> <p>shine, east, west, trip (n.), nature, play (n.)</p>	<p>for task: an advertisement a newspaper article comprehension passage</p> <p>for pleasure: <i>Louis Braille</i></p>	<p>compose a short newspaper article write questions and matching answers give future weather conditions</p> <p>composition: write a newspaper article about a basketball match using notes and following a model</p>
6	<p>You should go to the dentist. You shouldn't eat much/many ...</p> <p>Do you eat fruit?</p>	<p>giving advice</p> <p>discussing and enquiring about good/bad habits</p>	<p>teeth, toothache, matter, should, shouldn't, join (v.)</p> <p>bad, trouble, vanish, bubble (three) times, change (v.)</p> <p>inside, outside, snacks, hard, soft, bones</p>	<p>for task: dialogue and narrative 6-paragraph information text on dental hygiene information text (for completion)</p> <p>for pleasure: <i>Water when you're thirsty; Drinking fountain</i></p>	<p>write questions from given answers complete sentences order sentences</p> <p>composition: describe children caring for their teeth using prompts</p>
7	<p>You have to be at school ... You have to do your homework.</p> <p>Open the window so that fresh air can come in.</p>	<p>expressing requirements</p> <p>expressing purpose</p>	<p>uniform, rules, correct (adj.), corridors, polite</p> <p>tidy (adj.), rubbish bin, break (n.), fresh air, parents, clearly, tidy (v.)</p> <p>accident, hurt (v.)</p> <p>first aid vocabulary</p>	<p>for task: dialogue questions class rules</p> <p>for pleasure: <i>How to make a peach boat</i></p>	<p>write a 4-sentence paragraph compile sentence from word prompts complete sentences write sentences from picture prompts</p> <p>composition: order sentences to write a holiday postcard</p>
8	<p>Everybody had a sandwich. Nobody had a slice of cake. Do you play sports more than twice a week? I never play sports. She doesn't have many ... I have a lot of ...</p>	<p>stating possession within a group</p> <p>enquiring about/stating frequency of activity</p> <p>stating quantity</p>	<p>everybody, nobody, somebody, anybody</p> <p>healthy, unhealthy, healthier, important, congratulations</p> <p>slept, storm, sign (n.)</p>	<p>for task: statements questionnaire</p> <p>for pleasure: <i>Helen Keller</i></p>	<p>write answers compose sentences from picture prompts complete sentences</p> <p>composition: write an account of a boy's day using notes; write a similar personal account</p>
9	<p>How tall is a giraffe? There are 500,000 monkeys.</p> <p>There were only a few leaves. There was only a little grass.</p>	<p>giving measurements and quantities; large numbers</p> <p>stating quantity</p>	<p>danger, gorilla, Rwanda, fur, lightning, rainbow, bum (v.), thirsty, lift (v.), thunder, dry</p> <p>oryx, dodo, wolf, horn, Saudi Arabia, sailor</p>	<p>for task: factual texts a short story 4-paragraph informative text</p> <p>for pleasure: <i>Did you know?</i></p>	<p>convert large numbers to words answer questions from a fact file write comparative sentences order sentences</p> <p>composition: complete a file card about a bison write a file card about a pigeon</p>

Activities

Listening	Speaking	Study skills	Noticeboard	Grammar gang	Project
follow narrative description listen to questions and respond by pointing song: <i>Can you tell me?</i>	answer questions about occupations and modes of transport ask and answer questions about future activities	spelling: words ending nk categorising: occupations lexis	plans for the week ahead	future: going to	Our neighbourhood/ town 
follow narrative description listen to questions and check order listen for picture recognition	compose questions about a past situation and answer compose questions about actions in the past	spelling: words beginning sh alphabetical order: sets of 4 words with first/first two letters the same	places we went to yesterday	past tense of to go	
listen to check order of events listen for information song: <i>Oh, mum can you buy me?</i>	act out a short dialogue requesting items ask for directions give directions	spelling: question words beginning wh punctuation: question mark	street map with buildings	directions	
follow dialogue	discuss a making process ask questions about occupations compose questions about actions	spelling: short a ; a + magic e alphabetical order: book titles			
listen for detail listen to dialogue listen for matching spoken information to pictures listen for information	talk about the purpose of sports equipment compose and answer questions about future weather answer questions from spoken information	spelling: words ending alk find rhyming words spell words from scrambled letters matching: short/long forms	weather forecasting	future: will	Good citizens 
follow dialogue and narrative listen for specific information song: <i>It isn't any trouble</i>	ask and answer using much/many ask and answer using should/shouldn't	spelling: words beginning ch find rhyming words punctuation: apostrophe (short form/possession)	how to have good teeth	should/shouldn't	
follow dialogue listen for specific information listen for matching	discuss classroom rules compose questions about requirements using have to/ don't have to discuss tasks at home	spelling: words ending sh spell words from scrambled letters matching: words to definitions write definitions	school requirements (uniform/equipment)	have to	
follow narrative listen for matching song: <i>What will you do today?</i>	talk about possession within a group discuss healthy habits compose statements about quantity many/much/a lot of compose statements using should/shouldn't	spelling: words beginning or ending sk spell words from scrambled letters punctuation: inverted commas; capital letters; questions mark			
follow factual text listen for specific information follow narrative story song: <i>The elephant is like a wall</i>	talk about quantity only a few / a little answer comprehension questions give opinions about animal measurements	spelling: spell numbers from scrambled letters spell number words from figures categorising: find the different forms of speech	animal measurements	How + adjective	Animals and deserts 

Language development

Unit	Structures	Functions	Lexis	Reading	Writing
10	They use branches to build houses. If it rains, you will get wet.	describing the purpose of things stating consequences	names of deserts oil company, sand dune, San, chew, root (n.), branches, sticks (n.), jeep, oasis, float, perfect, row (n.), eyelashes, hump, litre mud, brick, toes, oilfield	for task: factual texts statements questions for pleasure: <i>Goomble-Gubbon and the Australian Desert</i>	complete conditional sentences compose conditional sentences write a paragraph about a camel composition: write an account of a boy's life in the desert
11	Lots of people work at the airport. Can you see the man who/that ... ?	describing an airport identifying people stating personal qualities	airport, souvenir, check-in desk, air hostess, pilot, mechanic, fuel, look after, queue, trolley, seats, busy, fantastic, exciting, excited, great, kind, friendly, finally	for task: speech bubbles statements (for correction) descriptive text dialogue for pleasure: <i>Leonardo da Vinci</i>	complete a paragraph from word prompts compose sentences with relative clauses write a story composition: write about a plane journey
12	Have you ever ... ? He's never been to India. I like to make things. I do the sweeping.	discussing experiences discussing tasks and activities	photographer, tiny, the Great Wall, pyramids, Sphinx tram, skyscraper, pocket money, sweeping, dusting, washing up, leopard names of countries	for task: questions statements descriptive text for pleasure: <i>The secret of the missing statue (1)</i>	write pairs of sentences have/never complete sentences compose sentences from picture prompts composition: complete a letter from a pen friend write a reply using notes
13	I'm interested in ... I'm always bored in winter. It was exciting!	discussing hobbies and interests expressing experiences	interesting, interested, boring, collect, Spain, photography, sailing, Nile, photograph names of countries	for task: emails from internet friends questions for pleasure: <i>The secret of the missing statue (2)</i>	write pairs of sentences, is/isn't interested in describe a friend's interests complete sentences composition: write a reply to an internet friend
14	There is less snow in Clifton. There are fewer teachers at High Top. It has the most beaches.	expressing comparative quantities expressing superlative quantities	more, fewer, less, most, fewest, least names of countries	for task: an email from an internet friend statements questions comprehension passage for pleasure: <i>Krakatoa</i>	complete/write comparative statements answer comprehension questions write answers composition: write a postcard to a friend, using notes and picture prompts
15	One day something terrible happened. While Pat was watching TV, Ben was putting books on the floor.	recounting a past event describing concurrent events expressing quality	happened, mended, harbour, foggy, fog, suddenly, crash, shelf, soap, bubbles, mess (n.), sink (n.), nice, difficult	for task: descriptive text (for completion) short story diary entry for pleasure: <i>The Secret Song</i>	compose descriptive paragraph from picture prompts complete a story from notes write statements composition: order pictures to match text; complete text; order sentences
16	Earth will become too crowded. We may build cities in space. They didn't like the city, because it was too crowded. I may play football after school	discussing the distant future giving reasons and causes discussing possible future plans	future, planet, Earth, million, crowded, life, perhaps, space station, spaceship, film, noisy, too	for task: speech bubbles questions narrative story statements (for completion) for pleasure: <i>Going to the moon</i>	complete sentences write questions for given answers write statements from picture prompts composition: compose a paragraph about life in the future using prompts
17	Beaches are either sandy or rocky. What will happen? It won't be able to swim. We won't leave rubbish.	expressing alternatives discussing future probability and intentions	seaweed, surfer, shell, starfish, crab, poor, stuff (n.), oil tanker, safe, meeting (n.), oil rig, drill (v.), salt, diver, oysters, pearls, cement, petrol, gifts	for task: descriptive paragraphs dialogue descriptive text statements for pleasure: <i>The sea: Sea song</i>	write answers using either/or write a paragraph from picture prompts write statements composition: retell a story from questions and picture prompts
18	revision	revision	messy, broken, step (v.)	for task: statements for matching for pleasure: <i>Jules Verne</i>	complete statements compose sentences with relative clauses composition: make notes from pictures; use the notes to compose a story about Jack

Board Game

Map of the world

Picture dictionary

Irregular verbs

Grammar reference section

Word list

Activities

Listening	Speaking	Study skill	Noticeboard	Grammar gang	Project
follow factual text listen for specific information listen for gist	discuss needs in the desert talk about desert features predict the flotation of objects	spelling: words beginning th find rhyming words matching: words to definitions	predicting floating objects	If + verb + will + verb	↓
follow narrative and direct speech follow dialogue	identify people by occupation discuss the airport	spelling: words ending tch spell words from scrambled letters punctuation: capital letters (proper names)	identify people by occupations and roles	relative clauses	↓ The souvenir shop ↓
follow narrative text listen for information song: <i>Have you ever seen a lassie?</i>	ask about experiences discuss a person's travels discuss personal travels and experiences ask about favourite activities	spelling: words beginning and ending st find rhyming words divide words into 2/3/4 syllables	personal experiences	present perfect	
follow narrative text listen for gist poem: <i>Have you ever seen a camel?</i>	discuss personal interests relate a person's travel experiences ask about personal travels	spelling: words beginning qu vocabulary: matching countries and nationalities categorising: countries, locations, transport			
listen for information listen for gist listen for specific information	compare different landscapes compare lunches use question tags	spelling: short i ; i + magic e punctuation: apostrophe (short form/possession)	comparing lunches	comparatives and superlatives of quantity	
listen for gist listen for matching	recount a narrative from picture prompts describe events in a picture describe concurrent events from picture prompts	spelling: short o ; o + magic e find rhyming words convert figure numbers to number words	concurrent activities	past continuous	↓
follow a monologue listen for gist listen for specific information poem: <i>Questions</i>	give opinions about the future discuss responses to experiences and give reasons discuss possible future actions/ events using may	spelling: words beginning br write words from scrambled letters matching: words to definitions	possible after school activities	may + verb	↓ A space age family ↓
follow dialogue listen for information	talk about alternatives talk about future activities using will	spelling: words ending ch find rhyming words punctuation: inverted commas, capital letters, question mark	activities at the coast	future: will	
listen for matching parts of sentences song: <i>Moving on</i> revision	revision	spelling: rhyming words categorising: cities, animals, outer space, places alphabetical order: list of 6 words			

1 What is the policeman doing?

Lesson 1 Pages 8, 9 Page 3

Language focus Present simple; present continuous; going to future

New language Emma's father is a policeman. He's driving a police car. He's going to go to the bank.

New words bank, corner shop, police station, thief, newspaper office; (R) library, museum; dentist, reporter, policeman

Preparation Bring in sheets of A4 paper or card, one for each child.

1 Warm-up

- Write information about yourself on the board, e.g. your name, occupation, where you live/work, how you get to work. Then ask the class questions, **What's my name?** etc. Children answer using the information on the board: **Your name is Miss** (... /Mr/Mrs) etc.
- Children write information about themselves on pieces of paper or card (very large so the class can see). This can include age, as well as name, where they live/go to school etc. Ask children to hold their cards up. Walk around the room asking one question about each child, e.g. **How old is John?** Other children answer.

2 Introducing the Pupil's Book

- **Teaching note** Allow the children to handle and look through the new book for a few minutes. Let them see how many characters they can remember and name. Then children look at the families on pages 6 and 7.
- Then children look at the map of Clifton on pages 4 and 5. Give them time to study it, then ask **Is anything different?** (*There is a new building in front of the school.*) **What is it?** (*It is a Fun Palace.*)

 • Pages 8, 9

3 Reading (1 Read and find)

- Children look at the map of Clifton. Then they read silently and use the picture clues to try to find the people and places on the map.
- Read the text aloud and ask children to describe where the bank, etc. is located. Children answer **It's next to the ...; It's between the ...; It's near the ...**, etc.

4 Listening – reading (2 Listen, read and find)

- Play Tape 1; children listen and read in their books.

Tape 1

Voice: It is morning in Clifton and people are working. Can you see the bank and the library? Can you find the corner shop and the museum? Can you see the dentist and the reporter? Where is the policeman?

Telephone: There's a fire in the museum!

Jill's father is a reporter. He works in the newspaper office. There's a fire in the museum. He's going to write about the fire.

Police radio: Go to the bank!

Emma's father is a policeman. He's driving a police car. He's talking to the police station. There is a thief in the bank. He's going to go to the bank.

- Play the tape again; children listen and point to the pictures which show what is happening.
- Read the texts aloud again. Then draw two arrows on the board: → ← . Read out a sentence at random and point to one of the arrows, e.g. ← . Children have to read the sentence *before* the one you have read. Read another sentence, point to → . Children read the sentence *after* the one you read. Repeat a few times.
- Bring a child to the board. Ask another child to read the first question and find the answer. The first child writes the answer on the board (with help from the class).

5 Introducing the Workbook

- Pass out the new Workbooks and give the children time to have a look. Ask them to find pages they like.

 Page 3

1 Words (1 Write the words in the puzzle)

Children complete the crossword puzzle, using the picture clues.

Answers: 1 office, 2 fire, 3 dentist, 4 shop, 5 policeman, 6 museum, 7 bank, 8 newspaper

2 Writing (2 Write answers to the questions)

Children look at the pictures and write the answers to the questions.

Answers: 1 He is a policeman. 2 He is in a police car. 3 There is a thief in the bank. 4 He's a reporter. 5 He's going to the museum. 6 He's going to write a story (about the fire).

Language focus Present simple; present continuous; going to future

New language How are they going to go to school? I'm going to go home by bus.

New words Shopkeeper, librarian; sweep (v.); (R) words for transport

Teaching aid Map of Clifton  pages 4, 5

Preparation Make the picture cards of the occupations (see pages 93–99).

Make certain children have a notebook for writing practice.

1 Warm-up

- Children look in their books at the map of Clifton on pages 4 and 5. Ask **Where does Emma's father work? What does he do?** Repeat with Jill's father.
- Play a game: *Where am I going to go?* Each child chooses a place to go and marks it in some way. One child begins, asking **Where am I going (to go)?** Starting at the school, the child then traces the route with a finger, saying, e.g. **I am going past the bank. Now I'm going past the bus station.** Other children guess: **Are you going (to go) to the science museum?**

 Pages 8, 9

2 Revising the language focus

- Children read the texts on page 8 again. Then give a clue, e.g. **He's driving a police car** or **He's in the bank.** Ask **Who is it?** Children answer.
- Write incomplete sentences from the text on the board, e.g. ... **is a reporter.** **There's a fire** ... Ask children to complete them.

3 Listening – reading (1 Listen and read)

- Children look at the texts on page 9. Give them time to read them silently.
- Play Tape 2. Children listen and follow in their books.

Tape 2

Voice:

Sam's mum and dad are shopkeepers. They work in the corner shop. Sam's father is sweeping the floor. His mother is going to count the money.

Ned's mother is a librarian. She works in the library. She's opening the doors. Then she's going to work on the computer.

Becky's father is a dentist. He is working in his office.

Emma's mother is in the chair. He is going to look at her teeth.

- Play the tape again; children listen and point to the pictures which show what is happening.
- Ask children to choose a text and read all but the first line. Other children listen and say who it is about.

4 Speaking (2 Ask and answer)

Children take turns asking and answering about the characters in the pictures: **How is Ned going to go to school? He's going to ride his bike.** (Tell children that 'He's going to go by bike or on his bike' are also correct.)

Answers: Ned/ride his bike; Mrs Hill/go by bus; Becky/go by bus; Emma/go on foot

5 Writing (Write)

Teaching note These short writing exercises are a feature of *Way Ahead 4*. Make certain children have a notebook to keep all of their writing together. Always give them a clear model first so that they can do the task successfully.

- Ask children to make labels for their writing notebooks and to stick them on the front of their writing notebooks. Give them time to colour them and write their names.
- Use the picture cards to revise the occupations and where people work: **He's a dentist. He works in a dentist's surgery.**
- Write the sentence prompt on the board and complete it as an example, e.g. Ned's mother is a librarian. Erase the underlined words; children make other sentences.
- Children write the five sentences in their writing books. Encourage them to draw pictures.

 Page 4

1 Writing (Look, find and write)

Children look at the example. They then follow the lines and make sentences following the example.

Answers: **2** Emma's going to go to the library. She's going to go on her roller blades. **3** Jill's going to go to the museum. She's going to go by bike/on her bike. **4** Ned's going to go to the dentist. He's going to go by bus. **5** Sam's going to go to the corner shop. He's going to go on foot.

2 Writing (2 Write the answers. Use the sentences in the box.)

Children read the sentences about themselves and write **Yes, I do**, if it's true and **No, I don't**, if it isn't.

Lesson 3 Page 10 Pages 5, 7

Language focus Adverbs of frequency

Language The library is never open on Sunday.

Words (R) market; sometimes, usually, never, always, often

Teaching aids Clifton families  pages 6, 7

Map of Clifton  pages 4, 5

Picture cards of occupations

1 Warm-up

- Put the picture cards upside down on a desk or table. Ask a child to come forward, choose one and make a sound which goes with that occupation, e.g. police siren, computer keys, dental drill. Other children guess what he/she is.
- Children open their books at the pictures of Clifton families on pages 6 and 7. Make a statement about a character's family, e.g. **She has a baby brother/His father is a shopkeeper.** Children say who it is. (One family is still unfamiliar.)

Page 10

2 Words and pictures (1 Look and say)

- Children look at the photographs and try to name the places. Ask them to write their answers down.

3 Reading (2 Read about the pictures)

- Children read about the pictures and check their answers. How many did they get right?

Answers: A market; B library; C dentist; D police station; E toy shop

- Ask children to read the texts aloud. How do the places compare with their own town? Ask e.g. **Can you name a market? Is it always open on Wednesday and Saturday? Can you buy clothes there?**

4 Speaking (3 Talk about it)

- Children look at the example statements in the book. Ask how many of them agree with these statements. (You might wish to agree a frequency for **sometimes** and **often** with the class.)
- Children look at the map of Clifton in their books on pages 4 and 5 and call out the names of places which they recognise (and which they also have in their town). Make a list on the board.
- Children take turns to make statements about the places they often/never/sometimes go.

- You may wish to make three columns next to the list and ask a child to help you conduct a quick class survey, e.g.

Place	Never	Sometimes	Often
Library	4	10	11
Dentist	5	19	1

Page 5

1 Completing sentences (1 Complete the sentences about the library)

Children use the information in the picture to complete the sentences.

Answers: 2 on Monday, Thursday, Saturday and Sunday; 3 on Tuesday, Wednesday, and Friday.

2 Writing words (2 Complete the sentences about the dentist. Use the words in the box)

Children use the information in the box to choose the correct adverbs of frequency.

Answers: 1 always, 2 never, 3 sometimes, 4 often

3 Writing (3 Write four sentences about yourself)

Children write sentences about themselves which match the given frequency words.

Answers: These depend on the child's choices but should reflect a general understanding of frequency words.

Page 7

Composition (1 Write the questions; 2 Write about the picture)

- Children look at the picture and read the statements written about it. They then match the questions to the answers and write them in the blanks.
- Using the words in the box and the questions and answers about Bill as a model, children write a short composition about the second picture. You may wish to go through it orally before the children write.

Model answer: This is Kitty's cousin. Her name is Lily. She is thirteen years old. She's going to be a librarian because she really loves books.

Language focus Future: going to

New language What are we going to do this week?

New words typist, tap (v.), tailor, sew, cleaner, nod (v.) (for song); **(R)** places in a town

Preparation Make the grammar gang lorry and the members of the gang (see pages 101–104). Make cards for the grammar elements  page 11. Make word cards for places for the Noticeboard and put them in a box (you may need to add to these to match children's original drawings, see Noticeboard, below).

1 Warm-up

- Hold up the cards for places and ask the class to read them out. Make certain children understand what they are. They can respond by miming, making noises, drawing on the board, etc. Put the cards back in the box.
- Ask a child to come forward and ask the class **What am I going to do on Monday?** The child then draws a card out of the hat and holds it (without looking) above his/her head. The rest of the class gives clues (noises, little drawings on the board, words, mimes). When the child has an idea of the answer, s/he says **Stop** and makes a guess: **I'm going to go to the circus.**

 Page 11

2 Speaking (1 Look at this!)

- Focus attention on the grammar gang in the book. Children look at how statements are made using **going to** for future plans.
- Put the word cards you have made for places/activities on the board. Put the remaining cards you have made for the grammar elements in the grammar gang lorry.
- Children come up, draw out cards, and use them to define the structure and make an example sentence, as in the book. Ask children to help you write more example sentences, e.g. **Ned is going to go to the cinema.**
- Children look at the children's drawings on the Noticeboard and at the word cards pinned below.

Noticeboard Ask children to write a day of the week on a piece of paper and draw what they are going to do on that day. They should then sign their names. Put the drawings on your classroom Noticeboard. Make cards to describe the activities and stick them along the bottom of the board. Invite children to come forward to make discoveries about what other children are going to do. You might ask, for example, **What is M ... going to do on Sunday?** The child finds M's drawing and tries to match it with one of the descriptions below, to form a statement: e.g. **M is going to go to the circus on Saturday.**

3 Listening – singing (2 Listen and sing)

- Give the children time to read through the song and look at the pictures. Then play Tape 3. Children listen and follow the words in their books.



Tape 3 (song)

Can you tell me, can you tell me
What the typists are doing?
They are tapping, they are tapping,
So I'm going to tap too.

Can you tell me, can you tell me
What the tailors are doing?
They are sewing, they are sewing,
So I'm going to sew too.

Can you tell me, can you tell me
What the cleaners are doing?
They are cleaning, they are cleaning,
So I'm going to clean too.

Can you tell me, can you tell me
What the grandpas are doing?
They are nodding, they are nodding,
So I'm going to nod too.

- Play the tape again; this time, mime the actions and encourage the children to join in.
- You may wish to teach the song: divide the class into four groups and say whether they are typists, tailors, etc. You sing the questions; each group sings the answers, with actions.



Page 6

1 Matching letter sounds (1 Match the people and where they are going to go)

Children look at the pictures of places and name them. They then try to find a name which begins with the same letter(s), making the same sound(s), and write the number in the correct box.

Answers: 1 Peter/park, 2 Lily/library, 3 Sue/swimming pool, 4 Bob/bank, 5 Shelley/shop, 6 Gary/Grandma's house

2 Writing (2 Write a sentence about each person)

Children make sentences about each picture prompt: e.g. *Peter is going to go to the park*, etc.

3 Writing (3 Where are you going to go to ... ?)

Children write sentences about where they are going to go on each named day of the following week beginning with: *On Monday, I am going to go ...*

Page 8

Study skills (1. Spelling; 2. Find the odd one out; 3. Use , . ? and Capital letters.)

1. Read the words to the children. Ask them to repeat the words, paying particular attention to the **nk** sound. Ask the children to spell the words.

- Children write the words under the pictures. Then they write them in the sentences.

Answers: bank, think, sink, wink

I think I'll go to the bank. / I stand at the sink and wink.

- After reading the words aloud, children find the word which does not rhyme and write it in the blank.

Answers: thank/pink

2. Children find the word in each line which does not go with the rest (to do with particular occupations).

Answers: 1 car, 2 shop, 3 tree, 4 meat, 5 fish, 6 matches

3. Children add in correct punctuation:

Answers: 1 Can you see Mrs Hill? Yes, I can. **2** Where are you going next Monday? To school.

Reading for pleasure: **A surprise for Peter!** page 12

Children make a *Get well* card

- Ask children to predict the story from the pictures and to check their ideas by scanning the text, following these steps:

1 Give children a moment or two to look at the pictures. Ask the class to say what they think the story is about. Write their ideas on the board.

2 Tell them to look at the text quickly for a moment, but not to read every word.

3 Ask if they notice any words in the text that they think are important in the story. Write these up on the board. If they do not match the first ideas about the story, let them suggest a new one if they wish.

Note Children should be familiar with predicting content of texts from illustrations. If scanning the text is a new skill to your class, do not worry if they do not pick out appropriate words at first. This skill can be practised with other texts in this course.

- Play the tape. Children listen and follow in their books. Explain any new words.
- With the class, look at the ideas on the board and ask if any of them match the story they heard.
- Look at the words they picked out. Ask if they were important in the story. If not, which words would they pick out now? Write them on the board.
- If you have confident readers, let them read some or all of the text. This story can be divided up into different roles with a narrator. Read one of these yourself, if necessary. Alternatively, play the tape a second time.
- If most of the class reads well, let different groups of six or seven read the five parts: Peter, his mother, his friend and the narrator.
- Children can make a *Get well* card for someone they know who is ill now or to keep to give to someone another time.

Jobs project

- Brainstorm jobs with the class. They should be able to remember at least twenty from *Way Ahead 3*. Check in *Pupil's Book 3* for the full list.
- Children choose a job. They write two or three sentences saying **either** why they would like to do this job themselves **or** what a person with this job does.
- Divide the class into groups. If possible, put children who have written about the same or similar jobs together. Give each group a sheet of paper and some glue. They arrange the writing on the sheet. They draw pictures to stick on their page or on to the back. Groups read out their work.
- Put the sheets together into a book. Ask the class to suggest a title.
- Display the book so that children can come and read what everyone has written.

2 Clifton was a small town.

Lesson 1 Page 13 Page 9

Language focus Past simple – description

New language People lived/worked ... (R) *There was/There were ... Was there/Were there ...?*

New words fisherman, butcher, baker, shoemaker; (R) *Tailor, cook*

Teaching aids Picture cards for occupations

Preparation Bring in a number of objects (more than one of some things) children can name.

1 Warm-up

- Play a *Memory game*: Put the objects you have brought in on the desk or table; children name them (apples, pencil, etc). Ask the children to try to remember what is there. You could also allow them to walk around the table; they then return to their seats, close their eyes and try to visualise what they have seen. Take the objects away and ask **What was on the table?** Children answer: **There was/were ...** Can they remember everything?

Page 13

2 Presenting more words for occupations (1 Look and find)

- Write the words for occupations (include **prince**) on the board and say them. Children repeat.
- Children open their books and try to find the six people at the top of the page in the small pictures. Ask which word on the board is missing from the book. Can they find a prince in the pictures?
- Use cards 8–14. Hold them up one at a time and ask, **What does he/she do?** Children answer, using the words on the board.

3 Listening – reading (2 Listen and read)

- Children look at the text quickly to find out what it is about (**Clifton in 1600**).

- Play Tape 4; children listen and read in their books.

Tape 4

Voice:

In 1600 Clifton was not a large town. The buildings were small and the streets were narrow. There were not any cars or buses. There were lots of fishing boats in the port.

There was one big building in Clifton. It was the castle. It was on a hill next to the river. There was a bridge across the river. There were houses and shops on the bridge. Some people worked in the shops and in the market. Some people worked in the port.

- Play the tape again; children listen and point to the pictures.

4 Reading (3 Read and ✓ or X)

- Children read the statements and decide if they are true or false. Encourage them to find reasons for their answers in the text.
- Children give their answers and read the sentences that gave them the answers.

Answers: 1 X 2 ✓ 3 X 4 ✓

5 Speaking (4 Ask and answer)

- Children ask and answer about the picture prompts, following the models.
- Encourage children to make more questions of their own, asking about a river, houses, telephones, etc.

Page 9

1 Writing (1 Look at the picture and answer the questions about Clifton ...)

Children look at the picture of Clifton in order to answer the questions.

Answers: 1 No, there weren't. 2 Yes, there was. 3 Yes, there were. 4 Yes, there were. 5 No, there wasn't.

2 Writing (2 Answer the questions ...)

Using the picture prompts, children write sentences about people in the past.

Answers: The prince lived in a castle. The tailor lived in a house. 1 The shoemaker made shoes. 2 The baker made cakes/bread. 3 The cook made food.

Language focus Past simple – telling a story

New language The prince had; fireworks started; people cheered; a rocket went up

New words fireworks, rocket, towards, midnight, hooray; past tenses of regular/irregular verbs

1 Warm-up

- Sing the song *Can you tell me?* ( page 11;  3)
You may wish to add other verses: **cooks/cooking** (stirring mixture in a bowl); **princes/riding** (riding a horse); **fishermen/fishing** (throwing out/reeling in lines).
- Write **Clifton 1600** on the board. Children come up one at a time and begin to draw the things they remember. The rest of the class makes statements: **There was a hill/castle. There were horses, houses,** etc.

2 Presenting past tense forms

- Write the names of countries spread out well across the board:
 America England Egypt Australia
 draw an arrow next to **America** and a small aeroplane below with four faces in the windows.
- Ask questions: **What is this? It's a plane. How many passengers does it have? Four. Where does it start? In America.**
- Talk about the plane yesterday and draw lines between the countries. Say **Yesterday the little plane had four passengers. It started in America. It landed in England. Next it landed in Egypt. Then it went to Australia.**
- With the children's help, write the 'story' on the board. Then erase the verbs and ask them to read it aloud.

 Page 14

3 Words and pictures (1 Look at the pictures)

- Read the words at the top of the page; children repeat.
- Children find an example of each new word in the pictures below.

4 Reading (2 Read and write the letters in the boxes)

Children read texts **a – f** and match them with the pictures, writing the letters in the boxes.

Answers: (left to right) 1 c, 2 f, 3 b, 4 a, 5 e, 6 d

5 Listening – speaking (3 Listen and check. Look at the pictures and tell the story)

- Play Tape 5; children listen, look at the pictures and check the answers in their books.

Tape 5

- c In 1600 a prince lived in the castle. His birthday was on August 10th. In the evening he had a big party at the castle. All the people from the town went to the party. There was lots to eat and drink.
- f At midnight the fireworks started. Rockets went up into the sky and all the people cheered, 'Hooray! Hooray!' The people and the prince were very happy.
- b One rocket went up into the sky and then down towards the river.
- a It landed on the roof of a house. This house was on the old bridge.
- e A fire started on the bridge. It went quickly from house to house. Soon it was a very big fire.
- d In the morning there was not a bridge across the river. The prince and the people were very unhappy.

- Play the tape again; children listen and follow the texts in their books.
- Ask the children to say what they see in each picture:
Look at picture 1. What do you see?
- Children work together to tell the story in their own words, using the pictures as prompts.

 Page 10

1 Words and pictures (1 Complete the words...)

First children look at the pictures and try to complete the words. They then find the words in the puzzle and circle them, as in the example.

Answers: 1 birthday, 2 party, 3 fire, 4 rocket, 5 river, 6 town, 7 bridge, 8 castle, 9 sky

2 Writing (2 What did they do? Write a sentence about each picture)

Children look at the pictures on the left and write sentences on the right, using the past tense.

Answers: 2 The people went to the castle at 6 o'clock.
 3 The fireworks started at 12 o'clock/midnight. 4 A fire started on the bridge/in a house at 1 o'clock.

Language focus Past simple; comparatives

New language Where did they go? Yesterday they went ...

New words larger, wider, narrower, cleaner, dirtier;
(R) bigger, smaller

Teaching aids Grammar gang + lorry

Preparation Make cards for the grammar elements on page 15. Prepare one set of picture cards of places in a town. To do this, draw pictures of a museum, library, school, market, circus, castle and the sea. Colour the pictures, stick on to card and cut out. Bring in pieces of card for children to write their names on and long pieces of coloured yarn or string (for the Noticeboard).

1 Warm-up

Teaching note In the course of this book, several exercises are suggested in **Warm-up** sections as an aid to developing learning skills. They are physical activities, requiring a minimum of space. They are variously designed to aid concentration, co-ordination, relaxation, left to right eye movement, memory and listening skills. With repetition, as suggested during the book, they can help with writing, spelling, reading comprehension, motor skills, speaking and oral reading.

- Try this activity, which may help to improve writing skills. Stand in front of the black board and draw a figure 8 on its side (sometimes called a lazy eight). Start in the middle with your left hand and describe what you are doing: **Up to the left and around. Cross the middle and up. Around to the right and around. And back to the middle.** Repeat with the right hand going up to the right first; children watch and listen.
- Start again with the left hand. Children stand up and follow with their arms. Repeat three times. Then do the same with the right hand. Encourage them to make their circles as wide as they can.

2 Using the past simple (1 Look at this!)

- Focus attention on the grammar gang in the book. Children look at how questions and answers are formed in the simple past (with the irregular verb **go**).
- Put members of the grammar gang on the board and put the cards you have made in the grammar gang lorry.
- Children come up, draw out cards, and use them to define the structure and show example sentences, as in the book. Ask children to help you write more examples.

- Children look at the maze on the Noticeboard with children's name cards leading to places they went yesterday. Children ask about the characters and follow the maze to answer, as in the examples.
- Children answer the question about themselves.

Noticeboard Give out the pieces of card. Children write their names in large letters. Use the picture cards you have made and pin them on the board (you might also like to use the pictures children have drawn for the last Noticeboard). Decide what the heading for your Noticeboard should be (e.g. **Yesterday, Last week, Last summer**). Then give each child a piece of yarn or string to attach to their name card and one of the places above. Children can then come forward and discover where their friends went. You can ask, for example, **Where did ... go last week?** or **Who went to the circus last week?**

3 Using comparative adjectives

- Remind children of the comparative adjectives. Draw something on the board, e.g. a house. Bring a child forward and say, e.g. **Draw a bigger** (... smaller, larger, wider, narrower) **house**.

4 Reading (2 Read, look and circle the correct word)

- Children read the text silently and look at the pictures. They then read it again and circle the correct words.
Answers: larger, smaller, narrower, dirtier
- Read the text stopping at the adjectives. Children give their answers.

5 Writing (3 Write ...)

- Children use their writing books.
- Write the name of your town on the board and write **now** and **in the past** underneath. Encourage the children to think of words to describe it now and in the past. E.g. **now:** big, clean, buildings/houses new, streets wide; **then:** small, dirty, houses/buildings old, streets narrow.
- Children help you to make sentences about the town in the past. Erase parts of the sentences; children read and complete them.
- Children write the five sentences in their writing books. Encourage them to draw pictures.

1 Writing (1 Write sentences about the pictures)

Children use words from the box to describe the pictures, following the examples. Make certain they understand that they are to compare the first and third pictures with the picture in the middle.

Answers: 3 Mrs Hill is older than Emma. 4 Joe is younger than Emma. 5 The T-shirt is dirtier than the dress. 6 The hat is cleaner than the dress. 7 The street is narrower than the river. 8 The bridge is wider than the river. 9 The train is faster than the bus. 10 the bicycle is slower than the bus.

2 Writing (2 Draw and write)

Children draw a picture of what they did yesterday, then they write sentence about it.



Page 13

Composition (1 Read and draw; 2. Write a story)

1. Encourage children to look at the pictures and then read about Jack's party. They should then circle the date on the calendar and draw in the times on the clocks.

- Children number the pictures in the order they occur in the story.

Answers: B1, C2, E3, D4, A5

2. Children look at the date on Jane's calendar and then at the pictures which are in order. Before they write, go through the locations with them: ask **Where are they? circus, ice cream shop, Jane's house.** Check that children understand the last picture (opening presents).

- Children choose a day of the week and draw appropriate times on the clocks. They then write the story. Put on the board words they may need to help them.

(Example) answer: Jane had a birthday party on Monday, January 6th. Jane and her friends went to the circus at 3.30. At 5.30 they went to an ice cream shop. Then they all went back to Jane's house at 6.00. Jane opened her presents at 6.15. They had a wonderful time!

Lesson 4 Page 16 Pages 12, 14

Language focus Consolidation (listening)

Language Bodiam Castle is in England. We went into the castle.

New words above, around; (**R**) words from Units 1 and 2; winter, summer

Preparation Bring in a box or bag with pairs of objects in it which are the same colour, but slightly different, e.g. 2 oranges (one larger); 2 pieces of string (one longer); 2 bricks or boxes (one smaller); 2 rags (one cleaner); 2 strips of paper (one narrower).

1 Warm-up

- Repeat the *Lazy eight* exercise (Step 1 on page 9). This time, instead of giving directions, ask the children to hum *Can you tell me?* (3) and to close their eyes while they make the figure eight, first with the left hand, then with the right.
- Use the objects you have brought in. Hold up two objects, one of which is larger (narrower, etc.) than the other. Put them back in the box and hold up only one. Ask, e.g. **Larger or smaller?** Children have to guess which one it is without being able to compare. Allow children to come to the front and play 'teacher'.



Page 16

2 Listening (1 Look, listen and write the numbers)

- Give children some time to look at the pictures. Ask them how many things they can name (**castle, hill, windows, bridge, walls, water, steps**).
- Play Tape 6. Children listen and try to find the pictures.



Tape 6

Billy:

Hi! I'm Billy. In the summer I went to Bodiam Castle with my mum, my dad and my sister. The castle is 600 years old. Look at these pictures.

Number one: The castle is on a small hill. Its walls are very high and strong and its windows are small.

Number two: Look at the castle from above. It is square.

Number three: There is water around the castle and there are lots of fish in the water.

Number four: We walked across the bridge, and went into the castle. 600 years ago the castle had big doors but there aren't any doors today.

Number five: Lots of people come to the castle in the summer. Children like to climb the steps to the top of the walls. I liked the castle. It was great!

- Play the tape again; this time children write the numbers in the boxes.

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

3 Listening (2 Listen again. Circle the right answer)

- Ask the children to read through the questions. They may already know some of the answers.
- Play Tape 6 again; children listen and circle the answers in their books.

Answers: 1 In the summer; 2 his family; 3 600 years old; 4 on a hill; 5 water; 6 fish; 7 Yes, he did.

4 Writing (3 Write about Billy's visit to the castle)

- Use the questions the children have just answered as a guideline and help the class begin writing about Billy's visit, e.g. Billy **went** to Bodiam Castle in the summer. He **went** with his family.
- Children write a short text about Billy. Encourage them to use the questions and to draw pictures.

Page 12

1 Reading (1 Read)

Children read the text about Scotney Castle.

2 Writing (2 Write answers)

Encourage the children to answer the questions with complete sentences.

Answers: 1 Susan visited Scotney Castle. 2 The castle is in England. 3 It is 700 years old. 4 Susan went with her aunt and uncle. 5 Nobody lives in the castle. 6 Susan and her uncle liked visiting the castle.

Page 14

Study skills (1. Spelling; 2. Write these words in alphabetical order)

1. Children look at the pictures and complete the words.

Answers: shut, shoe, shop, ship, sheep, shoemaker, shopkeeper

- Children use words from above to complete the phrases.

Answers: A sheep wearing shoes. A shop on a ship.

2. Children write the words in alphabetical order. Tell them that it may help to write the alphabet first.

Answers: 1 sheep, ship, shoe, shop; 2 baker, bread, butcher, butter; 3 cake, carrots, chocolate, cook; 4 man, market, meat, men

Reading for pleasure: The Great Fire of London

 page 17

- Ask children to predict the story from the pictures and to check their ideas by scanning the text (see Unit 1 *Reading for pleasure* notes, page 6).
- Play the tape. Children listen and follow. Explain any new words.
- If the class reads well, let individuals read parts of the text. Alternatively, read the text yourself, a paragraph at a time, and choose individuals to read the same paragraph after you.
- If you wish children to hear the whole text again, play the tape once more.
- Ask children to look at the pictures and say what the people did. Write some key words on the board.
- Ask them to write the story of a boy or girl living in London during the three days and nights of the fire. This could be in the form of a diary. They should write two or three sentences about each day.
- Read some of the stories to the class. They could be put together into a book. Ask the class to choose a title for it, and to design a cover.

Local history project

- Ask children to speak to someone in their family, or neighbourhood, who has lived in the area for a long time. They must find out two or three things about the area that have changed in the time the person has lived there.
- Hear what children have found out in their first language. Help them to make sentences in English: *There was/were (not)... Now there is/are (not)...* Write them on the board.
- Continue writing on the board until no one has any new information.
- Divide the class into groups. Divide the sentences on the board between the groups. One child copies the sentences. The others draw pictures to illustrate their sentences, either about the past or the present.
- Each group sticks their writing and pictures on to a large sheet of paper. Display the sheets of paper and let children look at everyone's work.

3 When is the next train?

Lesson 1 Pages 18, 19 Page 15

Language focus Requesting, offering

New language I'd like ... Can I have ..., please?
Would you like ...?

New words information office, ticket office, news agent, kiosk, cola, crisps, newspaper

Teaching aid Picture of Jack's family  page 7

Preparation Make word cards for the things you can buy and places you can find in a railway station.

1 Warm-up

- Ask children to come forward and draw pictures of places they go to/visit. The rest of the class tries to guess where it is while they are drawing: **Is it Grandma's house** (... the circus, etc.)?
- A child chooses one of the places and says, e.g. **I'm going to go by bus. Where am I going?** Other children try to guess.

2 Introducing Jack's family

- Ask children to name the characters in the book (as many as they can remember).
- Children open their books at pages 6 and 7. Ask if there is anyone they forgot to name. Focus attention on the new family on page 7. Introduce Jack and ask children to say as many things about the picture as they can: e.g. **This is Jack's mother. She is a housewife.** (His father works in the desert; Jack likes sports/reading, has black hair, etc.)

 Pages 18, 19

3 Reading (1 Read and write the numbers 1 to 4)

- Children look at the picture of the railway station. Ask them to read the text silently (or read the text aloud yourself while they follow in their books).
- Point out the empty boxes next to places in the station. Children read the text again and write numbers in the boxes to show where Jack and his family go first, next, etc.

Answers: information office, **1**; ticket office, **2**; newsagent, **3**; kiosk, **4**

4 Reading (2 Read and match the numbers)

- Children read the bubbles silently. Ask them to try to work out where each person is in the station.
- Choose a child to read Jack's mother's first bubble: Ask **Where is she?** Continue with other bubbles.

- Children write the number of the place where each person is.

Answers: (left to right) **1** information office; **4** kiosk; **3** newsagent; **2** ticket office; **4** kiosk

- Encourage children to make up their own questions and requests. Other children guess where they are.

5 Listening (3 Listen and check)

- Children listen to the tape to see if their answers were the same. Play Tape 7. Children listen and point to the pictures they have numbered in their books.

Tape 7

Voice: Jack is going to go to Clifton with his mother and father. They are going to go by train. Jack wants to see his cousins, Jill, Martin and Emma. He wants to see his Aunt Lily and Uncle David. Jack's father drives to the railway station (*sound f/x: station*). First they go to the information office. Number 1.

Young woman: Hello! Can I help you?

Mum: When is the next train to Clifton?

Young woman: It's at 11.30. Platform 1.

Mum: Thank you.

Voice: Next they go to the ticket office. Number 2.

Announcer: The train for Clifton is now arriving at Platform 1.

Young man: Yes?

Dad: I'd like three tickets to Clifton, please.

Young man: That's twenty-five pounds.

Dad: Here you are.

Young man: Thank you.

Voice: Jack goes to the newsagent. He buys a newspaper for his father. Number 3.

Jack: Excuse me. I'd like a newspaper, please. How much is it?

Older man: Fifty pence, please. Thank you.

Voice: Then Jack and his father and mother go to the kiosk. Number 4.

Young man: Next, please.

Mum: Can I have a cola, please?

Young man: Here you are.

Dad: Would you like some crisps, Jack?

Jack: Ooh, yes, please!

Announcer: The train for Clifton is now at Platform 1.

- Play the tape again; children listen and point to the characters as they speak.

- Help the children to reconstruct one of the dialogues on the board (it doesn't have to be exactly the same). Then invite children to act it out.

Language note Remind the children that it is always polite to say **please** at the beginning or end of a request.

Page 15

1 Words and pictures (1 What would they like?)

Children use the picture prompts in the thought bubbles to write statements, as in the example.

Answers: 2 Mrs Hill would like a newspaper. 3 Emma would like some flowers. 4 Ned would like a cola. 5 Becky would like some tickets. 6 Jill would like some sweets.

2 Writing (What do they say to the shopkeeper?)

Children write requests, as in the example.

Answers: 2 Mrs Hill says, 'Please, can I have a newspaper?' 3 Emma says, 'I'd like some flowers, please.' 4 Ned says, 'Can I have a cola, please?' 5 Becky says, 'Can I have some tickets please?' 6 Jill says, 'I'd like some sweets, please.'

Lesson 2 Pages 18, 19 Page 16

Language focus Requesting; offering

New language I'd like ...; How much ...?; Can I help you?; They're ... pence.

New word colouring book; (R) words from Lesson 1

Teaching aid  7

Preparation Make some price tags, e.g. 60p, £4, 25p, 75p, 50p, £3, 45p, 30p. Put them in a box or bag. Bring in some items that children can name (book, apple, sweets, crisps, newspaper, etc.)

1 Warm-up

- Tell children to close their eyes and imagine a railway station. Ask them what things they can see. Elicit the names in English. Write them on the board. Children look at the names on the board and 'take a picture' of each one by looking, then closing their eyes and seeing the word.
- Erase the words from the board. Children write as many words as they can remember in one or two minutes. Who remembered the most words?
- Ask children to count to 100 round the room. Then draw two arrows on the board: ← →. Say a number and point to an arrow. Children have to say the number which comes before or after.

2 Introducing prices

- Draw a book on the board and put a price on it (£4); do the same with some sweets (25p). Ask questions: **What is this/are they? How much is it/are they?**
- Use the box of price tags. Point to something and ask how much it is. Then hold up one of the price tags; children answer.

Pages 18, 19

3 Listening (1 Listen again and circle the answer)

- Children look at the railway station in their books. Explain that you are going to play the tape that they heard before. This time they are going to circle what they hear in their books. Give them time to read through the statements and the choices.

- Play Tape 7 twice. The second time children circle the answers.

Answers: (underlined) The train to Clifton leaves at 11.30; The tickets are twenty-five pounds; The newspaper is fifty pence; Mum asks for a cola; Jack's father buys him some crisps.

4 Speaking (2 Act it out)

- Children look at the models in the book. They then look at the picture prompts and choose what they want to buy and where they want to go. Ask a few children what they have chosen.
- Ask a child to tell the class where he/she wants to go. Another child is the shopkeeper and the two children act out the dialogue, using the prices in the book.
- Use the items you have brought in and the box of price tags. Children come forward in pairs. One child chooses an item and says, e.g. **I'd like to buy some chocolates. How much are they?** The other child chooses a price tag from the box and answers, e.g. **They're £3.**

5 Writing (Write five sentences ...)

- Children use their *Way Ahead* writing books.
- Use the word cards you have made. Put them on a table and ask children to choose things/places in their railway station and put them on the board. The class makes a sentence: **In our railway station there is a kiosk.** (They can also make negative statements: **There isn't a newsagent in our station.**)
- Children write the five sentences in their writing books. Encourage them to draw pictures.

Page 16

1 Answering questions (1 Answer the questions)

Children use the pictures and prices at the top of the page to answer the questions.

Answers: 1 Yes, he can. No, he can't. 2 Yes, he can. Yes, he can. 3 She can buy a colouring book and a cola. 4 He can buy a newspaper and some crisps.

2 Writing (2 What does the shopkeeper say?)

Children write the prices in words.

Answers: 3 They're ninety-nine pence. 4 They're three pounds. 5 It's seventy-five pence. 6 It's fifty pence.

Lesson 3 Page 20 Pages 17, 19

Language focus Asking for and giving directions

New language Go straight. Turn right/left. The bank is next to ...

New words sports centre, department store, post office; go straight, turn left/right, at the end, opposite; (R) restaurant

Teaching aid Box of price tags

1 Warm-up

- Ask four or five children to come to the board and draw things that they can buy (and name in English) or draw pictures yourself. The class tries to guess what they are.
- Stick the price tags you have made on the board and draw a maze of lines to the drawings, matching appropriate prices to items.
- Bring two children to the front. One child chooses a price and says, e.g. **It's £4. What is it?** The other child must follow the maze to find the answer. Repeat with other pairs.

2 Introducing prepositions of direction

- Write these words on the board and teach hand signals for each: **opposite** (both arms forward), **right** (right hand up), **left** (left hand up), **next to** (hands up and down at sides). Children help you to make an example sentence for each word.
- Call out the words; children respond with a hand signal.

Page 20

3 Reading (1 Read and find)

- Children read the texts silently and locate the buildings on the map.
- Ask individuals to read the texts aloud; other children follow the map in their books.

4 Reading (2 Read and say)

- Children read the short exchanges and look at the map above to find the answers:

Answers: Excuse me. Where's the **hotel**? Where's the **department store**, please?

- Encourage children to make their own clues about the map: **It's next to the post office. What is it?** Whoever can guess the answer comes forward to make a short dialogue, e.g. **Where's the bank, please? It's next to the ...**

Page 17

1 Asking for directions (1 What do they ask?)

Children look at the prompts in the thought bubbles and complete the questions.

(Suggested) answers: 2 Where's the bank, please?

3 Excuse me. Where's the post office? 4 Excuse me. Where's the department store?

2 Giving directions (2 What does he say?)

Children look at the map to find the answers to the questions above.

Answers: 2 It's opposite the restaurant. 3 It's at the end of Berry Street. 4 It's in Middle Street.

Page 19

Composition (1. Sarah's story; 2. Mr Smith's story)

- Children read Sarah's story and match it to the pictures. They then number the pictures in order and write the answer to the question.

Answers: B1, A2, D3, C4; Yes, she can.

- Using the pictures as prompts, children write Mr Smith's story, using the words in the box.

Model answer: It's Sunday. Mr Smith goes to the railway station. He has £20. First he goes to the ticket office. He wants a ticket for Newtown. It's £18. Next he goes to the newsagent. He wants a paper. It's £1. Then he goes to the kiosk. He wants some flowers. They're £2.50. Can he buy the flowers? No, he can't.

Lesson 4 Page 21 Pages 18, 20

Language focus Asking for and giving directions

Language (R) Excuse me, where's the ...? Go straight along Turn right/left.

New words (for song) bite, gone

Teaching aids Grammar gang + lorry

Word cards and the picture cards you made (in Unit 2, Lesson 3) for places in a town

Preparation Make cards for the directions on page 21 (*Look at this!*). Make labels for the cities to go on the world map. Make a map for the Noticeboard. To do this, use wide strips of paper to make a network of streets. Give them appropriate names. The map can be simple, with only three streets shown, as on page 21 of the Pupil's Book. As children become familiar and confident with the exercise you may wish to add more streets to elicit longer directions in response to questions. Make two sets of picture cards of buildings in a town, one with labels. To make these picture cards, draw pictures of a post office, bank, sports centre, bakery, hotel, restaurant and department store. Stick them on to card and cut out.

1 Warm-up

- Put the pictures of places in a town into a hat or box. Children come forward in pairs, choose a place and act it out (they may mime, use dialogue or both). They then ask **Where are we?** Other children guess.

Page 21

2 Asking for and giving directions (1 Look at this!)

- Focus attention on the grammar gang in the book. Children look at how directions are given (**movement:** go straight, turn; **location:** opposite, on the right).
- Put members of the grammar gang on the board and put the cards you have made in the grammar gang lorry.
- Children come up, draw out cards, and decide whether they show movement or location (first row or second row). Ask children to help you write example sentences.
- Children look at the map on the Noticeboard with the pictures of buildings in a town. They ask for and give directions, as in the examples.

Noticeboard Put your map on the board and ask children to choose where to put the first set of pictures of buildings on the streets. They may bring a cut-out forward and say, e.g. **The bank is on Maple Street.** When all the pictures are on the map, decide what the heading for your Noticeboard should be. Then put the word cards for directions along the bottom of the board. Children then come forward in pairs. Put the second set of pictures in a box or on your desk. One child chooses a picture and asks for directions; the other child looks at the map and gives directions.

3 Listening – singing (2 Listen and sing)

- Children look at the pictures and read through the song; mime the words **banana** (peeling a banana) and **bite**.
- Play Tape 8; children listen and follow in their books.



Tape 8

Oh, Mum, can you buy me, Buy me, please buy me,
Oh, Mum can you buy me, Buy me a banana?
Oh, Mum, would you like a bite, A little bite, just
a LITTLE bite,
Oh Mum, would you like a bite, A bite of my banana?
Oh, Dad, would you like a bite? Oh, Grandma, would
you like a bite?
Oh, Auntie, would you like a bite? A bite of my banana?
Oh, Mum, now it's all gone, It's all gone,
IT'S ALL GONE.
Oh, Mum, can you buy me, please, Another banana?

- Play the tape again; encourage children to join in the singing.
- Remind them of the mimes for **banana** and **bite**. Ask them to sing the song, substituting the mimes for those words.



Page 18

1 Asking for directions (1 What do they ask?)

Children look at the map and the policeman's answers. They then write the questions.

Answers: 1 Excuse me. Where's the bank? 2 ... the hotel?
3 ... the department store? 4 ... the sports centre? 5 ... the newsagent?

2 Reading (2 Read and write the names)

Children read the short text, draw the missing building in the right place and write all of the place names on the signs.

Answer: They must draw the railway station at the end of Station Road.



Page 20

Study skills (1. Spelling; 2. Write questions for these answers)

1. Remind children of the **wh-** question words: **Who? What? When? Where? Why?** They fill in the missing letters (one blank per letter).

Answers: 1 What; 2 When, 3 When, 4 What, 5 Where, 6 Where, 7 Who, 8 Why, 9 Why, 10 Who

2. Children match the questions from above with the answers and write them in the blanks.

Answers: 1 What is your name? 2 Where do you live? 3 When is your birthday? 4 Why are you crying? 5 Who won the race? 6 Where does your father work?



Reading for pleasure: **Cities** **PB** page 22

- Ask children to find number 1 on the map in the book. Say *Mexico City*. Children repeat. Point to the place on a Pupil's Book map. Continue with the other numbers.
- Point to the places on the map in random order and say the number. Children say the name of the city.
- Play the tape. Children listen and follow in their books. Explain any new words.
- Ask why many cities are next to rivers or the sea (because people can use boats to get to them and to transport goods into and out of the city).
- Ask children to tell you anything they know about any of the cities in the text. Write the information on the board. Ask children which city they would like to visit and why. If you wish, they can write this in their notebooks, after discussion.

Town map project

- Brainstorm places in a town and list them on the board.
- Give each child a sheet of paper. They draw their own town maps on the sheet of paper and decide which places from the board they want to include on the map. They draw and label the places.
- They work in pairs. Child A shows his/her map to child B who decides where to start and places a rubber or something similar on the map to mark the spot. Child B then says, *Excuse me, where's the ..., please?* Child A must give directions. Child B follows them. If he/she arrives at the right place, they change over. If he/she doesn't they must start again and try to correct the mistake.

The puppet factory

Lesson 1 Page 23 Page 21

Language focus Modals **must** and **can**; revision

New language You must have ...; You mustn't touch ...; Can I ...?

New words factory, wooden, needle, thread, cloth, apron, body, finger, saw; (**R**) *string, wood*

Preparation Bring in some or all of these things: scissors, paints, brush, needle and thread, paper, cloth, string, apron, small painting, cut-out paper dolls.

1 Warm-up

- Do these exercises. Give directions and do them yourself; then give directions and children do the exercises. (**Note:** These exercises are meant to promote oral reading skills.)
Nodding: With your back to the class, let your head roll slowly from side to side and say: **Close your eyes, left, right, left, right, left, right.** And then: **Open your eyes, right, left, right, left,** etc.
Marching: Again with your back to the class, walk in place, swing opposite arms and say: **Left arm, right foot; right arm, left foot,** etc. Can they do it with eyes closed?

2 Presenting 'must'

- Use the items you have brought in. Show the paints, needle and thread, scissors, cloth, paper and string to the class. Ask what they are and give them any names they don't know. Write all the words on the board (the children help you spell them).
- Hold up the apron and say **I want to make an apron. What must I have?** Children make statements, e.g. **You must have cloth** (... scissors, needle and thread). Continue with the other items (paper dolls, picture), asking what you must have.

Page 23

3 Words and pictures (1 Read and find)

- Children read the text and the speech bubble. They match the words with the pictures of things on the table. Ask if they are in the same order. **Yes, they are.**
- Give clues (and encourage children to do the same), e.g. **It's next to the scissors.** Children guess **It's the string.**

4 Listening – reading (2 Listen and read)

- Children look at the puppet factory. Make certain that they understand that the picture shows a visit, and the children (and speech bubbles) move left to right.

- Play Tape 9; children listen and follow in their books.



Tape 9

<i>Presenter:</i>	The children are visiting the puppet factory in Clifton. How do they make puppets?
<i>First woman:</i>	You must have wooden balls ... scissors ... string ... paints ... wood ... needle and thread ... and cloth.
<i>Second woman:</i>	First we paint the face on the wooden ball.
<i>Jill:</i>	Can I paint the face, please?
<i>Third woman:</i>	Yes, but you must wear an apron.
<i>First man:</i>	After that we make the body.
<i>Second man:</i>	And the arms and legs.
<i>First man:</i>	Watch your fingers! You mustn't touch the saw!
<i>Third man:</i>	Then we put the body together.
<i>Jack:</i>	Can I put the legs on, please?

- Play the tape again; children listen and point to the characters as they speak.
- Ask a row of children to read the bubbles aloud, one after the other.

4 Speaking (3 Ask and answer)

- Focus attention on the word **first** in the examples. Ask what other time words they can find (**after that, then**).
- Ask children to ask and answer questions, as in the examples, using the time words.
Answers: First they paint ... After that they make the body and the arms and legs. Then they put the body together.



Page 21

1 Words and pictures (1 Find the words in the puzzle)

Children use the picture clues to find the words in the 'word search' box.

Answers: apron, cloth, needle, paint, puppet, saw, scissors, thread

2 Writing (2 Answer the questions)

Children look at the pictures and write sentences, as in the example.

Answers: 2 Yes, but you must wear a hat. 3 Yes, but you must wear a (bow) tie. 4 Yes, but you must wear gloves. 5 Yes, but you must wear a coat.

Language focus Modals **must** and **can**; revision

New language You must sew carefully. You mustn't drop it.

New words cutting (adj.), careful, carefully, sewing (adj.), bow tie, hang, drop

Preparation Prepare the pieces of the puppet kit (see page 105).
Make two signs on sticks, a red sign which says **stop** and a green sign which says **go**.

1 Warm-up

- Use the signs you have made. Ask the children to stand up. Give them commands, e.g. **Put your hands** (... left hand/arm/leg, etc.) **up!** Then raise one of the signs. Children either say **We must put our hands up** (and raise their hands), or **We mustn't put our hands up** (and don't raise their hands). Those who make a mistake must sit down.
- Allow children to come forward and play 'teacher', using the signs.

Page 24

2 Listening – reading (1 Listen and read)

- Ask the children to read the bubbles silently. Then play Tape 10. Children listen and follow in their books.

Tape 10

First woman: This is the cutting table. Here we cut out the costumes.

Becky: Can I cut out the trousers?

Second woman: Yes, but you must be careful. These scissors are very big!

First woman: And this is the sewing room. Here we sew the costumes.

Emma: Can I sew the bow tie?

Third woman: Yes. Here is a needle and thread. You must sew carefully.

First woman: Finally we are going to put the strings on the puppet. Look!

Jack: Can I hang it up, please?

Man: Yes, but be very careful! You mustn't drop it.

- Play the tape again; children listen and point to the characters as they speak
- Bring children forward in groups of three to read a scene. See if they can then 'act out' the scene (the words don't have to be exactly the same).

3 Speaking (2 Find and say)

Children look at the pictures of the people from the factory. Ask children if they can remember what they are saying. Encourage them to locate the people, e.g. **The woman on the left, the second woman**, etc.

Answers: You must be careful. You must sew carefully. You mustn't drop it. You mustn't touch the saw.

4 Writing (How do they make ...?)

- Children use their *Way Ahead* writing books.
- Use the pieces of the puppet you have made. Ask **How do they make puppets?** Hold up the head. Cue with **First:** elicit **First they paint the face**. Write it on the board.
- Continue with other puppet parts as prompts. Ask the children to read out what they have helped you to write. Then erase key words; children read whole text.
- Children choose five sentences to write in their writing books. Encourage them to draw pictures.

Page 22

1 Words and pictures (1 Look and write)

Children use the picture clues to help them answer the questions.

Answers: 2 must, 3 mustn't, 4 mustn't

2 Writing (2 Write sentences)

Children look at the picture clues and this time write full sentences.

Answer: 2 Yes, but you must wear a hat. 3 Yes, but you must be careful.

3 Writing (3 Look and write)

Children look at the pictures of Jill making a puppet and write about them, using the sequencing words in the box.

(Example) answers: Jill is making a clown puppet. First she draws the clown. Next she cuts the clown out. After that she puts it together. Finally she paints it.

Language focus Consolidation

Language (R) *He's a ...; He works at ...; What is she doing/going to do?*

Words (R) *words for occupations, shops, things to buy*

Teaching aids Picture cards for occupations (see page 93) Puppet kit

1 Warm-up

- Play *Who are they?* Stick seven of the occupations cards on the board. Give children some time to look at the cards and name what they can see. Remove the cards then give them one or two minutes to write down as many occupations as they can remember.
- Use the puppet kit. Give each piece of the puppet to a child. Ask them to stand in front of the class in random order. Ask the class to describe the puppet-making process, e.g. **First they paint the head.** Children at the front act out the process.

 Page 25

2 Words and pictures (1 What are they? Point and say)

Children look at the pictures of people at the top and say what they are, using the words in the box.

Answers: 1 He's a reporter. 2 He's a policeman. 3 She's a dentist. 4 He's a baker. 5 She's a librarian.

3 Speaking (2 What do they do? Ask and answer)

Children look at the pictures and the words in the boxes. Then they ask and answer, following the examples.

Answers: 1 He works at a police station. 2 He makes bread. 3 He writes for a newspaper. 4 She works at a library. 5 She looks at teeth.

4 Listening (3 Listen and match)

- Children look at the pictures. See how many people/things they can name. Ask where they can find the places at the bottom (**at the station**).

- Play Tape 11. Children listen and point in their books.



Tape 11

Presenter:

Look at Jill. She's sitting on her suitcase. She wants to buy some flowers. Is there a flower shop at the station?

Boy: Yes, there is.

Jack is reading his comic. He's thirsty. He wants a cola.

Girl: He can get one at the cafe.

Emma is looking at the clock. She's late. She wants to buy a ticket.

Boy: She must go to the ticket office.

Sam is carrying a suitcase. He wants to buy a chocolate bar. Where can he find one? Is there a kiosk at the station?

Girl: Yes, there is.

- Play the tape again; children listen and write the letters in the boxes.

Answers: 1 c, e; 2 d, f; 3 b, h; 4 a, g

5 Speaking (4 Ask and answer)

Focus attention on the examples. Children use their answers to activity 3 to help them ask and answer questions about the pictures above. They can also check their work.

Answers: Jill's sitting on her suitcase./She's going to buy some flowers at the flower shop. Jack's reading his comic./He's going to buy a cola at the cafe. Emma's looking at the clock./She's going to buy a ticket at the ticket office./Sam's carrying a suitcase./He's going to buy a chocolate bar at the kiosk.



Page 23

Composition (1. Read and ✓; 2. Write the recipe)

1. First children read what the chef is saying and tick the boxes under the pictures of the things he mentions.
2. Children look at the pictures of how to make the cake. Go through them orally before they write. Ask what is in each picture and point out the words in the box. Write them in order on the board, adding in any other words you think they may need.

Model answer: Put some sugar and some butter in a bowl. Mix them together. Add an egg and stir. Add some flour and stir again. Pour the mixture into a tin. Bake it in the oven.

Lesson 4 Page 26 Pages 24, 25, 26

Language focus Revision

Language (R) He went to live in Clifton. There was a beach. He liked Clifton.

Words (R) words from Units 1–4

1 Warm-up

- Children choose: ask the class if they would like to sing *Can you tell me?* ( page 11;  3), *Mum, can you buy me?* ( page 21;  8) or say the poem ( 10).
- Children choose one of the exercises they have learnt (Step 1 on pages 8 and 16) and do it first with their eyes closed, then while humming a tune.

Page 26

2 Reading (1 Read)

- Children read the picture story silently.
- Ask pairs of children to read the story aloud. One child reads a sentence; the second child names the pictures.
Answers: 1 Jack, 2 train, 3 mother, 4 father, 5 castle, 6 hill, 7 bridges, 8 river, 9 beach, 10 town, 11 theatre, 12 puppet

3 Writing (2 Write)

Ask children to read the example. They should then complete the questions and write them down.

Answers: *Did he go* by car? *Did he have* friends in Clifton? *Did he go* to the castle? *Did he* like Clifton? Where *did he go*?

4 Speaking (3 Ask and answer)

Children ask the questions they have written, and answer them, as in the example.

Answers: No, he went by train. Yes, he did. No, he didn't. Yes, he did. He went to the puppet theatre.

5 Speaking (4 What are they doing?)

Children look at the example; they then talk about the pictures below.

Answers: She is cutting the skirt; She is sewing the trousers; He is putting on the strings; He is hanging up the puppet.

Page 24

4 Study skills (1. Spelling; 2. Put these books in alphabetical order)

- Read out the words; children listen and repeat.
- Children complete the sentences, using the words in the boxes.

Answers: 1 **Sam** doesn't look the **same** as Ned. 2 I **hate** this **hat!** 3 You wear a **cap** on your head and a **cape** around your shoulders.

2. Children put the books in alphabetical order. Explain that they must look carefully at the first word of each title. It will help them to write out the alphabet first, or write it on the board for them. Remind them how to order words where the first three letters are the same.

Answers: (left to right) 6, 1, 4, 3, 5, 2

Pages 25, 26

Revision

This practice test covers Units 1–4. You may wish to go through it orally before the children write.

Reading for pleasure: Jack and the Beanstalk

Page 27

- Ask children to predict the story from the pictures and to check their ideas by scanning the text (see Unit 1 *Reading for pleasure* notes, page 5).
Note Children may already know this story, but scanning is still a useful activity as they will look for words they expect to see.
- If the class reads well, let individuals read parts of the text. Alternatively, read the text yourself, a paragraph at a time, and choose individuals to read the same paragraph after you.
- If you wish children to hear the whole text again, play the tape once more.
- Children can act out or re-read this story aloud in groups. Each child reads the words of one of the characters. If your class is not familiar with speech marks, point them out and help children to recognise the words that are actually spoken. Read the narration yourself until children are familiar with the spoken words.
- When one or two groups have acted or read the story, let a group try with one or two children sharing the narration.
- This story could be practised and presented to another class or to parents.

Puppet play project.

- Children work in pairs. Ask them to think of a story they know well. They must think of part of the story where just two characters are speaking.
- Children write a short dialogue of about four lines each. Go around helping and listening.
- They draw their characters on paper. They cut them out and stick them on to a narrow strip of card.
- Let children come to the front and read their dialogues. They can hold up their stick puppets when they speak. Encourage them to learn their dialogues.
- If children enjoy this activity, let them work in threes or fours and help them to write longer dialogues with more characters.

The Family Fun Palace

Lesson 1 Page 28 Page 27

Language focus Will future

New language It will have ... There will be a lake.

New words canoe, rowing boat, tennis court, football pitch, badminton, famous, newspaper article, mistake, fun, lake; (**R**) garden

Teaching aids Hotel and restaurant cut-outs you made for Unit 3, Lesson 4.
Two members of the grammar gang (see pages 100–103).

1 Warm-up

- Play a word game. Draw a stick man several paces from the edge of a cliff. Explain that you are thinking of a word for a place in a town. Draw the correct number of blanks on the board: e.g. for **cinema**, draw . Children ask questions **Does it have an 'a'?** **Yes, it does.** Write in **a**. **Does it have a 't'?** **No, it doesn't.** For each incorrect guess move the stick man one pace closer to the edge of the cliff. The game is over when the word is guessed or when the man falls off the cliff. Repeat with a child coming forward to tell you a word. Help the child to draw blanks, answer questions and write in the letters.

2 Presenting 'will' future

- Put the cut-out of the hotel on the board with two members of the grammar gang. Explain that they are building a new hotel. What will the new hotel have? Give an example: **I think it will have a garden.** Point to the garden and write the sentence on the board. Children read it.
- Children take turns saying what other things they think the new hotel will have.

 Page 28

3 Words and pictures (1 Look and find)

Children look at the words and pictures and find them in the advertisement for the Fun Palace below.

4 Listening (2 Look, listen and point)

- Children look at the advertisement for the new Family Fun Palace in Clifton. Ask what they can see on the advertisement. **When will it open? Who will be there?**

- Explain that they will hear a man on the radio talking about the new Fun Palace. Play Tape 12; children listen and look at the advertisement.

Tape 12

Announcer: Welcome to Clifton's Family Fun Palace! There are shops and there are restaurants. See a film at one of the two cinemas. Go to the theatre. Enjoy the beautiful gardens. Have fun on the boating lake. Do you like sports? Then visit the sports centre. Children will love the tennis court and the football pitch. Come to Clifton's Family Fun Palace and meet Bobby Barnes, the famous singer. He will open the Fun Palace at 10 o'clock on Monday the 22nd of January. That's 10 o'clock on Monday the 22nd of January. Don't be late! Come and have fun with all the family at Clifton's Family Fun Palace!

- Play the tape again; children listen and point in their books to the information they hear.

4 Reading (3 Read and circle)

Children read the newspaper article and look at the advertisement. They circle five mistakes in the article.

Answers: (corrections in brackets) **21st January** (22nd), **three cinemas** (two), **swimming pool** (football pitch), **writer** (singer), **11 o'clock** (10)

 Page 27

1 Words and pictures (1 Look at the pictures ...; Write the words)

Children use the picture clues to complete the puzzle. They then read the question about the twins at the bottom, find the answer in the circled letters in the puzzle and tick the correct picture at the bottom.

Answers: 1 canoe, 2 lake, 3 garden, 4 theatre, 5 shops, 6 boats, 7 cinema, 8 singer

The word in the circles spells **cartoons**. Children should tick the second picture.

2 Writing (2 Write a short article)

Children use the information in the advertisement for the new hotel to write a short article of three or four sentences.

Language focus Suggestions: **Shall we? Let's ...**

New language Shall we go roller blading? No, let's play tennis.

New words welcome, roller blading, trampolining, tennis racket; shall, let's

1 Warm-up

- Teach the children the *Elephant exercise*, which can help with listening comprehension and speaking. First of all describe the exercise as you do it yourself (turn your back to the class): bend your knees, put your head on your left shoulder, point your left hand at the blackboard. Now draw a 'lazy eight' (on its side). Ask **What animal does it look like?** Repeat with your right hand.
- Describe the exercise again; this time children stand up and follow.
- Write these words on the board: **tennis, basketball, football**. Sitting at their desks, children spell the words with their 'elephant trunks' (using whatever hand they use for writing). This is an aid to memory.

2 Presenting suggestions with 'Shall we?' and 'Let's'

- Draw a tennis racket and ball on the board. Then mime an invitation to play tennis. Can they guess what you are saying? Write it on the board: **Shall we play tennis?**
- Repeat with football/basketball and **Let's play ...**

Page 29

3 Listening (1 Look and listen)

- Tell the class to look at the picture. Ask who they can see. Play Tape 13. Children listen and look at the picture.



Tape 13

Sam: Well, here we are at the Fun Palace. What sports can we do?
Jill: Look! 'Welcome to the Fun Palace!'
Ned: Do you want to go roller blading? trampolining?
Becky: Trampolining! Great!
Emma: Do you want to play tennis? badminton? basketball? football?
Jill: Football? No thanks!
Sam: 'Ask inside for information.' Come on. Let's go inside.
Becky: Yes, come on!

- Play the tape again; children listen and point to the words as they hear them.

5 Speaking (2 Look and say)

- Children look at the pictures of sports equipment and talk about them following the examples.

Answers: This is for basketball. These are for football. These are for roller blading. This is for badminton. These are for tennis.

6 Reading – speaking (3 Read; Now you)

Language note Make certain the class understands that we use **play** with some sports (mostly team/ball sports) and **go** with others, such as fishing, trampolining, etc.

- Children read the text silently. Then ask individuals to read aloud.
- Children look at the pictures of the six sports. Tell them to ✓ the three they would most like to do, and to X the rest.
- Children use the picture prompts to ask and answer, as in the examples. Make certain they understand that if there is a ✓, they answer **Yes, let's.** and if there is a X, they refuse and make another suggestion: **No, let's go trampolining.**



Page 28

1 Words and pictures (1 Write the answers and the questions)

Using the picture prompts, children complete the questions or the answers.

Answers: 1 It's for badminton. 2 They're for roller blading. 3 They're for tennis. 4 It's for basketball. 5 What are these for? They're for football. 6 What is this for? It's for trampolining.

2 Writing (2 What are they saying?)

Children use the picture prompts to write the questions and the answers.

(Suggested) answers: 2 No, let's go roller blading. 3 Let's play football! No, let's play basketball. 4 Shall we (or Let's) play badminton? Yes, let's! 5 Shall we (or Let's) play tennis? No, let's go trampolining.

Language focus Talking about the weather (**will** future)

New language Will it be cloudy tomorrow? It will be cloudy in the west. It will not rain.

New words will, shine; East, West; (**R**) North, South; words for weather

Teaching aids Grammar gang + lorry

Preparation Make weather symbols in the style of the symbols in the noticeboard on page 30 (several sets). Make cards for the grammar elements on page 30. Bring in a large map of your country or make a fictional map.

1 Warm-up

- Play *I spy*. Begin yourself. Choose an object in the room (door) and say **I spy with my little eye something beginning with 'd'**. Ask a child to stand next/close to what s/he thinks it might be. You then say **You're hot**, (close) or **You're cold**, (not close). If you say **hot**, the child makes a guess; if **cold**, the child walks around until the answer is **hot** and then makes a guess.
- Draw a compass on the board showing **N** (north), **S** (south), **E** (east) and **W** (west). Drill the words by pointing.
- Play *Simon Says* with the directions, e.g. **Simon says take one step north** (... south, etc.) or **Simon says point north** (... south, etc.). Children obey. Remember that when you don't say **Simon says** at the beginning, they shouldn't move. If they do, they have to sit down. The last person standing is the winner.

2 Introducing the 'weather' words

- Use the symbols you have made to revise words to describe the weather. Write **today** on the board and put symbols up. Children make sentences. **It is hot. It is sunny.**
- Revise the remaining symbols, one by one. Then hold them up under **today**; children make sentences.

Page 30

3 Using 'will' future/weather (1 Look at this!)

- Focus attention on the grammar gang in the book. Children look at how we talk about the weather, using **will** future.
- Put members of the grammar gang on the board and put the cards you have made in the grammar gang lorry.

- Children come up, draw out cards, and use them to define the structure and make an example sentence, as in the book.
- Children look at the Noticeboard with the map and the weather symbols and read the examples.
- Using the weather symbols at the bottom of the board as prompts, children ask and answer about the weather on the map.

Noticeboard Use the map you have brought in or made and the weather symbols. Decide what your heading will be (you may wish to change **tomorrow to next week or next month**). Put the map on the Noticeboard, with one set of symbols at the bottom of the board, and the other sets on a table. Children come up in pairs and put the symbols on the map. Then they take turns being a weather person, answering questions from the class.

4 Reading (2 Read)

Children look at the weather reader on television and read what he is saying silently. Then they take turns reading out the weather report.

Answers: Tomorrow the weather will be **hot** and **sunny** and it will not **rain**. Next week the weather will be **hot** but it will not be **sunny**. It will be **cloudy**. Next month the weather will be **cold** and **windy**. It will **rain** but it will not **snow**.

5 Reading (3 Read and ✓)

- Children read the sentences and look at the weather reader above. They then read again and ✓ the correct boxes.

Answers: 1 Yes, 2 No, 3 No, 4 Yes, 5 Yes, 6 No

- Ask children to read out the sentences. Other children give the answers (**Yes or No + the correct answer**).

6 Writing (What will the weather ...?)

- Children use their *Way Ahead* writing books.
- Ask children what they think the weather will be like next week. Do most of them agree?
- Children write about next week's weather in their writing books. Encourage them to draw pictures.

Page 29

1 Words and pictures (1 Write answers)

Children look at the weather symbols and write sentences.

Answers: 2 Next week it will be cloudy. It will not rain. 3 Next month it will be windy. It will snow. 4 Next week it will be sunny.

It will not be cold. **5** Tomorrow it will be cold. It won't snow.
6 Next month it will be cold. It will rain.

2 Writing (2 Look and write.)

Children write four sentences about the weather on Penny Island, using the words in the box.

Answers: Check that children recognise the directions and can use **will** future.

Page 31

Composition (1 Read, find and write the number; 2 Read, look and write)

1. Children read the newspaper article. They then read it again and number the boxes in the order the information appears.

Answers: time **4**, place **1**, tickets **5**, weather **6**, teams **3**, date **2**

2. Children read the poster and take notes on the pads under the boxes. They then use their notes to write an article about the basketball game. They should follow the order of the numbers in the boxes.

Model answer: There will be a basketball match at Essex School on Friday 3rd August. The Dolphins will play the Penguins and the game will start at 7.00. Tickets will be £7 for adults and £5 for children. You can buy them at the door.

Lesson 4 Page 31 Pages 30, 32

Language focus Will future

New language When will they arrive? Where will they go first?

New words trip (n.), nature, play (n.); (**R**) words from Unit 5

1 Warm-up

- Children try to think of places (town or country) for as many letters of the alphabet as they can: (e.g. **A**/aquarium; **B**/bakery; **C**/cinema; **D**/dentist, doctor; **E**, **F**/football pitch; **G**/garden; **H**/hotel, hill; **L**/library, lake; **M**/museum; **N**/newspaper office; **P**/park, post office, pond; **Q**, **R**/river, restaurant; **S**/shops, street, school; **T**/train station, theatre, U, V, W, XYZ). They might like to make a poster.
- Are any of the words difficult to spell? Children try spelling these with their 'elephant trunks' (Step 1 on page 21).

Page 31

2 Words and pictures (1 Look and find)

Children search for the five places in the pictures.

3 Listening (2 Listen and ✓ the right photo)

- Explain that the children are going on a school trip. They will hear their teacher on the tape. Play Tape 14. Children listen and look at the pictures.

Tape 14

Teacher:

I'm going to talk to you about our trip tomorrow. Please be quiet and listen carefully. We'll arrive in town at ten o'clock. First we'll go to the boating lake. We'll walk round the lake. You'll see lots of flowers and insects. Please look carefully at these and draw pictures, because we are going to make a nature table in class next week.

After the walk we'll have lunch by the lake and you can have a ride in a rowing boat or a canoe.

After lunch we'll walk to the river. Please look at all the buildings next to the river. Are they old? Are they new? You will draw the buildings and we'll talk about your drawings in class tomorrow.

And then we'll go to the theatre. I know you'll like this very much. It's a very good play with a very funny story. We'll come out of the theatre at nine o'clock and we'll be back at school at half past ten. Now, do you want to ask any questions?

- Play the tape again; children listen and put a ✓ in the box on the correct photo.

Answers: 1b ; 2a; 3b

4 Listening (3 Listen again and answer)

Ask the children to read the questions silently. Play Tape 14 again. Children note down the answers. Play the tape again so that they can check, if necessary.

Answers: 1 at ten o'clock, 2 to the boating lake, 3 the buildings, 4 half past ten/10:30

5 Writing (4 Write about the children's trip)

- Children use their *Way Ahead* writing books.
- Ask the class what the children will do and see on the school trip. Ask the class to try to remember as many things as they can about the tape. Write notes on the board.
- Children write the sentences in their writing books. Encourage them to draw a picture of the school trip.

 Page 30

1 Reading (1 Read the text. Circle the mistakes)

Children look at the pictures and read the text. They then circle the mistakes in the text.

Answers: (correct word in brackets) **July** (January); **train** (plane); **hot** (cold); **sunny** (windy); **museum** (castle); **river** (lake)

2 Writing (2 Write the sentences correctly)

Children rewrite the sentences correcting the mistakes.

3 Reading (3 Yes or No? ✓ the box)

Children read the statements, find the answers in the text above and tick the box under **Yes** or **No**.

Answers: No, Yes, Yes, Yes, No

 Page 32

Study skills (1 Spelling; 2 Match)

1. Children look at the pictures and complete the words. Say the words; children repeat.

Answers: 2 talk, 3 chalk, 4 walk

- Read the words; children listen. Children circle the words in their books.

Answers: 5 ask, 6 boat

- Using the picture clues, children unscramble the words.

Answers: 7 cinema, 8 cloudy, 9 theatre, 10 river, 11 lake, 12 weather

2. Children match the contractions and the full forms.

Reading for pleasure: **Louis Braille**  page 32

- Tell the children to look at the pictures for a moment. Ask them if this is a story about now or a long time ago. How do they know?
- Read the title. Explain that this story is about a man who lived nearly 200 years ago. Today people all over the world know his name.
- Play the tape. Children listen and follow in their books. Explain any new words.
- If you have confident readers, choose four to read the characters' words and other children to share the narration. Alternatively, ask children to read a paragraph each. Read it aloud yourself first, if necessary.
- Use the illustration on page 32 of the Pupil's Book to make your own Braille sheet to photocopy. Demonstrate to the class how to turn the sheet over and press with a pencil tip from the back to make a raised bump on the front.
- Let children make the bumps on their sheets and experiment with feeling the letters.
- Make some Braille word cards for children to try to 'read'.
- Some children may be able to copy letters and make up a short message or sentence. Children can exchange and try to 'read' messages using their fingers.

Weather project

- Children work in pairs. Give them small pieces of paper to draw the weather symbols as in the Pupil's Book on page 30. (They could add in foggy to make eight.)
- They must prepare a weather forecast using all eight symbols, so they must say what the weather will not be, as well as what it will be.
- Let some of the pairs give their weather forecasts to the rest of the class.
- Children write their forecasts in their notebooks. If you have time, in the following lesson ask which pairs got their forecasts right.
- Ask children to write in their notebooks what the weather actually was for the day they forecasted

Join the Smile Club.

Lesson 1 Page 33 Page 33

Language focus Giving advice – **should, shouldn't**

New language You should go to the dentist. You shouldn't eat sweets.

New words teeth, toothache, matter, should, shouldn't, join (v.), missing

Teaching aids Pictures of families  pages 6, 7

Preparation Bring in a toothbrush and a sweet (or chocolate bar).

1 Warm-up

- Play a guessing game: *What do I like to eat?* Children come to the board and begin to draw something they like to eat; the rest of the class guesses what it is, e.g. **Do you have it for breakfast, (... lunch, etc.)? It's an orange, isn't it?**
- Children open their books at the pictures of families on pages 6 and 7. Use the pictures of Jack, Emma and her dad. Ask what they can remember about each one (name, age, where they live, go to school, what he does, where he works).

2 Presenting 'should,' 'shouldn't'

- Hold up the toothbrush (or draw one on the board). Ask individuals **Do you brush your teeth? When?** Write on the board: **You should brush your teeth twice a day.**
- Repeat with the sweet, ending with: **You shouldn't eat too many sweets.**

 Page 33

3 Listening – reading (1 Listen and read)

- Children look at the strip story about Jack and Emma. Ask **What's wrong with Jack? Where do they go?** Children read quickly to find out.
- Play Tape 15; children listen and read in their books.

Tape 15

Narrator: Becky meets Jack after school. He has a toothache.

Becky: What's the matter, Jack?

Jack: I have a toothache. It really hurts!

Narrator: Jack is eating a chocolate bar and drinking cola.

Becky: You shouldn't eat sweets, and you shouldn't drink sweet drinks.

Narrator: Jack should drink more milk.

Becky: Why not drink more milk? Look! Milk is good for you!

Narrator: Jack never brushes his teeth!
Becky: How often do you brush your teeth? You should brush your teeth twice a day.
Narrator: Jack doesn't want to go to the dentist.
Becky: You should go to the dentist.
Jack: But I don't like dentists.
Narrator: You should see your dentist twice a year.
Becky: This dentist is very nice! He's my father!
Dad: Hello, Jack!
Jack (sulky): Hello...

- Play the tape again; children listen and point to the characters as they speak.
- Choose four children to read out the story: a narrator, Becky, Jack, the dentist. Choose four more children to listen and act out what they hear. The rest of the children raise their hands whenever they hear the words **should** or **shouldn't**.

4 Reading (2 Read and find)

- Children look at the dentist and at the Smile Club Rules. Give them time to find the missing rules.
- Children take turns reading out the rules for good teeth; other children listen and point.

Answers: 2 You should see your dentist twice a year. 3 You should brush your teeth twice a day. 4 You should drink milk. 6 You shouldn't drink sweet drinks.

5 Writing (Write the four rules ...)

- Children use their *Way Ahead* writing books.
- Ask the children to tell you the four other rules for good teeth. Write them on the board with their help.
- Erase some of the key words, one by one; children read the complete rules.
- Children write the four rules in their writing books. Encourage them to draw pictures.

 Page 33

1 Writing (1 Write answers)

Children look at the pictures and answer the questions.

Answers: 2 No, we shouldn't. 3 Yes, we should. 4 No, we shouldn't. 5 No, we shouldn't. 6 Yes, we should.

2 Writing (2 Write questions)

Using the picture prompts and bubbles at the top, children write questions for the answers below.

Answers: 1 Should we be late for school? 2 Should we eat lots of vegetables? 3 Should we go to bed early? 4 Should we help mother? 5 Should we watch too much television/TV?

Language focus Much, many; good/bad for

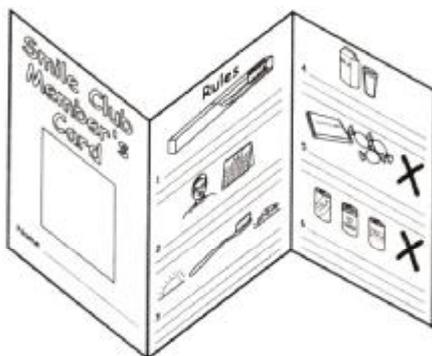
New language Which foods are good/bad for your teeth? You shouldn't eat much sugar/many sweets.

New words bad, trouble, vanish, bubble

Preparation Make a *Smile Club* card, for each child, following the diagram and instructions below. Make certain children have scissors, glue and coloured pens or pencils. Bring in some light card, safety pins and sticky tape.

Smile Club card instructions

- 1 Cut out the member's card following the diagram
- 2 Children write their names on the first page and draw a picture of themselves in the box
- 3 Children write the six rules
- 4 They fold your card along the black lines



1 Warm-up

- Pass out the *Smile Club* cards you have made. See if children can remember the rules for good teeth. Write them on the board. Children then copy them into their *Smile Club Member's Cards*. They can then colour and cut out the cards.
- Children can make *Smile Club* badges with their names. They can stick the badges on light card and tape pins on the back.

2 Presenting the new language

- Write words for food and drink on the board, e.g. **vegetables, fruit, sweets, ice cream, chocolate, milk, cola, sugar**. Make two columns underneath:
Good for your teeth ✓ / Bad for your teeth X.

- Ask children to come forward and draw a picture of one of the foods in the correct column. Children then make statements, e.g. **Sugar is bad for your teeth.**

PB Page 34

3 Speaking (1 Look and say)

Children look at the pictures of food on the poster behind the dentist. Pairs of children ask and answer, as in the examples. Other children listen and point.

4 Listening (2 Listen and ✓ or X)

- Children are going to listen to the tape to find out which foods are good/bad for teeth. Play Tape 16; children listen and point in their books.

Tape 16

Dentist: Which foods are good for your teeth, Jack? Do you know?

Jack: Uh, no, not really.

Dentist: Hmm. Do you drink a lot of sweet drinks?

Jack: Yes ...

Dentist: Well, sweet drinks are very bad for your teeth. You should drink a lot of milk. Milk is good for your teeth. Cheese and butter are good for you too. And ... you shouldn't eat much sugar and you shouldn't eat many sweets. They're bad for your teeth. Do you eat much chocolate?

Jack: Yes, I love chocolate!

Dentist: Well, you shouldn't. Chocolate is bad for your teeth. You should eat lots of fruit and vegetables instead. Bananas and apples are good for you. Carrots are good too. You shouldn't really eat too many biscuits.

Jack: Awwwwwwww, but I love biscuits ...

- Play the tape again; children listen and put a ✓ or X next to each picture.

Answers: ✓ bananas, apples, carrots, milk, cheese, butter; X chocolate, sweet drinks, sweets, sugar, biscuits

5 Speaking (3 Ask and answer)

- Remind children of the use of **much** with uncountable nouns (sugar, butter) and **many** with countable nouns (carrots, biscuits). Ask children questions **Do you eat much sugar/many apples? Should you? Is it/Are they good/bad for your teeth?**

- Children look at the examples and the cards for Becky and Jack. Half the class looks at the card for Jack (A); the others turn their books upside down (B). Tell children to fold the page so that they can't see the answers. A's ask questions about Jack and ✓ or X the boxes.
- The B's now ask questions about Becky; the A's answer.
- Reverse roles, so that children have a chance to complete both cards.

6 Listening – singing (4 Listen and sing)

- Children are going to hear the *Smile Club* song. Play Tape 17; children listen and follow in their books.



Tape 17

It isn't any trouble just to S-M-I-L-E.
 It isn't any trouble just to S-M-I-L-E.
 So smile at any trouble, it will vanish like a bubble.
 It isn't any trouble just to S-M-I-L-E.

- Play the tape again; children listen and join in, smiling when they spell **S-M-I-L-E** or say the word **smile**.



Page 34

1 Writing (1 Write sentences. What does Billy eat?)

Using the picture prompts in the box, children write about what Billy eats.

Answers: 1 Billy doesn't eat much **cheese**. 2 He doesn't eat many **apples**. 3 He eats a lot of **crisps, sweets and biscuits**.

2 Writing (2 Write sentences. What does Betty eat?)

Children continue as with Billy.

Answers: 1 Betty doesn't eat much **chocolate**. 2 She doesn't eat many **biscuits**. 3 She eats a lot of **carrots, bananas and bread**.

3 Writing about you (3 What do you eat?)

Children write sentences about the things they do/do not eat.

Lesson 3 Page 35 Pages 35, 37

Language focus Consolidation, reading

Language (R) *You should go to a dentist twice a year. Do you eat fruit?*

New words (three) times, change (v.), inside, outside, snacks, hard, soft

Preparation Bring in a toothbrush. Make word cards for food, leaving a space at the end for ✓ s and X s (Lesson 4). Put them in a hat or box. (Include lots of vegetables and fruit as well as sweets, etc.) Bring in poster paper (one large or several small sheets).

1 Warm-up

- Teach the *Smile Club* song (page 34; 17). Divide the class in half. The whole class sings the first two lines. One half sings, **So smile when you're in trouble**, and the other half sings, **it will vanish like a bubble**. The whole class sings the last line.
- Play *Cat and mouse*. Use the word cards you have made. Draw a cat face on the board and four paw prints. Then draw a mouse. Ask a child to come forward, draw a card from the hat and say, e.g. **I eat a lot of carrots**. Class says: **That's good for you!** The child puts a ✓ over the first paw print. The child draws another card. If it is something bad, he or she goes back a space and erases a ✓. The child continues until s/he has reached the mouse.



Page 35

2 Reading (1 Read and look at the pictures)

- Children read the first text and look at the picture. Ask them to make suggestions about toothbrushes.
- Children read the second text. Ask a child to demonstrate while another child reads aloud; repeat with third text.
- Children read the final text and make suggestions about food which is bad for teeth e.g. lollipops, chocolate, sugary cakes, etc.

3 Reading (2 Answer the questions about your teeth)

- Children complete a quiz about the care of their own teeth. Ask them to read through the questions first. They then read them again and ✓ the boxes for **Yes** answers.
- Explain how to score. Children with a **good** score can draw a smile; children with **not so good** can draw an upside down smile. Children with **0–15** can draw a sad tooth!

4 Activity (3 Make a poster)

The class can make one big poster or you may wish to divide them into smaller groups. They can now write a lot of rules for good teeth. Encourage them to draw pictures as well.

 Page 35

1 Words and pictures (1 Finish the sentences)

Children look at the picture clues and match them with the words in the box to complete the sentences.

Answers: 1 twice a year, 2 twice a day, 3 up and down, 4 from side to side, 5 every three months

2 Writing (2 Write sentences)

Children look at the picture prompts and write sentences about what we should/shouldn't eat/drink.

Answers: Check the use of **a lot of**, **much** and **many**.

 Page 37

Composition (1 Look at the pictures ...; 2 Match the words/Make notes ...; 3 Read about Joe; Now write about Sally.)

1. Children look at pictures of Sally and Joe.
2. After matching the words in the box with the pictures, children use them to make notes, as in the example.
3. Children use the text about Joe to write about Sally.

Model answer: Sally drinks a lot of milk and eats a lot of cheese. She brushes her teeth twice a day. She goes to the dentist. She is happy because she has good teeth.

Lesson 4 Page 36 Pages 36, 38

Language focus should/shouldn't + much/many

Language Should you eat apples? You shouldn't eat each much sugar/many sweets.

New word bones (**R**) words from Lessons 1–3

Teaching aid Grammar gang + lorry

Bring in the word cards you have made for food; add ✓ s next to the foods that are good for your teeth and X s to the foods that are not.

Preparation Make cards for the grammar elements on page 36. Bring in cards for children to draw pictures.

1 Warm-up

- Play the *Cat and mouse* game again (Step 1 on page 28). This time the child draws out word cards and makes statements according to the ✓ or X next to the picture, e.g. **You shouldn't eat much/many ... You should eat a lot of ...** Class responds: **It's/They're bad/good for you.** The child goes forward towards the mouse, or back, according to the **good/bad** answer.

 Page 36

2 Using 'should' and 'shouldn't' with 'much' and 'many' (1 Look at this!)

- Focus attention on the grammar gang in the book. Children look at how advice is given with **should/shouldn't** and **much/many**.
- Put members of the grammar gang on the board and put the cards you have made in the grammar gang lorry.
- Children come up, draw out cards, and use them to define the structure and make sentences, as in the book.
- Children look at the Noticeboard with good and bad teeth and photos of food. They read out the examples then ask questions about which foods are good/bad for your teeth, using the photo prompts at the bottom of the Noticeboard.

Noticeboard Pass out the cards for drawing. Children draw and colour pictures of food. You may wish to ask half the class to draw things that are good for their teeth and the other half to draw things that aren't. Make a heading for your Noticeboard and put two sets of teeth cut out of paper at the top, one good and one bad. Ask children to bring their pictures forward in pairs and talk about them. They then put them under one of the sets of teeth.

3 Reading (2 Read and write the words)

- Ask the children look at the picture of the skeleton and then look up. Ask them to point to their arms, legs, backbone, wrists. Ask how many teeth they think they have.
- Give them time to look at the words in the box and read the text silently.
- Children read the text again and try to fill in the blanks.
- Put arrows ← → on the board. Ask a child to read a sentence aloud. Find out whether the other children agree with the statement. Then point to an arrow; another child reads the sentence before or after.

Answers: 1 206 2 20 3 strong 4 long 5 longer 6 taller
7 milk 8 sugar 9 vegetables

Page 36

1 Words and pictures (1 Find the words. Write them in the puzzle)

Children look at the picture clues to make words from the letters below. They then write them in the puzzle.

Answers: 1 sugar, 2 vegetables, 3 teeth, 4 milk, 5 wrist, 6 brush, 7 backbone, 8 fruit

2 Reading – writing (2 Write using the words in the box.)

Children look at the picture and read the text. They fill in the missing words.

Answers: baby, new, teeth, people, lose, important

Page 38

Study skills (1 Spelling; 2 Whose pencil is this?)

1. Children look at the pictures and write the words in the blanks: **chips, chair, chain**
- Children write the word which doesn't rhyme: **brush, which, teeth**
2. To practise possessives children fill in the blanks as in the examples:

Answers: (pencil) It's mine. It's **Janet's**. It's hers. (books)
They are hers. They're mine. They are Bill's. They are his. They're mine. They are Lucy's. They are hers.

Reading for pleasure: **Water when you're thirsty;**

Drinking fountain page 37

- Let the class look at the page for a moment or two. Tell them that the poems are about the same thing. Ask if they can tell you what it is in one word: water.
- Read, or ask a child to read, the title of the first poem. Explain thirsty if this word is new to them.
- Play the tape of the first poem. Children listen and follow.
- Ask if water is anyone's favourite drink. Ask about other favourite drinks. List them all on the board. Children vote for their own favourite. Draw a tick for each vote. Children could copy this into their notebooks as a simple block graph.
- Look at the three favourite drinks with the class. Ask if they have sugar in. If they do, remind children of Jack. How often should they go to the dentist?
- List the drinks that are good for teeth and health, if they are not already on the board. Children can write one or two sentences under their graph, if they have drawn one.
- Play the tape and read the text of the second poem. Ask children to write down the words which rhyme. While they do so, write the whole poem on the board. With the class, underline the rhyming words.
- Teach the poem by rubbing off a significant word in each line. Children say the line and fill in the missing word. Continue to rub off words until children can say all the lines. You could do the same with the first poem another time.

Healthy foods project

This project can be done a step at a time as you go through the unit.

- Ask children to bring in pictures of foods, cut from magazines, newspapers, etc.
- Divide the class into small groups. Give each group a large sheet of paper. Ask them to arrange their pictures with what they think are healthy foods on one side and unhealthy foods on the other. They must stick the pictures on and label all the foods.
- Each group takes a turn to come to the front and show their poster. They read out the foods on each side. Other groups can disagree with where items have been placed, but they must give a reason. Display the posters in the classroom.
- Let groups have the chance to change their minds. They can draw a large arrow if they think they have put something on the wrong side.
- As you get to the end of the unit, see how many groups want to change something. Ask children what they have learned about foods through this unit.

You have to do your homework.

Lesson 1 Page 38 Page 39

Language focus Have to; imperatives

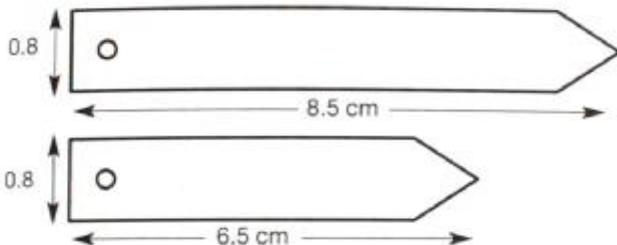
New language You have to be at school; You don't have to ...; Walk in the corridors

New words uniform, rules, correct (adj.), corridors, polite

Preparation Make a class clock.

Instructions for clock

Cut a circle 20 cms in diameter from card or thick paper. Mark the centre of the circle. Write the numerals. Trace or copy the clock hands below, stick onto card and cut out.



Use a split pin paper fastener to fix them through the dots to the centre of the circle

1 Warm-up

- Tell children to touch various bones/body parts. They will end up in some funny positions!
Touch your head with your right hand.
Touch your leg with your left hand.
Touch your wrist and touch your knee.
Touch your backbone with your right and left hands.
Touch your backbone and your left/right foot.
Touch your right arm and your left arm.
- Children write down their own commands; put them in a box. Children come forward, draw out a command and read it out; the rest of the class tries to do it. (Some might not be possible!)

2 Presenting 'have to'.

- Put the class clock on the board and ask **What time does school start?** Move the hands. Then say, **You have to be at school before** (time). Write the sentence on the board.
- Ask a child **What time do you have to be at home after school?** The child moves the hands. The class makes a sentence: **She/he has to be at home before** (time). Repeat with one or two other children using **get up, go to bed, eat breakfast**, etc.

Page 38

3 Listening (1 Look and listen)

- Children look at the strip story about Jack and find out the days and/or the times in each picture. They then read the story quickly.
- Play Tape 18; children listen and read in their books.

Tape 18

Presenter: It's Monday morning. It's quarter past nine. The children are at school. They're working quietly in their classroom. But who is this? It's Jack.

Mrs Hill: Jack, you are late. You have to be at school before eight forty-five.

Jack: I'm sorry, Mrs Hill.

Presenter: It's Wednesday. It's twenty to nine. Jack isn't late today. But what is he wearing?

Mrs Hill: Jack, what are you wearing? You have to wear your school uniform.

Jack: I'm sorry, Mrs Hill.

Presenter: It's Friday. Mrs Hill, the teacher, is looking at the books on her desk. She can't find Jack's book.

Mrs Hill: Jack, where is your homework? You have to do your homework.

Jack: I'm very sorry, Mrs Hill.

Presenter: It's Saturday morning at Jack's house. It's quarter past eight and Jack is going to school.

Jack: I'm not late. I'm wearing my school uniform. My homework is in my bag.

Mum: Jack, where are you going? You don't have to go to school today. It's Saturday!

Jack: Oh!

- Play the tape again; children listen and point to the characters as they speak.
- Ask the class to look at the first picture and try to remember it. Then two children come forward and act it out. Repeat with the remaining three pictures.

4 Speaking (2 Answer the questions)

- Children read the questions silently and find the answers. Ask them to write their answers (short answers) down.
- Ask a child to read out his/her answer. What was the question? Is the answer right?
Answers: before 8.45; their school uniform; their homework; No, they don't.

5 Reading (3 Look and read)

Children read the school rules silently and try to decide where the words go. They write them in the blanks.

6 Speaking (4 Speak)

Children take turns saying the rules aloud. The other children raise their hands if they agree.

Answers: 1 8.45; 2 uniform; 3 Write; 4 stairs; 5 homework; 6 teachers

 Page 39

5 Words and pictures (1 Match and write)

Children match the words at the top to the pictures below and then write the words in the blanks following the example.

Answers: A2, B4, C5, D1, E3; feed/dog, water/flowers, wash/dishes, sweep/floor

2 Writing (2 Write sentences. Use the words in the box)

Children write about Molly following the numbers and using the words in the box.

Model answer: First Molly has to brush her teeth. Then she feeds the dog. Next she waters the flowers. After that she washes the dishes. Before bedtime she sweeps the floor.

3 Writing about you (3 Write a sentence)

Children write a sentence about things they have to do at home.

Lesson 2 Page 39 Page 40

Language focus So that (purpose)

New language Open the windows so that fresh air can come in.

New words shelves, tidy (adj.), rubbish, bin, break (n.), fresh air, parents, clearly

Preparation Bring in a large sheet of paper for a class word puzzle.

1 Warm-up

- Ask children to look around them and to name as many things as they can in their classroom. Write the words on the board, e.g. **door, window, blackboard, desk, chair, rubber, bag, pencil, book, shoes, socks, shirt, blouse**, etc.
- Help the class to make a classroom word puzzle. Use a pencil. Write the word **CLASSROOM** in large letters on the sheet of paper you have brought in. Use a coloured pen to put a circle around each letter. Then ask children to find a word with one of the letters in it, e.g. **book**. In pencil again, write the word from top to bottom, using the first **O** in 'classroom'. Draw a square around each letter with a pen.
- Number the words when you have finished. Ask children to draw clues for each number.
- Erase the pencilled-in letters.

2 Presenting 'so that'

- Remind the class of the rules for good teeth.
- Write **you have good teeth** on the right-hand side of the board.
Ask children to help you write two or three rules for good teeth on the left-hand side of the board, e.g.
You should brush your teeth twice a day.
You shouldn't eat too many sweets.
You should drink lots of milk.
- Write in the middle of the board: **so that**
- Make an example sentence: **You should drink lots of milk so that you have good teeth.** Children make other sentences.

 Page 39

3 Words and pictures (1 Look and find)

- Children look at the pictures and try to locate the things in their own classroom.
- Ask them to make statements e.g. **There is a ruler. There isn't a bin.**

3 Reading (2 Read, look and match)

- Children are going to read the classroom rules and try to match them with the pictures below. Tell them to look at the pictures first and then read the rules.
- They then read the rules again and write the numbers in the boxes.

Answers: a 4, b 6, c 2, d 1, e 3, f 5

- Ask them to find and read out the sentences with **so that**.

5 Reading (3 Read and match)

- Children read the sentence beginnings on the left and try to match them with the endings on the right.
- Children read out the rules in pairs, with one child reading a beginning and the other the correct ending. The rest of the class raise their hands if they think the answer is correct.

Answers: You should listen **so that you can learn from your teacher and friends**. You should write clearly **so that your teacher can read your work**. You should stand up and speak clearly **so that your teacher can hear you**. You should work hard **so that your teacher and your parents will be happy**.

6 Speaking (4 Speak and write)

- Children help you to write their classroom rules on the board.
- Encourage them to copy the rules in their *Way Ahead* writing books and draw pictures.

WB Page 40

1 Words and pictures (1 Match)

Children try to connect the causes at the top with the results at the bottom.

Answers: 1 toothbrush/teeth; 2 milk/bones; 3 match/burnt finger; 4 toy box/tidy bedroom; 5 rubbish bin/clean town; 6 scissors/cut finger

2 Writing (2 Make sentences)

Children use the pairs they have identified to help them make sentences from the table, with **so that**.

3 Writing about you (Write two rules)

Children write two rules of their own classroom.

Lesson 3 **PB** Page 40 **WB** Pages 41, 43

Language focus Consolidation

Language (R) *He is showing them his book.*

New words tidy (v.); (R) *words for school uniform and equipment*

Teaching aids Grammar gang + lorry

Preparation Make girl/boy cut outs + clothing + items (for the Noticeboard) (see pages 106–108).

Make cards for the grammar elements on page 40. Cover the Noticeboard with coloured paper. Bring in two very large pieces of card and some see-through plastic.

1 Warm-up

- Choose two children and draw their heads on the board. Write the names beside the heads. Ask the children to leave the room. Ask the rest of the class, e.g. What is **Ann wearing**? Either you or a child should draw clothes for Ann as they are mentioned; repeat with the second child.
- Bring the children back into the room. Were the rest of the class right?
- Use the clothing and other items you have made for the paper dolls. Hold them up one at a time and ask the class to name them then spell them. Teach any new items. Encourage children to spell them with their 'elephant trunks' (Step 1 on page 21).

PB Page 40

2 Presenting 'have to' (1 Look at this!)

- Focus attention on the grammar gang in the book. Children look at how statements are formed in the singular and plural with **have to**.
- Put members of the grammar gang on the board and put the cards you have made in the grammar gang lorry.
- Children come up, draw out cards, and use them to define the structure and make example sentences, as in the book. Ask children to help you write more example sentences.
- Children look at the Noticeboard in the book and at the example questions and answers.
- They then ask and answer about the children at Woodside School, using the photo prompts at the bottom.

Noticeboard Use the cut-outs you have made. Put them on your own Noticeboard with the heading **At (name of your school)**. Take the two pieces of card you have brought in and tape on two plastic pockets. Label one **We have to** and the other **We don't have to**. Put these on either side of the Noticeboard and put the items of clothing at the bottom of the board. Children come forward and 'dress' the figures, saying, e.g. **A boy has to wear a shirt**. Once the figures are dressed, children make statements about the remaining items, e.g. **We don't have to have (bring/take) a pen** and place them in the appropriate pocket.

3 Reading (2 Read and ✓. Then ask a friend.)

Children read the question and the choices and ✓ the things they have to do today. Then they ask each other **What do you have to do today? I have to ...** You might like to keep a tally of the number of children who have to do each thing.

4 Speaking (3 Look and say. What time is it?)

- Children look at the clocks and say what the time is for each one.

Answers: 1 A quarter past 3. 2 Half past 4. 3 11 o'clock. 4 A quarter to 12. 5 Half past 11.

5 Writing (Write ...)

- Ask children to make statements about things they don't have to do. Write one or two of these on the board.
- Children write sentences in their writing books about what they do and don't have to do today. Encourage them to draw pictures with a ✓ and ✗.

 Page 41

1 Words and pictures (1 Look at the pictures; ✓ or ✗ the words in the box.)

Children look at the pictures of Tod and Katy and what they are taking on holiday. They then ✓ or ✗ the words in the box.

Answers: Tod ✓ hat, sunglasses, shorts, towel
Katy ✓ hat, sunglasses, gloves, scarf

2 Writing (2 Write sentences)

Using the information in the box, and following the example, children write sentences about Tod and Katy.

Answers: 2 Tod has to take a towel but Katy doesn't have to take a towel. 3 Katy has to take a scarf but Tod doesn't have to take a scarf. 4 Tod has to take shorts but Katy doesn't have to take shorts. 5 Tod and Katy have to take hats. 6 Tod and Katy have to take sun glasses.

3 Drawing and writing (3 Draw and write)

Children draw three items in the empty suitcase and write sentences about them.

 Page 43

Composition (1 2. Read and write the numbers; 3. Now write Tod's postcard)

1. Children read Katy's postcard and put the things she writes about in order, writing numbers in the blanks

Answers: place 1, weather 3, likes 6, has to 4, doesn't have to 5, other people 2

2. Children read Tod's postcard and put the sentences in order, writing numbers in the boxes.

Model answer (variations to this order are acceptable):

1 Hello from Coco Beach. 2 I'm staying with my aunt and my cousin, Fred. 3 It's very warm and sunny. 4 We have to wear hats because it's very hot. 5 But we don't have to wear coats or jackets. 6 I really love the sea and the sunshine. 7 I'll be back next week.

3. Children write Tod's postcard, writing sentences in the order they have decided on.

Language focus So that (purpose)

New language It has to be plastic so that we can wash it.

New words accident, hurt (v.), blood, first aid box, cotton wool, plasters, bandages, cream, (R) plastic

Teaching aid Map of Clifton,  pages 4, 5

1 Warm-up

- Play *The amazing suitcase*. Begin, **In my suitcase I have to take a toothbrush**. A child continues, **In my suitcase, I have to take a toothbrush and a hat**. The next child says **In my suitcase I have to take a toothbrush, a hat, and gloves**. Children carry on until someone forgets, or can't add anything. Then start again.
- Children turn to the map of Clifton in their books. Ask them to call out the name of something, e.g. **bridge**. Another child calls out the plural, **bridges** (house/houses, car/cars, shop/shops, man/men, child/children, etc.)

 Page 41

2 Reading (1 Read)

- Children read the short text.
- Talk about it, e.g. **How can you hurt your knee?** Elicit, e.g. **playing football, cycling**, etc. Ask **What can cut your finger?** Elicit, e.g. **knife, scissors, paper**. **Where does a bee often sting you? Does the school have a first aid box?**

3 Listening (2 Look, listen and ✓)

- Children are going to hear a teacher talking about the school first aid box. Play Tape 19. Children listen and look at the pictures in their books.

 **Tape 19**

Girl: We are helping our teacher to make a first aid box for the classroom.

Teacher: First we have to find a box. This box is good because it's strong. We can wash it and keep it clean. What shall we put in the box? Well, we have to have some cotton wool. Why do we have to have cotton wool?

Girl: So that we can wash the cut and stop the blood.

Teacher: Yes, that's right. Two packets of white cotton wool is good. Next we have to put some plasters in the box. Let's have a packet of big plasters and a packet of smaller plasters.

Boy: Do we have to have some bandages?

Teacher: Yes, we do. And we have to have some pins, too. We have to put a pair of scissors in the box. Why?

Girl: So that we can cut the bandages.

Teacher: That's right. This small pair of scissors is fine. Last of all we have to have some cream. This is antiseptic cream. We put it on a cut. Why?

Boy: So that the cut is clean.

Teacher: Good. And this is insect cream. If a bee stings you, we can put this on the sting.

- Play the tape again; children listen and look at the pictures again and tick the correct box.

Answers: 1 plastic box, 2 packet of cotton wool, 3 two packets of plasters, 4 bandages and pins, 5 small scissors, 6 two creams

4 Listening (3 Listen again and finish the sentences)

- Ask children to read through the sentence beginnings and endings.
- Play Tape 19 again. Children listen and match.
- Children read out their answers.

Answers: 1 we can wash it. 2 we can stop the blood. 3 we can cut the bandages. 4 it will be clean.

 Page 42

1 Writing (1 Look and write)

Children look at the pictures in the aeroplane and complete them with words from the box.

Answers: 1 Please wear a belt **so that you don't get hurt**. 2 Please put your bag under your seat **so that you don't fall over it**. 3 Look at your seat number **so that you sit in the right seat**. 4 She will give you some earphones **so that you can hear the film**. 5 Put rubbish in the bin **so that the plane is tidy**. 6 Please put your table down **so that I can put your food on it**.

2 Writing (2 ✓ and write)

Children tick the items they have to have in their school bags and write sentences, as in the example. Encourage them to use **so that**.

 Page 44

Study skills (1 Spelling; 2 Match; 3 Write these sentences)

- 1. Children complete the words ending with **sh**.

Answers: fish, dish, rubbish

- Children unscramble the words: **bandage, scissors, plaster, blood**

2. Children match the words to the definitions and then write the number in the correct box, following the example.

Answers: 1 a lot of something; 2 it grows in the ground; 3 a flat dish for food; 4 you can see it in a theatre; 5 a nice way to ask; 6 it flies in the sky

3. Children write the sentences with the correct punctuation.

Answers: 1 Jack goes to school on Monday. 2 Do we have to take pens? 3 In July Emma and Joe will go to London. 4 Are there any bears in America?



Reading for pleasure: How to make a peach boat

PB page 42

- Let children look at the illustrations for a moment or two. Read out the title. Then tell them to look quickly at the text. Ask if they can say what the peach boat is made of. List the ingredients on the board.
- Play the tape. Children listen and follow. Explain any new words.
- Ask children to think of a dessert they would like to make, using any fruits, any flavour ice cream and biscuits. Ask children to tell you all the ingredients they have thought of. List them on the board.
- Children draw a picture of their dessert in their notebooks. They label the ingredients.
- Ask a volunteer to show his/her picture and tell the class what is in it. Ask the child to say how to make it. Help the child to compose the instructions in a few sentences, including the sequencing words – first, now, next. Write the sentences on the board.
- If necessary, repeat this activity with another child.
- With both models and all the different ingredients on the board, ask children to write down how to make the dessert they have drawn. Go around helping and monitoring their work.
- Let children look at each other's ideas. Display some of them.
- To make this a class or group project, put ideas together and make a recipe book.

Rules project

- Ask children to write the rules for your classroom or for your school. If they are already displayed in the classroom, see if they can remember them. Write them on the board.
- Otherwise ask children to say what they think the rules are. Write them on the board. If they find it hard to think of them, let them look at the rules in Lessons 1 and 2 and see if those rules apply.
- If there are any particular circumstances at your school which require special rules, ask children to think about those circumstances and the rules.
- Ask the class to look at the rules on the board and see if any are missing. Children then write them in their notebooks.
- If there is computer time available, children could produce clearly laid out notices to put up in the classroom, or elsewhere in the school.

8 Everybody had a picnic.

Lesson 1 Page 43 Page 45

Language focus Everybody, nobody, somebody, anybody

New language Everybody had a sandwich. Nobody had a slice of cake.

New words fizzy, everybody, nobody, somebody, anybody

Preparation Bring in five pieces of fruit: e.g. four apples and one pear.

1 Warm-up

- Play a guessing game. Children choose an animal, a food, or an object and write the word down or draw it on a piece of paper, with a circle around it. They then write words around the circle which describe it, e.g., for **chocolate ice cream**: *cold, sweet, delicious, brown*.
- Ask a child to come forward and begin to draw their item on the board. Children try to guess what it is, but they **must** ask a question first: e.g. *It doesn't smell, does it? It tastes delicious, doesn't it? It's ice cream, isn't it?*

2 Presenting 'everybody', 'nobody', ...

- Bring five children to the front and give each person a piece of fruit. Then ask questions: **Who has fruit?** Say **Everybody has fruit**. Write the answer on the board. Continue with: **Somebody has a pear**. (Write it on the board.) **Who is it?** Then, **Does anybody have a banana?** (Write the question.) Say **No, nobody has a banana**. (Write the answer.)
- Children read out the sentences on the board. Then erase the pronouns. Children read the sentences with the correct words.

 Page 43

3 Listening (1 Listen, read and say)

- Focus attention on the picture of the children on the beach. Ask the class who they can see. Play Tape 20; children listen and follow in their books.

Tape 20

Presenter:

It was Saturday afternoon. Nobody was at school. Everybody was at the beach. Becky, Jill, Sam and Ned had a picnic. What did they have? Somebody had some crisps. Who was it? Did anybody have a fizzy drink? Who was it?

- Play the tape again. Children listen and search, looking at the lunchboxes for the answers to the questions.
- Individual children take turns reading aloud. The other children answer the questions.
Answers: Sam had some crisps. Yes. Ned had a fizzy drink.
- Ask more questions: **Who had some sweets?** *Jill*. **Who had some grapes?** *Ned*. **Who had an orange?** *Becky*. **Who had a chocolate bar?** *Everybody*.

4 Reading (2 Read, look and ✓)

- Children read the questions and ✓ the answers.
Answers: 1 Yes, 2 No, 3 No, 4 Yes, 5 Yes, 6 Yes.
- Ask children to take turns reading out their answers. Other children raise their hands if they agree.

5 Speaking (3 Ask and answer)

- Children look at the examples at the bottom of the page and read them out.
- They then ask and answer about the picture prompts.
Answers: *banana?* Yes, everybody did. *pear?* No, nobody did. *chocolate bar?* No, nobody did. *slice of melon?* Yes, somebody did. *sandwich?* Yes, everybody did.

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6 Words and pictures (1 Look and write)

Children look at the pencil cases and then write the words in the blanks.

Answers: (order may vary) 1 pen, 2 pencil, 3 rubber, 4 ruler; 5 pair of scissors, 6 (paint) brush

2 Writing (2 Look and write)

Children look at the trays of food which the children had for lunch and write the answers to the questions.

Answers: grapes/Yes, somebody did. soup/Yes, everybody did. sandwich/Yes, somebody did. crisps/No, nobody did.

Language focus Adverbs of frequency

New language Do you play sports every week?
I never play sports.

New words usually, once/twice (a week), spend (time), healthy, important, unhealthy, healthier, congratulations

1 Warm-up

- Teach this word play:
everybody
verybody
erybody
rybody (pronounced *rye-body*)
ybody (pronounced *why-body*)
body
ody
dy (pronounced *die*)
y (pronounced *why*)
Children begin slowly and get faster and faster.
- Repeat with **anybody** and **somebody** and **nobody**.

2 Presenting adverbs of frequency

- Ask a child to draw what s/he had for breakfast this morning on the board. Then ask questions, e.g. **Do you have bread almost every day?** If the answer is **Yes**, write on the board: **Mali usually has bread.** Ask about other items and make sentences: **Mali sometimes has She never has**
- Other children make sentences about what they have for breakfast, using **usually**, **sometimes** and **never**.

3 Reading (1 Read and circle)

- Children look at the questionnaire and read through it. See if there is anything they don't understand.
- Children complete the questionnaire, drawing a circle around the answers.
- Make certain they understand how to score. Take a survey. How many are unhealthy, not bad, or very healthy?

4 Speaking (2 Talk with a friend)

Children look at the examples. They then make statements about each question, comparing answers in pairs.

1 Words and pictures (1 Match the pictures ... ; Write)

- Children read through the questions and write the number under the picture.
- Answers: A 5, B 3, C 4, D 2, E 1**
- They then write answers according to their own habits, using the adverbs in the box.

2 Writing (2 Look and write about you)

Using the picture prompts and the words in the box, children write four sentences about themselves.

(Example) answers: 1 I drink/don't drink fizzy drinks more than once a day. **2** I watch TV 3 hours a day. **3** I sleep 8 hours a night. **4** I play sports every week. (I never play sports.).

Language focus Revision

New Language The children went by car. Miss Perkins doesn't have many bananas.

New words slept, storm, sign (n.)

1 Warm-up

- Repeat the *everybody* word play (Step 1 on page 37). Try other long words (without double letters).
- Play *healthy habits*. Children write down things they do usually, sometimes, never. They then ask questions to find someone the same, e.g. *I usually brush my teeth twice a day. Do you, Sami?*
- Class choice. Give the children a chance to do one or more of the following:
 - choose a picture or story they really like in the book and talk about it
 - choose a *Reading for pleasure* page for you to read
 - choose a song or poem to sing or say
 - play a favourite game.

 Page 45

2 Speaking (1 Find and say)

- Focus attention on the children's drawings of their trip to the seaside. Ask the class who and what things they can see. Talk about each of the pictures in turn (left to right); **Is there a car or bus? A bus. What is Mrs Hill doing? Cooking(dinner). Who is pointing to the sign? Jill. Who is working next to his house? A fisherman. Who is pointing to the clouds? Emma. What are the children doing in the bus? Sleeping.**
- Children look at the example and then read the sentences and circle the mistakes.
- Children read the original and the correct sentences, as in the example.

Answers: 1 The children slept **on the bus**. 2 **Jill** read a sign. 3 **Emma** saw black storm clouds. 4 **Mrs Hill** cooked dinner. 5 **Somebody/A fisherman** lived near the beach.

- Now ask the children to read the correct statements out in order.

3 Speaking (2 Look and say)

- Ask children to draw shopping baskets with food inside and make statements as in the examples. Ask them to alternate between the two baskets (they will discover that the countable nouns are all in Miss Perkins' basket; the uncountable nouns are in Mrs White's).

Answers: **Miss Perkins** doesn't have many carrots/apples/strawberries. But she does have a lot of eggs/bananas/beans. **Old Mrs White** doesn't have much tea/bread/cheese. But she does have a lot of milk/orange juice/butter.

- Write these words on the board: **vegetables, drinks, sweets, fruit, meat.** Children exchange the pictures of their baskets and talk about them: e.g. **Martin has a lot of sweets in his basket; he doesn't have many vegetables.**

 Page 47

Composition (1. This is Bill's day, Read; 2. Write about Bill's day; 3. Now you)

- Children look at Bill's day. Explain that he has written what he did in his diary.
- Children write about Bill's day, following the diary notes. They should try to use some time and other connecting words: **then, next, after that, later on.**
- Tell children to make notes about what they did yesterday in the diary. They then use the notes to write about their own day.

Language focus Revision

Language (R) *The fish shouldn't be ... It should be ...; It smells/feels nice.*

Words (R) *words from Unit 5–8*

1 Warm-up

- Do the *Bird* exercise. First do the exercise yourself; describe what you are doing:
Put your right hand on your left shoulder. Look over your left shoulder. Breathe deeply. Next look over your right shoulder. Then put your chin on your chest. Breathe deeply. Repeat with opposite hand/shoulder.
- Give instructions and do the *Bird* again. Children listen and follow. Do each side several times. This exercise is meant to help with spelling and other memory tasks.

 **Page 46**

2 Speaking (1 Look and say. What's wrong?)

- Focus attention on the picture of the park. There are a lot of things wrong and the children must spot these. Give them plenty of time to find them first.
- Children read out the examples and decide how to correct the mistakes.
- They then talk to each other in pairs, following the examples.

Answers: The **trampoline** shouldn't be in the lake. It should be on the grass. • The **elephant** shouldn't be in the chair. It should be in the animal park. • The **man** shouldn't be in the animal park. He should be in the chair. • The **boat** shouldn't be on the road. It should be on the lake. • The **table** shouldn't be in the pool. It should be on the grass. • The **bicycle** shouldn't be in the tree. It should be on the road. • The **child** shouldn't be on oranges. She should be on roller blades. • The **fish** shouldn't be in the fruit bowl. It should be in the fish bowl. • The **apple** shouldn't be in the fish bowl. It should be in the fruit bowl. • The **lorry** shouldn't be on roller blades. It should be on wheels.

3 Listening – singing (2 Listen and sing)

- Ask the class if they can remember any school rules. Then explain that they will hear a song about things you should do at school.

- Play Tape 21; children listen and follow in their books.

 **Tape 21**

Teacher: What will you do today to keep the playground tidy?
Come along, surprise me: what'll you do today?

Child: I'll pick up some rubbish that is lying on the ground
And I'll put it very tidily away.

Teacher: What will you do today to keep the classroom tidy?
Come along, surprise me: what'll you do today?

Child: I'll pick up pencils and notebooks that are lying on the floor
And I'll put them very tidily away.

- Play the tape again; children listen and sing along.
- Divide the class in half. One half sings the part of the teacher; the other half the part of the child.

 **Page 48**

Study skills (1. Spelling; 2. Write these sentences. Use, ' ' ? and capital letters)

1. Children write the words (**skip, skirt; ask, mask, desk**). Ask them to repeat them after you, paying particular attention to the **sk / sk /** sound. Ask the children to spell the words.
- Using the picture clues, children unscramble the words.
Answers: everybody, nobody, somebody; usually, sometimes, never
2. Make certain they understand what punctuation they are meant to be adding. Children write the sentences, following the example.

 **Pages 48, 49, 50**

Revision

This is a practice test covering units 5–8. You may wish to go through it orally before the children write.

- Point out the title and read it to the class. Explain that this is the name of a girl who was very sick and afterwards was blind like Louis Braille, but this girl could not hear, either: she was deaf.
- Play the tape. Children listen and follow in their books. Explain any new words. If you wish, write them on the board with their meanings.
- Let individuals read a paragraph each, either straight away or after you have read it to the class first.
- Ask the class to put their fingers over their throats and say *Helen Keller*. Ask if they can feel the vibration. Explain that feeling this vibration was what helped Helen to learn to speak. Make sure children understand that people who cannot hear speech do not learn to speak themselves.
- With the class, make a list on the board of things Helen could not do before she had her teacher. If they need prompting, ask them what activities they did yesterday, e.g. write, draw, read, sing, play games/sports, listen to a story, talk with friends, etc.
- Make a list of the things Helen eventually succeeded in doing.
- Write on the board: *Helen Keller could not She could not ... or*
Then she had a teacher. Later she learned to ... and
She went to ... and she
- Children complete the sentences. Ask some children to read out their work.

Activities graphs

- Ask children to look at the first two questions in the questionnaire on health in Lesson 2. Ask children to name all the sports they do outside school. List them on the board.
- Find out how many children do each one. Record the number.
- Ask how many children do sports twice a week, three times, and so on. Record the information.
- Ask how many children watch TV: never, for more than an hour a day, two hours, etc. Record the information. Demonstrate how to draw graphs to show the information about the class. Children draw them in their notebooks.
- Ask the class to look at the results. Is the class healthy? Should they do more sports? Is it important to be active? Do they watch too much TV?
- Write their conclusions on the board. Children copy them into their notebooks.

Animals in danger

Lesson 1 Page 48 Page 51

Language focus Large numbers; **How much, how many, how high?**

New language It's 4,505 metres high. How many monkeys live in India?

New words danger, gorillas, Rwanda, fur

1 Warm-up

- Do the *Bird* exercise (Step 1 on page 43) before you play the spelling game below.
- Ask for names of animals. One child spells the name of an animal in *key jug* language, e.g. **monkey: m-key, o-key, n-key, k-key, e-key, y-key jug**. Can the others say what it is?
- Write the names of animals that are difficult to spell on the board; children spell them out with their 'elephant trunks'.

2 Presenting the big numbers

- Write these words and numbers on the board: **4,505; 250,000; 10,256; dollars for a fish, monkeys in India, metres high**. Children try to read the numbers out; help them as necessary.
- Ask them which numbers they think go with which words: children guess ***I think it's 4,505 dollars for a fish. I don't. I think it's 4,505 metres.***

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3 Listening (1 Look, listen and read)

- Children are going to read and listen to see if they were right. Give them time to look at the pictures and find the numbers. Ask what other big number they can find (**500,000 – monkeys in India**).
- Play Tape 22; children listen and follow in their books.

Tape 22

Presenter: Becky, Ned and Jill are talking to their class about animals in danger.

Becky: These gorillas live in the high mountains of Rwanda in Africa. The highest mountain is 4,505 metres high. Today there are not many gorillas in the mountains because men hunted them for their fur.

Ned: There are 500,000 of these monkeys in India. They like to live in forests but 250,000 of them now live in towns because men are cutting down the trees. The people in the towns give them food but it is not good for the monkeys and many die.

Jill: These beautiful fish live in warm seas, and in some countries people like to eat them. A restaurant in Hong Kong paid 10,256 dollars for one very big fish. In some countries there are not many fish in the sea because fishermen catch lots of fish.

- Play the tape again; children listen and point to the pictures.
- Ask a child to begin reading the first text. In the middle of a sentence nominate another child to continue reading. Continue with remaining text.

4 Reading – listening (2 Find the answers. Then listen and check.)

- Children match the answers with the questions; they should also check their answers in the text.
- Play Tape 23. Children listen and check their answers.

Tape 23

Ned: How high is the highest mountain in Rwanda?
Jill: It's four thousand five hundred and five metres high.

Ned: How many monkeys live in India?
Jill: Five hundred thousand.

Ned: How many monkeys live in towns?
Jill: Two hundred and fifty thousand.

Ned: How much did a restaurant pay for one fish?
Jill: It paid ten thousand two hundred and fifty-six dollars.

Page 51

1 Words and numbers (1 Read these words; write the numbers; write the words)

Children read the words and write the numbers from the box; they then write the words next to the numbers.

Answers: 1 4,808; 2 13,250; 3 32,500; 4 850,000; 5 40,602; 1 five hundred thousand, 2 fourteen thousand two hundred and fifty six; 3 eighty four thousand two hundred and fifty

2 Writing (2 Look at the fact file; Answer the questions)

Using the fact file, children answer the questions in full sentences.

Answers: 1 Gorillas live in Africa. 2 They are brown or black. 3 They weigh 140–180 kilos. 4 They are up to to 175 centimetres tall. 5 They eat fruit and vegetables. 6 They sleep in trees.

Language focus A few, a little

New language There were only a few leaves. There was only a little grass.

New words Lightning, rainbow, burn (v.), thirsty, lift (v.), thunder, dry; (R) *dirty*

Preparation Bring in (or draw pictures of) 2 oranges, lots of nuts, a milk carton, a teaspoon of sugar.

1 Warm-up

- Children sing *What will you do today?* ( page 46;  21).

2 Presenting 'a few' and 'a little'

- Use the food you have brought in (or drawn) and ask the children to count the oranges and the nuts. Then say: **Look! I have a lot of nuts. Do I have a lot of oranges? No, I only have two. I only have a few oranges.** Write the sentences on the board. Repeat with **milk/sugar/a lot/only a little.**
- Draw a bunch of flowers, two candles, huge tub of ice cream, a glass with a tiny bit of water. Help children to make sentences with **There is/There are a lot of/only a few/only a little.** Write them on the board. Children read them out. Gradually erase them, while children repeat.

 Page 49

3 Words and pictures (1 Look and find)

- Children look at the words and pictures and find them in the larger pictures.
- Ask what else they can see in the pictures. Encourage them to search the texts for any words they don't know.

4 Listening – reading (Look, listen and read)

- Explain that they are going to hear a story that Sam and Emma found on the internet. Ask them to read it silently and then close their books. Then play Tape 24; children close their eyes and listen.



Tape 24

Presenter: Sam and Emma found a story about animals on the internet.

Emma: Day after day, week after week, the hot sun burned in the sky. The giraffe was hungry. But there were only a few leaves on the trees and they were brown and dry. The zebra was hungry, too. But the ground was dry and hard and there was only a little grass. A thirsty hippo walked to the bank of the river. There was only a little

water and it was dirty and brown. Why didn't it rain? The elephant looked at the sky. Was that lightning? The lion lifted its head and listened. Was that thunder? There were a few dark clouds in the sky. They came nearer and nearer. And then the rain started – only a little at first but then more and more, heavier and heavier. There was a rainbow in the sky. The animals were happy again.

- Play the tape again; children listen and follow in their books.
- Ask children to take turns reading the story. Other children listen and point to the pictures in their books.

5 Reading (2 Answer the questions)

- Give the children time to look at the questions and try to answer them. Ask them to read out the questions and give their answers. Other children raise their hands if they agree.
- Children write out the answers to the questions.

Answers: 1 It was very hot. 2 The elephant saw lightning. 3 The giraffe was hungry because there were only a few leaves on the trees. 4 The lion heard thunder. 5 The hippo was thirsty because there was only a little water (and it was dirty and brown). 6 The animals were happy because (it rained and) there was a rainbow.

6 Speaking (3 Look and say)

- Children take turns making statements, using the picture prompts.

Answers: There are only a few clouds, flowers, monkeys; There is only a little milk, water, sand.



Page 52

1 Writing (1 Write sentences)

Children look at the picture prompts and write sentences, using **only a few** or **only a little**.

Answers: 2 only a little grass; 3 were a lot of gorillas/are only a few; 4 was a lot of rain/is only a little.

2 Writing (2 Look ... answer the questions)

Children look at the pictures and answer the questions.

Answers: (alternatives in brackets) 1 It lifted its head. 2 He smelled smoke. 3 It saw fire. 4 It burned the trees (forest). 5 It saw lightning and it heard thunder. 6 Because the rain started (came) (or it rained). 7 Because there was (they saw) a rainbow.

Language focus Large numbers

New language Once there were about 220,000.
Today there are only 12,000.

New words oryx, dodo, wolf, horn, Saudi Arabia, sailor

Preparation Bring in four large sheets of paper headed: **desert, forest, mountain, sea**

1 Warm-up

- Divide the class in four and give each group one of the sheets of paper you have prepared. Ask them to think of the names of, and draw, as many things as they can which go with the word at the top. (They can only draw something if they can name it.) Give them five minutes.
- Ask a child from each team to present their picture. Which team had the most correct words?

2 Practising big numbers

- Ask children to write down big numbers. They then take turns 'saying' them by holding up the number of fingers (they can give up to six numbers), e.g. 3 fingers, 5 fingers, no fingers, 2 fingers = 3,502. The rest of the class writes down the number and tries to say it.
- Ask **What year is it?** and signal with your fingers. Children then repeat the above exercise with the numbers for years (e.g. 1975, 1996, etc.).

 Page 50

3 Reading (1 Read and match)

- Tell the children they are going to read and find out about the four animals. Ask them to look at the pictures. Ask them to describe the animals' appearance. Ask **where do they live?**

- Children read the texts and write the numbers in the boxes.

Answers: A The oryx, 1; B The dodo, 4; C The blue whale, 3; D The wolf, 2

- Children take turns reading out sentences about the animals (at random). The rest of the class says which one it is.

4 Speaking (2 Look and say)

Children read and answer the questions.

Answers: 1 The whale lives in the sea. 2 The oryx lives in the desert. 3 The wolf lives in the mountains. 4 The dodo is not living now.

5 Writing (3 Write)

- Children use their *Way Ahead* writing books.
- On the board, write the names of as many animals as they can think of which live in their country. Ask **Where do they live?** *Sea, river, mountains, desert*, etc. Ask a child to write the habitat notes on the board.
- Children write the five sentences in their writing books, using the notes on the board. Encourage them to draw pictures.

 Page 53

1 Reading (1 Read the sentences; write the numbers)

Two texts have been jumbled together. Using the pictures, children read the sentences and write the number of the correct animal.

Answers: 1 B, 2 A, 3 B, 4 A, 5 A, 6 A, 7 B, 8 A

2 Writing (2 Write about the dodo or the whale)

Children write out one of the texts.

3 Reading and writing (3 Read about the animals; Write answers)

Children read the facts next to the pictures and write the number answers in words, as in the example.

Answers: 2 five hundred thousand; 3 There is not one. (There aren't any./None.) 4 Three hundred and fifty.

 Page 55

Composition (1 Look, find and write; 2 Write about the blue pike)

1. Sally and Sue are at the zoo. Children look at the facts about the American bison and complete the description.
2. Using the facts about the blue pike, children write a description.

Language focus Large numbers; **How long, how tall, how heavy?**

New language How long is a blue whale? I think it's 30 metres.

New words Python, ostrich; (for song) like a ... (adv.), broad, sway; (R) metres, kilos

Teaching aids Grammar gang + lorry

Preparation Make animal fact cards (see page 110).
Make cards for the grammar elements on page 51.
Write a list of 10–16 questions for the class quiz (see *Reading for pleasure*)

1 Warm-up

- Play this number game: Children count round the room, saying **buzz** for any number which can be divided by 3 or which has 3 in it: e.g. **one, two, buzz, four, five, buzz ... eleven, buzz, buzz, fourteen.**
- Play another version of the game above. This time children say a number + buzz, then two numbers + buzz, then three numbers + buzz, etc: e.g. **thirty-one, buzz, thirty-three, thirty-four, buzz, thirty-six, thirty-seven, thirty-eight, buzz.** (If this is difficult, revert to single numbers: **one, buzz, three, four, buzz,** etc.).

 Page 51

2 Describing size (*Look at this!*)

- Focus attention on the grammar gang in the book. Children look at how to ask about size with **long, heavy, tall.**
- Put members of the grammar gang on the board and put the cards you have made in the grammar gang lorry.
- Children come up, draw out cards, and use them to define the structure and make example sentences, as in the book. Ask children to help you write more example sentences.

3 Speaking (*Now you! Were you right?*)

- Children look at the Noticeboard and read the example. They can find out later if Jack's guess is right.
- Children ask and answer about the remaining animals. Write their conclusions on the board. Then let them check their guesses with the answers below the Noticeboard.

Noticeboard Write 'bear', 'shark', 'dolphin', 'wolf', 'whale' and 'elephant' on the board and put the fact cards below those headings (or in a box). Give the fact cards to a 'committee' of two or three. Divide the rest of the class into teams. Children come forward and the committee asks a question **How tall is an elephant?** The child guesses until s/he gets the right number and then puts that number under the name of the animal. Score 2 points for every wrong guess and 5 points for every one that is correct.

4 Listening – singing (*Listen and sing*)

- Children look at the picture of the elephant and the song. Play Tape 25; children listen and follow in their books.



Tape 25

The elephant is like a wall;
He is broad and very tall. (*hands show broad and tall*)
Upon his back we have a ride.
And swing and sway from side to side. (*swing and sway*)

- Play the tape again. This time sing along and do the actions; children join in.



Page 54

1 Words and numbers (*1 Read about the animals. Fill in the blanks*)

Children read the weight and measurements of each animal, read the sentences above and write in the correct numbers.

Answers: 1 1 $\frac{3}{4}$, 2 165; 3 1 $\frac{1}{2}$, 4 4, 5 4; 6 3, 7 10, 8 5 $\frac{1}{2}$

2 Writing (*2 Look at the dinosaurs; Write answers*)

Children look at the weights and measurements and write answers to the questions below. They should write in full sentences.

Answer: 1 Dinosaur A weighed 50 kilos. 2 Dinosaur A was 1 metre tall. 3 Dinosaur A was 3 metres long. 4 Dinosaur B weighed 22,000 kilos. 5 Dinosaur B was 24 metres long. 6 Dinosaur B was 15 metres tall. 7 Dinosaur B's neck was 11 metres long.



Page 56

Study skills (*1. Spelling; 2. Find the odd one out; Write a word from each line in the blanks*)

1. Children unscramble the numbers and write them in the blanks.

- Children write the numbers as words.

Answers: thirteen monkeys, five hundred boys, two thousand three hundred bees, eleven thousand houses, seven hundred thousand stars

2. Children find the word which doesn't fit.

Answers: 1 camel, 2 book, 3 car, 4 chair

Children write a word from each of the lines above to complete the blanks about the camel.

Answers: 1 camel 2 desert 3 tall 4 walking

 **Reading for pleasure: Did you know?**  page 52

- Let children look at the page for a moment or two. Ask them which animals they can name. Write them on the board. Write up platypus if it is new and explain that they will find out what this animal is like when they read.
- Play the tape. Children listen and follow in their books. Explain any new words or unfamiliar language.
- Let individuals read a sentence or a paragraph each.
- Ask the class which facts are new to them. Write these on the board.
- Tell the class to listen and follow carefully. Play the tape a second time.
- Clean the board and tell children to close their books. Divide the class into two teams and hold a class quiz. Ask, e.g. *Does an elephant's trunk have bones? How many muscles are in an elephant's trunk? How long is a giraffe's tongue?* etc.

Animal facts project

- Ask children to find and write down one or more facts about one or more animals. This should be either new information or information about an animal they have not written about before.
- They can use library books, the internet or any other source for information.
- Children tell the rest of the class what they have found out.
- They then work in groups or as a whole class, and put all the facts together to make a book or a large poster. If several children have chosen the same animal, they can put their information together.
- They should draw pictures to illustrate the information, or take pictures from magazines.
- Display the posters or books and encourage children to look at each other's work.

10 Living in the desert

Lesson 1 Page 53 Page 57

Language focus Infinitive of purpose

New language They use branches to build houses.
They chew roots to get water.

New words Gobi, Sahara, Arabian, Kalahari, Turkestan, Australian; oil company, sand dune, San, chew, root (n.), branches, sticks (n.)

1 Warm-up

- Sing the elephant song ( page 51;  25). Children sing the song once very slowly, then again substituting actions for **broad** and **tall** and a third time very softly.

2 Presenting the infinitive of purpose

- Write this on the board:

+ + + = (picture of cake)

Ask **What do you need to make a cake?** Ask children to draw pictures in the blanks (e.g. sugar, eggs, flour, butter). Then ask them to help you make sentences.

- Repeat with **What do you need to make a puppet?** How many things can they remember? (Wooden balls, glue, string, paints, wood and cloth.)

 Page 53

3 Listening (1 Listen, read and find)

- Children read quickly to find out what Jack's father does/where he goes.
- Play Tape 26; children listen and point to the deserts as they are mentioned.

Tape 26

Presenter:

Jack's father works for an oil company. He often travels to the desert. This map shows six deserts. Number one is the Sahara Desert. Number two is the Arabian Desert. Three is the Turkestan Desert and four is the Gobi Desert. Number five is the Kalahari Desert. And six is the Australian Desert. Here are some desert facts. The Sahara Desert is the largest desert in the world. People often travel by camel. The Gobi Desert is the coldest desert in the world. Nearly half of Australia is a desert. You can see kangaroos there. The Arabian Desert has the most sand and lots of sand dunes. There is lots of oil in the Turkestan Desert. San people live in the Kalahari Desert in southern Africa.

- Play the tape again; children listen and follow the text in their books.
- Give the children time to read the text again silently. Give them a minute to try to remember two facts and then shut their books. How many facts can they remember?

4 Reading (2 Read and find)

- Tell the children to read the questions and the short text.
- They take turns asking the questions and giving the answers.

5 Writing (Write three facts ...)

- Write these words on the board: **sticks, branches, grass, roots.** Can they remember what the San people do with each of these things? **They use grass to ...**
- Children write the three sentences in their *Way Ahead* writing books. Encourage them to draw pictures.

 Page 57

1 Writing (1 Write sentences)

Children write sentences following the example.

Answers: 2 People use camels to travel in the desert. 3 People can use wood to build a house. 4 People can use sticks to make a fire. 5 We use a toothbrush to clean our teeth. 6 You use a spoon to eat ice cream.

2 Writing (2 Look and write)

Children choose items from the circle to make sentences.

Answers: 1 You need eggs, sugar and flour (butter, a bowl) to make a cake. 2 You need string, cloth, scissors to make a puppet. 3 You need paper, pen or pencil and a rubber to write a letter.

Language focus First conditional

New language If you reach an oasis, you will find food and water.

New words jeep, oasis; (R) flask

1 Warm-up

- Ask a child to choose one of the exercises you have taught them (Step 1 on pages 8, 21 and 39) and then to do it. Can the rest of the class describe what s/he is doing? The child leads the class in the exercise.
- Children sing *What will you do today?* ( page 46;  21).
- Write the song on the board with blanks, then make a new song, filling in the blanks, e.g. the park/newspaper; your bedroom/shoes and socks, etc.
 What will you do today to keep _____ tidy?
 Come along, surprise me: what'll you do today?
 I'll pick up a _____ that is lying on the ground
 And I'll put it tidily away.
 What will you do today to keep _____?
 Come along, surprise me: what'll you do today?
 I'll pick up _____ that are lying on the floor
 And I'll put them tidily away.

2 Presenting the first conditional

- Write on the board: **What will you do to make your bedroom tidy?** Gather notes from the children in a column:
 make the bed,
 brush the floor,
 pick up clothes and toys
- Add **If you** before their notes and **your bedroom will be tidy** after their notes. Read out sentences. Children repeat.
- You can do the same thing with classroom or playground.

 Page 54

3 Reading (1 Read and match)

- Children read the statements and look at the pictures.
- They then read the statements again and write a letter next to each one.

Answers: 1 A, 2 C, 3 B, 4 D

4 Speaking (2 Ask and answer)

- Children read the examples, look at the pictures and try to remember (or find the sentences); then they close their books.
- Begin to draw one of the pictures on the board and ask **Why do you need this in the desert?** Children answer.
- Point to your picture prompts; children ask and answer.

5 Speaking (3 Look and say)

- Give children time to decide what the pictures are and to follow the maze. You may wish to ask them to take notes (see answers below).
- Children read the examples and then ask and answer in pairs.
Answers: sand dunes/**Arabian Desert**; San people/**Kalahari Desert**; camels/**Sahara Desert**; water/**an oasis**; kangaroo/**Australian Desert**; oil/**Turkestan Desert**

 Page 58

1 Writing (1 Match and write)

Children look at the mother, and match the speech bubbles with the endings below. They then complete the sentences.

Answers: **2 If he takes a flask**, he won't get thirsty. **3 If he eats his vegetables**, he will be healthy. **4 If he wears his raincoat**, he won't get wet. **5 If he does his homework**, he will pass the exam. **6 If he drinks his milk**, his teeth will be strong.

2 Writing (2 Complete these sentences)

Using the weather symbol prompts, children write sentences.

Answers: If **it rains**, you will get wet. If **it's sunny**, you will feel hot. If **it snows**, you will feel cold. If **it's windy**, your hat will blow off.

3 Writing (3 Look and finish the sentences)

Children look at the pictures and the ticks and crosses. They then read and complete the sentences below using the prompts above.

Answers: **1** If you brush your teeth twice a day you **will not have bad teeth**. **2 If you do not wear a hat** (in the sun) you will get hot. **3 If you go** to the desert, **you will not see snow** (it will not snow).

Language focus Consolidation

Language (R) *If you take a flask, you will have water.*

New words float (v.), perfect, row (n.), eye lashes, hump, litre

Teaching aids Grammar gang + lorry

Preparation Write out the conditional sentences from the second exercise of Workbook Lesson 2, each one on two cards (if-clause; main clause). Make cards for the grammar elements on page 55. Bring in a see-through tank or a pail and fill it with water. Bring in a collection of objects which will/won't float and write the names of the objects on cards.

1 Warm-up

- Pass out the cards you have made with parts of conditional sentences on them. Ask a child with a sentence beginning to read it out. The child with the ending stands up and reads his/hers. The class says the whole sentence.
- Ask **What do you need in the desert?** Make sentences yourself using *key jug language* to spell the words, e.g. **j-key, e-key, e-key, p-key jug**. Children write down the letters and then say the complete sentence, e.g. **If you go to the desert, you will need a jeep.**

PB Page 55

2 Using the first conditional (1 Look at this!)

- Focus attention on the grammar gang in the book. Children look at how the first conditional is formed.
- Put members of the grammar gang on the board and put the cards you have made in the grammar gang lorry.
- Children come up, draw out cards, and use them to define the structure and make an example sentence, as in the book. Ask children to help you write more example sentences.
- Children look at the the experiment in front of the Noticeboard and read the example sentences.
- Children ask about the objects on the board and follow the maze to find the answers.

Answers: **If you put a ring in water, will it float?** No, it won't; **apple/Yes, it will; rubber/No, it won't. pencil/Yes, it will. cork /Yes, it will.**

Noticeboard Put a heading on the Noticeboard with a ✓ and a X. Put the word cards you have made in a box and the objects beside the tank or pail of water. Ask two children to come forward. One pulls a card out of the box and asks the question; the other child picks up the object and tries to float it in the pool and answers the question. If it floats, the first child puts the card under the ✓ on the board. If it doesn't, s/he puts it under the X.

3 Reading (2 Read)

- Children read the picture story silently.
- Ask pairs of children to read the story above. One child reads a sentence and the second child names the pictures.

Answers: Camels eyes, noses, feet, sand, water, cold

4 Speaking (3 Point, ask and answer)

- Children look at the children's questions and find the answers in the text.
- Children ask and answer, following the examples.

WG Page 59

1 Write (1 If you mix these colours ...)

Children look at the colours then write sentences about what they will get if they mix those colours.

Answers: If you mix red and blue, you will get purple. If you mix yellow and blue, you will get green. If you mix white and red, you will get pink. If you mix red and yellow, you will get orange. If you mix white and black, you will get grey.

2 Writing (2 Do the sums and write sentences)

Children do the sums and write sentences.

Answers: **1** If you add 15 and 7 you will get 22; **2** If you take 5 away from 12 you will get 7; **3** If you take 8 away from 15, you will get 7; **4** If you take 7 away from 8, you will get 1; **5** If you add 12 and 9, you will get 21; **6** If you add 9 and 5, you will get 14; **7** If you add 8 and 7, you will get 15.

3 Writing (3 Draw and write)

Each child draws a picture of what will happen if s/he is late for school and writes a sentence.

(Example) answer: If I am late for school, my teacher will be angry.

Composition (1. Last year Ibrahim lived in a town; Look and read; 2. Now Ibrahim ... Write about his life.)

1. Children look at the picture of Ibrahim's town then read the description of his life there. The description is organised like this: location; general statements, reference to specific places going from left to right.

2. Children look at the picture of Ibrahim's life in the desert and write about it, using the first text as a model (of organisation only; this description uses present tense).

(Example) answer: Now he lives in an oasis. There is a lot of sand. There are a lot of camels. It is quiet but he likes it. He lives in a tent. He goes to Oasis school. He likes his classmates. There is a large sand dune. He goes there after school. It's fun! He sometimes goes to the oasis to swim. On Saturdays he goes shopping.

Language focus Consolidation

Language Revision

New words mud, brick, toes, oilfield

1 Warm-up

- Sing the elephant song ( page 51;  25).
- Play a game: *If I go to the desert*. Tell children to think of two or three things they will see if they go to the desert. They should write them down (or draw pictures).
- One child starts *If I go to the desert, I will see a camel*. Child 2 repeats and adds on: *If I go to the desert, I will see a camel and a jeep*. Children continue, repeating and adding until someone forgets or can't add anything.

 Page 56

2 Reading (1 Try this desert quiz)

- Children write the numbers 1–6 on a piece of paper. They then read the questions and look at the photographs to find the answers.
- Children read the text again and write **true** or **false** next to each number.

3 Listening (2 Listen and check)

- Explain that they are going to hear the answers to the quiz on tape. They should listen and check their answers. Play Tape 27; children listen and check.

 **Tape 27**

Presenter:

- One. This desert town is in northern Africa. People use mud bricks to build their houses. Number one is 'true'.
- Two. It doesn't often rain in the desert. But after rain, there are lots of flowers and insects. Number two is 'false'.
- Three. The Sahara desert is very hot in the daytime, but it can be quite cold at night. Number three is 'false'.
- Four. This dromedary camel has one hump. It lives in the Arabian desert. Camels have two-toed feet to walk on the sand. Number four is 'true'.
- Five. There are oilfields in some deserts. Saudi Arabia has some of the world's largest oilfields. Number five is 'true'.
- Six. Some deserts don't have any sand dunes. They don't have much sand. This desert is very rocky. Number six is 'true'.

- Play the tape again; children listen and look at the pictures.
- Children take turns reading out the statements (at random). Other children say whether it is true or false.

4 Writing (3 Activity)

Children work alone or in pairs to make a fact file about the desert (or in groups to make posters). They should write as many facts as they can and draw pictures, as in the example.

Page 60

1 Words and pictures (1 Write the words in the blocks)

Using the picture clues, children write the words in the puzzle.

Answers: 1 desert, 2 dune, 3 oasis, 4 oil, 5 humps, 6 camel, 7 Australia, 8 jeep

2 Writing (2 Look and write)

Children look at the picture and write about the camel

(Example) answers: Camels have two rows of eyelashes. Camels close their noses. Camels have humps. Camels have two toes.

Page 62

Study skills (1 Spelling; 2 Match ...)

1. Using the picture clues, children write the words in the blanks.

Answers: 1 Whose books are **these**? 2 Whose cap is **this**? 3 **Thank** you for helping me. 4 David has cut his **thumb**. 5 I **think** the answer is two **thousand**.

- Children write the word that doesn't rhyme in the blank.

Answers: 6 hate, 7 thank, 8 this

2. Children match the pictures to the words to the definitions following the example.

Reading for pleasure: Goomble-Gubbon and the Australian desert page 57

- Read the title to the class. Let children look at the page for a moment.
- Play the tape. Children listen and follow. Explain any new or unfamiliar language.
- Ask questions to check and help understanding, e.g. *What was Australia like long ago? What was Goomble-Gubbon? Why did the other birds laugh at him?* etc.
- Ask the class if they think this story is true. Let children give differing opinions if there are opposing points of view.
- Tell the class that there are many stories from different countries which explain facts about the world: why the sea has salt water, for example. Some of these stories are very old. Ask children if they know any.
- Ask children to think of their own story to explain why the centre of Australia is all desert. If they need help, ask them to think of what makes a desert: no rain, no rivers. Why are these not in the centre of Australia? Why is it so hot?
- Write three or four different ideas up on the board. Children choose one of them and write the story. Go around helping and monitoring their work. Hear some of the finished stories.

Desert animals project

- Ask children to find out the names of desert animals from around the world, using the library or the internet.
- List on the board all the animals they have found. Divide the class into groups or pairs. They choose an animal to research. (If they choose the camel, they cannot use any of the information which is already in the Pupil's Book.)
- They should find information including which desert the animal lives in, what it looks like, where it sleeps, what it eats and why it is able to live in the desert climate (how the animal has adapted to desert life).
- Children record the information in the form of a book or poster. Children read these to the class. Let the different groups also look at and read each other's work.
- While they do so, make up a list of questions from the information the children have found. When they have all looked at the work, hold another class quiz, and see which group is able to remember the most.

At the airport

Lesson 1 Pages 58, 59 Page 63

Language focus Talking about jobs; **Lots of/ some/only a few**

New language Lots of people work at the airport. I sell souvenirs.

New words airport, souvenir, check-in desk, air hostess, pilot, mechanic, fuel, look after

Preparation Make certain children have plain (unlined) paper for drawing.

1 Warm-up

- Sing *Can you tell me?* ( page 11;  3).
- Play *What's in my suitcase?* Draw a suitcase on the board with a luggage tag and write your name on it. Think of words which begin with the letters in your name. Ask children to help you. Write the words on your suitcase. Were there any letters left over?
- Children draw suitcases and tags with their names. Give them a few minutes to think of words; then they can show their suitcases to the class and ask for help with any letters they can't do.

 Pages 58, 59

2 Words and pictures (1 Look and find)

- Say **Today you are all going to the airport.** Ask the class to try to remember the railway station. Ask what words they can remember. Write them on the board: **kiosk, information office, ticket office, bank, newsagent, flower shop,** etc.
- Children open their books and look at the airport. Can they find any of the things that were in the railway station?
- Children look at the words and pictures and find them in the main picture. They should also read what people are saying.

3 Reading (2 Read)

Children read about Ned's father. Can they find him in the picture? Who is with him? What other people can they name (*passengers, air hostess,* etc.)?

4 Listening (3 Listen and point)

- Children are going to hear Ned's father showing the children around the airport. Play Tape 28; children listen and look at the picture.

Tape 28

- Ned's dad:* Lots of people work at the airport. Can you see the bank?
Bank clerk: I work in the bank.
Ned's dad: Near the bank there's a small shop.
Shopkeeper: I sell souvenirs.
Ned's dad: Next to the bank you can see the information desk.
Desk clerk: I work at the information desk.
Ned's dad: Can you see the check-in desk? Look at the passengers. They are giving their tickets to the woman at the desk.
Woman: The passengers give me their tickets and I check them.
Ned's dad: There is a line of passengers waiting at the check-in desk.
Clerk: I weigh the suitcases. Sometimes they are very heavy.
Ned's dad: Look outside the airport building. Can you see that plane? Two men are working on it.
Mechanic 1: We put fuel in the plane.
Mechanic 2: I check the engines.
Ned's dad: There's the pilot.
Pilot: I fly the plane.
Ned's dad: Can you see the woman in the uniform?
Hostess: I look after the passengers. I like my job very much.
Ned's dad: You see? There are lots of people who work at the airport.

- Play the tape again; children listen and point to the people and places as they hear them.
- Children take turns reading out the speech bubbles on page 58. Who/where are they?

5 Speaking (4 What is wrong? Underline and say)

- Children read the statements and underline the mistakes.
- One child reads a statement. Another child says **That's wrong/not right** and gives the correct version.

Answers: **Lots of** people work at the airport. You weigh your suitcases at the **check-in desk**. A **pilot** flies the plane. The mechanics put **the fuel in** the plane. You **can** buy souvenirs at the airport.

1 Words and pictures (1 Match)

Children look at the pictures and match the pictures to who the people are and what they do.

Answers: 1 *mechanic*/fixes engines; 2 *dentist*/looks after people's teeth; 3 *nurse*/looks after sick people; 4 *teacher*/helps people to learn; 5 *pilot*/flies a plane

2 Writing (2 Fill in the missing words)

Using the pictures to help, children use the words from the box to fill in the blanks.

Answers: 1 plane, 2 check-in desk, 3 suitcase, 4 ticket, 5 mechanic, 6 engine, 7 fly, 8 air hostess

3 Writing (3 Write two sentences about a plane)

Children write two sentences about a plane, using new or well-known vocabulary: e.g. **A plane can go very fast. A mechanic checks the (plane's) engines. A pilot flies the plane,** etc.

Lesson 2 Pages 58, 59 Page 64

Language focus Defining relative clauses (**who, that**)

New language Can you see the man who weighs the suitcases?

Words (R) words from Lesson 1

Teaching aids Picture cards for occupations

Preparation Make the airport cut-outs (see pages 110–112).

1 Warm-up

- Children think about an airport. Ask them to close their eyes. Ask questions: **What/who can you see? What can you hear? Can you smell anything? What can you buy?**
- Use the cards for occupations. Quickly hold them up and ask **Who is it?** Children answer.
- Ask a child to come forward and pick a card. S/he then makes a statement, e.g. **I work on a boat. Who am I?** If the others can't guess, the child can mime (a fisherman) or draw something on the board (a fish). Continue with other children.

2 Presenting defining relative clauses with 'who' and 'that'

- Use the airport cut-outs you have made. Put the man who works in the bank on the board and ask if the children can remember where he works. Then write a sentence on the board: **He's the man who works in the bank.** Repeat with shopkeeper and lady at the information desk. Tell children that they can also use 'that' for people.
- Use the cut-outs to elicit sentences.

 Pages 58, 59

3 Listening (1 Listen and read)

- Children look at the picture of the airport and the people who work there again.
- Play Tape 28 again (Lesson 1). Children listen and read the speech bubbles in their books.

4 Reading

- Children read and find the people.
- Check their answers. Ask a child to read a question. Then ask **Where is he/she?**

5 Speaking (3 Ask and answer)

- Focus attention on the bubbles. Give the children time to look at the pictures and decide who the people are.
- Children ask and answer, following the example.

Answers: 1 He's the man who/that flies the plane.
2 She's the woman who/that works at the information desk. 3 He's the man who/that checks the engines.
4 She's the woman who/that looks after the passengers.
5 She's the woman who/that checks the tickets.

 Page 64

1 Words and pictures (1 Write sentences. Use the words in the box)

Children look at the picture of the railway station and match the people with the words in the box. They then write sentences, following the example. Tell children that they can use 'that' instead of 'who'.

Answers: 2 He's the man who sells sweets. 3 He's the man who helps the passengers. 4 She's the woman who works at the ticket office. 5 He's the man who drives the train. 6 She's the woman who helps the passengers.

2 Writing (2 Write the professions. Write sentences)

Children look at the pictures. They write the name of the person who does each job in the blanks. They then write sentences following the examples.

Answers: 2 An air hostess is a person who/that looks after people on planes. 3 A nurse is a person who/that looks after sick people. 4 A pilot is a person who/that flies planes.
5 A baker is a person who/that makes bread.

Language focus When + past tense

New language When we arrived, we went into the airport.

New words queue, trolley, seats, busy, fantastic, exciting, excited

Teaching aids Airport cut-outs you have made; put them in a box.

1 Warm-up

- Play a version of the *Man falling off the cliff* game with words to do with airport. Draw a plane with a stick man on one of the wings. Think of a word and write a blank for each letter, e.g. (airport) _ _ _ _ _ . Children try to guess the letters. Draw the man one step closer to the edge of the wing for each wrong answer, until he falls off (or they guess the word).
- Ask children (singly or in pairs) to choose cut-outs from the box. They write the word on a piece of paper, come forward and draw spaces for the letters in the word. Check their spelling and make sure they have drawn the correct numbers of blanks before the class begins to guess.

 Page 60

2 Words and pictures (1 Look and find)

Children look at the words and small pictures and find the items in the pictures.

3 Reading (2 Read and circle)

- Children look at the first picture and read the text. They read the text again and circle the correct word.
- Ask someone to read out the first text using the circled word. Other children raise their hands if each answer is the same as theirs.
- Repeat with the rest of the text (either in stages, or as a whole).

Answers: 1 taxi, 2 suitcases, 3 trolley; 4 busy, 5 passengers, 6 check-in desk; 7 air hostess, 8 pointed, 9 lots of; 10 up into the air, 11 below, 12 excited

- Children look at each picture again, one at a time, and read the text. They shut their eyes and try to remember everything in the picture. Then they close their books.
- How many things can they remember about the story? (It doesn't have to be in order.)

4 Writing (3 Write)

- Children use their *Way Ahead* writing books.
- Ask them to look at the sentence beginnings and help you to complete them on the board.
- Children read them out. Erase parts of the sentences; children read and complete them.
- Children write the three sentences in their writing books. Encourage them to draw pictures.

 Page 65

1 Reading (1 Read and circle)

Children read the story and make their own choices, circling the pictures and/or words.

2 Writing (2 Write your story about Mrs Blunt)

Children write the story, using the prompts they have chosen

 Page 67

Composition (1 Write the numbers; 2 Write about Mat)

1. Children look at the pictures and the notes about Mat's plane journey. They should write the number of the picture under the notes, and these will determine the paragraphs.
2. Children use the notes to write about Mat.

Model answer: Yesterday I went on a plane to New York. My mother was the air hostess and my father was the pilot. My mother looked after me. I ate lunch and watched a film. There was a kind woman next to me. She was very friendly. We talked about her children. She has a boy my age. His name is Pete. I will write him a letter tomorrow.

Language focus Defining relative clauses

New language They're people who/that ...

New words great, kind, friendly

Teaching aids Grammar gang + lorry
Picture cards for occupations

Preparation Make cards for the grammar elements on page 61.
Make another set of airport cut-outs (see pages 125–127).

1 Warm-up

- Write the words for the song *Can you tell me?* ( 11;  3) on the board and erase some of the words:
Can you tell me, can you tell me
What the _____s are doing?
They are _____, they are _____,
So I'm going to _____ too.

Children help you to make a song about people who work in an airport: pilots/flying; hostesses/helping, mechanics/working, etc.

- Children sing the song, adding in mimes or quotes, e.g. *Can I help you?* as appropriate.

Page 61

2 Using relative clauses (1 Look at this!)

- Focus attention on the grammar gang in the book. Children look at how defining relative clauses are formed with **who** or **that**.
- Put members of the grammar gang on the board and put the cards you have made in the grammar gang lorry.
- Children come up, draw out cards, and use them to define the structure and make an example sentence, as in the book. Ask children to help you write more example sentences. Tell children that they can use 'who' or 'that'.

3 Speaking (Now you!)

- Children look at the Noticeboard and decide who the people in the picture are.
- They read the example in the bubbles. Then children take turns in pairs: one child makes a statement about one of the other occupations on the word cards, the second child answers.

Answers: (left to right) He is a man who flies a plane/**pilot**; drives a taxi/**taxi driver**; They are people who fly on planes/**passengers**; checks engines/**mechanic**; sells souvenirs/**shopkeeper**; She is a woman who looks after the passengers/**air hostess**; They are women who work in a hospital/**nurses**.

Noticeboard Use the sets of cut-outs you have made (clipped together) and some of the occupation cards. Put them in a box. Put a heading and word cards for the occupations on the board. Ask a child to come forward draw a person (or pair) out of the box and put it on the Noticeboard. The class makes a statement about who the persons/s is/are and what they do: **They're air hostesses. They're women who (or that) look after passengers.** When the Noticeboard is complete, children play a guessing game like the one in the book.

4 Listening (2 Look and listen)

- Children look at the pictures of Ned and his parents and read the story quickly to find out what it is about (flying to the mountains for the day).
- Play Tape 29; children listen and point.

Tape 29

Presenter: Ned and his mother and father went to the mountains. They went in the smallest plane. Ned was more excited than his mother.

Ned: Look, Mum! It's the sea!

Presenter: Ned was less afraid than his mother, too.

Ned: Oh! We're in the clouds!

Presenter: When they arrived, Ned picked the most beautiful flowers in the field.

Ned's mum: Thank you, Ned. They smell lovely.

Presenter: Then they had lunch.

Ned: Mm! The green ice cream is the most delicious!

Presenter: In the evening they went back to Clifton.

Ned: Thanks Dad! That was the most fantastic day!

- Play the tape again; children listen and follow in their books.
- Ask three children to act out the story.

5 Speaking (Talk about Ned's day)

Using the words and picture prompts, children talk about Ned's day, following the example.

Answers: 1 Ned was more excited than his mother. 2 Ned was less afraid than his mother. 3 Ned picked the most beautiful flowers in the field. 4 The green ice cream is the most delicious.

1 Writing (1 What do the people do? Match, then write sentences)

- Children first match the labelled pictures with the activities.
- They then write sentences following the example.

Answers: 2 E, 3 B, 4 A, 5 F, 6 C

1 Passengers are people who **go on planes**. 2 An **air hostess is a person that** looks after passengers.

3 Nurses are people who/that work in a hospital.

4 Mechanics are people who/that check engines. 5 A pilot is a person who/that flies a plane. 6 A shopkeeper is a person who/that sells things.

2 Writing (2 Look and write sentences)

- Children look at the class survey and complete the sentences using the words in the box.

Answers: 1 more exciting, 2 less exciting, 3 most exciting, 4 least exciting, 5 less beautiful, 6 more beautiful, 7 most beautiful fish, 8 least beautiful fish

Study skills (1 Spelling; 2 Write these sentences.)

- Children complete the words (**watch, match, catch, fetch**). Read the words to the children. Ask them to repeat the words, paying particular attention to the **tch / tʃ /** sound. Ask the children to spell the words.

- Using the picture clues, children unscramble the letters.

Answers: suitcase, ticket, weigh, airport, queue, pilot

- Children write the sentences with correct punctuation.

Answers: 1 Mrs Hill flew from Paris to Algiers? 2 When did Mrs Hill fly from Paris to Algiers? 3 If Becky goes to the Sahara Desert in May it will be hot. 4 When Emma went to Spain on Sunday she went by bus, train and plane. 5 Why did Uncle Peter move from Africa to the Middle East?

 Reading for pleasure: **Leonardo da Vinci**  page 62

- Read the title to the class. Ask if they have heard of Leonardo. Explain, or remind them, that he lived 450 years ago in Italy.
- Tell the class to look at the pictures on the page. What do they think the text will be about? Write up ideas. Tell them to scan the text. Can they find any words that match their ideas? Do they notice any different words? Write them on the board.
- Play the tape. Children listen and follow. Explain any new words or unfamiliar language.
- Let individuals read sentences or paragraphs. Read each one first yourself, if children need an example to follow.
- Play the tape a second time if you wish children to hear the whole text again.
- Remind the class that Leonardo was an inventor: he thought of things that were new, like the flying machine. Ask children to think of something new, large or small, that would be useful now, e.g. something to use at home, in school, in space, for travelling, etc. Brainstorm some ideas on the board.
- Children draw a picture of their invention. They should label the parts of it. The more able children can try to write an explanation of how it works.
- Let some children show their inventions to the rest of the class. Display the inventions and let children look at each other's work.

Air travel project

- Children work individually. Ask them to think of a place they would like to fly to and to write it in their notebooks. They must also write why they want to go there.
- Children write a description of the place they want to fly to. If necessary, they must find out about it, using the library, internet or another source.
- They then write a few sentences about what they will do when they go to the place.
- When the children have completed these tasks, they take turns to name the place they have chosen. Write these on the board. Record the number of children who choose the same place.
- Let as many children as possible read out their work to the rest of the class.

(This project can be continued in the next unit.)

12 Uncle Ted has travelled all over the world.

Lesson 1 Page 63 Page 69

Language focus Present perfect – talking about experiences

New language Have you ever walked in a desert? He has climbed the highest mountain.

New words photographer, tiny

Preparation Find pictures of a hotel, boat, tent, desert, aeroplane, train or castle in magazines or on the internet (try to find about six of these things). Bring in a globe or a large map of the world.

1 Warm-up

- Play *Where in the world?* Put the map on the blackboard and write the names of continents and oceans around it. Children help you locate them on the map. Can they remember the names of any deserts? Where are they?
- Children locate their own city and country on the map. Ask what other countries they/members of their families have been to.
- Ask children to think of animals (or cities) they can name. Ask **Where do they live? (Where are they?)** E.g. **There are elephants in Africa, bison in North America**, etc. (Some animals may exist 'everywhere'.)

2 Presenting the present perfect

- Put two or three of the pictures you have brought in on the board and make statements, e.g. **I have been on a sailing boat. I have climbed a mountain. I have stayed in a tent.** Repeat and write the sentences on the board. Use some of the pictures to make sentences with **haven't**. Write these on the board.
- Put the pictures in a row. Ask a child to come up and ✓ something s/he has seen or done and ✗ something s/he hasn't seen or done. Elicit sentences with **S/he has/hasn't** ... Write them on the board.

Page 63

3 Listening (1 Look, listen and read)

- Children look quickly at the page to find out about Emma's uncle. Ask **What's his name? What does he do? Does Emma know him?**
- Play Tape 30; children listen and follow in their books.



Tape 30

- Mum:** Look at this, Emma! This is your Uncle Ted. He is a famous photographer. He has travelled all over the world. He has walked across the largest desert ... He has sailed around the world in a tiny sailing boat ... He has jumped from a plane ... He has climbed the highest mountain ... He has stayed in a tent at the South Pole ... and he has lived in a castle.
- Emma:** I guess he has been everywhere and seen everything!
- Mum:** He has not been to Clifton and he has not seen you!

- Play the tape again; children listen and point to the pictures.
- Ask a child to read something Uncle Ted has done; the other children listen and point in their books.
- Use the pictures to cue statements about Uncle Ted. First hand out the pictures and make a statement. A child holds up the appropriate picture. Ask children to hold up their pictures; other children make statements.

4 Reading – speaking (2 Read and ✓ or ✗; 3 Ask and answer)

- Children read the questions and look at the pictures. How many can they find in the pictures above?
- Children read the questions again and answer for themselves, putting a ✓ or ✗ in each blank.
- Children take turns asking and answering questions about themselves. You might like to draw picture symbols on the board and take a survey. How many have stayed in a hotel, etc?

5 Writing (What about you?)

- Children use their *Way Ahead* writing books.
- Ask two children to make statements about something they have done and something they haven't done. Then encourage them to join the statements with **but** and write the sentences on the board. Erase words to leave the framework: **I have ... but I have not ...** Other children make sentences.
- Children write the five sentences in their books. Encourage them to draw pictures with ✓s or ✗s.

1 Writing (1 What have they done? Use the words in the box)

Using the picture clues, children write sentences about what people have or haven't done, as in the example.

Answers: 2 She has been to/lived in Clifton. She hasn't been to/lived in London. 3 He has seen a kangaroo. He hasn't lived in a tent. 4 They have been to see a castle. They haven't been to the swimming pool/haven't been swimming. 5 They have been to the beach. They haven't walked across a bridge. 6 He has walked across the desert. He hasn't climbed a mountain.

2 Writing about you (2 Draw and write)

Children draw two sets of pictures of things they have/haven't done and write sentences.

Language focus Present perfect – talking about experiences

New language Has he ever been to Morocco? Yes, but he's never been to India.

New words Japan, India, Germany, France, Morocco, USA; Great Wall, pyramids, Sphinx; (R) Australia, China, Egypt

1 Warm-up

- Children sing the elephant song (PB page 51; WB 25) and do the actions. Ask anyone if they would like to sing alone or with a friend.

2 Reading (1 Read)

- Children read the names of countries on the posters. Explain that the posters show where Ned's dad has been to. Ask what they can see on them: kangaroo, tiger, castle, etc.
- Ask children to spell the names of the countries, using their 'elephant trunks' (Step 1 on page 21).
- Children read out what Ned and Jack are saying.

3 Speaking (2 Look and say)

Using the maps as prompts, and checking with the posters, children ask and answer about Ned's father. (Explain what USA stands for and remind them they have learned the name America.)

Answers: USA/No, he hasn't. France/No, he hasn't. India/Yes, he has. Egypt/Yes, he has. China/Yes, he has. Morocco/No, he hasn't.

4 Reading – speaking (3 Look, say and find)

Point out the boys and read what they are saying. Children work in pairs. One looks at the posters at the top of the page and asks the questions; the other turns to the map on pages 100 and 101 and answers.

5 Writing (4 Look and write)

- Focus attention on the pairs of pictures at the bottom. Ask **Where can you see kangaroos and koalas?** (... pandas and the Great Wall; the Pyramids and the Sphinx; tigers and elephants)

- Children read the example and write sentences about the remaining pictures.

Answers: Ned's father has been to China. He has not seen a panda, but he has seen the Great Wall. ● Ned's father has been to Egypt. He has seen the Pyramids and he has seen the Sphinx. ● Ned's father has been to India. He has not seen a tiger, but he has seen an elephant.

Page 70

1 Words and pictures (1 Find the words and ✓ the countries)

Children look at the countries and the pictures and find the things Bernie has seen in the word search (there is one word in each line, across). **Camel** is not there.

Answers: tiger, castle, pyramids, desert, koala; Bernie hasn't been to **Morocco**.

2 Writing (2 Look and write)

Children look at Mr Jones and Miss Pims. On the map they look for Mr Jones' camera and Miss Pims' hat to see which countries they have been to. They then write sentences as in the examples:

Answers: 3 Mr Jones and Miss Pims have been to Egypt. 4 Nobody has been to Jordan. 5 Mr Jones and Miss Pims have been to Saudi Arabia. 6 Miss Pims has been to Oman, but Mr Jones hasn't.

Lesson 3 Page 65 Pages 71, 73

Language focus Present perfect – talking about experiences

Language (R) *Have you ever climbed a mountain? I've been to a large city.*

New words tram, skyscrapers; (for song) lassie, laddie

Teaching aids Grammar gang + lorry

Preparation Make the 'Places to see' cards (see pages 113–114)

Make cards for the grammar elements on page 65. Bring in light card for drawing and folding.

1 Warm-up

- Introduce this exercise. First do the exercise yourself, describing what you are doing: you can do this either sitting down or standing. Raise your right hand and your left leg at the same time, very slowly; put them down at the same time. Then raise your left hand and your right leg at the same time, very slowly; put them down at the same time.
- Play music or hum a tune that everyone knows. Do the exercise to music.
- If you have done the exercise standing up, do it sitting down, or vice versa.
Note: This is called the *Cross crawl*. It is meant to help improve many language skills: writing, listening, reading and spelling.

Page 65

2 Using the present perfect (1 Look at this!)

- Focus attention on the grammar gang in the book. Children look at how the present perfect is formed with **has** and **have**.
- Put members of the grammar gang on the board and put the cards you have made in the grammar gang lorry.
- Children come up, draw out cards, and use them to define the structure and make example sentences, as in the book. Ask children to help you write more example sentences.
- Children look at the Noticeboard and read the exchange between Ned and Sam.
- Two children ask and answer. One chooses a place from the left of the board, e.g. **beach**; the other asks questions about that place, e.g. **Have you seen a shark?**

Noticeboard Cover the Noticeboard with coloured paper and divide it in half with twisted ribbon. Add the headings and put the cut-outs of places on the left of the board. Then divide the children into groups and give each child a piece of card. Give each group a place (e.g. **beach, mountain top**) and ask the children to fold their piece of card in half and draw something they would see in their place on the front of the card (e.g. those in the beach group could draw sea, sand dune, palm trees, shells, etc. They must each draw something different). Children make statements about a place they have been to/seen. Children in that group put their cards on the board and ask questions, e.g. **Have you seen the sea** (... shells, palm trees, etc)? Other children answer **Yes, I have. No, I haven't**. Later on, children might like to sign the insides of the cards which show things they have seen.

3 Listening – singing (2 Listen and sing)

- Children look at the picture and read through the words to the song. Explain that **lassie** is the word for **girl** in Scotland and **laddie** is the word for **boy**. A **kilt** is a traditional item of clothing, similar to a skirt, worn by men and women in Scotland. **Tartan** is a material with colourful lines and squares that is typical of Scotland (the girl in the picture is wearing a tartan kilt and sash). Ask **Who knows where Scotland is?** Help them find it on a map, if necessary. Play Tape 31. Children listen and follow the words in their books.

Tape 31

Have you ever seen a lassie, a lassie, a lassie,
Have you ever seen a lassie go this way and that?
Go this way and that way and this way and that way,
Have you ever seen a lassie go this way and that?

Have you ever seen a laddie, a laddie, a laddie,
Have you ever seen a laddie go this way and that?
Go this way and that way and this way and that way,
Have you ever seen a laddie go this way and that?

Have you ever seen a pilot, a pilot, a pilot,
Have you ever seen a pilot ...

Have you ever seen a funny clown, a funny clown, a
funny clown,
Have you ever seen a funny clown ...

- Play the tape again; children listen and join in, doing the actions when they hear **this way and that (way)**: right hand curved above head, left hand on hip; left hand curved above head, right hand on hip.
- Children may wish to make up their own actions for **pilot** and **funny clown**.

Page 71

1 Words and pictures (1 Look and write sentences)

- Children look at the animals and the ticks and crosses. They then write sentences.

Answers: I have seen a whale and a camel. I have seen a shark but I haven't seen a tiger. I have seen an elephant but I haven't seen a horse.

- They do the same with things they have/haven't done (according to the ticks and crosses in the boxes).

Answers: I have climbed a mountain but I haven't been on a plane. I have sailed on a boat and I have stayed in a hotel. I have walked in the desert but I haven't jumped in a swimming pool.

2 Writing (2 Have you ever been to these places?)

Children look at the pictures and make sentences, according to their own experiences.

Page 73

Composition (1 Complete the notes/and write; 2 Read the notes and write the letter)

- Children look at the pictures and use the words in the box to complete the notes.

Answers: been to Africa; seen lion; climbed mountain; broken leg; watched football on TV

- Children complete Pat's letter to Mike.
- They then read the notes and complete Mike's letter to Pat.

Language focus Make and do

New language They like to make things. They like to do things for Mum and Dad.

New words pocket money, sweeping, dusting, washing up, leopard

Teaching aids Picture cards for occupations

1 Warm-up

- Sing *Have you ever seen a lassie?* ( page 65;  Tape 31). Hold up cards for other occupations; children sing and make up their own actions.
- Repeat the *Cross crawl* exercise (Step 1 on page 60). Give instructions; children follow:
 - do the exercise sitting down
 - do the exercise with eyes closed and pretend to swim
 - stand up and do the exercise to fast music and slow music.

 Page 66

2 Reading – listening (1 Read, listen and ✓)

- Children read the text and look at the pictures of Janie and Sue.
- Play Tape 32; children listen and follow in their books.

 **Tape 32**

Presenter: Janie and Sue are friends. They like to make things. First listen to Janie.

Janie: Hi! I'm Janie. I like to make things. I can make masks. Look! This one is a leopard.

Presenter: Now listen to Sue.

Sue: I'm Sue. I like to make puppets. Look at these two funny people. I can make cakes, too. They're for my Dad. It's his birthday. Would you like a cake, Dad?

Dad: Yes, please. Ummmm, they're very nice.

- Play the tape again; children listen and tick the boxes.
Answers: Janie/masks ✓, Sue/puppets ✓, Sue/cakes ✓

3 Reading – listening (2 Read, listen and ✓)

- Children read the text and look at the pictures of Ken and Eric.
- Play Tape 33; children listen and follow in their books.

 **Tape 33**

Presenter: Ken and Eric are brothers. They like to do things for their mum and dad. First listen to Ken.

Ken: I help my mum and she gives me pocket money. I do the sweeping. I always do the sweeping on Saturdays.

Presenter: Now listen to Eric.

Eric: I'm Ken's brother, Eric. I help my mum, too. I do the dusting. I always do the washing up after dinner. Ken doesn't like to do the washing up, but he does the drying.

- Play the tape again; children listen and tick the boxes.
Answers: Ken/sweeping ✓, Eric/dusting ✓, Eric/washing up ✓
- Children ask *Who is it?* and give a clue: **She likes to make cakes.** Other children answer **It's Sue.**

4 Speaking (3 Look, ask and answer)

- Children look at the photos and identify them; they then read the bubbles.
- Children ask and answer in pairs, following the examples.

 Page 72

1 Writing (1 Write sentences)

- Using the picture prompts, children write sentences about what Grandmother does;
Answers: Grandmother makes delicious cakes/biscuits/sweets. She makes masks. She makes puppets.
- They do the same with Susie.
Answers: Susie does the sweeping/dusting/washing up/ironing. Then she does her homework.

2 Writing about you (2 Draw and write)

Children draw a picture of something they like to make and something they do to help. They then write sentences.

 Page 74

Study skills (1. Spelling; Divide these words into syllables)

1. Children complete the words, using the words in the boxes (**stop, stamp, star, stick; lost, first, last, fast**).

- Read the words to the children. Ask them to repeat them, paying particular attention to the **st** /st /sound. Ask the children to spell the words.

- Children find the word that does not rhyme and write it in the blank (**chip, bat, green, higher**)

Using the jigsaw pieces as clues, children divide the words into syllables.

Answers: de - sert; kan - ga - roo; Aus - tra - li - a;
E - gypt; Ger - ma - ny; py - ra - mid; sky - scra - per;
go - ril - la

 *Reading for pleasure: The secret of the missing statue (1)* **PB** page 67

- Read the title to the class. Explain that this is a mystery story but don't tell them that the answer is in the next unit.
- Ask them to look at the pictures for a moment. Ask them to say who is in the story. List the characters on the board.
- Play the tape. Children listen and follow. Explain any new words and unfamiliar language.
- Ask individuals around the class to read the text a paragraph or a sentence at a time.
- Tell the children to look carefully at all the pictures. Point out the second picture with the foot prints. How many different shapes can they see? Ask children to think who or what has been near the statue. List their ideas on the board.
- Ask children to think of an explanation for everything that Mary and Peter saw. You may wish to write questions on the board to help the class, e.g. *What happened to the statue? What were the young men doing? Why was the short man angry? Where was he going? Was the old woman wearing a wig? Why? Where was she going?*
- Tell the class they can add anything else into the story to help the explanation, so long as it fits in with the pictures. Write children's ideas on the board in note form. Encourage several different answers to each question.
- Children write their own answer to the mystery. Go around helping and monitoring their work.
- Let as many children as possible read out their work to the rest of the class.

World travel project

- Children make and draw travel posters for the destination they chose in the last unit. If your class did not do that project, let them choose a place now. They may need to find some information about the place in order to draw a good poster.
- Encourage children who have chosen the same place to design and illustrate their posters differently. Some children may wish to choose somewhere different. Encourage children to think of new places.
- Display the finished posters. Count up the number of different places. How many continents do they cover?
- If you have a world map, show the class where all the different places are.

Lesson 1

PB Page 68

WB Page 75

Language focus Adjectives with **-ing** and **-ed**

New language I'm interested in learning English.
I went to London and it was interesting.

New words interested in, boring, interesting, collect, bored, Spain; (R) busy, hobbies

Teaching aid Map of the world PB pages 100, 101

Preparation Bring in a colourful magazine and an adult dictionary or other reference book.
Cut out pictures of some activities from magazines, e.g. **football match, party, climbing, hiking, eating, sleeping**, etc.

1 Warm-up

- Play *Where in the world am I?* Children open their books and look at the world map. Say the names of the continents and some of the countries they know. Children point to them in their books. They then take turns describing where they are: **There are San people here. Where am I? I can see lots of tigers. Where am I?**
- Children choose one of the exercises they like: *Lazy 8's*, the *Bird*, (Step 1 on pages 8 and 39). Ask one of the children to lead the exercise; the class helps him/her describe it the first time. Repeat the exercise with eyes closed, while humming, or to fast and slow music.

2 Presenting the adjectives

- Use the magazine and dictionary/book you have brought in to introduce the adjectives. Say: **I am interested in reading. This magazine is very interesting. This dictionary is very boring.**
- Use the pictures of activities you have cut out. Hold them up one by one and ask **Interesting or boring?** Children call out their answers. Then ask for a show of hands. What do most children think is interesting/boring?

PB Page 68

3 Listening (1 Listen, read and find)

- Children open their books and look at the emails from internet friends. Ask them to read quickly to find out where Jim and Nina are from.
- Play tape 34; children listen and read in their books.



Tape 34

Jim:

My name is Jim. I live on a big farm in Australia. I'm interested in collecting stamps. I'm also interested in animals. We have lots of sheep and last spring we were very busy. There were lots of lambs and other baby animals. But now it's cold and there's nothing to do. I'm always bored in winter.

Nina:

My name is Nina. I'm from Spain. I live in a small village in the mountains. My hobbies are reading, cycling and drawing. I'm also interested in learning English. Last year I went to London and it was very interesting. I would like a British friend. Please email me!

- Ask what Jim and Nina are interested in. Then play the tape again; children listen and point to the pictures.
- Ask a child to begin reading the first email. In the middle of a sentence nominate another child to continue reading. Continue with Nina's email.

4 Reading (2 Read and say)

- Children read the sentence beginnings and find the answers in the emails.
- Children complete the sentences aloud. Other children raise their hands if they **do not** agree.

5 Speaking (3 Look, ask and answer)

- Make certain children can name the things in the pictures (animals, collecting stamps, computer game, cycling, drawing, reading). Children read the bubbles.
- Children ask and answer, following the examples.



Page 75

1 Words and pictures (1 Write sentences)

- Using the word and picture prompts, children write sentences, following the example.

Answers: Sarah is interested in baking cakes. She isn't interested in growing flowers. Simon is interested in playing football. He isn't interested in making puppets. Polly is interested in reading books. She isn't interested in riding horses.

2 Writing about you (2 Make sentences)

- Children write what they are/aren't interested in; they also ask a friend and the teacher.
- Children write sentences about the things on their lists.

Language focus Adjectives with **-ing** and **-ed**; **well** and **badly**

New language It was exciting! I'm very excited. Who draws well?

New words Lebanon, sailing, Russia, photography, Swaziland, well (adv.); (R) *exciting, excited, boring, interesting*

Preparation Bring in index cards (unlined, if possible), one for each child.

1 Warm-up

- Write the word **interesting** in a circle; children add as many words (e.g. **animals, reading**) around the outside as they can (circle the ones where children disagree). Children make sentences: **Everyone thinks animals are interesting. Some people think collecting stamps is boring.**
- Play *Interesting or boring?* Ask children to draw a 😊 on one side of a card and ☹️ on the other. Then a child comes forward and mimes, draws (or says in *key jug* language) a sport, hobby or other activity. The other children hold up either the 😊 or the ☹️. Ask individual children to make statements: e.g. **Martin, what do you think? I think drawing is boring.**

2 Presenting adjectives with '-ing' and '-ed'

- Draw simple pictures and stick figures on the board: a book/a girl smiling; a book/a boy frowning. Make statements: **This book is interesting. The girl is interested. This book is boring. The boy is bored.** Write the sentences on the board.
- Draw another series of stick figures or words on the board: girl smiling, two girls frowning, football + X; books + ✓, etc. Children make sentences: **She is interested. They are bored. Football is boring. Books are interesting ...**

 Page 69

3 Reading (1 Read and say)

- Read out the email from Marawan. Children listen and follow in their books. Ask **What was exciting?**

- Children read the email from Lara silently. Ask **Where is Lara from? What was interesting? What was boring?**
- Write headings on the board: **interesting boring exciting.** Children look at the four emails again to find words to write under the headings: **interesting** London, Nigeria; **boring** plane; **exciting** football game, going to Egypt. Then write three more headings: **interested bored excited.** Children write names + interests under the headings: **interested** Jim/collecting stamps, animals, Nina/learning English, Lara/photography; **excited** Lara/going to Egypt; **bored** Jim/in winter

4 Speaking (2 Look and say)

Children look at the word and picture prompts and the bubbles. They then take turns comparing opinions in pairs, following the examples.

5 Giving opinions (3 What do you think?)

- Children read the text silently and answer the questions for themselves.
- Ask them to compare opinions: e.g. **I think Lara draws well. I think I draw badly/play football well.**
- **Words that Marawan spelled incorrectly:** eleven, swimming, very, football, read

6 Reading – speaking (4 Read and choose)

- Give children time to choose one of the internet friends and note down reasons.
- Children make statements: **I would like Lara because she's interested in photography.** Who is the most popular internet friend?

 Page 76

8 Writing (1 Look and write sentences)

Children complete the bubbles or the statements with adjectives ending in **-ing** or **-ed**.

Answers: 1 He is interested. 2 She is bored. 3 Computers are boring. 4 This film is exciting. 5 Skating is boring. They are bored. 6 Science is interesting. She is interested. 7 Sailing is exciting. He is excited. 8 This letter is boring. He is bored.

9 Writing about you (2 Write sentences ...)

Children write sentences about things they find exciting, boring and interesting.

Language focus Revision

Language (R) He went to the airport to meet his father. When he went to Egypt, he sailed on the Nile. Was it windy in Egypt?

New words Mexico, Nile, photograph (v.)

Teaching aids Bring in the weather symbols you made for unit 5, lesson 3.

Preparation Children use the ☺ and ☹ cards they made in Lesson 2.

1 Warm-up

- Each child should have a ☺ card with ☹ on the back. Say adjectives (include opposites): e.g. **exciting** (... boring, funny, scary, sad, interesting, happy, friendly, good, bad). Children hold up one side of the card in response as appropriate.
- Give out the weather symbols for children to hold. Ask **What's the weather like today?** Children hold up symbols. You can also ask about yesterday/last week, if the weather was different.
- Ask **What will the weather be like tomorrow?** Then one child holds up a symbol and the class says, e.g. **It will be sunny**. Another child holds up his/her symbol. The class says, e.g. **It will be sunny and warm**. (They cannot say, for example, **It will be sunny and snow**).

 Page 70

2 Listening (1 Listen, match and ✓)

- Focus attention on the pictures. They will hear where each person went and why. Play Tape 35; children listen and follow in their books.



Tape 35

Presenter:

Ned went to the airport. He wanted to meet his father.
 Jill went to the bakery. She wanted to buy some cakes.
 Jack and Emma went to the sports centre. They wanted to play badminton.
 Becky went to the library. She wanted to find a book with some good songs in it.

- Play the tape again. This time children listen, match and ✓ the correct box.

Answers: Ned C, Jill B, Jack and Emma A, Becky D

3 Speaking (2 Ask and answer)

Children look at the examples and; other children raise their hands if their answers are the same.

4 Reading – speaking (3 Read, point and say)

- Read through the introduction with the children. Children look at the pictures and match them with the countries.

Answers: polar bear, **North Pole**; rainforest, **South America**; cave/desert, **Australia**; pyramid, **Mexico**

- Children take turns making statements.

Answers: **The North Pole**/photographed a polar/white bear; **South America**/walked in the forest; **Australia**/lived in a cave; **Mexico**, climbed a pyramid/tall building

5 Speaking (4 Talk about the photos)

Children look at the photos and ask and answer about the weather, following the examples.

Answers: Was it wet in South America? Yes, it was. Was it cold at the North Pole? Yes, it was. Was it hot in Mexico? Yes, it was. Was it sunny in Australia? Yes, it was.



Page 77

Composition (1. Read and ✓; 2. Write an email ...)

1. Children should read the emails from Chang and Alice and put a ✓ under the things they find in the emails. They should be able to find each topic in both emails.
2. Children write an email to Chang or Alice, including the same information about themselves.

Lesson 4 Page 71 Pages 78, 79, 80

Language focus Revision

Language (R) *If she goes to Egypt, she'll visit Cairo.*

New words travelled; (for song) neither, nor, trembling, bow (v.)

Teaching aids Places to see (see pages 113–114)

1 Warm-up

- Children sing *Have you ever seen a lassie?* ( page 65;  31).
- Use the pictures of locations **zoo, city, mountain, beach**. Divide the class into four groups. Give each one a location. See which group can make the most sentences about what they will/won't see: e.g. ***If we go to a mountain, we will see a bear.***

Page 71

2 Reading – speaking (1 Read, point and answer)

- Ask the class to read the introduction silently and look at the pictures. Can they match them with the questions?
- Children take turns asking and answering the questions.

Answers: If she goes to Cairo, she'll stay in a hotel; outside Cairo/pyramids; desert/camels; Egypt/buy souvenirs; summer/hot and sunny

3 Speaking (2 Ask and answer. Find five names)

- Divide the class into small groups.
- Children read the questions and decide how they will answer them.
- They then ask and answer questions, following the examples. Everyone makes note of the names of children, who answer **Yes** in the blanks. If none of the children answers **Yes** they write **nobody**.

4 Writing (3 Write about your friends)

- Children use their *Way Ahead* writing books.
- Children help you make sentences from the notes they have just taken. Write them on the board, e.g. **Sam and Jean have walked by a river. Nobody has lived in another country.**
- Children write five sentences in their writing books. Encourage them to draw pictures.

5 Listening – singing (4 Listen and sing)

- Children read the song and look at the pictures.
- Play Tape 36; children listen and follow in their books.



Tape 36

Have you ever seen a camel running fast across the sand?
Have you ever seen a pirate with a gold ring on his hand?

Have you ever seen a dragon with fire around his nose?
Have you ever seen a princess dancing lightly on her toes?

Have you seen a growling tiger, or a steel-grey dolphin leap?
Well, I've never seen them either... except when I'm asleep!

- Play the tape again; children sing along.
- Can they think of actions to go with the words?



Page 78

Study skills (1 Spelling; 2 Finish these sentences; 3 Find the odd one out)

1. Read the words to the children. Ask them to repeat the words, paying particular attention to the **qu** sound. Ask the children to spell the words.
 - Children fill in the missing words.
Answers: queue, question, quiz, quiet, quick, queen
2. Children match the countries with the nationalities and write them in the blanks.
Answers: Spain, Lebanon, England, Turkey, Egypt, Australia, Africa, Russia
3. Children find the odd one out.
Answers: London (a city), tent (a thing), chair (not transport)



Pages 79, 80

Revision

This is a practice text covering Units 9–13. You may wish to go through it orally before the children write.

 **Reading for pleasure: The secret of the missing statue (2) [PB] page 72**

Children write a class newspaper report about the missing statue.

- Ask a volunteer to read out the title. If you have keen readers in your class, they may already have looked at this page and found out the answer to the mystery. See if the class can tell you the first part of the story: what did Peter and Mary see?
- Play the tape for the second part of the story. Children listen and follow. Explain any new words.
- Ask the class if their own explanations were very different to this one. Ask which is better and why.
- Children write a class newspaper report about the robbery. Brainstorm ideas for what should be in it. Write notes on the board.
- Children write up the story and draw a 'photo'. Remind them to think of a title for the newspaper as well as a headline.

Hobbies project

- Ask the class to tell you what their hobbies are, or what they like doing in their spare time. Write the hobbies on the board.
- Ask some children to tell you why they like their particular hobby. Help them to express their reasons. Children write this information about themselves in their notebooks or on paper if you want the class to make a book or poster.
- Ask children to describe the activity, e.g. is it something they do individually, with a friend, in a team? Do they need any special equipment? Is it a popular hobby? How often do they do it?
- They should also illustrate their writing.
- Let as many children as possible read out their work to the class. If any children have unusual hobbies, make sure the class hears about it.

Mountains, lakes and forests

Lesson 1 Page 73 Page 81

Language focus More, fewer, less

New language Clifton has fewer people than High Top. There is less snow in Clifton.

New words more, fewer, less

Teaching aid Map of Clifton  pages 4, 5

Preparation Bring in two glasses of water, one with more than the other, and some nuts or carrots.

1 Warm-up

- Children sing *Have you ever seen a camel?* ( page 71;  36).
- Children look at the map of Clifton in their books. Ask what they can remember about it. (**There is/are an old town/new town, two bridges, etc.**)

2 Presenting 'more, fewer, less'

- First talk about the classroom. How many girls/boys are there (or with only girls/boys, how many children are e.g. 10, 11 year olds, etc?) Write sentences on the board: **There are more girls (10 year olds) in our class. There are fewer boys (11 year olds).** You can repeat this with classroom items such as red and blue schoolbags, etc.
- Use the two glasses of water and carrots or nuts that you have brought in. Give the water to two children and say, e.g. **Ann has less water. Joe has more water.** Write it on the board. Repeat with nuts, e.g. **Ann has fewer nuts. Joe has more nuts.** Children come up and draw pictures next to the sentences.

Page 73

3 Reading (1 Read)

- Children look at the email from Nina and the pictures. Ask them to read the email to find out what is in the pictures.
- Children read out sentences which tell about the pictures.

4 Listening – speaking (2 Listen and circle ... 3 Listen again ...)

- Give the children time to read the sentences. They can guess some of the answers.
- Play Tape 37; children listen and read in their books.
- Play Tape 37 again. Children check their answers.

Tape 37

- Becky:** High Top is a very small village. Not many people live there.
- Sam:** Clifton is bigger, isn't it?
- Becky:** Yes, it is. And our school is *much* bigger than Nina's. We have 300 pupils.
- Sam:** We have more teachers, too.
- Becky:** In the summer they have lots of tourists. We don't have many tourists in Clifton, do we?
- Sam:** No, we don't. What's the weather like in High Top?
- Becky:** In winter it's very cold and they have lots of snow.
- Sam:** We have snow sometimes.
- Becky:** Yes, but not very much.
- Sam:** Would you like to go there?
- Becky:** Yes, I would. It looks very pretty. And it's not as noisy as Clifton.

- Play the tape again; children listen and circle the words and then compare their answers with a friend.

Answers: Clifton has **more** people than High Top. Woodside School has **more** pupils. There are **fewer** teachers at High Top. Clifton has **fewer** tourists. There is **less** snow in Clifton. There is **less** noise in High Top.

5 Writing (Compare Clifton and High Top ...)

- Children help you to make sentences about the town in the past. Write them on the board. Erase parts of the sentences; children read and complete them.
- Children write the five sentences in their writing books. Encourage them to draw pictures.

Page 81

1 Writing (1 Look and write the words)

Using the symbols, children compare the two towns and write the words in the blanks.

Answers: 1 High Top has more mountains than Clifton; 2 Clifton/fewer tourists/High Top; 3 Clifton/less snow/High Top; 4 High Top/fewer people/Clifton; 5 Clifton/more houses/High Top

2 Writing (2 Write sentences. Use **more, fewer, less**)

Children look at the pictures and write sentences, following the example. They must start with the person with the arrow.

Answers: 2 Cath has less milk (water) than Jenny. 3 Tom has more bananas than Jim. 4 Jane has fewer cats than Meg. 5 Mike has less cake than Jim.

Language focus Most, fewest, least

New language It has the most beaches, ... fewest lakes, ... least rain.

New words most, fewest, least

Teaching aid Map of Clifton  pages 4, 5

Preparation Bring in three sets of weather symbols (from unit 5, lesson 3) for **wind, rain, snow** and **sun**

1 Warm-up

- Looking at the map of Clifton, children compare Clifton with their own village, town or city: beginning **There is/are; There isn't a/aren't any ...**
- Ask what they can remember about High Top. Then write comparison words on the board: **more, fewer, less**. Point to one at a time; children make sentences comparing High Top with the place where they live.
- Say *Have you ever seen a camel?* ( page 71) as a poem. Children close their eyes and listen.

2 Presenting 'most, fewest, least'

- Use the weather symbols. Write the names of three places on the board: e.g. **Top Town, Merry Town, Nicetown**. Put weather symbols under each (3 suns, 1 sun, 2 suns, snowflakes, umbrellas, etc.). Make statements with **most** and **least**, e.g. **Top Town has the most sun. Merry Town has the least sun**. Write them on the board. Children repeat and then make more statements.
- Draw symbols for people, mountains and trees under the weather symbols (3 people, 2, people, 1 person, etc.). Repeat the process above with **most** and **fewest**.

 Page 74

3 Listening (1 Look, listen and point)

- Focus attention on the small pictures and words. Can children find these things on the three islands?
- Give them time to look at the weather symbols for each island. Then play Tape 38; children listen and look at the pictures.



Tape 38

Presenter:

Look at the islands.

On Sunny Island there is one mountain. Green Island has more mountains; North Island has the most mountains.

Green Island has the most beaches. It has three. Sunny Island has fewer beaches. North Island has the fewest. It has only one.
What about the weather?
Sunny Island has the most sun. North Island has the least sun.
Green Island has the most rain. Sunny Island has the least rain.

- Play the tape again; children listen and point in their books.

4 Speaking (2 Ask and answer)

- Children look at the first set of questions and answers, using **most** and **fewest**. Using the picture prompts they ask and answer questions about the three islands, following the examples.

Answers: most forests/Green Island; fewest forests/Sunny Island; most lakes/Green Island; fewest lakes/North Island; most beaches/Sunny Island; fewest beaches/North Island; most waterfalls/North Island and Green Island; fewest waterfalls/Sunny Island

- Repeat with questions and answers about the weather on the three islands, using **most** and **least**.

Answers: most sun/Sunny Island; least sun/North Island; most wind/North Island; least wind/Green Island; most rain/Green Island; least rain/Sunny Island.

5 Reading (3 Read, look and write)

- Children read the statements and look at the pictures to find the answers.
- Children write the answers.

Answers: 1 most beaches/Sunny Island; **2** fewest lakes/North Island; **3** most sun/Sunny Island; **4** least rain/Sunny Island



Page 82

1 Words and pictures (1 Write the words in the boxes)

Using the picture prompts, children complete the word puzzle to find the word in the circles. They then write the word on the line at the bottom.

Answers: 1 wind, **2** hat, **3** mountain, **4** beach, **5** river, **6** forest, **7** rain, **8** lake, **9** hill; **waterfall**

2 Writing (2 Look and write)

Children look at the symbols under the names of the three islands and complete the sentences.

Answers: 1 Sunny Island, **2** Sunny Island, **3** Sunny Island, **4** has the fewest, **5** North Island, **6** has the least

Language focus Consolidation; question tags with **do (past); more, fewer, less; most, fewest, least**

Language Jack has less milk, ... the fewest sandwiches, ... the least fruit.

Words (R) words for food

Teaching aids Grammar gang + lorry

Preparation Photocopy the food questionnaire, one for each child (see page 115). Make cards for the grammar elements on page 75 (make four each of 'countable' and 'uncountable' nouns). Write

Shopping list at the top of several pieces of paper (for teams, see *Warm-up*).

1 Warm-up

- Divide the class into teams and give them names: **strawberries, bananas, apples, pears**. Give a shopping list to the first child in each team; s/he writes down an item of food and passes it to the next child.
- Play a game. Write the names of the teams on the board. Ask a member of one of the teams to read out a word from their shopping list. One person from each of the other teams comes to the board and writes the word under their team name. How did the **bananas** spell the word? Give one point to each team that has spelled the word correctly.

PG Page 75

2 Comparing nouns (1 Look at this!)

- Focus attention on the grammar gang in the book. Children look at how countable and uncountable nouns are compared using **more, fewer, less** and **the most, the fewest, the least**.
- Put members of the grammar gang on the board and put the cards you have made in the grammar gang lorry.
- Children come up, draw out cards, and use them to define the structure and make example sentences, as in the book. Ask children to help you write more example sentences.

Noticeboard Cover the noticeboard with paper and put a heading at the top: **Who eats more? Who eats less?** Pass out the photocopied food questionnaires. Children answer the questions by circling the food symbols. They may also like to colour the questionnaires. Ask children to put their questionnaires on the board, three at a time. Other children come forward and make statements about who eats/drinks the most/least etc. Then children draw pictures of their favourite foods, cut them out and make a border for the Noticeboard. Play a memory game. Children look

at all the pictures of food. Then they turn around and make statements. **There's a cake. There's a cake and an apple. There's a cake an an apple and some bread**, etc.

3 Reading (2 Read and ✓ or X)

- Ask children to look at the pictures. Ask **Who has the most pink sand? Who has the least pink sand? Who has more nuts, Jill or Emma?**
- Children read the sentences and tick or put crosses in the boxes.

Answers: sand: 1 X, 2 ✓, 3 X; jars: 1 ✓, 2 X, 3 X

4 Speaking (3 Talk about the pictures)

Children work in pairs. They look at the pictures in activity 2 and ask and answer the questions.

Answers: the most pink sand: Sam; the most yellow sand: Ned; the most grey sand: Jack; the least pink sand: Ned; the least yellow sand: Jack; the least grey sand: Sam; the most flowers: Jill; the most leaves: Becky; the most nuts: Emma. Who has the fewest flowers: Becky; the fewest leaves: Jill; the fewest nuts: Jill

WB Page 83

1 Words and pictures (1 Read and write the names)

Children read the short texts and write the correct name on the labels on the table.

Answers: John, Peg, Anna.

2 Writing (2 Answer the questions)

Children use the picture at the top of the page to answer the questions.

Answers: 1 Peg eats fewer sweets. 2 Anna drinks more milk. 3 Anna eats less bread. 4 John eats the most bread. 5 John eats the fewest apples. 6 Peg drinks the least milk.

WB Page 85

Composition (1 Read and draw; 2 Write a postcard)

1. Children read the postcard to Sue from Lisa. They then draw something on the front of the card.
2. Using the picture on the postcard from the Blue Mountains, and the notes, children write their own postcard.

(Example) answer: Dear Lisa, I'm having a wonderful time here in the Blue Mountains. On Monday I saw a very tall mountain and I saw snow! On Tuesday we sailed on a river. It was very windy and I was scared. Yesterday we went to a waterfall. It was very big and very noisy. Then we had a picnic in a very dark forest. It was scary! See you soon! From Sue

Language focus Past simple

New words Finland, Niagara Falls, Switzerland, Brazil

Preparation Bring in a map of the world.

1 Warm-up

- Children choose a song or rhyme in English to sing or say, as a class, alone or in pairs.
- Put the map of the world on the board. Ask a child to close his/her eyes. Write a question on the board, e.g. **Where is Brazil** (... USA, Egypt, Switzerland, Finland, etc.)? Show the rest of the class where that place is on the map. Then allow the child to read the question. S/he must now try to find that country on the map, first by finding out which continent it is on, and then by pointing. The rest of the class says, **cold, warm** or **hot** as the child gets farther away or nearer the place.

 Page 76

2 Listening (1 *Where did they go? Look, listen and write the names*)

- Children look at all of the pictures and the names of the places first. Then play Tape 39. Children listen and point to the pictures.

 **Tape 39**

Presenter: Listen to Lisa.

Lisa: It was fantastic! It was very big and very, very noisy. We went close to it in a small boat. I got very wet. What a wonderful waterfall!

Presenter: Listen to Danny.

Danny: It was a very interesting holiday. I like monkeys and there were lots of them in the forest. There were birds too and lots of insects. I didn't like them. And I didn't like the weather. It was so hot!

Presenter: Listen to Karen.

Karen: How can people live there? How can animals live there? There aren't any trees or plants. Just sand, sand and more sand. But it wasn't boring. It was beautiful and so quiet!

Presenter: Listen to Mike.

Mike: These tall buildings are in the desert. Lots of people were looking at them. I went for a ride on a camel. It was great!

Presenter: Listen to Wendy.

Wendy: There are thousands of lakes in this country. Lakes and forests and lakes and rivers and lakes and more lakes. It's very flat. I didn't see any hills or mountains. Just lakes!

Presenter: Listen to Paul.

Paul: It was summer and the weather was hot and sunny. But there was snow on the mountains. I wanted to climb a mountain but I didn't. Mum and Dad said it was dangerous.

- Play the tape again; children listen and write the names in the blanks.
- Children talk about what they can see in the pictures.

3 Reading and writing (2 *Which picture is it? Read and write the name of the place.*)

- Children read the texts, look at the photos in activity 1 and decide which place each text is describing.

Answers: 1 Egypt, 2 Niagara Falls, 3 Brazil, 4 The Sahara, 5 Finland, 6 Switzerland.

4 Reading and writing (3 *True or false?*)

- Children read the sentences, then read the texts again and circle true or false.

Answers: 1 false, 2 false, 3 true, 4 false, 5 false, 6 false

 Page 84

1 Writing (1 *What are they saying? Use the words in the box*)

Children use the picture prompts in the table to complete the sentences. They must use the words in the box.

Answers: 1 more, most; 2 most, more; 3 least, least, most, most; 4 fewer, less; 5 more

2 Writing (2 *Write sentences*)

Children refer to the pictures in activity 1 and complete the sentences following the example.

Answers: 1 North America has fewer forests than Russia. 2 The North Pole has the least mountains. 3 Russia has less sun than North America. 4 The North Pole has fewer lakes than Russia. 5 Russia has more snow than North America.

 Page 86

Study skills (1 *Spelling*; 2 *Write the sentences. Remember the '.*)

1. Read the words to the children. Ask them to repeat the words, paying particular attention to the short and long sounds. Ask the children to spell the words.

- Children complete the sentences.

Answers: Sam found a **pin** under the **pine** tree. Grandpa sat on a **pip** when he was smoking his **pipe**. Emma **bit** her lip when she tried to **bite** the apple. Ned told Jack to **hide**, so he **hid** behind the tree.

2. Children write the sentences, not forgetting the punctuation.

Answers: 2 It's Emma's book. It's hers. 3 It's Mum's money. It's hers. 4 It's Dad's ticket. It's his. 5 It's Ibrahim's camel. It's his.

 **Reading for pleasure: Krakatoa**  page 77

- Let children look at the pictures and predict what the text will be about. Note their ideas on the board.
- Ask what words they expect to find in the text. Children scan the text to find words that match their idea. Note these on the board. Ask if there are any other words they notice which they think are important. Note these. Let them change their idea for the text, if appropriate.
- Play the tape. Children listen and follow in their books. Explain any new words.
- If you have a world map, put it up on the board.
- Tell children to look at the world map on pages 100 and 101 in their Pupil's Book. Use your large map, if you have one, to help them find Krakatoa, in the islands of Indonesia, north of Australia.
- Show them the places where the explosion was heard: the island of Ceylon, south of India; south west Australia, and most of the way across the Indian Ocean.
- Help children to find Cairo on the map. Then help them find Paris. Explain that the sound made by Krakatoa was so loud, it was as if an explosion happened in Paris and it was heard in Cairo.
- With the class, make up three or four questions a reporter might ask someone who saw the explosion happen, e.g. *Were you frightened by the noise? Did any dust fall on you? What did the explosion look like? Did you see any waves?* etc.
- Children write their own answers. Let some of them read them out to the rest of the class.
- Alternatively, interview them like a reporter. Ask the questions from the board. Children read their answers. If you have confident children, one or two can take over the role of interviewer.

Rivers project

- Ask children which rivers in the world they have heard of. Write the names of the rivers on the board. If the children only know of the nearest river, prompt them to think of one or two others. They may have heard of the Amazon, for example.
- Show them on a world map, if possible, where some of the other great rivers in the world are. Encourage them to choose different rivers around the world.
- Children find out about a river, where it is, how long it is, what sort of land it flows through, what cities are built beside it, what the wildlife in it is like, etc.
- Children can work individually or in groups if several have chosen the same river. They write their information and illustrate it in the form of a book or poster.
- Let some children read out their work to the class. Display everyone's projects and encourage children to read them. You could also hold a class quiz on the rivers project and see which group can remember the most.

15 Clifton was an old fishing village.

Lesson 1 Page 78 Page 87

Language focus Past simple – description

New language One day something terrible happened.
When the weather was bad, they ...

New words happened, mended, harbour

Teaching aid Map of Clifton  pages 4, 5.

Preparation Bring in something which will make a very loud noise and something very funny or scary (mask)

1 Warm-up

- Teach the *Arms up* exercise. Do the exercise yourself and describe what you are doing: **Shake your arms. Hold your right arm to your ear. Put your left hand behind your head. Hold your arm and pull. Take a deep breath.** Do the same with the left arm/right hand. Repeat several times.
Note: This is meant to help writing and spelling.

2 Presenting 'What happened when ...'

- Use the things you have brought in. With no warning make a loud sound. Watch the class reaction. What happened? Make a sentence, e.g. **When the teacher made a loud noise, everyone jumped.** Repeat with the other things you have brought in. Write the sentences on the board.
- Remind children of the experiment from Unit 10 ( page 55), where children floated things in a tank. Ask if they can remember what happened to the pencil, apple, cork, etc. **When you put it in the water did it float?** Write sentences on the board.

 Page 78

3 Listening (1 Listen and point)

- Give the children time to look at the picture and read the introduction; play Tape 40; children listen and look at the picture of Clifton as a fishing village.



Tape 40

Presenter:

Once Clifton was a fishing village. One day something terrible happened. What was it?

Once Clifton was a small fishing village. There were lots of small fishermen's houses on Spooner's Cliff. Many of the men were fishermen and there were many little fishing boats in Clifton Harbour. There was a lighthouse on Spooner's Point.

Almost every day the fishermen got up when the sun

came up and sailed out in their little boats. They fished near Spooner's Point. When the sun went down, they came back. When the weather was good, they caught a lot of fish. Then everyone was happy. They sold their fish in the market. But when the weather was bad, the fishermen couldn't go out. Then Clifton was very quiet. The fishermen told stories and mended their nets.

- Play the tape again. Children listen and point to pictures of words they recognise.

4 Reading (2 Read)

- Children read the text they have just listened to on the tape. Can they fill in the blanks?
- Ask children to read the text one sentence at a time. Children listen and agree: **That's right** or disagree: **That's wrong, it's ...**

Answers: 1 village, 2 houses, 3 boats, 4 lighthouse, 5 the sun came up, 6 the sun went down, 7 market, 8 the weather was bad

5 Speaking (3 Talk about the weather)

Using the prompts, children try to ask and answer about the weather, without looking back.

Answers: 1 The fishermen got up and went out in their boats; 2 The fishermen came back to the harbour; 3 The fishermen couldn't go out/told stories/mended their nets; 4 The fisherman were happy/caught a lot of fish/sold their fish in the market.



Page 87

1 Words and pictures (1 Write the words in the boxes)

Children use the picture clues to solve the word puzzle, writing the words in the boxes.

Answers: 1 fish, 2 fisherman, 3 cliff, 4 village, 5 net, 6 lighthouse, 7 boat

2 Writing (2 Write sentences ... Use the words in the box)

Children look at the picture and write in the past tense to describe what the fishermen did in Clifton harbour.

Model answer: When the weather was good the fishermen sailed out in their boats. They fished and they caught lots of fish. They sold their (the) fish in the market. When the weather was bad they talked and mended (their) nets.

Language focus Past simple, past continuous – telling a story

New language One day a new fisherman came. He was getting into his boat.

New words foggy, suddenly, fog, crash

Teaching aid Map of Clifton  pages 4, 5

Preparation Write these 'mimes' on small pieces of paper, **walk like an elephant, laugh, make a funny face, stand on one leg.**

1 Warm-up

- Children look at the map of Clifton and find the harbour. Ask what they can remember about Clifton when it was a fishing village. **There was a market, fishermen's houses, fishing boats, a lighthouse.** Ask **What is still there?**
- Write **fishing** in a circle with spokes (*word spider*) on the board. Children copy it; give them a couple of minutes to write as many words as they can think of associated with fishing (good weather, bad weather, market, fishing boats, fishermen, harbour, fish, mend nets, catch fish).

2 Presenting the past continuous

- Give the 'mimes' out to four children, who come to the front of the class. Ask the rest of the children to close their eyes tightly while the four children begin to do their mimes.
- Say **Open your eyes!** Let the children continue with their mimes for a short time and then sit down. Ask, e.g. **What was Peter doing when you opened your eyes? He was laughing.** Write the sentences on the board. Continue asking questions about the remaining three children.

 Page 79

3 Reading (1 Read and match)

- Children look at the pictures first. Ask **What can you see? What are the people in the pictures doing?**
- Children read the text silently and try to find the picture that goes with each section. They write the number of that picture in the blank.
- Ask children to read the story out section by section. At the end the other children say which picture they think it is.

Answers: 1 C, 2 D, 3 B, 4 A, 5 E

4 Speaking (2 Look and say)

The picture shows how the story ended. What is happening in the picture? Ask **What did Spooner do?**

5 Listening (3 Listen and check)

- Explain that they are going to hear someone talking about what is in the picture. Play Tape 41; children listen and look at the picture.



Tape 41

Presenter:

Look at this picture. Here you can see the fog. The little boats have crashed into the rocks. Here are some fishermen in the water. And these fishermen are swimming. They're calling for help.

Here is Spooner in his big fishing boat. He's helping a fisherman. He's pulling the fisherman into the boat. In fact, Spooner rescued all of the fishermen. Nobody died. But all of the boats went down.

After that, they named the point 'Spooner's Point'. But Clifton wasn't a fishing village any more.

- Write these questions on the board: **What are the fishermen doing? What is Spooner doing? Why is the point named 'Spooner's Point'? Why isn't Clifton a fishing village?** Play the tape again; children listen and follow in their books.
- Help children answer the questions, playing the tape again, if necessary.



Page 88

1 Words and pictures (1 Make notes under each picture. Use the words in the box)

- Children look at the notes in the box and match them with the pictures. They then write the notes in the blanks.
- Children put the pictures in order and write the numbers in the boxes.

Answers: Notes: **a** cat came/stole/fish; very angry
b other cats/came/ate **c** lots of fish/happy **d** fishmonger chased; order: C1, A2, D3, B4

2 Writing (2 Finish the story)

Using the framework of the story, children write the rest, using their notes.

(Example) answer: Mr Scampi is a fishmonger. He has a shop in the market. Yesterday **he had lots of fish and he was happy.** While he was standing **in front of his shop a cat came and stole a fish. Mr Scampi was very angry.** **The fishmonger chased the cat.** While he was chasing the cat, **other cats came and ate some fish.**

Lesson 3 Page 80 Pages 89, 91

Language focus While + past continuous

New language While Pat was watching TV, Ben was putting books on the floor.

New words shelf, soap, bubbles, mess (n.), sink (n.)

Preparation Write some more mimes on small pieces of paper.

1 Warm-up

- Play the mime game again. This time you close your eyes and/or turn around. Five children come forward, draw out a 'mime' and act it out (e.g. walking like an animal, riding a bicycle, eating ice cream, etc.). Say **Stop!** Then turn around and ask the class **What were they doing when I had my eyes shut?** Repeat once or twice.
- Sing the *Smile Club* song ( page 34;  17).

Page 80

2 Presenting 'while + past continuous'

- Ask a child to come forward and read a book. S/he must not look up. Other children try to get the child's attention (they may do some of the mimes they have done as a warm up).
- Say **Stop!** and ask **What were they doing while Joe was reading?** Write **While Joe was reading**, at the top of the board. Children help to complete the sentence, e.g. **Jane was making a funny face ...**, **Jim was ...** Write them on the board.

3 Reading (1 Read, find and write)

- Focus attention on the pictures below Pat's diary. Ask what they think Pat has written about.
- Children read the diary through once, trying to match it with the pictures. Then they read it again and write the letters in the boxes.
- Children take turns reading the story. When they come to a blank, children say which picture they think is it.

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

4 Speaking (2 Look and say)

Children should look at the example. They then talk about the pictures at random. Other children listen and say which picture it is.

- Children use their *Way Ahead* writing books.
- Children help you to make sentences about one or two of the pictures; write them on the board. Then erase key words and ask them to read the sentences out, until you have erased everything.
- Children write sentences about three pictures in their writing books. Encourage them to draw pictures.

Page 89

1 Words and pictures (Match and write)

Children look at Fiona's day and match the words in the box to the pictures, writing them in the blanks. They then decide when Jim did the things in the box and write them next to the times.

Answers: *Fiona:* 1.00 **eating lunch**, 2.30 **doing homework**, 3.30 **playing the piano**, 5.00 **reading a story**, 7.00 **watching TV**, 9.00 **having a bath**.

2 Writing (Write sentences about Jim and Fiona)

Children write sentences about Jim and Fiona, following the example.

Page 91

Composition (1. Look and read; 2. Choose and write; 3. Write the end of the story)

1. Children read the story about Mickey and match it with the pictures (they are in order).
2. Children read the story again and choose the beginning of the story and the next two paragraphs. They write the sentences in the blanks.

(Suggested) answers: **A** Mickey was a fisherman.
B Mickey was hungry. **C** Again Mickey waited.

3. Finally children look at the picture of the ending of the story and number the sentences. They then write the ending.

Answer: **a1** Mickey climbed out of the water. **b2** He wasn't very happy. **f3** Then he saw the fish! **e4** It was jumping out of the water. **d5** It landed in Mickey's net! **c6** What a funny way to catch a fish!

Lesson 4 Page 81 Pages 90, 92

Language focus Past continuous; comparatives and superlatives with more/less/the most/the least

Language What was Jack doing at 10? He was playing on the computer; more/less interesting than, the most/least interesting

New words nice, difficult; (R) exciting

Teaching aids Grammar gang + lorry
Class clock

Preparation Make cards for the grammar elements on page 81.
Bring in pieces of card for drawing – one for each child.
Bring in two pictures of children from a magazine for the Noticeboard.
Make cards for numbers 1–12 and for 15, 30, 45 (for Warm-up).

1 Warm-up

- Do the *Arms up* exercise (Step 1 on page 73). Describe what you are doing; children follow. Repeat with the *Bird* exercise (Step 1 on page 39), blinking eyes and humming.
- Give the class clock to a child to hold. Give out the number cards 1–12 (hours), and the 15, 30, 45 cards (minutes). Children take turns to say the hour and the minutes past, e.g. **seven forty-five**. Write the numbers on the board: 7.45. The child holding the clock moves the hands to that time. Ask **What's the time? It's quarter to eight/seven forty-five**.

Page 81

2 Using the past continuous (Look at this!)

- Focus attention on the grammar gang in the book. Children look at how the past continuous is formed.
- Put members of the grammar gang on the board and put the cards you have made in the grammar gang lorry.
- Children come up, draw out cards, and use them to define the structure and make example sentences, as in the book. Ask children to help you write more example sentences.
- Children look at the Noticeboard, the times on the clocks and the pictures of what Jack and Emma were doing.
- Children make statements about Jack and Emma, following the examples.

Answers: While Emma was cooking, Jack was playing

football. While Jack was cycling (riding his bike), Emma was watching TV. While Emma was writing (doing her homework), Jack was drinking (having a drink).

Noticeboard Pass out paper for drawing. Each child draws two pictures of activities they do on a regular basis (reading, watching TV, etc.). Collect them and put them in a box. Put a heading at the top of the class Noticeboard with the class clock underneath. Put the pictures of the children you cut from a magazine on either side. The class decides what their names are.
Bring children forward in groups of three. One sets the clock and says the time. Another child asks, e.g. **What was Pete doing at 7.45?** The third child draws out an activity, sticks it on the board and answers the question: e.g. **Pete was talking on the telephone at 7.45.** The second child draws another card, sticks it on the board and says, e.g. **While Pete was talking on the telephone, Sally was baking a cake.**
Later on children can come up, set the clock, and talk about what they were really doing at particular times yesterday.

4 Reading – speaking (1 Read and say; Talk about these sums)

- Children read about the Film Club.
- Ask children to take turns reading out the bubbles.
- Ask children to look at the sums and talk about them, following the examples.

Page 90

1 Writing (1 Write sentences)

Children look at the clocks to find out what John and Karen were doing at the same time yesterday. Then they write sentences following the example.

Answers: 2 While John was bathing/washing the dog, Karen was drawing a picture. 3 While John was playing football, Karen was playing the guitar. 4 While John was swimming, Karen was writing a letter. 5 While John was washing the dishes, Karen was sweeping. 6 While John was fishing, Karen was making a cake/cooking.

2 Writing (2 Complete the sentences. Use the words in the box.)

Children look at the pictures and complete the sentences using the words in the box.

Answers: exciting 1 more exciting, 2 less exciting, 3 least exciting, 4 most exciting.

boring 1 most boring, 2 least boring, 3 less boring 4 more boring



Study skills (1. Spelling; 2. Look for numbers; write them)

1. Read the words to the children. Ask them to repeat the words, paying particular attention to the **short** and **long** sounds. Ask the children to spell the words.
 - Children write the words that do not rhyme in the blanks (**hop, odd, hot, fell, loss**).
2. Children read quickly, find the numbers and write them in the blanks. They then go back and read the sentences again.



Reading for pleasure: The secret song  page 82

- Read the title to the class.
- Play the tape. Children listen and follow in their books. Explain any new words.
- You may wish to play the tape again, before children read the poem aloud, either a verse or a few lines each. Alternatively, play it again when they have read it aloud once.
- Let the class say the whole poem again, with different children reading. Have different children ask the questions and be the different animals.
- Write one or two verses on the board and teach them by rubbing out a significant word in each line. Children say the line and fill in the missing word. Continue to rub off words until children can say all the lines.

Sea story project

- This project can be done with the whole class working together, individually or in groups.
- Ask children to name any stories they know about the sea. Briefly record some key events in any of these stories.
- Ask children to think about the different weather at sea. Write some notes on the board. Write words to describe how people might feel sometimes when they are at sea, e.g. *excited, bored, afraid*. Ask them to think of different kinds of boats, now and in the past. Use pictures or draw pictures on the board to prompt them if necessary. If they know anything about the people who used boats in the past, note this information, too.
- Children write their own story about the sea. Go around helping. Give any new vocabulary they need.
- Let children illustrate and read out their work. The stories can be neatly copied and displayed or made into a book.

16 Life in the future

Lesson 1 Page 83 Page 93

Language focus Talking about possibility – may

New language Earth will become too crowded. We may build cities in space.

New words future, planet, Earth, million, crowded, space station, life (n.), perhaps

Teaching aid Map of the world  pages 100, 101

1 Warm-up

- Children choose a *Reading for pleasure* page and you read it to them. They open their books, relax and listen.
- Play an add-on game: *Where will you travel?* Children open their books and look at the map of the world. They should try to remember as many places as they can. (Perhaps they can close their eyes and 'see' the name, or spell the names with their 'elephant trunks'.)
- Ask **Where will you travel, Mike? I'll travel to Brazil.** The next child adds another place, e.g. **I'll travel to Brazil and Nigeria**, and so on until a child forgets or can't add another place.

2 Presenting talking about possibility with 'may'

- Using the first picture on  page 83 as a guide, draw part of the solar system: include the sun, Earth and moon and two or three planets. Ask **Where do we live?** Label **Earth. What goes round Earth?** Label **moon. Has man ever been to the moon? Has he been to the other planets?** Point to the other planets you have drawn.
- Write on the board: **We may travel to other planets.** Children make sentences with the names of planets: **We may travel to... I don't think we'll travel to...**
- Make certain children understand that **may** means something is possible but we don't know for certain. Make a statement about your plans for a holiday or free day: **I may go to visit my aunt, but I don't know.** Encourage children to make statements about their plans.

 Page 83

3 Listening – reading (1 Listen and read)

- Children read to find out where the children went last week. Give them time to look at the pictures. Ask **What did Professor Moon talk about?**

- Play Tape 42. Children listen and read in their books.

Tape 42

Presenter:

Last week the children went to the Science Museum. A scientist called Professor Moon talked to them.

Prof. Moon:

This is the sky. Can you see the sun? And our planet, Earth?

6,500 million people live on Earth now. But Earth may become too crowded. Then what will we do?

Today people can live and work in space stations. In the future we may build huge cities in space. Men have walked on the moon. In the future we may travel to other planets. There may be life on other planets, but I don't think so.

- Play the tape again; children listen and point to the pictures.
- A child reads one of the professor's speech bubbles. Other children listen and point to that picture. Continue with the remaining bubbles.

4 Reading (2 What do you think? Read and ✓)

Children read the sentences and ✓ the answers they think are right in their own opinion.

5 Speaking (3 Speak)

- Children look at the examples. Yes = **will**, No = **won't**, Perhaps = **may**.
- Ask a question. Children take turns giving their opinions according to what they have ticked

 Page 93

1 Words and pictures (1 What will happen in the future?)

Children answer questions about the future, using the words in the box.

2 Writing about you (2 Write three sentences.)

Children write three things they will, may or won't do.

Language focus too + adjective

New language They didn't like it because it was too crowded.

New words spaceship, film, too; (R) skyscraper

Preparation Bring in some pictures from magazines which show things that might make sounds, have smells, be interesting to touch, eat and so on, e.g. a plate of spaghetti, a garden, a zoo or a rain forest with animals.

1 Warm-up

- Draw a box on the board and label it **describing words**. It is empty. Can the children help you fill it up? See if they can think of one or two before you start.
- Put up the pictures you have brought in and talk about them. Ask **What can you see? How does it look?** Write adjectives in the box.
- Children use the adjectives to describe a picture; other children say which one it is.

2 Presenting 'too' + adjective

- Write three maths problems: one they can do which is easy; one they can do which is more difficult; one that is too difficult. Children try to work them out. Then ask about them. Try to establish that 1 is easy, 2 is difficult, but 3 is **too difficult**. Write it on the board.
- Ask a child to reach something in the room e.g. the top of the door or window. When s/he can't, ask **Why? S/he can't reach it because it's too high**. Write it on the board.

 Page 84

3 Reading (1 Read)

- Children look at the Blob family and read the beginning text quickly to find out where they are from.

- Ask children to read about their visit to Earth and answer the question: **Did they have a good time?**
- Children take turns reading the texts in the boxes. Ask if they can find a word at the bottom of the page which describes each place.

4 Speaking (2 Point to the pictures, ask and answer)

- Children read out the examples. Ask **Which picture are they talking about? (the first one)**.
- Children point to the other pictures above and ask and answer about each one, following the examples, and using the words on the rockets to help them.

Answers: ice creams/**too cold**; cinema/**too dark**; city/**too noisy** (and crowded); skyscraper/**too high**; zoo/**too dangerous**

5 Writing (Write five sentences)

- Children use their *Way Ahead* writing books.
- Children help you to make one or two sentences about the Blob family. Write them on the board. Children read them several times. Then erase them.
- Children write the five sentences in their writing books. Encourage them to draw pictures.

 Page 94

1 Words and pictures (1 What's wrong?)

Children look at the pictures and unscramble the word. They then write a sentence with **It's too ...!**

Answers: 2 noisy, 3 big, 4 dark, 5 crowded, 6 dangerous, 7 high, 8 soft

2 Writing (2 Write questions)

Using the picture prompts, children write negative questions, following the example.

Answers: 2 Why didn't Jack eat the soup? 3 Why didn't Jack read the book? 4 Why didn't Jack carry the suitcase? 5 Why didn't Jack eat the cake? 6 Why didn't Jack play football?

Language focus Possibility – may

Language He may play with his friends tomorrow.

Words (for poem), Mars, waves (n.), rainbow, bend (v.), dreams; (**R**) words for activities

Teaching aids Picture cards for occupations
Grammar gang + lorry

Preparation Make cards for the grammar elements on page 85.

Make word cards for activities children do after school; leave space to draw a picture.

Make answer cards: **Yes, No** and **Perhaps** (or ✓, ? and X). Make several cards for each.

1 Warm-up

- Ask **What will the weather be like for the next two or three days?** Write the names of the days on the board, and write ✓ ? X underneath. Children then draw symbols under what will happen (✓), what may happen (?), what won't happen (X), e.g. ✓ sun, ? wind, X snow. Help them to make sentences, e.g. **It will be sunny. It might be windy. It won't snow.**

Page 85

2 Using 'may' (possibility) (1 Look at this!)

- Focus attention on the grammar gang in the book. Children look at how statements are formed with **may** to express possibility.
- Put members of the grammar gang on the board and put the cards you have made in the grammar gang lorry.
- Children draw out cards and use them to define the structure and make an example sentence, as in the book. Ask children to help you write more example sentences.
- Children read the examples with Ned and Sam and make more sentences about Ned.

Answers: He will watch TV. He won't go shopping. He may go swimming. He may help his mother. He won't phone his friends. He won't go to the circus. He may play with his friends.

Noticeboard Pass out the word cards. Ask children to draw a picture which goes with the words. Put a heading and some of the word cards on the board. Stick three envelopes at the bottom of the board to hold the cards for **Yes, No, Perhaps**. Put a sample card on the front. Ask a child to come up and put cards next to the pictures to show his/her plans for after school. Another child

comes forward and makes statements, e.g. **You will play football, but you won't watch TV.** Continue with more children.

4 Listening (2 Listen and read)

- Play tape 43. Children listen and read in their books.



Tape 43

Questions

How far are the stars? How deep are the caves?
Are there men on Mars? What makes waves?
Why is the sky blue? Where does it end?
What makes a rainbow? Why does it bend?
What are dreams? Why does it snow?
So many questions, So much to know.

- Play the tape again; children listen and point to the pictures.
- Read the poem aloud with the children. You and they read every other line: Teacher: **How far are the stars?** Children: **How deep are the caves?** Then do the same in reverse (children first).



Page 95

1 Words and pictures (1 What will I become?)

Children look at Peter and the pictures in the thought bubbles. They then write sentences, using **may** for ?, **won't** for X and **will** for ✓.

Answers: Peter may become a librarian. He won't become a pilot. He won't become a dentist. He may become a policeman. He may become a teacher. He won't become a doctor.

2 Writing (2 What will I do after school?)

Children now look and write sentences about Mary.

Answers: She won't go to the bank. She won't play tennis. She may ride a bicycle. She may phone a friend. She will do her homework!



Page 97

Composition (1 Look at the picture ...; 2 Look and write)

- Children look at the picture and then draw their own idea of life in the future in the space in the picture.
- Children write sentences about what life may/may not be like in the future. They use the words in the box.

Model answer: We may travel to other planets. We may travel by spaceship. We may not have cars and buses. We may not have schools. We may learn on computers. We may have robots for pets. We may wear space suits and live in a space bubble.

Lesson 4 Page 86 Pages 96, 98

Language focus Consolidation

Language (R) *You may see a rainbow when the sun shines...*

Words (R) *sun, moon, stars, planets, clouds, lightning, rainbow*

1 Warm-up

- Read the poem *Questions* (page 85). Children should first follow in their books and look at the pictures. They then close their eyes, listen and try to see the pictures.
- Write the word **sky** in a circle with spokes (*word spider*). See how many words or pictures children can draw/write in two minutes which have something to do with **sky**: birds, planes, clouds, wind, sun, rain, lightning, planets, etc.
- Children compare their answers, spelling them out in *key jug* language.

Page 86

2 Listening (1 Listen and write the numbers)

- Give the children time to look at the pictures and read what they are. Then play Tape 44. Children listen and point in their books.

Tape 44

Presenter:

Look up at the sky! What can you see?

Number 1: You can see these at night. If it is not cloudy, they shine in the black sky. If you are travelling at night, they can help you to find your way.

Number 2: This is a big star. Our planet, Earth, travels around it. It is very hot. We can see it in the day, if there are no clouds.

Number 3: Sometimes these are high and white, sometimes they are low and grey. If they are dark, you know that it may rain.

Number 4: Some of these are close to Earth and some are far away. Some are small and some are very big. They are red or blue or yellow or green. Some have rings around them.

Number 5: This has seven colours and is very beautiful. If the sun shines through rain, you may see one of these.

Number 6: When the weather is bad, you may see this. When the wind is blowing and it is raining, you may hear a loud noise – thunder. And you may see this: a flash of bright light in the sky.

Number 7: You see this at night, if it is not cloudy. Sometimes it is round. Sometimes you can see only half of it. Sometimes you can see only a very small part of it.

- Play the tape again. Children listen and write the numbers in the boxes.

Answers: (left to right) 2, 7, 1, 4, 3, 6, 5

3 Listening (2 Listen again and finish the sentences)

- Children read the sentences. Can they remember the endings?
- Play Tape 44 again. Children complete the sentences.
Answers: 1 cloudy 2 star 3 may rain 4 very big 5 rain 6 bad 7 half of it/a very small part of it.
- Children make statements about a picture, e.g. **They are many colours**. Other children say which picture/what it is.

Page 96

1 Reading (1 Read and find)

Children look at the fact file about space and write the numbers under the pictures.

Answers: (from left to right) 2, 3, 1, 5, 6, 4

2 Reading – writing (2 Read and write the words)

Children use words from the fact file to fill in the blanks.

Answers: Russia, 83 kilograms, Laika, once, American, twenty-eight thousand kilometres an hour

Page 98

Study skills (1 Spelling; 2 Match the pictures with the words and their meanings; 3 Write the sentences)

1. Children complete the words: **bridge, brush, break, bread**.
- Read the words to the children. Ask them to repeat the words, paying particular attention to the **br /br/** sound. Ask the children to spell the words.
- Children unscramble the letters to make words: **planet, submarine, parachute**.

2. Children match the pictures with the words and the definitions.

Answers: 1 **bridge**/a road over a river; 2 **brown**/the colour of chocolate; 3 **brave**/not afraid; 4 **bride**/a woman getting married; 5 **breathe**/take air into your body.

3. Children write the sentences using the correct punctuation.

Answers: 1 Ben said, 'My father is very brave because he isn't afraid of snakes'. 2 Sam said, 'We are going to a wedding on Tuesday and my cousin Meg is the bride'.

3 Andy asked, 'When we go to Cairo, will we see a bridge over the river Nile?' 4 The firefighter said, 'If there is smoke in the house it will be difficult to breathe'.

Reading for pleasure: **Going to the moon** page 87

- Give children time to look at the pictures and scan the text. Ask the class what they already know about the first flight to the moon. Write useful vocabulary on the board.
- If they don't know about it, explain that three American astronauts were the first people to fly to the moon in 1969 and they are going to hear more about the flight.
- Play the tape. Children listen and follow in their books. Explain any new words or language.
- Ask individuals to read the text and the speech bubbles for the pictures.
- Ask children if they would like to go in a rocket to the moon. Why, or why not? List reasons for and against.
- Ask children what they think it would be like to fly in a rocket, e.g. *What would the take off be like? How would it feel to be in space? What would they see? What would the surface of the moon be like?* Write answers in note form on the board.
- Children write a few sentences about why they would or wouldn't like to fly to the moon or imagine they were one of the first astronauts and write about the flight.
- Let some children read their work to the rest of the class.

Space station project

- Ask children how much they know about space stations that exist now. Write the names of any they have heard of on the board. If they do not know of any, ask them what they think a space station of the present is like. Write questions on the board. *How many people live on it? How do they get to it? How long do they stay? What do they do there?* etc. Ask children to suggest answers before they start to research.
- Children **either** find out detailed answers to these questions for an existing space station from library books or the internet and draw it, **or** design their own space station of the future.
- Children who choose to design their own space station must label the drawing to show all the parts, and they must answer the same questions as the children finding out about existing space stations.
- Ask children who have found out about an existing space station to read out their work and show their drawings. Let children with the new designs show them to the rest of the class and explain one or two facts about it. Display the work and encourage children to look at all the designs.

17 What will happen to our coasts?

Lesson 1



Pages 88, 89



Page 99

Language focus Alternatives: **either ... or**

New language Coasts are either along oceans or along seas.

New words coasts, seaweed, surfer, shells, starfish, crab

1 Warm-up

- Children sing *What will you do today?* (page 46; 21).
- Ask the first child in each row to write down something they may, will or won't do after school on a piece of paper. Then play *Chinese whispers*. The first person whispers to the second, who whispers to the third, who whispers to the fourth, etc. The last person says what s/he has heard. The first person reads out what s/he said. Usually they are very different!

2 Using 'either ... or'

- Give the children choices of things to do. Write them on the board.
 - You can either say a poem or sing a song.**
 - You can either say the alphabet or count to 50, backwards.**
 - You can do either the Elephant or the Bird exercise.**
 - You can play either Buzz or Simon Says.**
- Children choose one of each pair. Let them do one or two of the things they have chosen.



Pages 88, 89

3 Reading (1 Read and find out)

- Give the children time to look at the pictures on both pages. Then they read the short text and find the things in the small pictures either in the sea or on the beach in the larger picture.

- Children read the six short texts. Each child should choose a text to read again and try to remember it (they should close their eyes and try to 'see' it).
- Ask, e.g. **Who can tell me something about seaweed?** Children raise their hands if they can remember a fact.

4 Speaking (2 Read and say)

Children look at the fact about coasts and try to remember similar facts about the prompts.

Answers: Beaches are either sandy or rocky. Starfish live either in rock pools or in the sea. Crabs have either hard or soft shells. Most seaweed is either brown or green.

5 Writing (Write about ...)

- Children use their *Way Ahead* writing books.
- Children give you facts about seaweed and beaches. Note them on the board. Then erase them.
- Children write about seaweed and beaches in their writing books. Encourage them to draw pictures.



Page 99

1 Writing (1 Write answers)

Children look at the pictures and answer the questions, following the example.

Answers: **2** Sam will play either football or basketball. **3** It will either rain or snow. **4** Becky will put either milk or lemon in her tea. **5** Jack will go either to the forest or the desert next year. **6** Mrs Smith will wear either trousers or a dress tonight. **7** We will travel to Spain either by car or by plane. **8** Ned will buy either skates or a bike. **9** Emma will give her mother either chocolates or roses. **10** Nina will stay either in a hotel or a tent.

Language focus Future – will

New language What will happen? It won't be able to swim.

New words poor, stuff (n.), oil (n.), oil tanker, safe, meeting (n.)

Teaching aid *Words and pictures* page for nature  page 104

1 Warm-up

- Ask the children to open their books at page 103. Give them time to find the words in the larger picture.
- Allow one minute for children to look at the picture and try to remember everything. They then shut their books and write down as many words as they can remember.
- Make a list of those they remember on the board. Children should spell the words. Put a * next to any they have problems with. How many words did they remember all together? (There are twenty-two words on the page.)
- Look at the starred words; children spell them with their 'elephant trunks'.

 Page 89

2 Listening – reading (1 Listen and read)

- Children look at the strip story. Ask **Where are they?** Play Tape 45. Children listen and read in their books.



Tape 45

Presenter: Jack and Emma have come to Becky's house. They find her on the beach.

Jack: What's the matter?

Becky: Look at this poor seagull.

Jack: What's this black stuff on its feather?

Becky: It's oil. Look! It's from that oil tanker.

Jack: What will happen to it?

Becky: I don't know. It won't be able to swim.

Jack: And it won't be able to catch fish.

Woman: Can I help? I'm from the zoo. I'll take this bird and clean it. Then it'll be safe.

Becky: Can we help?

Woman: Yes, we have an animal club meeting every Saturday. Will you come?

Emma: Yes, we will.

- Play the tape again; children point to the pictures.
- Ask four children to take the parts of the four people in the story and read it out.

3 Reading (2 Read and find)

- Give children a chance to find the answers to the questions and write them down.

Answers: 1 There was oil on its feathers. It was from an oil tanker. 2 The woman will take the bird to the zoo and clean it. 3 The children will go to the animal club meeting (at the zoo) on Saturday.

- Children read their answers out. Other children say the questions.



Page 100

1 Words and pictures (1 Name these things)

- Children look at the pictures of things at the seaside and write the names of as many as they can.
- Children find the words in the puzzle and circle them.

Answers: (left to right) seagull, crab, rock, seaweed, starfish, feather, waves, surfer

2 Writing (2 Look and write sentences)

Using the picture for ideas, children answer the question and write sentences.

Language focus Infinitive of purpose

New language They will use the seaweed to make food.

New words seashore, oil rig, drill (v.), salt, diver, oysters, pearls, cement, petrol, gifts

Preparation Bring in some ordinary materials, e.g. a bit of flour, some paper, scrap of cloth, pen, matches.

1 Warm-up

- Make a class word puzzle on the board. Write the word

s e a w e e d

on the board. Write words downwards which use each letter of this word: e.g. **starfish, dunes, sand, waves**, etc. Ask the class for suggestions. Number the words when you have finished. Children help you to write clues for the words.

- Erase the letters, but leave the puzzle. Children copy it in their *Way Ahead* writing books along with the clues. They may also want to draw pictures.
- Suggest that they might give the puzzle to someone they know to solve.

2 Using infinitive of purpose

- Use the materials you have brought in. Hold up, e.g. matches and ask **What do we use these for?** Say **To start a fire**. Write on the board: **We use matches to start a fire**.
- Continue with the other materials. Encourage children to make as many sentences as they can; write some of them on the board.

 Page 90

3 Reading (1 Read and say)

- Children read the introduction. Then they read quickly to find out what people are taking from the sea or the seashore.

Answers: A oil, B salt, C oysters, D sand, E shells, F seaweed

- Children read the texts again. All of these things come either from the beach or the sea. Ask children to say which.

4 Reading (2 Read and match)

- Children should read the statements through once; then they read them again and write the letter of the picture in the blank.

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

- Now ask the children to talk about the pictures. Do any of these things happen in their country?

 Page 101

1 Words and pictures (1 Look and write)

- Children look at the things Jane likes making and match them with the materials below; they then write sentences, following the example.

Answers: 2 scissors/paper/make dolls; 3 wood, cloth, string/make a puppet; 4 needle and thread/cloth/make a dress; 5 paintbrush/paint/make (paint) a picture; 6 paper/wood/make a kite

2 Writing about you (2 Find, circle and write)

Children find the words in the word snake and circle them; they then think about something they make and write about it.

 Page 103

Composition (1. Look at the pictures ... 2. Write the story.)

1. Children look at the pictures taken from the strip story in the Pupil's Book about the seagull. They try to remember the story and take notes in the blanks.
2. Children write the story (using past tense).

Model answer: (*Alternatives in brackets*) Last summer Jack and Emma went to the beach. They saw Becky and a seagull. It had black stuff on its feathers. The black stuff was oil. It came from an oil tanker. They felt very worried (unhappy). A woman came from the zoo. She took the bird and cleaned it. The children (Jack, Emma and Becky) wanted to help. They went to the animal club at the zoo on Saturday.

Language focus Future – will

New language We will go to the coast. We won't leave rubbish.

Words go surfing, harm (R) rubbish

Teaching aids Grammar gang + lorry

Preparation Make cards for the grammar elements on page 91.

Make word cards for the Noticeboard: **see, take home, look for** (2 sets).

1 Warm-up

- Play Tape 46. It has the same tune and structure as *What will you do today?* ( page 46;  21), but with words which apply to the seashore.

 **Tape 46**

Teacher: What will you do today to keep the seashore tidy?

Come along, surprise me: what'll you do today?

Child: I'll pick up some rubbish that is lying on the ground

And I'll put it very tidily away.

Teacher: What will you do today to keep the seashore safe?

Come along, surprise me: what'll you do today?

Child: I won't touch any bird nests or harm a little crab

I'll leave them there to live another day.

- Children make a wordsnake for things to do with the sea/coasts, e.g. **coastwavessurfercrabfish** etc. See how long they can make it. Then ask them to find the words again.

 Page 91

2 Using 'will' – future (1 Look at this!)

- Focus attention on the grammar gang in the book. Children look at how sentences are formed with **will** to talk about the future.
- Put members of the grammar gang on the board and put the cards you have made in the grammar gang lorry.
- Children come up, draw out cards, and use them to define the structure and make example sentences, as in the book. Ask children to help you write more example sentences.

- Children look at the words on the Noticeboard and at the pictures in envelopes at the bottom. They then read the examples. (Ned has taken out a ✓ card for Becky to put on the left of the board.)
- Using the pictures as prompts, children ask and answer in the same way.

(Example) answers: **See/surfers, Yes, we will. Take home/shells/fish, No, we won't. Look for seaweed/starfish, Yes, we will.**

Noticeboard Ask children to draw and cut out pictures of things found at the seaside; crabs, seagulls, seaweed, starfish, shells, etc. Collect the pictures. Cover the classroom Noticeboard with coloured paper and put headings at the top. Then put the words cards up and the children's pictures in envelopes at the bottom. Children come forward in pairs and choose a picture. They then decide where to put it on the Noticeboard.

3 Listening (2 Listen and ✓ or X)

- Children look at the pictures and phrases quickly. Play Tape 47. They listen and follow in their books.

 **Tape 47**

Children: We want to save our coasts!

Boy: We will go for walks on the coast.

Girl: But we won't pick flowers.

Girl: We will have picnics.

Boy: And we will go surfing.

Girl: But we won't leave rubbish.

Boy: We will go swimming.

Girl: But we won't touch bird nests.

Boy: We won't harm sea animals.

Girl: But we will buy ice creams!

Children: We want to save our coasts!

- Play the tape again; children listen and put a ✓ or X in the boxes.

Answers: go for walks ✓, pick flowers X, have picnics ✓, go surfing ✓, leave rubbish X, go swimming ✓, touch bird nests X, harm sea animals X, buy ice creams ✓

4 Speaking (3 Say this tongue twister ...)

- Children take turns saying the tongue twister.
- Then they say it round the room, getting faster and faster.

 Page 102

1 Words and pictures (1 Look and write)

Children look at the pictures and write sentences, following the example.

Answers: 2 We will have picnics. 3 We won't leave rubbish. 4 We won't take sea animals. 5 We won't pick flowers. 6 We won't touch bird nests. 7 We will go swimming.

2 Writing (2 Write a sentence...)

Children look at the pictures and write a sentence about each one using **won't be able to**.

Answers: 1 He (the boy) won't be able to ride his bike. 2 The bird won't be able to fly. 3 She (the girl) won't be able to play (... write, swim, do homework).

Page 104

Study skills (1 Spelling; 2 Write these sentences; Use , ' ' ? and capital letters)

1. Children complete the words: **beach, match, peach, much**. Read them to the children. Ask them to repeat the words, paying particular attention to the **ch /tʃ/** sound. Ask the children to spell the words.

- Children write the words that rhyme.

Answers: (left to right) coat, boat; tea, bee; shine, line

2. Children write the sentences with the correct punctuation.

Answers: 2 Peter asked, 'Has Mr Jones been to Cairo?'

3 Emma asked, 'Is Jenny your sister?'

4 Mum asked, 'Have you given Paul the present?'

5 Mr Hill asked, 'Have you been to South America?'

Reading for pleasure: **The Sea; Sea Song** page 92

- Children look at the page. They should be able to tell you at once what the poems are about. Ask children to tell you anything they can about the sea and any visits they have made to any beaches anywhere. What did they see, hear, smell, taste? Write notes up on the board. Do they like the sea? Why or why not?
- Play the tape for the first poem. Children listen and follow in their books.
- Ask children about the poem, e.g. *Does the writer of the poem like the sea? How do you know? What senses does the writer use in each verse?* (1 sight, 2 hearing, 3 and 4 feeling).
- Play the tape for the second poem. Children listen and follow in their books. Explain murmuring: a low, whispering sound.
- Ask children about the poem, e.g. *What does the writer see in the shell? (a far-away land) Does he hear anything from the shell?* (murmuring sand, the shell singing).
- Help children to notice that words and lines are repeated. Can children suggest why? (the same sounds repeat, like waves lapping the shore).

- Both of these poems are good for class verse-speaking. For the first poem, choose good readers to say the first and third lines of each verse. The rest of the class says *The sea! The sea! The sea!* With practice children will be able to pick up a steady rhythm – like waves breaking on the shore.
- The second poem could be said in groups, with one saying the first line of each verse and four different groups saying the second and third lines. Again, with practice, children will be able to say the lines with a song-like rhythm.

Coastal collage project

- Brainstorm all the coastal sea creatures children can think of. Give the English for any creatures that have not been shown in the Pupil's Book.
- Children choose a sea creature and find out about it. They record information in their notebooks. Give them specific questions to answer, if you wish.
- They must also draw, colour or paint a detailed picture of the sea creature. Encourage children to choose different or unusual creatures. Make sure a wide variety has been chosen.
- On a large sheet of paper draw the outline of a beach with rocks and rock pools. Show the underwater area as a cross section, if you wish.
- Children arrange their drawings in the appropriate place on the outline.
- Ask some children to read out their descriptions. Choose children to write these up neatly and stick them round the edge of the picture. Make sure there is a description of every creature drawn.
- While they are doing this, other children colour the outline and draw, colour and cut out and stick onto the collage.

Lesson 1  Page 93 Page 105

Language focus Revision

Language (R) Ned has to put the rubbish in the bin so that the beach will be clean.

New words messy, broken, step (v.)

Teaching aid Words and pictures page for activities, sports and hobbies  page 103

1 Warm-up

- Children choose a *Reading for pleasure* page and you read it to them. They open their books, relax and listen.
- Ask children to open their books at page 103. Give them time to look at the words and find them in the big picture.
- In pairs, children choose a word and mime it; the rest of the class guesses, e.g. **Are you trampolining?**

 Page 93

2 Writing about you (1 Write and draw)

- Children look at the questionnaire and draw a picture of themselves.
- Children complete the questionnaire.
- Ask individual children to stand up and give a short presentation about themselves (they should say their name and age and three or four other things).

3 Speaking (2 Look and say)

- Give children time to look at the pictures and read through A and B.
- One child reads the first part of a sentence, stopping at **so that**; another child finishes it. The rest of the class raise their hands if they agree.

Answers: 1 He has to clean the bird so that **it can fly**; 2 pick up the broken glass/**nobody will step on it**; 3 put the rubbish in the bin/**the beach will be clean**; 4 put the sign back/**people won't go swimming**.

- Can children help you make more sentences about beaches and coasts to fit this frame?

We mustn't _____ so that _____.

We have to _____ so that _____.

 Page 105

1 Words and pictures (1 Look at Mrs Jones ...; What does she have to do?)

Children look at the picture of Mrs Jones in her kitchen and try to predict the things she will have to do.

2 Reading (2 Look and match)

Children read the first part of each sentences on the left, then look for the correct ending on the right. They write the correct number in the brackets.

Answers: 1 pick up the broken glass/**nobody will step on it**; 2 meat in the fridge/**cat won't eat it**; 3 ice cream in the freezer/**it won't melt**; 4 feed the baby/**he will stop crying**; 5 put the books away/**they won't get dirty**; 6 put the flowers in water/**they won't die**; 7 take the cake out of the oven/**it won't burn**; 8 turn off the tap/**she doesn't waste water**

3 Writing (3 Look and write.)

Using the pictures as prompts, children complete two sentences.

Model answers: We have to pick up rubbish so that our beaches will be clean. We have to pick up broken glass so that no one will step on it.

Language focus Revision

Language (R) *Becky is the girl who/that has a pet rabbit. Have you ever been on a ship?*

Words Revision

Teaching aid Words and pictures page for food

 page 102

Pictures of the characters  pages 6, 7

1 Warm-up

- Children open their books at page 102. Ask them to look at the small pictures of food and find them in the larger picture. Then pairs of children act out scenes in the shop e.g. **Can I help you? Yes, I'd like some ... How much are they? They're 99 pence. That's rather expensive,** etc.
- Children look at the pictures of the families in their books on pages 6 and 7. Ask what they can remember about them.

 Page 94

2 Writing – speaking (1 Write and say)

- Children look at the big numbers in the box and choose five. They then write them down in words.
- Children take turns reading out a number. Other children find and point to that number in the book. Were they right?

4 Speaking (2 Ask and answer)

- Children read out the examples. Focus attention on the number 5,000 and the picture under it (a ship). Children work in pairs. One child chooses a number; the other child asks a question, using the picture under that number as a prompt. The first child answers and reverses the question.
- Draw the pictures on the board and take a class survey: Ask how many have seen a python, been to a lighthouse, etc. (Add in things you know the children have/haven't done.) Then make statements: **Nobody** (... everybody, somebody, lots of/not many people) **have been to/ seen ...**

3 Reading

- Children look at the pictures of some of the characters from *Way Ahead 4* and match the faces and sentence beginnings to the pictures/ends of sentences on the right. Give them time to find the answers if they can't remember them all.
- Children work in threes to read out the statements. Other children raise their hands if they *don't* agree, and give their answers.

Answers: **1** Uncle Ted is the man who is a photographer. **2** Marawan is the boy that loves football and spells badly. **3** Jim is the boy who lives in Australia. **4** Ned's dad is the man who is a pilot. **5** Nina is the girl that lives in High Top.

 Page 106

1 Words and pictures (1 Look, find and write sentences)

The strings in the maze lead from the children to the things they have seen, done etc. Children follow the lines and then write sentences below, following the examples.

Answers: **3** Betty and Bill are the children who/that have visited a waterfall. **4** Peggy is the girl who/that has lived in Australia. **5** Lizzy and Lou are the children who/that have seen a kangaroo. **6** Pete and Polly are the children who/that have visited London.

2 Writing about you (2 What about you?)

Children note down three things they have and three things they haven't done; they then write sentences.

Language focus Revision

Language (R) Sam was fishing while they were sleeping. Jack will either play football or go swimming.

Words (R) Revision

Teaching aid Class clock

1 Warm-up

- Children choose a song to sing. Encourage them to sway to the music or do actions.
- Play a game with the class clock. One child sets the clock and then the class has to guess the time by asking questions, e.g. **Is it in the morning/afternoon/evening? Is it before/after 3?** Encourage them to use other times as well.

 Page 95**2 Speaking (1 What were they doing? Ask and answer)**

- Give the children time to look at the pictures and decide what the children were doing and what the clocks say.
- Children look at the speech bubbles. They then ask and answer, following the examples.

Answers: At **twenty-five to ten** Ned was trampolining. His father was reading the newspaper. At **ten to twelve** Becky was riding her bicycle. Jill was making a cake. At **two o'clock** Emma and Jack were eating. Sam was fishing. At **quarter past four** a plane was flying in the sky. Becky was doing her homework. At **five past six** Sam was reading a comic. Ned was swimming. At **half past nine** Jill was sleeping. Jack and Emma were watching television.

3 Speaking (2 Talk about what they will do after school)

- Give the children time to look at the pictures and decide what the children are doing.
- Children look at the speech bubble and follow the example.

Answers: **1** Jack will either play football or go swimming. **2** Emma will either play computer games or read. **3** Jill will either play basketball or watch TV. **4** Ned will either play the guitar or ride his bike. **5** Sam will either play football or do his homework. **6** Becky will either play tennis or draw a picture.

4 Speaking (3 What is it? Look and say)

- Children make statements following the example in the speech bubble.

Answers: Number 1 is either a ball or an orange. Number 2 is either a bird or a plane. Number 3 is either a book or a box. Number 4 is either a TV or a computer. Number 5 is either a zebra or a horse.

 Page 107**1 Composition (1 Do you remember Jack? 2 Write about Jack)**

- Children look at the pictures of Jack from the Pupil's Book and read the notes underneath.
- Children write about Jack, using the pictures and the notes as a guide. (They will probably use both present and past tenses.)

Language focus Revision

Language (R) *If the weather is fine, you'll see lots of planes.*

Words (R) *Words from all units*

Teaching aid Map of the world  pages 100, 101

1 Warm-up

- Children open their books at pages 100 and 101 and look at the map of the world. Ask them to choose a country and ask questions, e.g. *If I go to Brazil, what will the weather be like? What animals will I see?* Other children try to answer.
- Children choose one or two exercises to do. Ask a child to come forward and do the exercise. Other children say what s/he is doing. The class then performs the exercise.
- Children choose a game to play in English.

 Page 96

2 Reading (1 Read and match)

- Children look at the jigsaw pieces and read them all.
- Then they read the pieces again and draw lines to make sentences. Make sure they realise that the beginnings and endings are not always on opposite sides of the page, and that they may have to look on the same side of the page to find the correct ending.

3 Listening (2 Listen and check)

- Children listen to Tape 48 and check their answers. How many did they get right?

 **Tape 48**

If the weather is fine, we'll go to the beach.
 If you go to Egypt, you'll see the Nile.
 If you go to the cinema, you'll see an interesting film.
 We'll stay at home if the weather is bad.
 We'll go to the port if you want to see the fishing boats.
 You'll see lots of planes if you go to the airport.

- One child reads out the first part of a sentence on the left; another child completes it. Then a child reads the first part of a sentence on the right; another child says the whole sentence.

4 Listening – singing (3 Listen and sing)

- Give the children time to look at the pictures. Then play Tape 49; children listen and follow in their books.

 **Tape 49**

Moving on, moving on,
 It's time for us to be moving on.
 When the stars fade from the sky,
 We'll be on our way,
 And when the geese fly into the sunrise,
 We'll be gone.

There are songs to sing,
 There are tunes to hum,
 It's time for us to be moving on.
 There are games to play,
 There are races run,
 It's time for us to be moving on.

Moving on, ...

There are mountains to climb,
 There are oceans to sail.
 It's time for us to be moving on.
 There are rivers to follow,
 There are forests to trail,
 It's time for us to be moving on.

Moving on, ...

- Play the tape again; children listen and join in.
- Divide the class into three groups; one group sings the chorus, the other two sing the verses. Everyone sings the last chorus.

 Page 108

5 Study skills (1 Spelling; 2 Find the odd one out; 3 Put these words in alphabetical order)

1. Children use the pictures to help them think of rhyming words.

Answers: Soap, **rope**; nose, **toes**; star, **car**; hair, **bear**; cat, **hat**; pink, **think**; talk, **walk**; height, **light**; feed, **read**

2. Children find the word which is the odd one out and write it in the blank.

Answers: 1 **France** (it's a country); 2 **pigeon** (it's a bird); 3 **school** (it's a building); 4 **bicycle** (it's not a building)

3. Children put the words in alphabetical order.

Answers: 1 bananas, bread, eggs, fruit, meat, vegetables;
 2 bicycle, boat, bus, car, plane, train

 Pages 109, 110

Revision

This is a practice test covering Units 14–18. You may wish to go through it orally before the children write.

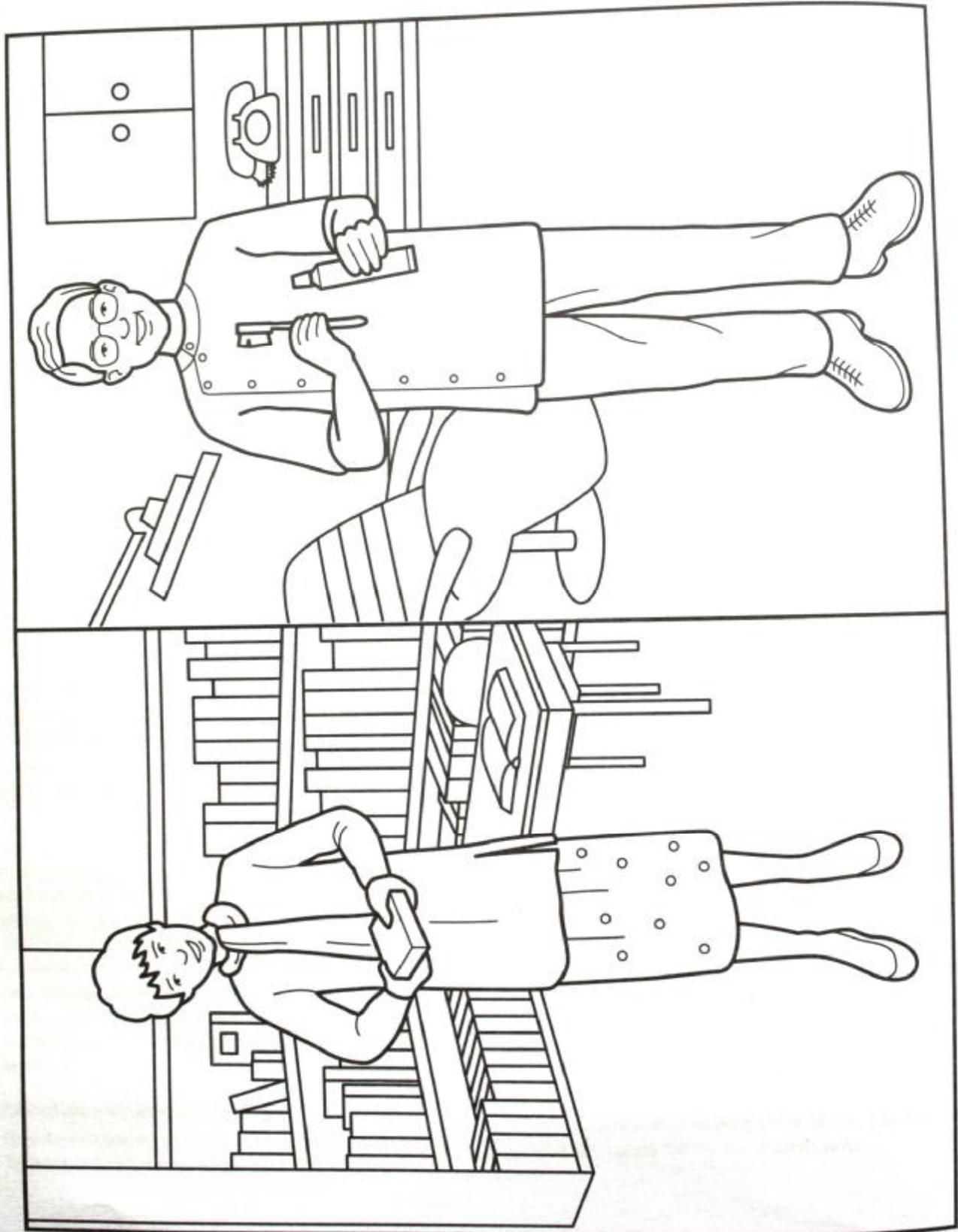
- Children look at the title and the illustrations. Point out the book covers. Has anyone read or heard of either of these stories? If they have, ask what they can remember about them.
- If necessary, explain that Jules Verne wrote adventure stories, usually about a journey or exploration, more than a hundred years ago. He used new ideas from science that had not happened at the time, like space flight.
- Play the tape. Children listen and follow in their books. Explain that a league is an old way of measuring distance. It is about 5 km. Explain any other new words.
- Children take turns to read parts of the text.
- Write the titles *From the Earth to the Moon* and *Journey to the centre of the Earth* on the board. Tell children to imagine that Jules Verne is writing now. What new ideas in science would he write about now? List ideas on the board. Ask children to think of titles of books he might write. Note the titles on the board.
- Children choose one of the book titles on the board and write a few sentences about what happens in it. Go around helping and monitoring.
- Hear as many ideas for stories as possible.
- Children design a cover for their story, like the ones illustrated on page 97. Remind them that story book covers usually show an exciting scene from the book, as well as the title and the name of the writer.

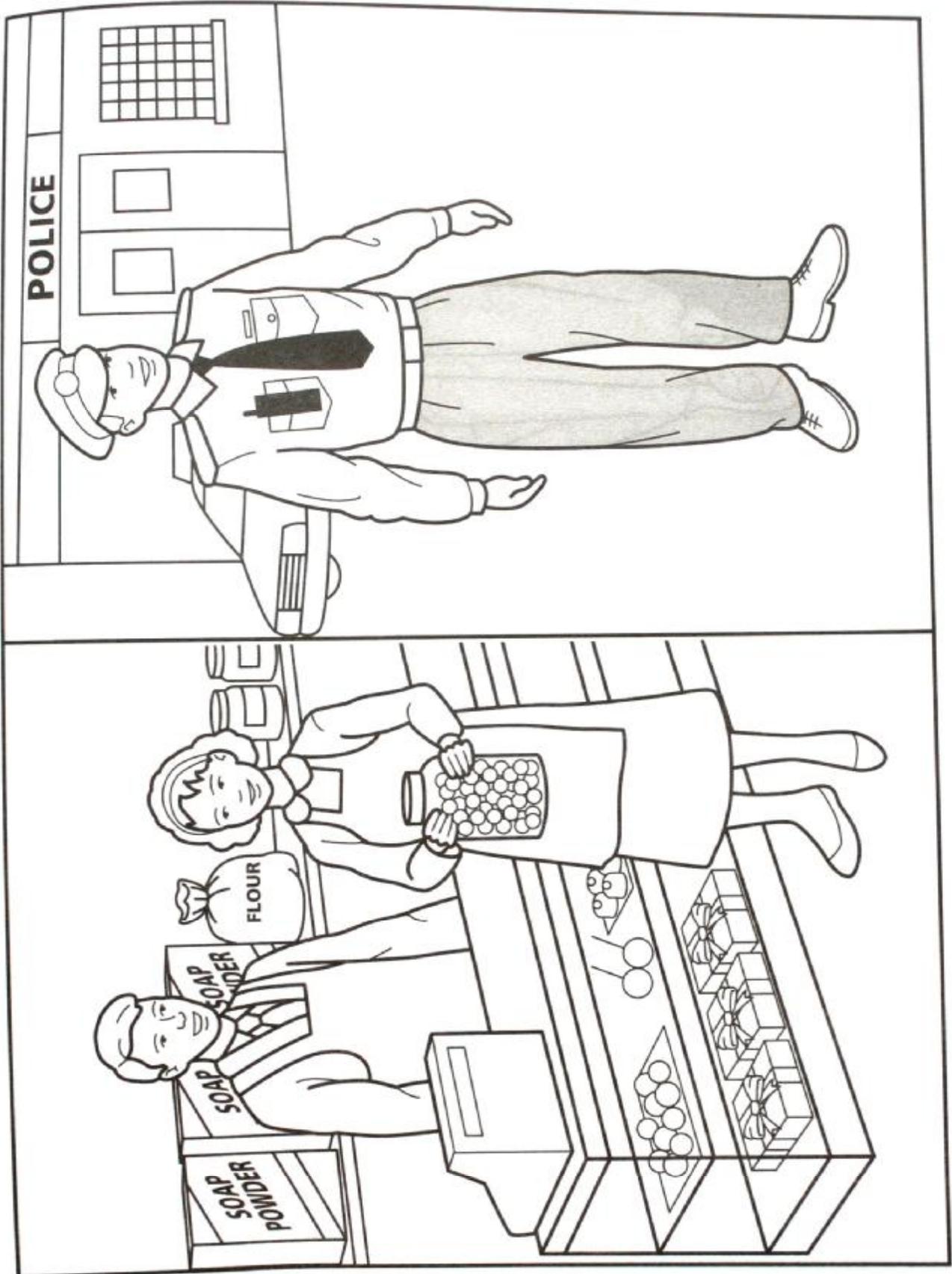
Personal profile

- Children write an email based on the information in Lesson 1. Help them to fill in each section as fully as possible and to add in new information, e.g. hobbies, whether they have brothers and sisters, sports, favourite TV programme, favourite colour, etc.
- If possible arrange for the emails to be sent, or printed and given to children in another class to read and reply to.
- If this is not possible, exchange the emails within the class, and let children reply to each other.
- Display the emails and the replies.

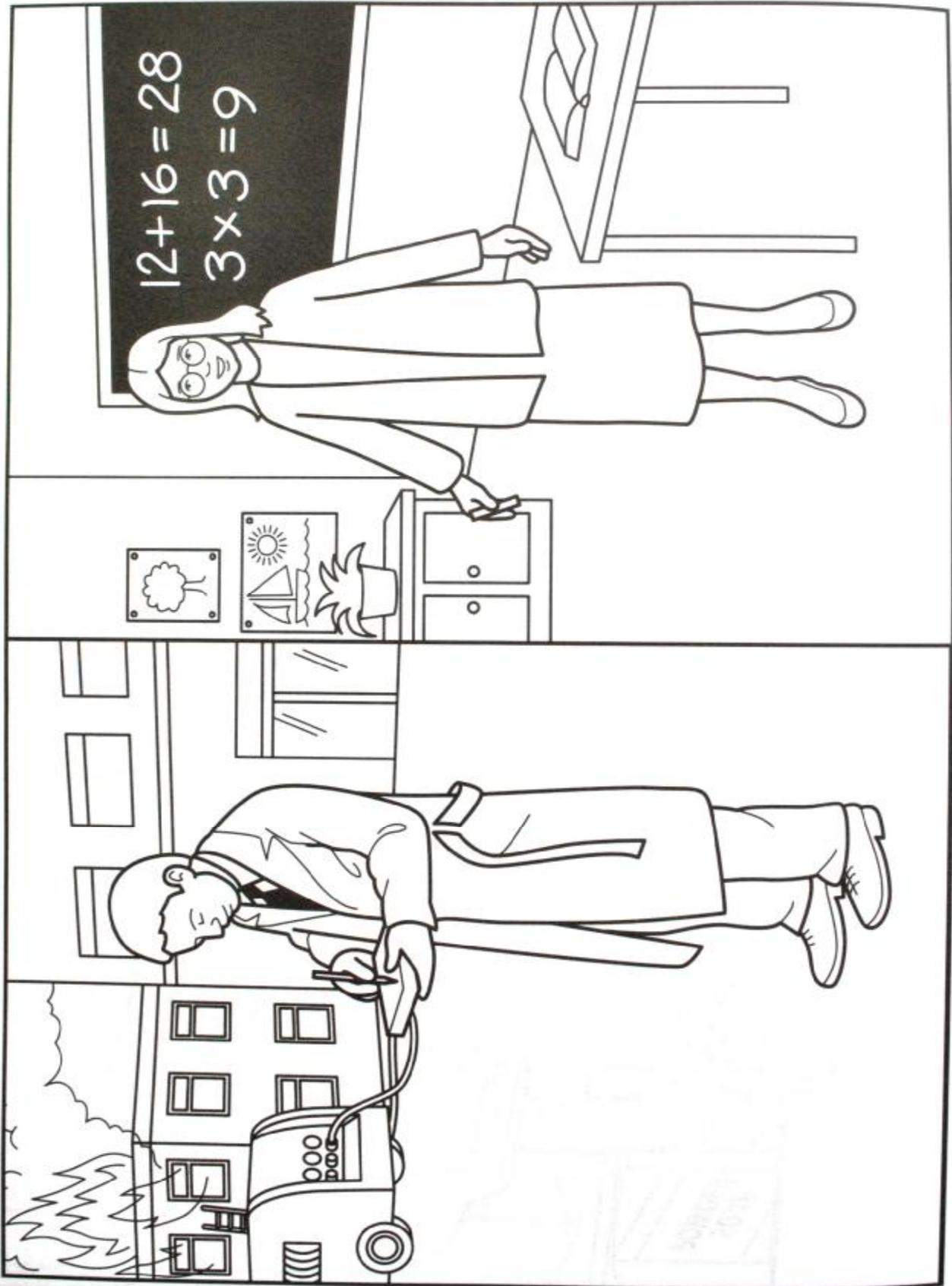
Occupations cards: 1 librarian 2 dentist

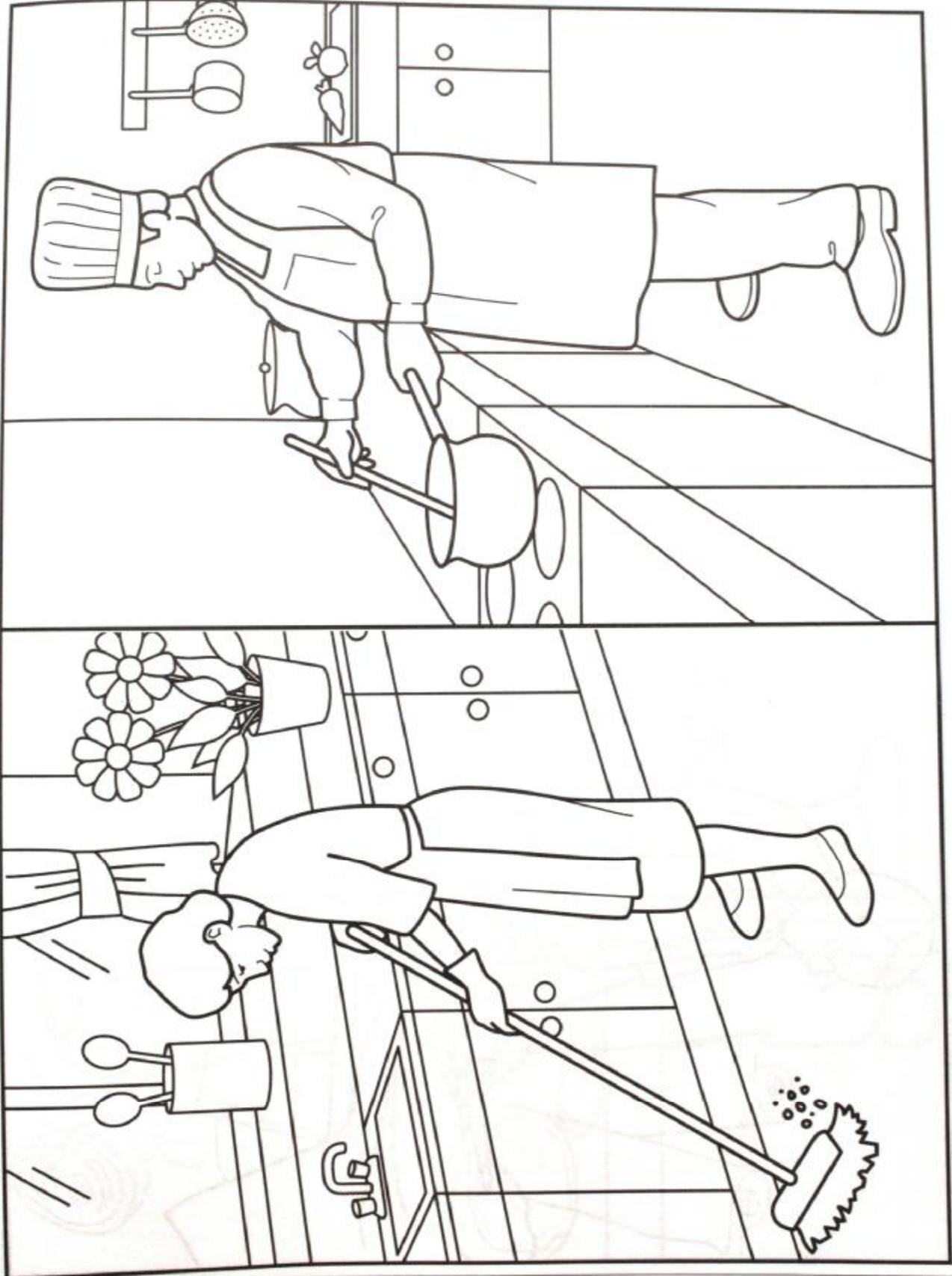
Instructions for pages 93 – 99: copy the pictures, cut out, colour and stick onto card.



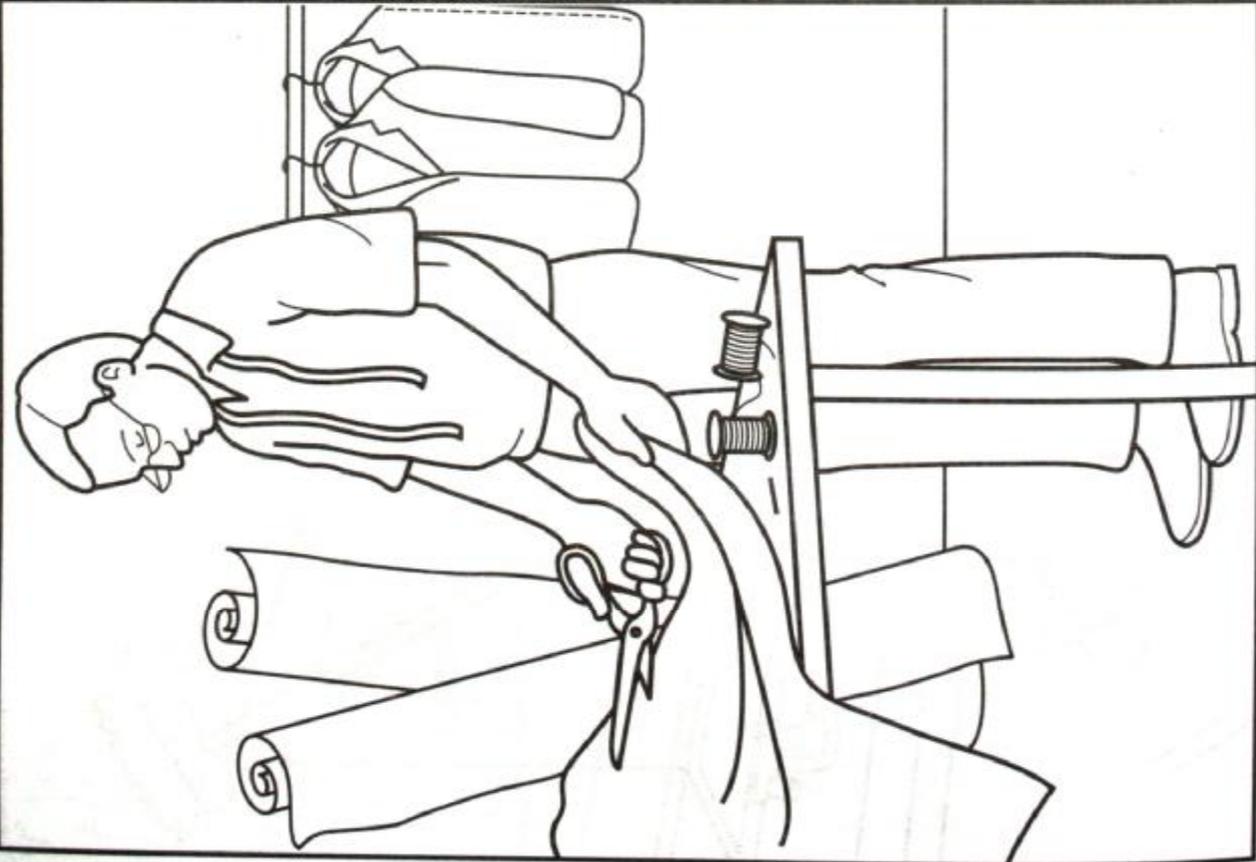
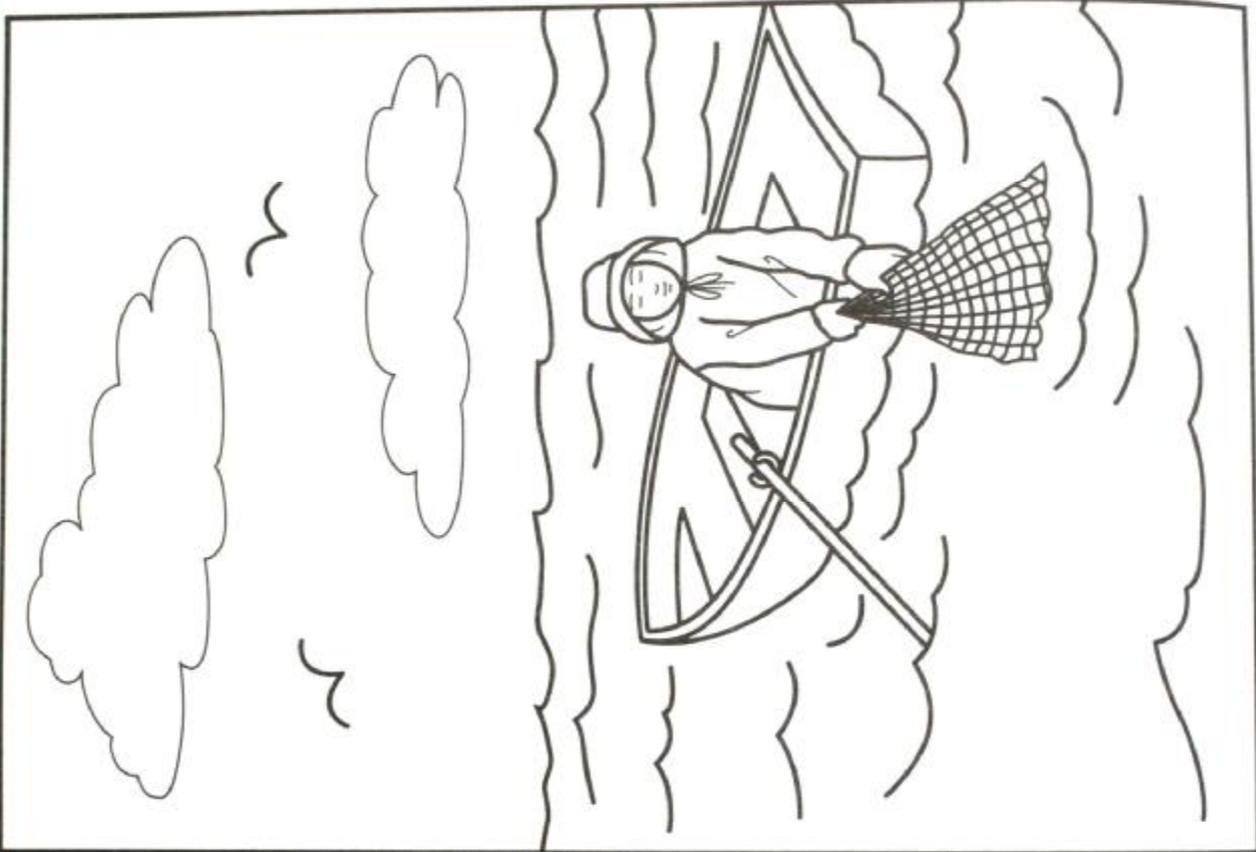


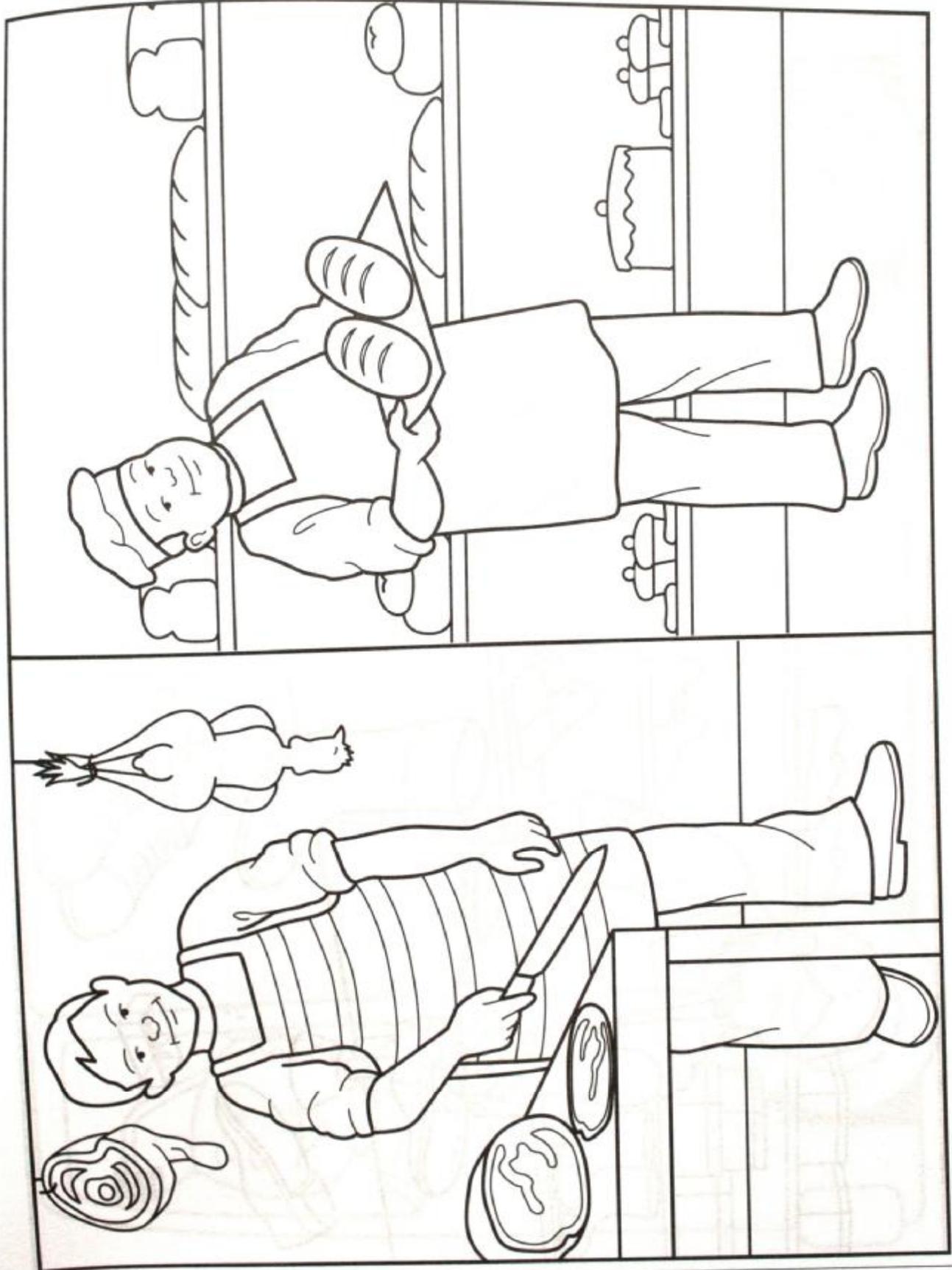
Occupations cards: 5 reporter 6 teacher



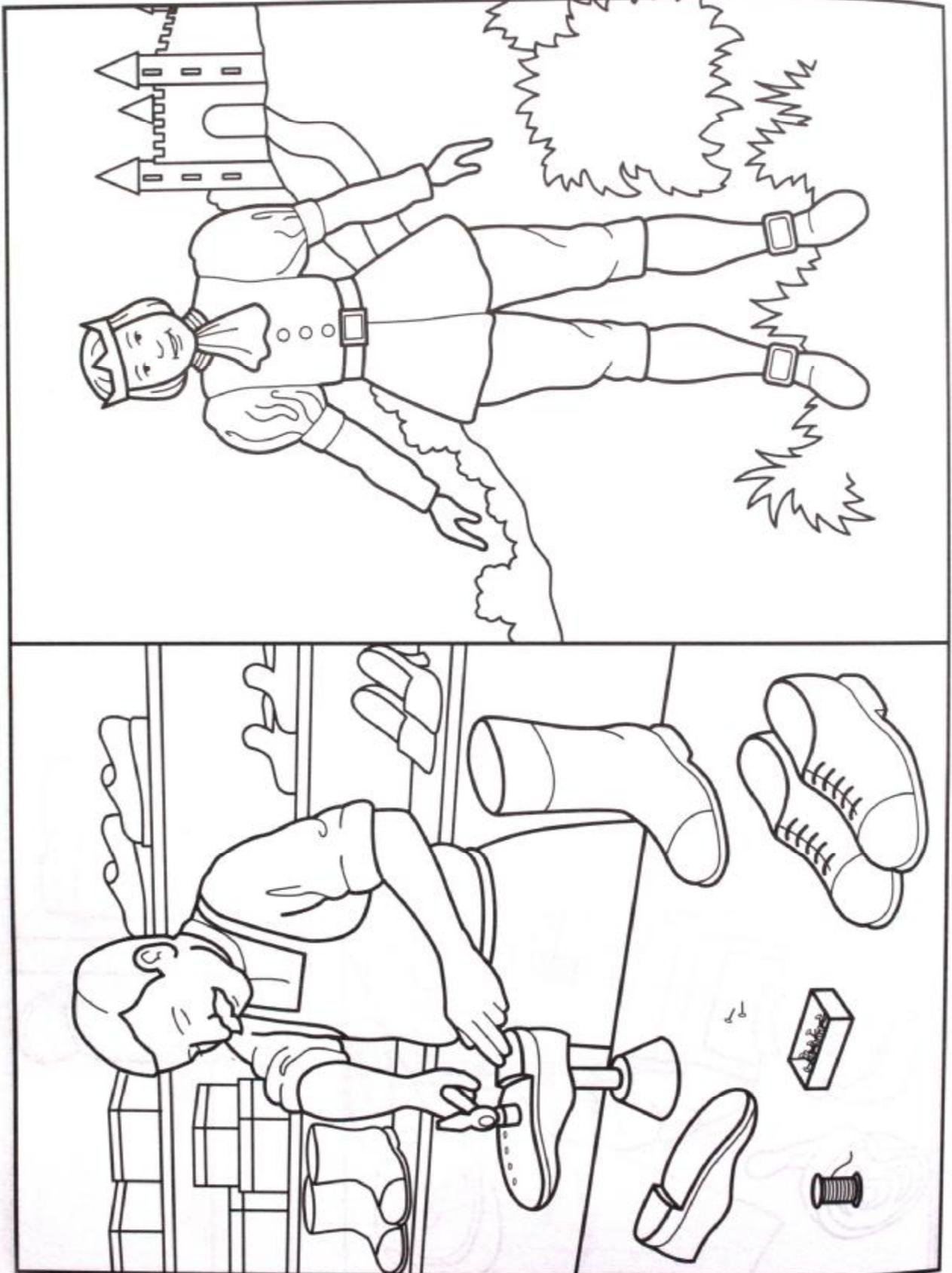


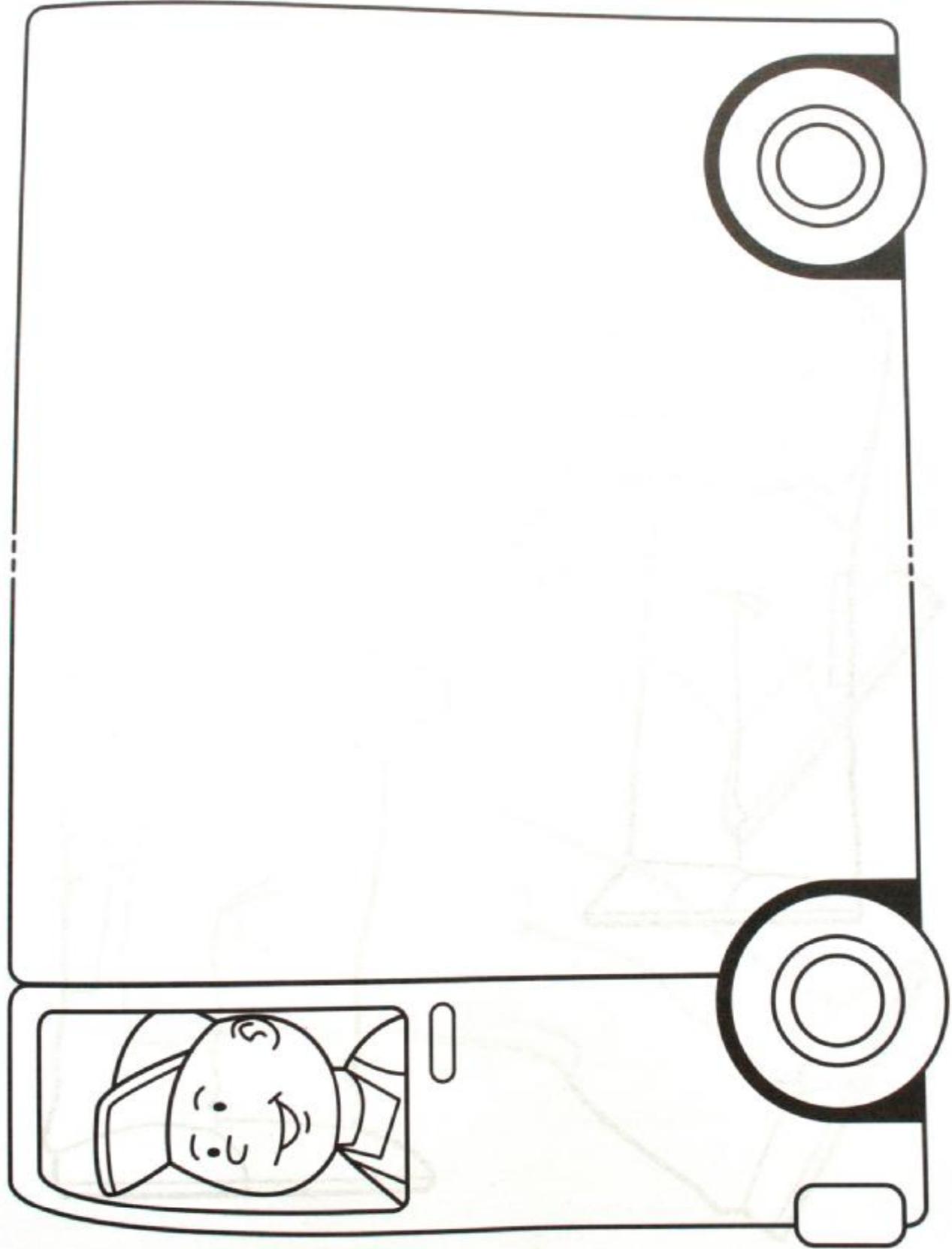
Occupations cards: 9 tailor 10 fisherman





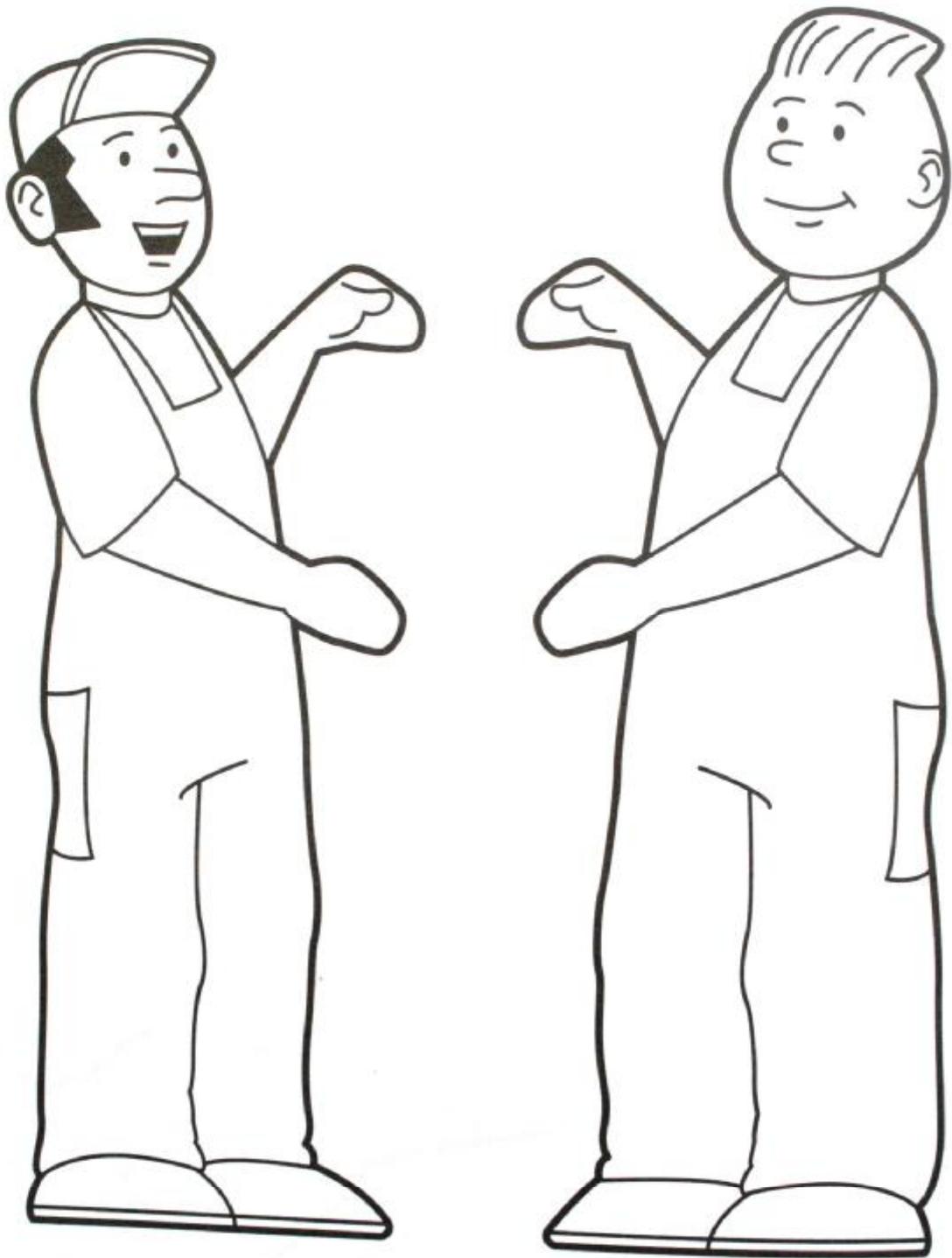
Occupations cards: 13 shoemaker 14 prince





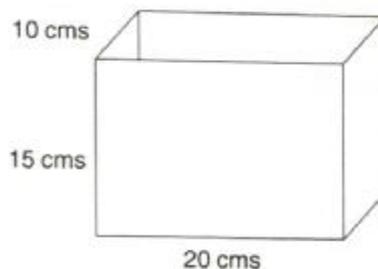






Grammar gang: instructions

- 1 Find a suitable box for the lorry. It should be at least 20 cms long and 15 cms high. It should be wide enough to put the figures and cards in it, at least 10 cms. A shoe box, cereal packet or washing powder box could be used. The pattern can be adapted for a longer box. If your box is too tall, cut it down to achieve the correct height.
- 2 Photocopy or trace the lorry onto paper, stick onto thin card, colour and cut out. If your box is longer than the pattern, cut vertically at the dotted lines and extend the pattern to fit. The cab of the lorry can protrude beyond the box. Stick the lorry firmly to the side of the box.
- 3 Copy the six members of the grammar gang. Stick onto card, colour and cut out.



Using the grammar gang and lorry

Each time the grammar gang is shown in the Pupil's Book to introduce new language, make the appropriate card to fix to the side of the lorry, with re-useable adhesive if available, or with paper clips.

Make cards with the appropriate words, phrases or sentences as shown in the Pupil's Books.

Place these with grammar gang members in the box/lorry to present to the class. (You may not need all the grammar gang on every occasion.)

Stick the grammar gang on the board and follow the procedure as described in the Pupil's Book. For Unit 1 Lesson 4 your display could look like this



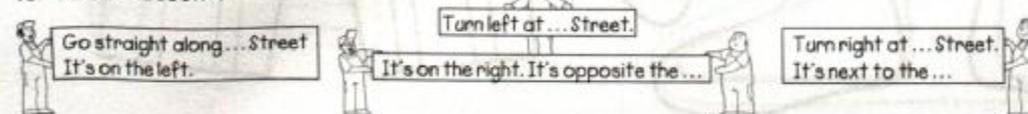
Then let children add the cards, with re-useable adhesive or sticky tape on the back, so they can also be stuck to the board.



The grammar gang can be used to hold cards in different ways, e.g. for Unit 2 Lesson 3

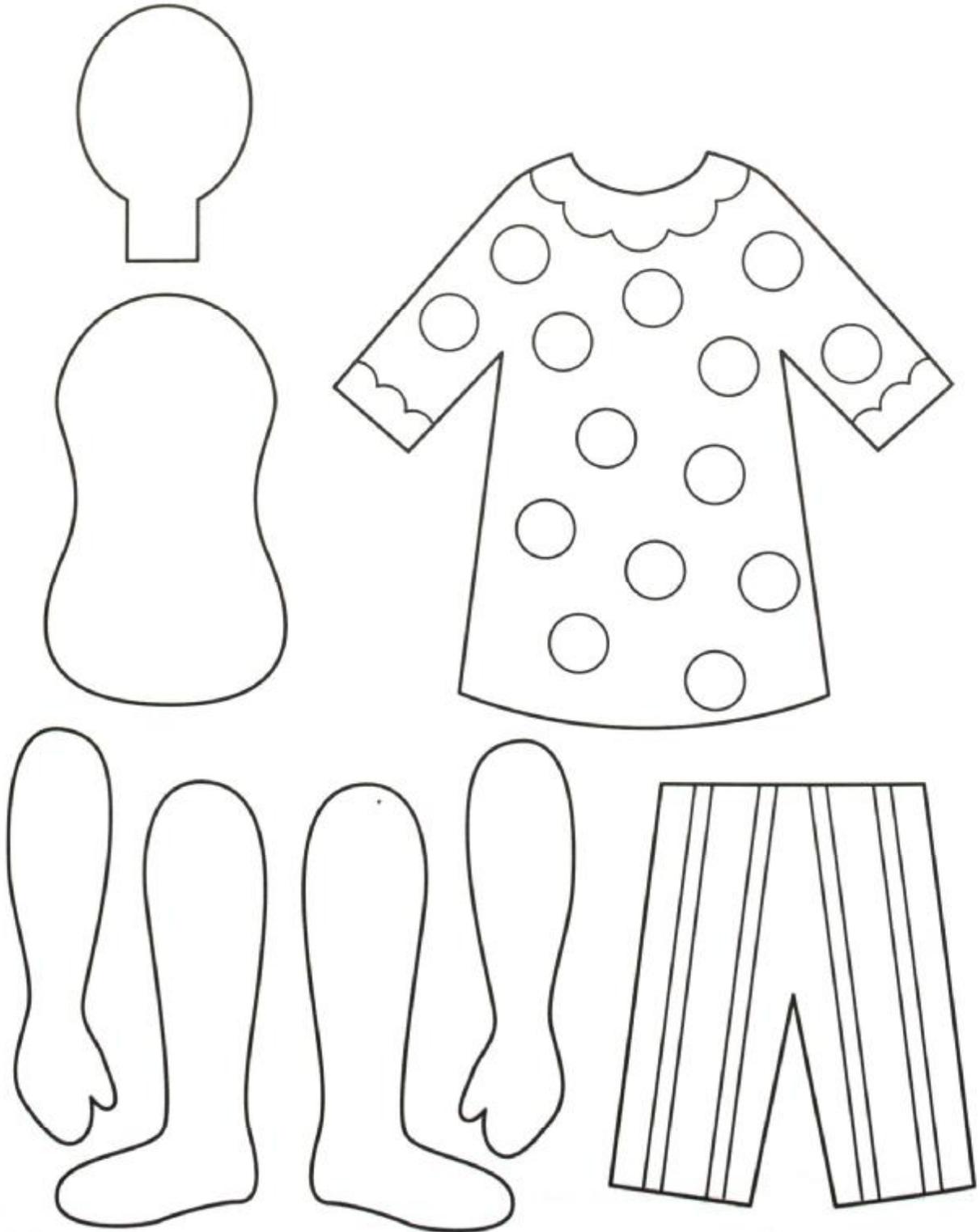


for Unit 3 Lesson 4



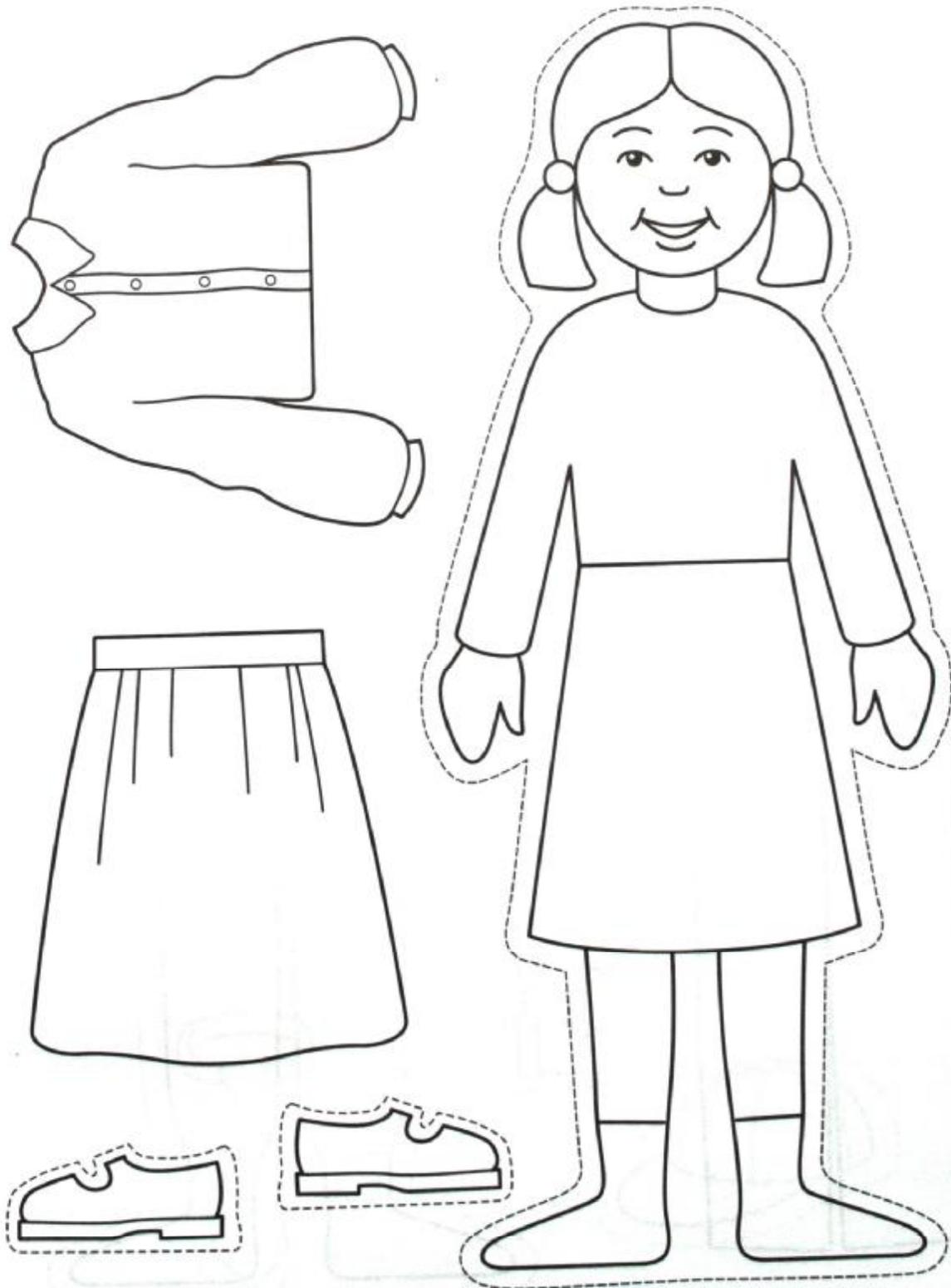
Puppet

Instructions: copy and cut out the parts of the body. Use them to elicit how the puppet is put together. You can fix them together using glue, if you wish. Cut out the costume pieces in front of the class, or give them to 2 children to do. They can be glued to the finished puppet.



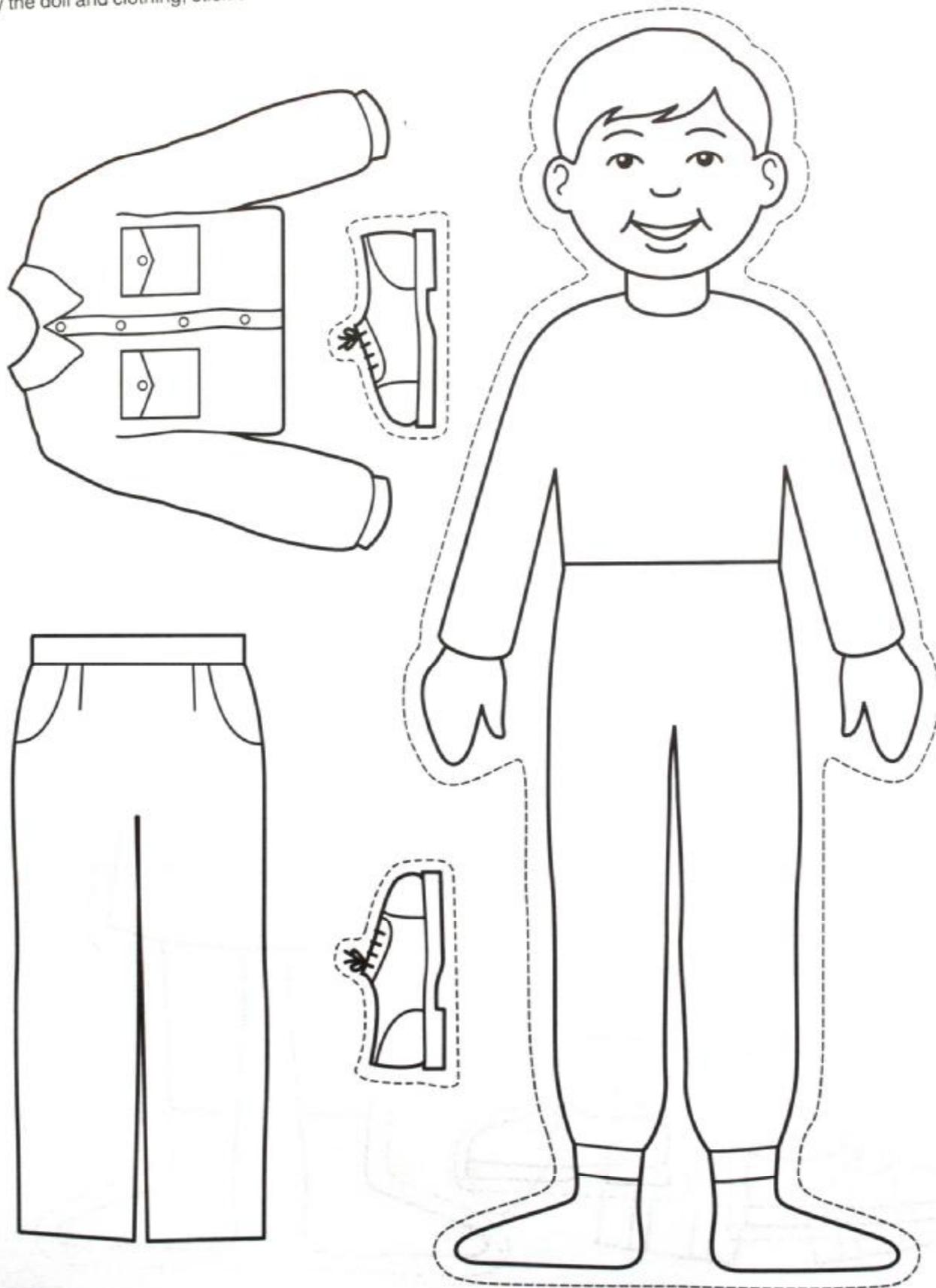
Paper doll: girl

Copy the doll and clothing, stick onto card and cut out.



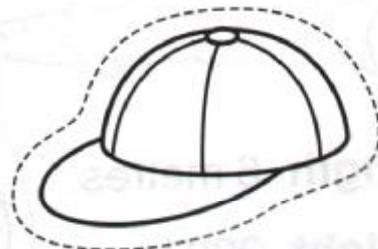
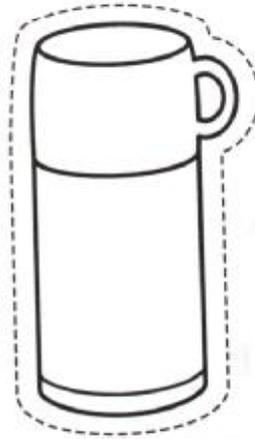
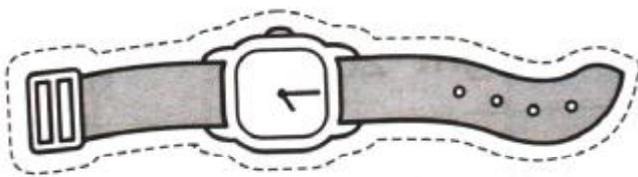
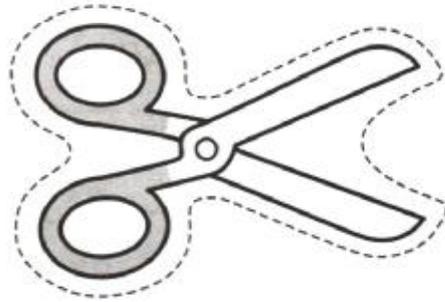
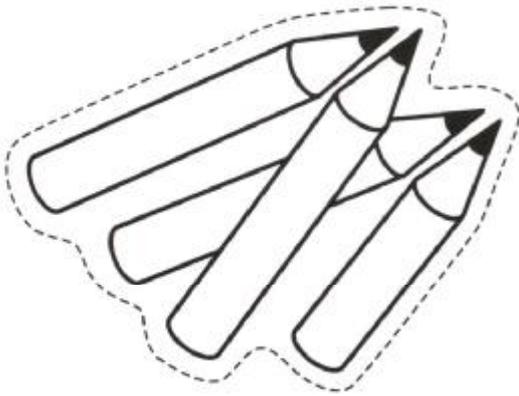
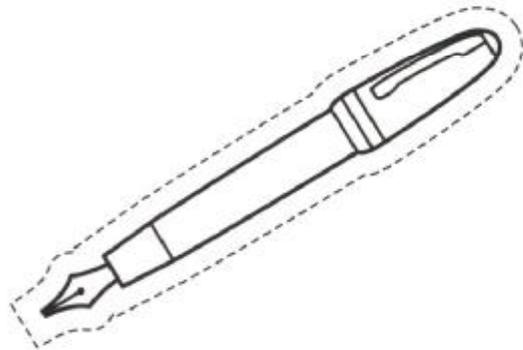
Paper doll: boy

Copy the doll and clothing, stick onto card and cut out.



School items

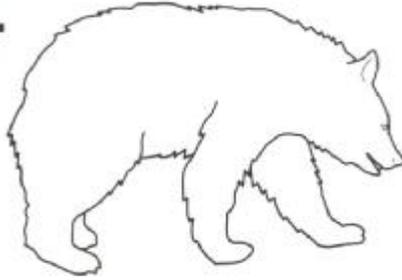
Copy the items, cut out and stick onto card. Put them at the bottom of the board with the dolls' clothing.



Animal fact cards

Copy the sheet and cut out each fact card.

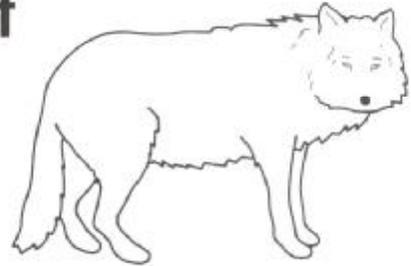
Bear



Height 2 metres

Weight 1 200 kg

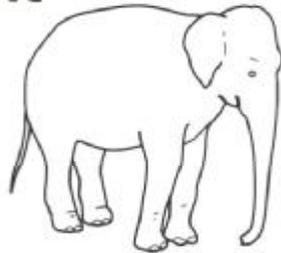
Wolf



Height 1 metre

Weight 80 kg

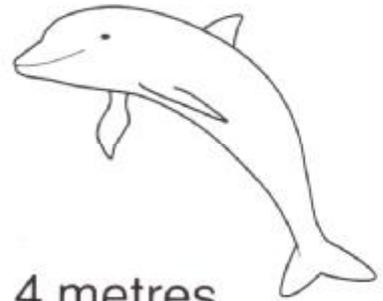
Elephant



Height 3 metres

Weight 6 000 kg

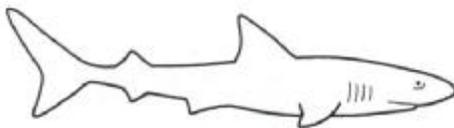
Dolphin



Length 4 metres

Weight 200 kg

Shark



Length 6 metres

Weight 300 kg

Whale



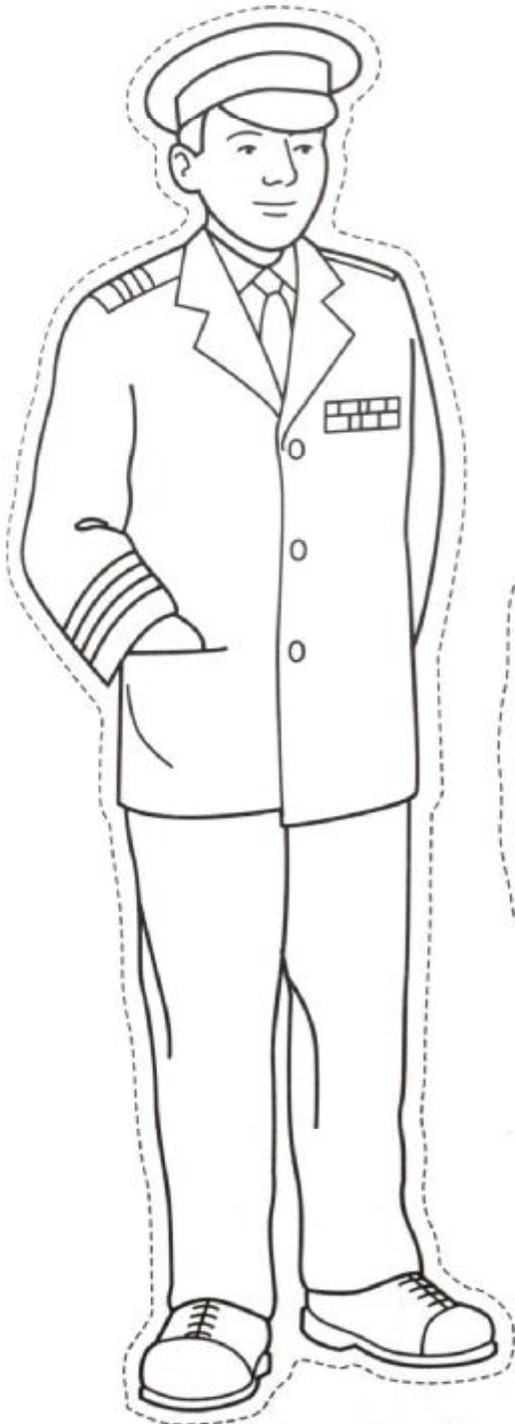
Length 25 metres

Weight 100 000 kg

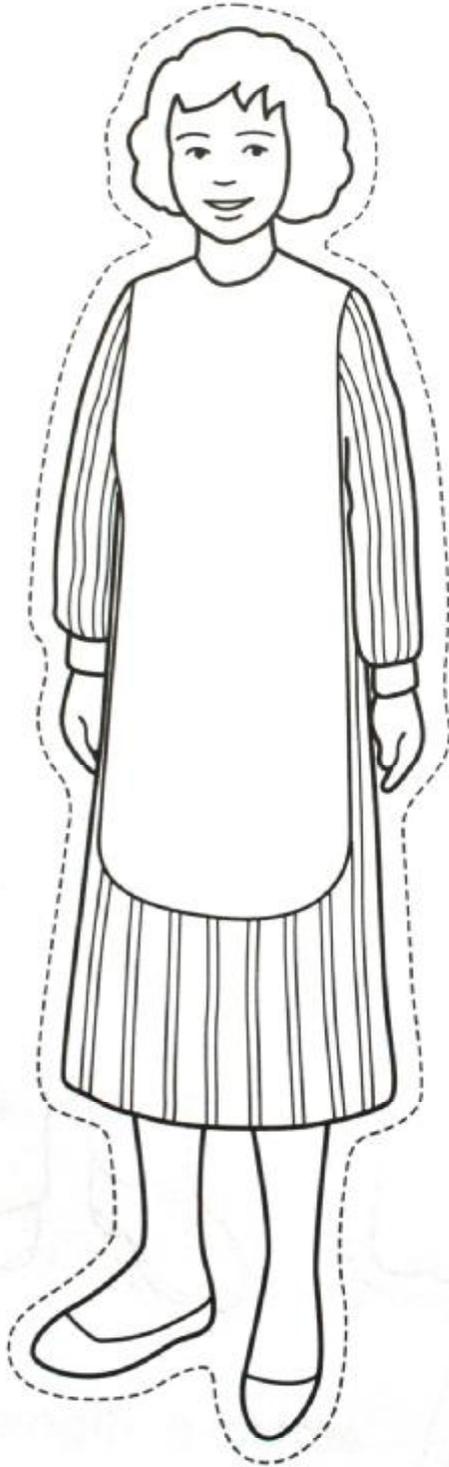
Airport cut-outs: pilot, air hostess, mechanic

100%

Instructions for pages 110 – 112: copy the four sets of figures, colour, stick onto card and cut out.



Airport cut-outs: shopkeeper, bank clerk

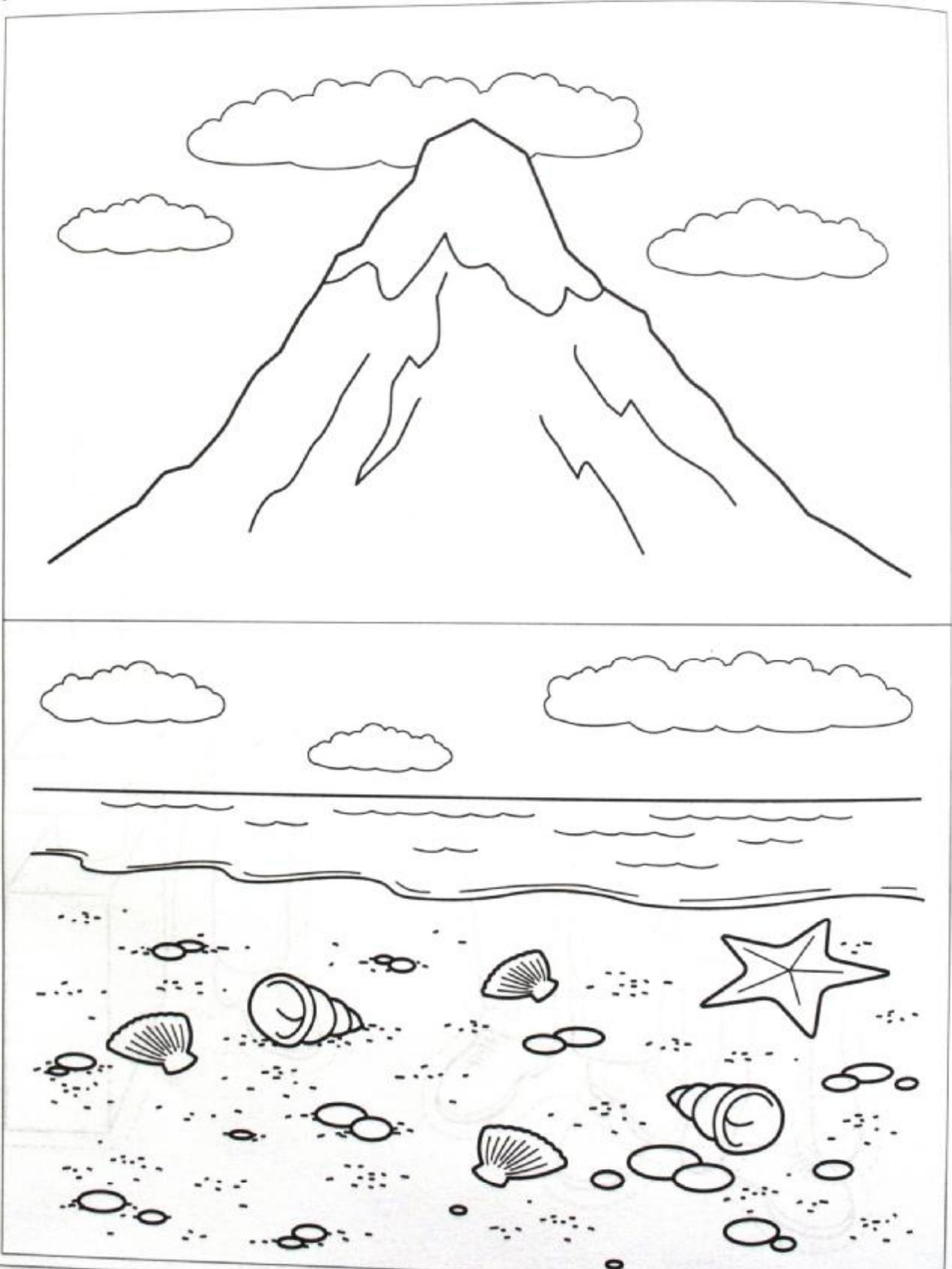


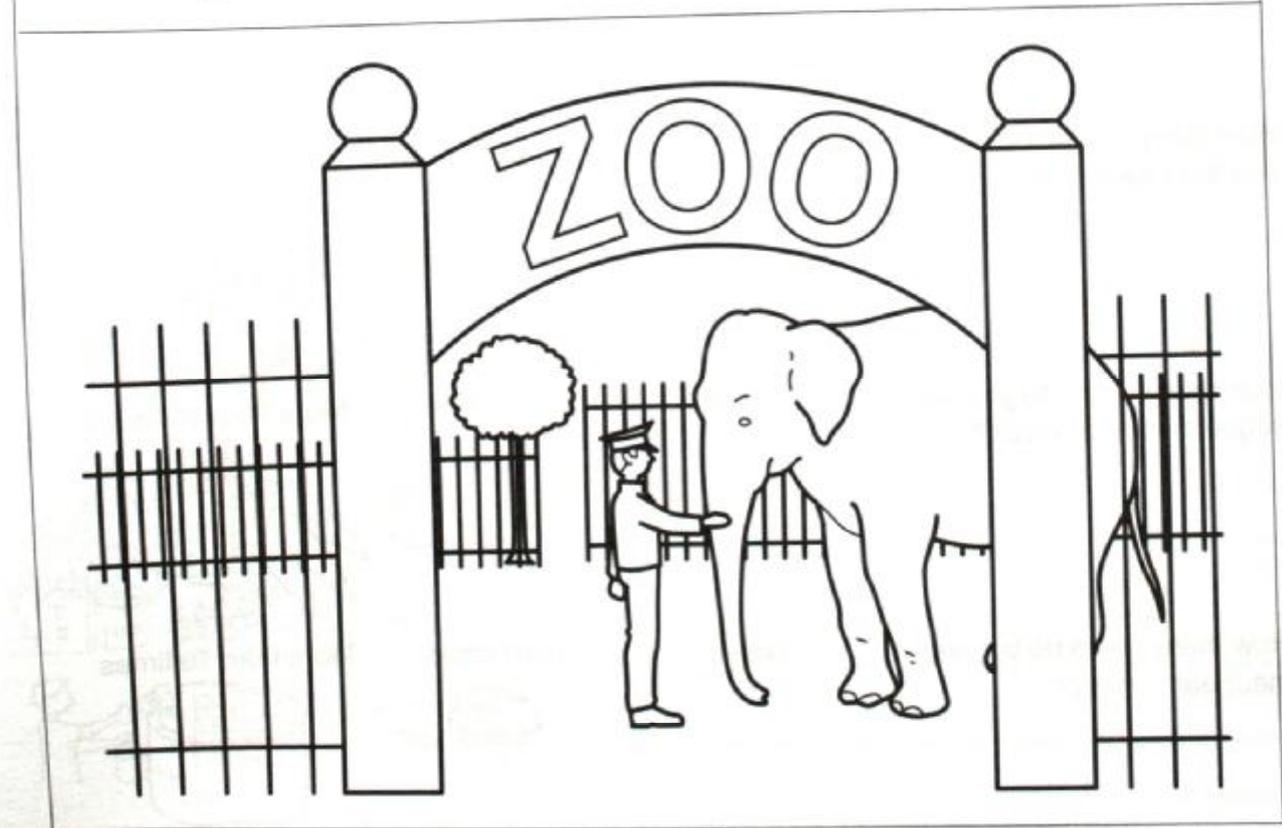
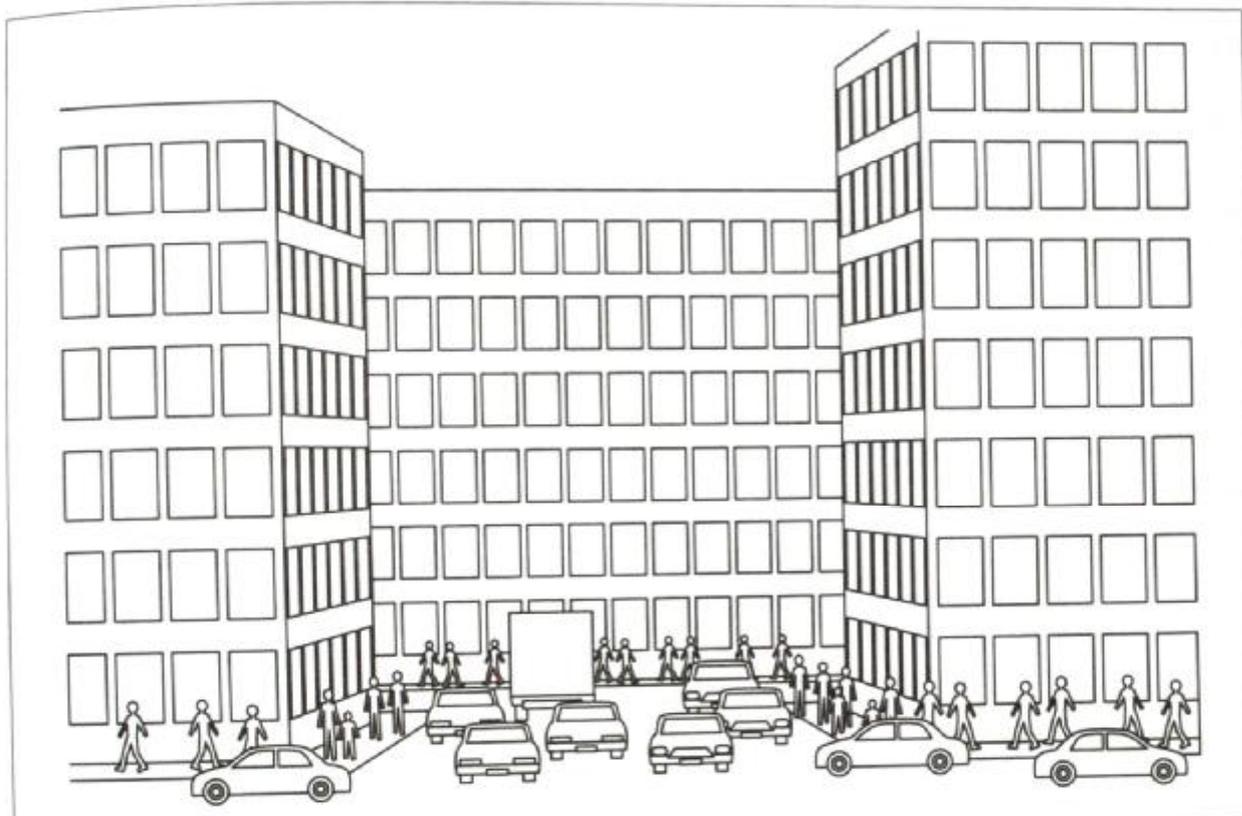
Airport cut-outs: passengers, baggage handler



Places to see: mountain, beach

Copy the pictures on this page and the next; colour and cut out.





Food Questionnaire

QUESTIONNAIRE

Name _____

Draw a circle round your answers.

How many fruits do you eat each week?

None

1-10

More than 10



How many sweets do you eat each week?

None

1-20

More than 20



How many glasses of fruit juice do you drink each week?

None

1-10

More than 10



How many fizzy drinks do you have each week?

None

1-20

More than 20



How many times do you eat vegetables each week?

Never

1-10 times

More than 10 times



How many times do you eat meat each week?

Never

1-10 times

More than 10 times



Evaluation 1

(units 1-4)

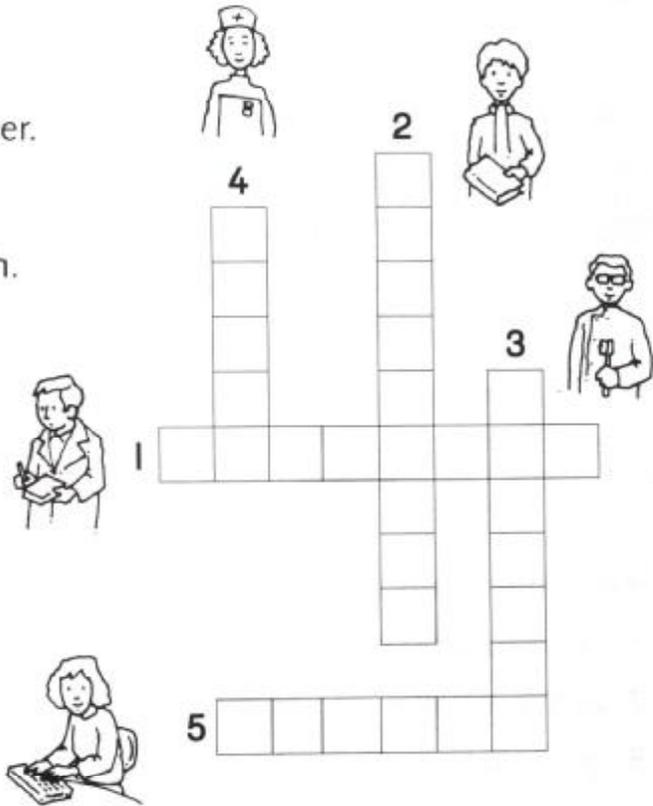
Name

Class

Total marks

1 Write the words.

- 1 This person writes for a newspaper.
- 2 This person works in a library.
- 3 This person looks after your teeth.
- 4 This person works in a hospital.
- 5 This person works in an office.



Marks

2 What's he going to do? Use the words in shapes.



go across

go into

play

write

paint

1 He's going to _____

2 _____

3 _____

4 _____

5 _____

Marks

3 Write the questions and the answers.



in

Who was in the factory yesterday?

The painters were in the factory yesterday.



in

1 Who was _____

2 The _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____



at



in



at

Marks

4 Write the words in the correct order.

1 like you orange an Would?

2 of Yes, course

3 get cola I you Can a?

4 London to Can have I a ticket?

5 I'd banana Yes, like a

Marks

5 Write the correct word in the blanks.

1 Please give _____ a ticket.



2 Please read _____ a story.



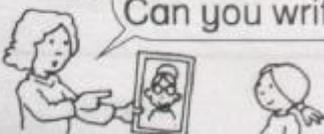
3 Tell _____ a joke.



4 Show _____ the car.



5 Can you write _____ a letter?



Marks

6 Write sentences with **must** and **mustn't**.

(feed X)  1 _____

(be quiet ✓)  2 _____

(cross X)  3 _____

(take ✓)  4 _____

(drink ✓)  5 _____

Marks

7 What did Mike do? Read his diary and write sentences. Use the words in shapes.

Monday	friend's house
Tuesday	home
Wednesday	Aunt Jane
Thursday	new school
Friday	swimming pool

go

stay

visit

start

swim

- 1 On Monday _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Marks

8 Complete the sentences. Use the words in the box.

along right next opposite the end of

- 1 The restaurant is _____ to the cinema.
- 2 The Post Office is _____ the library.
- 3 Turn _____ at Green Street.
- 4 The house is at _____ the road.
- 5 Go _____ the road.

Marks

Evaluation 2

(units 5–8)

Name
 Class
 Total marks

1 Write sentences. Use **much** and **many**.
 Yesterday John went to the beach.



There were many umbrellas.



There was not much sun.



X 1 There _____ boats.



X 2 There _____ wind.



✓ 3 There _____ seagulls.



✓ 4 There _____ people.



X 5 There _____ sand.

2 Write the words in the correct order.

Marks

works He shop in a

He works in a shop.

- 1 What's the Jack matter?
- 2 have cola Let's a
- 3 What like be the will weather?
- 4 very sorry I'm
- 5 worry Don't
- 6 It like looks a ball
- 7 born was in London I
- 8 go Shall now we?
- 9 do that should not You
- 10 clean You should teeth your

3 What do you have to do? Use the words in the box.

Marks

clean walk brush tidy put do



I have to do my homework.

- 1 I have to _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Marks

4 What are they saying? Write sentences. Use the words in the box.

open homework walk tidy banana close wash dress

1 What shall I eat?  Eat a _____

2 What shall I do?  _____

3 What shall I wear?  _____

4 He's running in the corridor.  _____

5 It's very hot in this room.  _____

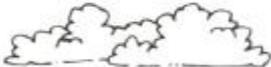
6 My hands are dirty.  _____

7 The room isn't clean.  _____

8 The door is open.  _____

Marks

5 Write about the weather.

1  Last Monday _____

2  Next week _____

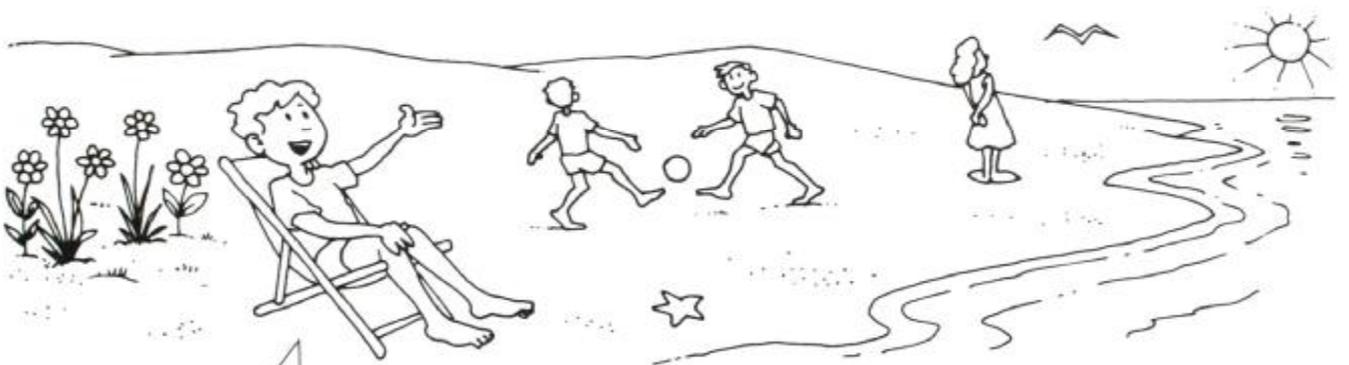
3  Last June _____

4  Last month _____

5  Tomorrow _____

Marks

6 Jim is at the beach.



It is sunny. I am on a beach. There are flowers nearby. I feel happy. My friends are playing football. My sister hears a seagull.

Write Jim's diary.

Yesterday it was _____

Marks

Evaluation 3

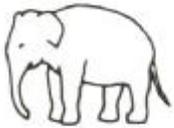
(units 9–13)

Name

Class

Total marks

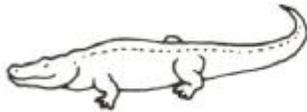
1 Write the questions for these answers.



How heavy is the elephant? _____

The elephant weighs 200 tonnes.

1 _____



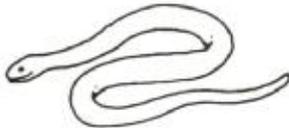
The crocodile is 5 metres long.

2 _____



The mountain is 4,000 metres high.

3 _____



The python weighs 130 kilos.

4 _____



The plane ticket is £100.

5 _____



The ostrich is 2 metres tall.

Marks

2 Write these numbers in full.

1 150,000 _____

2 76,000 _____

3 10,000 _____

4 942 _____

5 42,500 _____

Marks

3 Answer the questions. Use the words in the box.

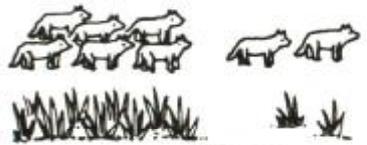
food sunglasses water books hospital coat tractor computer umbrella

- It's sunny. What do you need? I need sunglasses.
- 1 It's raining. What do you need? _____
 - 2 It's cold. What do you need? _____
 - 3 What does a farmer need? _____
 - 4 What does a reporter need? _____
 - 5 What does a doctor need? _____
 - 6 What does a teacher need? _____
 - 7 You're thirsty. What do you need? _____
 - 8 He's hungry. What does he need? _____

Marks

4 Complete the sentences. Use the words in the box.

was/were is/are lots of a lot of a few a little



Once there were lots of wolves, now there are only a few.
Once there was a lot grass, now there is only a little.



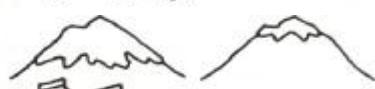
1 Once _____ bison,
 now _____



2 Once _____ water,
 now _____



3 Once _____ gorillas,
 now _____



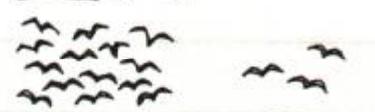
4 Once _____ snow,
 now _____



5 Yesterday _____ milk,
 today _____



6 Yesterday _____ clouds,
 today _____



7 Yesterday _____ birds,
 today _____



8 Yesterday _____ honey,
 today _____

Marks

5 Write sentences. What have they done? Use the words in the shapes.

swim/sea wash/face be/plane sail/boat finish/breakfast



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

Marks

6 What are the questions?

You use a brush to sweep the floor. What do you use to sweep the floor? _____

- 1 You use water to make tea. _____
- 2 You use a racket to play tennis. _____
- 3 You use a ball to play football. _____
- 4 You use flour to make bread. _____

Marks

Evaluation 4

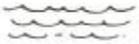
(units 14–18)

Name

Class

Total marks

1 What are these wet places?

1  ase _____

2  vrier _____

3  kale _____

4  cheabse _____

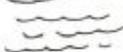
5  wflaater _____

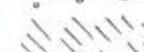
Marks

2 These are wet. What are they?

1  loi _____

2  swon _____

3  retwa _____

4  nira _____

5  lkim _____

Marks

3 Write the answers.



Did Becky go to the zoo? Yes, she did.

Did Jack didn't stay at home? No, he didn't.

1 Did Becky see an elephant? _____

2 Did she see a tiger? _____

3 Did Jack give fish to the dolphin? _____

4 Did he feed the monkey? _____

4 Write sentences.

Marks



While Jack and Emma were watching TV,

Ned was fishing.



1 _____



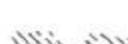
2 _____



3 _____

Marks

5 Finish the sentences. Use the words in the box.

	fewest	least	most	less	fewer	more
						
		Sandy Island	Windy Island	East Island		
sun						
rain						
tourists						

-  Sandy Island has the most sun.
-  Windy Island has less rain than East Island.
-  1 East Island _____
-  2 Sandy Island _____
-  3 East Island _____ than Windy Island.
-  4 Windy Island _____ than Sandy Island.
-  5 East Island _____
-  6 Sandy Island _____
-  7 East Island _____ than Windy Island.

Marks

6 Write the words in the correct order.

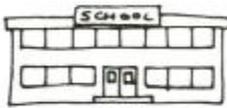
- 1 cities build we desert Will the in? _____
- 2 be there life Will moon the on? _____
- 3 Will build stations we space? _____
- 4 you will When come? _____
- 5 be What it will like space in? _____

Marks

7 Write sentences. Use the words in brackets.

9 + 5 × 4 = 18 **X** (do, sum, difficult) Tom didn't do the sum
because it was too difficult.

 **X** (swim, sea, cold) 1 Tom didn't

 **X** (go, school, ill) 2

 **X** (climb, mountain, high) 3

 **X** (sail, boat, windy) 4

 **X** (drink, tea, hot) 5

Marks

8 What did they do on holiday?
Use the words in the shapes.



1 They _____ in the sea.

2 They _____ new clothes.

3 They _____ shopping.

4 They _____ new friends.

5 They _____ on the beach.

Marks

Evaluation 5

(units 1–18)

Name

Class

Total marks

1 Write sentences. Use the words in brackets and in the box.

gorilla ostrich whale giraffe

1  (live, mountains) _____

2  (1.8 metres) _____

3  (130 kg.) _____

4  (15 metres) _____

5  (live, Africa) _____

Marks

2 Finish the sentences. Use the words in the box.

Turn end opposite Excuse me on next straight

1 _____ . Where's the station?

2 Go _____ along River Street.

3 _____ right at Green Street.

4 The Post Office is _____ the left.

5 The station is at the _____ of the road.

6 The bank is _____ to the cinema.

7 There is a restaurant _____ the hotel.

Marks

3 Write sentences. Use the words in the box.

			
go/circus			✓
go/school	✓	✓	✓
finish/homework			
play football		✓	
go/shopping	✓		
watch/TV	✓	✓	✓
make/cake			
read/book			✓
see/friend	✓	✓	✓
be/ill			
swim/sea		✓	

nobody somebody everybody

- Somebody went to the circus.
- 1 _____
 - 2 _____
 - 3 _____
 - 4 _____
 - 5 _____
 - 6 _____
 - 7 _____
 - 8 _____
 - 9 _____
 - 10 _____

Marks

4 Read the paragraph. Circle the correct words.

The Sahara is the **biggest** / **smallest** of all the **deserts** / **rivers** in the world. There are many deserts in other **countries** / **oceans**, but the Sahara is the **largest** / **fattest**. In **Australia** / **England**, there is a large desert and in that country you can see **pandas** / **kangaroos**. There aren't **many** / **any** of these animals in the Sahara. Deserts have a lot of **trees** / **sand**. In the desert, you can find **water** / **oil** at an oasis. Deserts are the **hottest** / **warmest** places in the world. When you go to a desert, you should always take **water** / **a camera** and wear a **tie** / **hat**.

5 Finish the sentences. Use the words in the box.

Marks

John	James	Jane
		
		
		

- | | most | fewest | least |
|---|-----------------------|--------|------------------|
| 1 | John eats the _____ | | sweets. |
| 2 | James eats the _____ | | sweets. |
| 3 | Jane drinks the _____ | | milk. |
| 4 | John drinks the _____ | | milk. |
| 5 | Jane drinks the _____ | | bottles of cola. |

Marks

6 Complete the sentences. Use the words in the box.

John	Jane	James

more fewer less

- John has _____ apples than James.
- Jane has _____ grapes than John.
- James has _____ cake than Jane.
- James has _____ juice than John.
- John has _____ bananas than Jane.

Marks

7 Write the verbs. Use the words in the shapes.

rain be mend come catch stay sell tell sail be

Clifton was a small fishing village. When the weather _____ good, the fishermen _____ out in their boats. They _____ a lot of fish. They _____ the fish in the market. People _____ from many villages to buy their fish. When it _____ and the seas _____ dangerous, the fishermen _____ at home. They _____ stories and _____ their nets.

Marks

8 What are they saying? Use must or mustn't and the words in the shapes.

swim take go sit



- _____
- _____
- _____
- _____

Marks

9 Find the right ending.

- | | |
|-----------------------------------|------------------------------|
| 1 If you don't wear a raincoat, | you will have bad teeth. |
| 2 If you get up at 10 o'clock, | you will feel hot. |
| 3 If you don't work hard, | you will be late for school. |
| 4 If you sit in the sun, | you will get wet. |
| 5 If you eat a lot of chocolates, | your teacher will be angry. |

Write the sentences.

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

Marks

10 Write sentences. Use **should** or **shouldn't** and the words in brackets.

- | | | |
|-----|---|--|
| ✓ |  | (help, home) <u>You should help at home.</u> |
| 1 ✓ |  | (clean, teeth) _____ |
| 2 ✗ |  | (eat, sweets) _____ |
| 3 ✓ |  | (tidy, room) _____ |
| 4 ✓ |  | (wear, hat, desert) _____ |
| 5 ✗ |  | (talk, library) _____ |

Marks

Revision Practice Tests: Answers

Pages 25, 26, Units 1–4

Answers are in **bold** (alternatives in brackets)

- 1
- 1 She's going to go to the bank.
 - 2 He's going to drive the car.
 - 3 She's going to answer the phone.
 - 4 He's going to write about the game.
- 2
- 1 They were at the beach.
 - 2 They played ball.
 - 3 There was a clown on the beach.
 - 4 There were boats in the harbour.
 - 5 There was a kite in the sky.
- 3
- 1 You mustn't feed the animals.
 - 2 You mustn't drive fast (must drive slowly).
 - 3 You must be quiet.
- 4
- 1 Would you like a cola? Yes, **please**.
 - 2 Can I have a cup of (some) tea? Yes, of **course**.
 - 3 What would you like? I'd like an **apple** (an orange/a banana).
- 5
- 1 Please **read me** a story.
 - 2 **Please show us** the photo.
 - 3 You mustn't **give them** any nuts.
- 6
- First **he writes a letter**.
After that **he puts it in an envelope**.
Next **he writes his friend's name**.
Then **he gives it to the postman**.
- 7
- 1 Now he is **living** (lives) in a house. Before he **lived in** a flat.
 - 2 Last year there **weren't** any hotels. This year there **are two**.

Pages 49, 50, Units 5–8

Answers are in **bold** (alternatives in brackets)

- 1
- There will be a swimming pool.**
There will be a restaurant.
There will be a boating lake with canoes.
There will not be a tennis court.
There will not be a puppet theatre.
There will be a playground.
- 2
- 1 Shall **we go** to the museum? No, **let's go to the cinema**.
 - 2 **Shall we go** to the swimming pool? Yes, **let's!**
- 3
- 1 **She felt bad** (unhappy).
 - 2 **She heard music**.
 - 3 **He played tennis**.

- 4
- 1 She eats a lot of bread.
 - 2 **He eats a lot of bananas**.
 - 3 She doesn't eat many sweets.
 - 4 **They don't drink much cola**.
- 5
- 1 You have to eat a lot of cheese.
 - 2 **You don't have to go to school today**.
- 6
- 1 Clean your room so that it is (will be) **tidy**.
 - 2 **Wash your clothes so that they are** (will be) **clean**.
 - 3 **Write words clearly so that people can read them**.

Pages 79–80, Units 9–13

Answers are in **bold** (alternatives in brackets)

- 1
- 1 Now there are only **three hundred and fifty gorillas** in Rwanda.
 - 2 In 1900 there were **two hundred thousand blue whales**.
 - 3 In 1860 there were **four hundred thousand bison** in America.
 - 4 Today there are only **two thousand two hundred wolves** in America.
- 2
- 1 **There are lots of monkeys**.
 - 2 **There are only a few trees**.
 - 3 **There is only a little water**.
 - 4 **There are only a few gorillas**.
 - 5 **There are lots of people**.
- 3
- 1 You need eggs to make a cake.
 - 2 You need a coat to be warm.
 - 3 You need wood to make a fire.
 - 4 **A journalist (He) needs a computer for his work**.
- 4
- 1 **If you go to London you'll need an umbrella**.
 - 2 **If you go to China you'll eat rice**.
 - 3 **If you go to Rwanda you'll see gorillas**.
- 5
- 1 **No, I haven't been to Japan**.
 - 2 **Yes, I've climbed a mountain**.
 - 3 **Yes, I've finished the dishes**.
 - 4 **No, I haven't seen some (any) tigers**.

Pages 109, 110, Units 14–18

Answers are in **bold** (alternatives in brackets)

- 1
- 1 A and B have **less** snow than C.
 - 2 A has the **least** sun.
 - 3 B has **fewer** people than C.
 - 4 C has the **most** sun, people and snow.
 - 5 A has the **fewest** people.

Evaluation: Answers and Marking Scheme

Evaluation 1 (Units 1–4) (Possible 43 marks)

Answers are in **bold** (alternatives in brackets)

- 2 1 Her hobby is collecting stamps.
2 His hobby is playing tennis.
3 Their hobby is roller blading.
4 His hobby is learning Chinese.
5 Their hobby is swimming.
- 3 1 We have climbed a mountain.
2 I have been to London.
3 I have looked at a panda.
4 I have made a puppet.
5 We have stayed in a hotel.
- 4 1 I'll be either a doctor or a teacher.
2 Tomorrow it will either snow or rain.
3 I'll have either a cup of tea or a glass of milk.
4 I'll either ride my bike or walk.
- 6 1 Ned will play football. He may be home late (at half past eight).
2 Emma will see her friends. She may take the (go by) bus.
3 Jack will go to the beach. He may swim.
- 7 1 (Because) He was too ill.
2 (Because) It was too hot.
3 (Because) The TV was too boring.

1 (5 marks)

1 **reporter**

2 **librarian**

3 **dentist**

4 **nurse**

5 **typist**

2 (5 marks)

1 **He's going to go across the bridge.**

2 **He's going to go into the shop.**

3 **He's going to play tennis.**

4 **He's going to write about the fire.**

5 **He's going to paint the wall.**

3 (8 marks)

1 **Who was in the office yesterday?**

2 **The reporter was in the office yesterday.**

3 **Who was at the police station yesterday?**

4 **The policemen were at the police station yesterday.**

5 **Who was in the boat yesterday?**

6 **The fishermen were in the boat yesterday.**

7 **Who was at the hospital yesterday?**

8 **The doctor was at the hospital yesterday.**

4 (5 marks)

1 **Would you like an orange?**

2 **Yes, of course.**

3 **Can I get you a cola?**

4 **Can I have a ticket to London?**

5 **Yes, I'd like a banana.**

5 (5 marks)

1 Please give **me** a ticket.

2 Please read **us** a story.

3 Tell **them** a joke.

4 Show **him** the car.

5 Can you write **her** a letter?

6 (5 marks)

1 **You mustn't feed the monkey.**

2 **You must be quiet.**

3 **You mustn't cross the road.**

4 **You must take an umbrella.**

5 **You must drink water.**

7 (5 marks)

- 1 On Monday he **went** to his friend's house.
- 2 On Tuesday he **stayed** at home.
- 3 On Wednesday he **visited** his aunt.
- 4 On Thursday he **started** at (started) a new school.
- 5 On Friday he **swam** in the swimming pool.

8 (5 marks)

- 1 **next**
- 2 **opposite**
- 3 **right**
- 4 **the end of**
- 5 **along**

Evaluation 2 (Units 5–8) (Possible 38 marks)

Answers are in **bold** (alternatives in brackets)

1 (5 marks)

- 1 **were not** (weren't) **many**
- 2 **was not** (wasn't) **much**
- 3 **were many**
- 4 **were many**
- 5 **was not** (wasn't) **much**

2 (10 marks)

- 1 **What's the matter, Jack?**
- 2 **Let's have a cola.**
- 3 **What will the weather be like?**
- 4 **I'm very sorry.**
- 5 **Don't worry.**
- 6 **It looks like a ball.**
- 7 **I was born in London.**
- 8 **Shall we go now?**
- 9 **You should not do that.**
- 10 **You should clean your teeth.**

3 (5 marks)

- 1 **I have to tidy the shelf.**
- 2 **I have to put the rubbish in the bin.**
- 3 **I have to clean my teeth.**
- 4 **I have to brush my hair.**
- 5 **I have to walk in the corridor.**

4 (8 marks)

- 1 Eat a **banana**.
- 2 **Do your homework**.
- 3 **Wear your dress**.
- 4 **Walk!**
- 5 **Open the window**.
- 6 **Wash them**.

7 **Clean it.**

8 **Close it.**

5 (5 marks)

- 1 Last Monday **it was cloudy**.
- 2 Next week **it will be windy**.
- 3 In June **it was hot**.
- 4 Last month **it snowed**.
- 5 Tomorrow **it will be sunny**.

6 (5 marks)

I was on a beach. There were flowers nearby. I felt happy. My friends played football. My sister heard a seagull.

Evaluation 3 (Units 9–13) (Possible 35 marks)

Answers are in **bold** (alternatives in brackets)

1 (5 marks)

- 1 **How long is the crocodile?**
- 2 **How high is the mountain?**
- 3 **How heavy is the python?**
- 4 **How much is the plane ticket?**
- 5 **How tall is the ostrich?**

2 (5 marks)

- 1 **one hundred and fifty thousand**
- 2 **seventy six thousand**
- 3 **ten thousand**
- 4 **nine hundred and forty two**
- 5 **forty two thousand five hundred**

3 (8 marks)

- 1 **I need an umbrella.**
- 2 **I need a coat.**
- 3 **He needs a tractor.**
- 4 **He needs a computer.**
- 5 **He needs a hospital.**
- 6 **He needs books.**
- 7 **You (I) need water.**
- 8 **He needs food.**

4 (8 marks)

- 1 Once **there were** lots of bison, now **there are only a few**.
- 2 Once **there was** a lot of water, now **there is only a little**.
- 3 Once **there were** lots of gorillas, now **there are only a few**.
- 4 Once **there was** a lot of snow, now **there is only a little**.
- 5 Yesterday **there was** a lot of milk, now **there is only a little**.

- 6 Yesterday **there were lots of clouds**, today **there are only a few**.
- 7 Yesterday **there were lots of birds**, today **there are only a few**.
- 8 Yesterday **there was a lot of honey**, today **there is only a little**.

5 (5 marks)

- 1 **He has finished his breakfast.**
- 2 **He has swum in the sea.**
- 3 **She has washed her face.**
- 4 **They have sailed the boat.**
- 5 **She has been on a plane.**

6 (4 marks)

- 1 **What do you use to make tea?**
- 2 **What do you use to play tennis?**
- 3 **What do you use to play football?**
- 4 **What do you use to make bread?**

Evaluation 4 (Units 14–18)

(Possible 42 marks)

Answers are in **bold** (alternatives in brackets)

1 (5 marks)

- 1 **sea**
- 2 **river**
- 3 **lake**
- 4 **beaches**
- 5 **waterfall**

2 (5 marks)

- 1 **oil**
- 2 **snow**
- 3 **water**
- 4 **rain**
- 5 **milk**

3 (4 marks)

- 1 Yes, she did.
- 2 No, she didn't.
- 3 Yes, he did.
- 4 No, he didn't.

4 (6 marks)

- 1 **While Becky was playing tennis, Jill was drawing.**
- 2 **While Sam was playing football, Ned and Jack were reading.**
- 3 **While Emma and Jill were riding their bikes, Becky was sweeping.**

5 (7 marks)

- 1 East Island **has the least sun**.
- 2 Sandy Island **has the least rain**.
- 3 East Island **has fewer tourists** than Windy Island.
- 4 Windy Island **has more rain** than Sandy Island.
- 5 East Island **has the fewest tourists**.
- 6 Sandy Island **has the most tourists**.
- 7 East Island **has less sun** than Windy Island.

6 (5 marks)

- 1 **Will we build cities in the desert?**
- 2 **Will there be life on the moon?**
- 3 **Will we build space stations?**
- 4 **When will you come?**
- 5 **What will it be like in space?**

7 (5 marks)

- 1 **Tom didn't swim in the sea because it was too cold.**
- 2 **Tom didn't go to school because he was too ill.**
- 3 **Tom didn't climb the mountain because it was too high.**
- 4 **Tom didn't sail the boat because it was too windy.**
- 5 **Tom didn't drink the tea because it was too hot.**

8 (5 marks)

- 1 They **swam** in the sea.
- 2 They **bought** new clothes.
- 3 They **went** shopping.
- 4 They **made** new friends.
- 5 They **sat** on the beach.

Evaluation 5 (Units 1–18) (Possible 68 marks)

Answers are in **bold** (alternatives in brackets)

1 (5 marks)

- 1 **The gorilla** (Gorillas) **lives** (live) **in the mountains**.
- 2 **This** (these) **gorilla** (Gorillas) **is** (are) **1.8 metres high** (tall).
- 3 **This** (An) **ostrich weighs 130 kilos**.
- 4 **This whale is fifteen metres long**.
- 5 **The giraffe** (Giraffes) **lives** (live) **in Africa**.

2 (7 marks)

- 1 **Excuse me**
- 2 **straight**
- 3 **Turn**
- 4 **on**
- 5 **end**
- 6 **next**
- 7 **opposite**

3 (10 marks)

- 1 **Everybody went to school**.
- 2 **Nobody finished the homework**.
- 3 **Somebody played football**.
- 4 **Somebody went shopping**.
- 5 **Everybody watched TV**.
- 6 **Nobody made a cake**.
- 7 **Somebody read a book**.
- 8 **Everybody saw a friend**.
- 9 **Nobody was ill**.
- 10 **Somebody swam in the sea**.

4 (12 marks)

biggest deserts countries largest Australia kangaroos any sand water hottest water hat

5 (5 marks)

- 1 John eats the **most** sweets.
- 2 James eats the **fewest** sweets.
- 3 Jane drinks the **most** milk.
- 4 John drinks the **least** milk.
- 5 Jane drinks the **fewest** bottles of cola.

6 (5 marks)

- 1 John has **more** apples than James.
- 2 Jane has **fewer** grapes than John.
- 3 James has **less** cake than Jane.
- 4 James has **more** juice than John.
- 5 John has **fewer** bananas than Jane.

7 (10 marks)

was sailed caught sold came rained were stayed told mended

8 (4 marks)

- 1 **You must go to bed**.
- 2 **You mustn't swim in the sea**.
- 3 **You must take an umbrella**.
- 4 **You mustn't sit down**.

9 (5 marks)

- 1 If you don't wear a raincoat, you will get wet.
- 2 If you get up at 10 o'clock, you will be late for school.
- 3 If you don't work hard, your teacher will be angry.
- 4 If you sit in the sun, you will feel hot.
- 5 If you eat a lot of chocolates, you will have bad teeth.

10 (5 marks)

- 1 **You should clean your teeth** twice a day.
- 2 **You shouldn't eat (too) many sweets**.
- 3 **You should tidy your room**.
- 4 **You should wear a hat in the desert**.
- 5 **You shouldn't talk in the library**.

Practice Book Answers

Revision

- 1 brushed 2 picked up 3 cleaned 4 played
- 2 No, she didn't. 3 Yes, she did 4 Did she look at the goats? Yes, she did. 5 Did she climb a tree? No, she didn't. 6 Did she carry the eggs? Yes, she did.
- 3 2 He had a teddy. He didn't have a kite. 3 He had a train. He didn't have a plane.
4 He had some balls. He didn't have any books.
- 4 1 (the) butter 2 (the) eggs 3 How much is the bread?
4 How much are the apples?
- 5 1 You mustn't 2 You must 3 You mustn't 4 You must
- 6 1 There were eggs. 2 There weren't any apples. 3 There wasn't any juice. 4 There was bread. 5 There were grapes. 6 There wasn't any milk.
- 7 2 thinnest 3 happiest 4 saddest 5 longer 6 curlier 7 big
8 shorter than 9 as small as
- 8 1 It is quarter past eight. 2 It is quarter to eleven. 3 It is eleven o'clock. 4 It is half past four.

Unit 1

- 2 dentist 3 waiter 4 shopkeeper 5 librarian 6 policeman
7 reporter
- 2 1 d 2 c 3 f 4 b 5 a 6 e 1 doctor, hospital 2 He is a waiter. He works in a café. 3 He is a shopkeeper. He works in a shop. 4 She is a librarian. She works in a library. 5 He is a policeman. He works in a police station. 6 He is a reporter. He works in a newspaper office.
- 3 work on the (her) computer. 2 He is going to write about a fire. 3 He is going to look at her teeth. 4 He is going to drive the (his) police car. 5 He is going to sweep the floor (his shop).
- 4 2 often 3 never plays 4 sometimes watches
5 sometimes goes 7 On Saturday, always 8 on Sunday, always 9 Today Jill is going to play basketball. She is going to go shopping. She is going to help her mum.
- 5 1 What; is going to play 2 When; Tuesdays 3 Who; her cousin 4 What; the basket 5 Why; tall, can jump
- 6 1 We are going to the beach. 2 It is going to be hot and sunny. 3 My mother is going to make a picnic. 4 We are going to go in my uncle's car.

Unit 1 Revision

- 1 were, played, walked, climbed, jumped, often, never, is raining, Sometimes, go, is
- 2 is, is talking, are, are sitting
- 3 are going to go, is going to take, are going to see, are going to laugh
- 4 1 over 2 along 3 under 4 into 5 through 6 in 7 on 8 onto

Unit 2

- 1 1 worked 2 made 3 was 4 were 5 were 6 wanted
7 walked 8 went 9 looked 10 was 11 liked
- 2 1 Did the shoemaker make shoes and boots? 2 Did he make trainers? No, he did not. 3 Did he make red boots? No, he did not. 4 Did people want the shoes and boots? Yes, they did. 5 Did people walk under the bridge? No, they did not.
- 3 taller, larger, longer, noisier, busier, cleaner
- 4 A 1 was, were 2 was 3 worked 4 worked 5 started
6 went 7 were not 8 was B 1 is 2 are 3 work 4 words
5 starts 6 goes 7 likes 8 sees C 1 is working 2 is wearing
3 is buying 4 is putting 5 is talking
- 5 1 There were horses and carts. 2 The baker made bread.
3 The tailor made trousers and shirts. 4 There was one bridge. 5 The prince lived in the castle. 6 The party was on his birthday. 7 The fireworks started at midnight. 8 The rocket landed on the bridge. 9 The prince and the people were unhappy. 10 They were unhappy because the fire burned the bridge and the houses.
- 6 1 have fireworks at six o'clock. 2 The rocket did not land in the river. 3 They did not go to the bridge. 4 The fire did not burn the castle. 5 The prince and the people did not laugh.

Unit 2 Revision

- 1 1 Did they go to the farm? went to the farm 2 Did they look at the cows? No, they did not look at the cows.
looked at the ducks 3 Did they count the sheep? No, they did not count the sheep. They counted the goats. 4 Did they brush the horses? Yes, they did. 5 Did they clean the barn? No, they did not clean the barn. They clean the car.
- 2 1 bigger; is smaller than the black horse 2 The road is wider than the river. The river is narrower than the road.
3 The giraffe is taller than the bus. The bus is shorter than the giraffe.

Unit 3

- 1 colouring book 2 Would 3 Can 4 kiosk 5 train
- 2 1 Excuse me, where's the information office? 2 Where is the ticket office, please? 3 Excuse me, where are the telephones. 4 Where's the newsagent, please?
- 3 1 Information office 2 Kiosk 3 Buses 4 Newsagent 5 Ticket office
- 4 1 newsagent d 2 information office a 3 railway station b 4 ticket office e 5 kiosk c
- 5 1 She is at (by, beside, in front of) the kiosk. 2 What; She want to buy (some) crisps. 3 How much; They are 30p. 4 When; it opens at 9 o'clock. 5 What; It is ten minutes to nine. 6 How; She is going to wait for ten minutes.
- 6 1 can 2 like 3 would 4 please 5 you, much 6 They are (They're) 7 Thank 8 Goodbye!
- 7 1 sports centre 2 Excuse, the bank? 3 Excuse me, where's the station? 4 Go straight along Market Street. Turn right at Bridge Street. It's on the right. 5 Go straight along Market Street. Turn left at Hill Road. It's on the left. 6 Go straight along Market Street. Turn right at Bridge Street. It's on the left, next to the station. 7 The sports centre is opposite the toy shop. 8 The shoe shop is next to the toy shop.

Unit 3 Revision

- 1 1 Where can I buy a ticket, please? 2 When does the train leave? 3 How much is the orange juice? 4 Can I have a cola, please? 5 What would you like?
- 2 1 Excuse me, where is the bank, please? 2 Can I help you? 3 I would like a cola, a banana and a pear, please. 4 How much are the apples? 5 Where is the ticket office?
- 3 train; is going to, tickets, office; buy a newspaper at the newsagent; are going to buy, kiosk; am going to buy

Unit 4

- 1 1 apron 2 saw 3 Paint 4 drop 5 Cut 6 Sew
- 2 2 You mustn't touch the saw. 3 You must paint the puppet. 4 You mustn't drop it. 5 You must cut out the costumes. 6 You must sew the costumes carefully.
- 3 2 Can I put on the strings? 3 I'd like to cut out the trousers, please. 4 Can we sew the boy ties? 5 We'd like to hang up the puppets, please.
- 4 1 went, works, helped, painted 2 worked, paints, sewed, wear, have, wear, have 3 went, looked, was, played, liked, had, was
- 5 1 She went to the puppet factory. 2 Her aunt works at the puppet factory. Yesterday Aunt Lily sewed the costumes. 4 When did Millie go to the puppet theatre? 5 What did the puppets wear? 6 What did the puppet play?
- 6 Did Jack visit the puppet factory? 3 Yes, the children helped Aunt Lily. 4 Did the children paint the faces? 5 Yes, Aunt Lily worked yesterday. 6 Did Millie watch the puppet show?

- 7 1 Jack did not drop the puppet. 2 The children did not touch the saw. 3 The puppet did not play the piano. 4 Millie did not have a cola after the show.

- 8 1 We are going to New York by plane. 2 My sisters are called Polly and Mary. 3 Is London the biggest city in England? 4 Did Jack go to Clifton by train?

Unit 4 Revision

- 1 2 fattest 3 smallest 4 funniest 5 prettiest 6 happiest 7 girl, boy 8 The baby is happier than the girl. 9 The clown is taller than the boy. 10 The woman is thinner than the clown 11 The clown is funnier than the man.
- 2 1 The clown is going to paint. 2 The girl is going to draw. 3 The boy is going to eat (his/an ice cream) 4 The man is going to play his guitar. 5 The woman is going to sweep (the floor).

Unit 5

- 1 2 Emma and Joe will go to the beach. They will fly a (their) kite. 3 Becky will go to the cinema. She will watch cartoons (a film). 4 Ned will go to the playground. He will climb on the boat. 5 Jill and Martin will go to the river. They will sail their (the/a) boat.
- 2 1 play football 2 Shall we go skating? Yes, let's. 3 Shall we play basketball? No, let's play tennis. 4 Shall we go trampolining? Yes, let's. 5 Shall we play badminton? No, let's go skating. 6 Shall we play football? No, let's play badminton.
- 3 1 When; 10 o'clock 2 Where; It's next to the sports shop. 3 Why is it closed? Because the floor is wet. 4 What; Space Adventure 5 When; 3 o'clock 6 Where; in the garden
- 4 1 tick 2 cross 3 tick 4 cross 5b 6b
- 5 Family, trampolining; badminton; pitch; boating lake; rowing, canoes; restaurant; cinemas, theatre; skating, skates, skate
- 6 2 No, it will not be sunny tomorrow. It will be cloudy. 3 No, it will not snow at the weekend. It will rain. 4 Yes, it will be warm in the spring. 5 Yes, it will be windy tonight. 6 No, it will not be cool this evening? It will be hot.
- 7 1 won't 2 won't 3 will 4 won't 5 will 6 will

Unit 5 Revision

- 1 2 Let's go to the library. 3 Let's go to the sports centre. 4 Let's go to the funfair. 5 Let's go to the puppet theatre. 6 Let's go to the swimming pool.
- 2 1 sunny, windy and warm 2 Tomorrow it will be cool and cloudy and it will rain (wet)
- 3 At the weekend it will be cold, cloudy and windy and it will snow.
- 4 1 No, it will not. 2 Yes, it will 3 Will it be sunny tomorrow? 4 No, it won't. 5 Will it snow at the weekend?

Unit 6

- 1 1 Dan does not eat a lot of sweets. 2 He does not drink a lot of cola. 3 He does not eat a lot of sugar. 4 He goes to the dentist. 5 He brushes (cleans) his teeth every day.
- 2 toothbrush, all, am going, eat usually, many, much, ice cream I like, go, tooth
- Millie always brushes her teeth twice a day. She uses a good toothbrush. She has a new toothbrush every three months. She goes to the dentist twice a year. She usually eats a lot of fruit every day. She doesn't eat many sweets. She doesn't like them but she likes ice cream. She is going to join the Smile Club because she doesn't want to have bad teeth.
- 3 Tick: bananas, carrots, apples, cheese, milk, butter
Cross: biscuits, sweets, chocolate, sugar
1 bananas, carrots, apples, cheese, milk, butter
2 biscuits, sweets, chocolate, sugar
- 4 1 Yes, we have a lot of sugar. 2 Do we have any bananas? 3 any 4 No, we don't have any milk or cheese. 5 Do we have any chocolate? 6 some 7 No, we don't have many carrots.
carrots bananas cheese milk
- 5 1 Fruit and vegetables are good for you. 2 You should eat fruit every day. 3 You shouldn't have lots of sweet drinks. 4 Some foods help your bones to grow. 5 Some foods are bad for your teeth.
- 6 1 On Tuesday there was a fire in Mr Hill's shop. 2 Is your birthday in January or February? 3 On Monday we will buy cheese for Aunt Sarah. 3 The shop is Castle Street has dates from Egypt.
- 7 1 grapes, milk, dates cheese 2 chocolate, cakes, sweets, biscuits

Unit 6 Revision

- 1 2 I will brush my teeth. 3 I will eat fruit and vegetables
4 I won't drink cola and eat sweets. 5 I will eat cheese and drink milk. 6 I will go to the dentist.
- 2 1f 2e 3c 4g 5a 6d 7b 1 First I should eat breakfast and drink some milk. 2 Then I should clean my teeth before I go to bed. 3 I shouldn't eat sweets when I get to school. 4 I should eat fruit and drink water at break time. 5 I should eat some vegetables for lunch. 6 I should clean my teeth before I go to bed. 7 Finally, I should not eat sweets in bed.

Unit 7

- 1 1e 2d 3c 4a 5f 6b; 1 Don't be late tomorrow. 2 Wear it tomorrow. 3 Write it now, please. 4 Bring it tomorrow. 5 Don't push or run. 6 Finish it now, please.
- 2 2 Hang up the coat, please 3 Pick up the rubbish, please? 4 Clean the board, please.
- 3 2 She is brushing her teeth so that they will be clean. 3 We are making cakes so that we can take them to our grandmother. 4 We are putting water on the plants so that they will grow tall. 5 I am putting up my umbrella so that I don't get wet. 6 They are running fast so that they will catch the train.
- 4 1 Lizzie doesn't like the beach because she is afraid of the water. 2 Emma's father washed his car so that it would be clean. 3 They are taking the ball to the park because they want to play football. 4 They are taking the ball to the park so that they can play football. 5 Mrs Hill was not pleased because Jack did not do his homework. 6 Jack did his homework so that Mrs Hill would be pleased.
- 5 2 She used cotton wool and clean water first. 3 She washed it because it has to be clean (it was dirty) 4 She had to use a bandage because the cut was long. 5 They were on Sam's hand. 6 She stuck the plaster on Sam's had to keep the cuts clean (because cuts must never get dirty). 7 He couldn't go back because he had a bad cut. 8 He had to sit down and watch the others.

Unit 7 Revision

- 1 cotton wool, blood 2 clean, water 3 cream 4 bandage, plaster
- 2 1 Emma 2 better, best 3 Ned, Becky 4 Ned, Jill, Martin 5 Becky, Emma, Sam 6 longest 7 highest
- 3 1 plays 2 read 3 is sleeping 4 went 5 will have 6 is going 7 swims

Unit 8

- 1 2 Yes, everybody did. 3 No, nobody did. 4 Yes, somebody did. 5 No, nobody did. 6 Yes, somebody did.
- 2 2 I never play football. 3 I sometimes watch TV. 4 I usually brush my teeth. 5 I sometimes drink milk. 6 He does his homework. 7 He sometimes gets up early. 8 He never eats sweets. 9 He never walks to school. 10 He usually plays basketball.
- 3 Underline: sleep, went, slept, read, read, eat, ate, feel, felt, say, said, is, can, come. 1 went 2 read 3 slept 4 said 5 felt 6 ate
- 4 1 sleep, sleep, feel 2 say, say 3 read, read 4 eat
- 5 said, went, read, slept, were, went, ate, felt
- 6 1 ticket office 2 cream 3 restaurant 4 football pitch 5 bandage 6 scissors 7 newsagent 8 kiosk 9 rowing boat 10 plaster 11 platform 12 cotton wool 13 tennis court 14 canoe 15 information office
- 7 Station: ticket office, newsagent, kiosk, platform, information office; Fun palace: restaurant, football pitch, rowing boat, tennis court, canoe; First aid box: cream, bandage, scissors, plaster, cotton wool
- 8 1 Jill and Martin slept in their tent on Monday, Tuesday and Wednesday. 2 We are going to have beans, carrots and peas for our lunch. 3 My favourite months are April, May and June. 4 Can we go by bus to see Aunt Sarah on Saturday?

- 9 2 It's ten to ten. 3 It's five past twelve. 4 It's twenty past one. 5 It's ten past three. 6 It's twenty-five to five.

Unit 8 Revision

- 1 1 newer 2 newest 3 older 4 oldest 5 older 6 younger 7 youngest 8 oldest 9 fatter 10 thinner 11 fattest 12 thinnest
- 2 1 coldest 2 younger 3 biggest 4 faster
- 3 a lot of, much, a lot of, many, a lot of, much

Unit 9

- 1 1 Elephant: It weighs $5\frac{1}{2}$ tonnes 2 It is 10 metres long 3 It is 3 metres tall. 4 It lives in Africa and India. 5 It eats leaves and branches. Tiger: 1 How tall is it? It is 1 metre tall. 2 How heavy is it? It weighs 220 kg. 3 How long is it? It is 3 metres long. 4 What does it eat? It eats smaller animals. 5 Where does it live? It lives in Asia.
- 2 1 came 2 wrote 3 said 4 heard 5 saw
- 3 1 stayed 2 went 3 stopped 4 were 5 heard 6 Did...hear, said 7 saw 8 came 9 walked, started 10 wrote
- 4 1 went to India 2 see (any/some) monkeys? Yes, they saw some monkeys? 3 Did they hear a tiger? Yes, they heard a tiger. 4 Did they write a letter? Yes, they wrote a letter. 5 Did they come home by plane? Yes, they came home by plane.

- 5 1 a little, in 2 a few, next to 3 a little, on 4 a few, in 5 a little, a few 6 a few, under 7 A little
- 6 1 heavy It weighs thirty-five kilograms. 2 tall It is a hundred and seventy-eight centimetres tall. 3 wide It is one thousand three hundred and ninety-eight metres wide. 4 high It is three thousand and twenty-eight metres high. 5 many It has twelve windows. 6 much It is nineteen thousand nine hundred and ninety-nine pounds. 7 long It is two thousand seven hundred and sixty-four metres long.

Unit 9 Revision

- 1 1 thunder e 2 lightning f 3 rainbow d 4 rubbish c 5 corridor a 6 oryx b
- 2 1 This wolf lives in the forest. 2 There is only a little water in this bottle. 3 There are only a few gorillas in Rwanda. 4 Tomorrow we will play badminton. 5 Yesterday the children slept in a tent.
- 3 1 Should I (we) eat a lot of sweets? 2 Do you always clean your teeth? 3 Must I wear my uniform? 4 Will it rain tomorrow? 5 Shall we go trampolining?

Unit 10

- 1 1 People can light a fire to get warm. 2 You can put up an umbrella to keep the rain off. 3 We eat ice cream to get cool. 4 Some people wear glasses to see better. People find sticks to make a fire.
- 2 2 You can use a (tennis) ball to play tennis. 3 You can use eggs to make a cake. 4 You can use a ticket to travel on a (by) train. 5 You can use a pen to write a letter. 6 You can use water to wash your face.
- 3 1 sand dunes. 2 If you go to the Kalahari desert, you will meet the San people. 3 If you go to the Australian desert, you will see kangaroos. 4 If you go to the Gobi desert, you will feel cold. 5 If you go to the Sahara desert, you will travel by camel. 6 If you go to the Turkestan desert, you will find lots of oil wells.
- 4 2 If I make a cake, will you eat it? Yes, we will. 3 If they go to the beach, will they swim? No, they won't. 4 If she buys a book, will she read it? Yes, she will.
- 5 1 ride on a camel 2 Go to the South Pole to see the penguins 3 Come to China to climb a mountain 4 Go to Egypt to sail down the Nile. 5 Travel to India to see a tiger.
- 6 1 If I take an umbrella, I will not get wet. 2 You need a pencil to draw a picture. 3 If it is hot tomorrow, we will go swimming. 4 You must use a toothbrush to clean your teeth.

Unit 10 Revision

- 1 1 If there is a sandstorm, camels will close their noses.
2 Camels close their noses to keep out the sand.
3 Camels have wide feet so that they can walk on the sand. 4 If a camel is thirsty, it will drink a lot of water.
5 Camels have thick fur to keep them warm.
- 2 1 If it is wet on Tuesday, we will watch a film. I will make a cold drink if you are thirsty. 3 If you go to the Kalahari desert, you will see the San people. 4 You will be very cold if you go to the Gobi desert in winter.
- 3 1 oasis 2 eyelashes 3 branches 4 sand dunes 5 oil well:
a4 b5 c2 d1 e3

Unit 11

- 1 1 looks, weighs, look after, work, check, put, flies
2 a mechanic b air hostess c check-in d suitcase
e passenger f airport; 1 check-in 2 passenger 3 suitcase
4 airport 5 airhostess 6 mechanic
- 3 2 The man who flies the plane 3 The people who travel on the plane 4 The woman who looks after the passengers
- 4 1 airport, bank, souvenir shop 2 check-in (desk), passengers, tickets, suitcases 3 mechanics, A (One) mechanic, air hostess 4 trousers, jacket, hat, pilot
- 5 1 They saw the man who works in the bank first. 2 Two people work at the check-in. 3 They look at tickets and weight suitcases. 4 Two mechanics put fuel in the plane. 5 He was under the plane. 6 Yes, he did. 7 He wore blue trousers, a jacket and a hat.
- 6 1 flew 2 arrived 3 found 4 bought 5 felt 6 heard
- 7 1 went 3 walked along the beach, they found (some) sea shells 4 When Mary put a shell next to her ear, she heard the sea. 5 When John looked under a rock, he saw a fish. 6 When the children (John and Mary) walked into a dark cave, they felt scared. 7 When Dad bought (them) ice creams, they felt much better!

Unit 11 Revision

- 1 1 busy 2 excited 3 delicious 4 heavy 5 careful
- 2 1 heavier, black bag 2 busier than the information desk
3 more careful than the girl 4 The girl is more excited than the boy. 5 The cake is more delicious than the ice cream.
- 3 1 more afraid 2 most afraid 3 less afraid 4 least

Unit 12

- 1 2 have sailed (in) a big boat 3 She has stayed in a tree house 4 I have lived on an island. 5 He has worked on a farm. 6 They have been to India.
- 2 1 haven't 2 Have they sailed in a small boat? No, they haven't 3 Has she stayed in a tree house? Yes, she has. 4 Has he lived on a mountain? No, he hasn't 5 Has he worked in a forest? No, he hasn't. 6 Have they been to India? Yes, they have.
- 3 1 England 2 America 3 Egypt 4 Australia 5 India 6 China
- 4 1 I started in England. 2 First I went to America. 3 Next I went to Egypt. 4 I have not been to Germany. 5 I have been to Australia. 6 I have not been to Japan. 7 I landed in China.
- 5 1 not been to 2 No, he has not seen Emma. 3 No, Emma has not seen Uncle Ted. Yes, Uncle Ted has stayed at the South Pole. 5 No, Emma and Joe have not stayed at the South Pole.
- 6 1 We have been to China. 2 I have seen a brown bear. 3 Have you ever stayed in a hotel? 4 Has Ned's dad ever been to India? 5 We have not opened our presents.
- 7 1b 2d 3e 4a 5c 6 Yes, Billy likes to carry the shopping. 7 Billy likes to do the washing up. Billy (He) likes to do the cleaning. 8 Yes, Milly likes to do the dusting. 9 Milly likes to sweep the floor. Milly (She) likes to do the washing up.
- 8 1 Pete likes to make kites. 2 Anna likes to make cakes. 3 Andy and Dan like to make (model) planes. 4 Molly and Kate like to make puppets.

Unit 12 Revision

- 1 1 I have been 2 Have you ever been to India? 3 I have been 4 Have you ever seen a tiger? 5 I have seen 6 Were you 7 Have you ever seen 8 No, I haven't 9 Would you like 10 best 11 will 12 Thank you
- 2 1 'I have never been to Japan,' said Aunt Polly. 2 'This is a photo of a tiger in India,' said Uncle Ted. 3 Emma asked, 'Do you like to take photos, Uncle Ted?' 4 'Is London your favourite city?' asked Mrs Green.

Unit 13

- 1 1 Dan 2 Billy 3 Millie 4 boring 5 exciting 6 interesting
7 No, boring 8 Yes, exciting 9 No, it's interesting
- 2 1 interesting 2 bored 3 interesting 4 exciting
- 3 1 two mechanics 2 Clifton Airport 3 the zoo keepers 4 a box 5 The snake was hungry. It was interested in the food.
- 4 1 It is a python. 2 It is three years old. 3 It is 70 kilos 4 It is 4 metres long. 5 It is 7 metres long. 6 It is 120 kilos.
- 5 1 Tom 2 Sara 3 Jim 4 Micky 5 Pete 6 Micky 7 Max
8 Sara
- 6 more interesting, less bored, more exciting, more bored

Unit 13 Revision

- 1 12,500 2 900,000 3 29,382
- 2 1 Sixteen thousand two hundred and five 2 Ninety-nine thousand 3 Sixty-eight thousand seven hundred
- 3 1 to 2 been 3 thirsty 4 let's 5 felt
- 4 1 How tall 2 How heavy 3 How long 4 How much 5 How high
- 5 boring, bore, interested, exciting, excited

Unit 14

- 1 1 lake c 2 sailing f 3 collecting e 4 waterfall b 5 photography c
- 2 1 photography 2 collecting 3 waterfall 4 sailing 5 lake 6 waterfall 7 lake 8 collecting 9 photography 10 sailing
- 3 A 1 stayed, arrived, had, slept, sleeping, exciting, are going to sleep 2 went, read, heard, was, seen, haven't 3 looked, pointed, saw, Watch 4 came, opened, saw, flew, was B 1 She lives in the mountains. 2 They read a book. 3 They heard a noise. 4 It was in a tree. 5 No, it did not.
- 4 1 less, most 2 least, more 3 Sam 4 No 5 No 6 Emma's 7 Emma's 8 Sam's 9 Emma's 10 5,000 metres 11 Jill's

Unit 14 Revision

- 1 1 lightning 2 thunder 3 rainbow 4 desert 5 humps 6 oasis
- 2 1 slept 2 liked, exciting 3 waterfall 4 helping, to 5 photography
- 3 1 through 2 time 3 whale 4 friend 5 daughter
- 4 1 Sam's football boots are dirty but Jack's are dirtier. 2 Emma's mother asked, 'Where are Joe's shoes?' 3 'This pen is Jill's and this ruler is Becky's,' said Mrs Hill. 4 'Is this bag Ned's or Martin's?' asked Jack. 5 An elephant's tail is shorter than a lion's tail.

Unit 15

- 1 1 sold 2 caught 3 got up 4 told 5 rescued 6 followed
- 2 1 sell 2 catch 3 get up 4 tell 5 rescue 6 follow
- 3 1 rescued 2 told 3 caught 4 got up 5 sold 6 followed
- 4 Children's own answers.
- 5 a 3 b 1 c 2

- 6 1 flying a kite 2 A fireman was rescuing a cat. 3 An old lady and two children were watching the fireman. 4 A girl was playing in the playground. 5 A little girl was catching a ball. 6 A man was selling drinks.
- 7 1c 2d 3e 4b 5f 6a 1 While Joe was sleeping, Jill was playing basketball. 2 While Sam was helping his dad, Emma was reading. 3 While Becky was swimming, Ned was helping his mum.
- 8 1 playing football, Ned was fishing. 2 While Jill was eating an apple, Emma was watching TV. 3 While Becky was talking on the phone, Joe was eating a banana.

Unit 15 Revision

- 1 1 most boring, bored 2 less boring 3 least boring, less bored 4 more exciting 5 the most exciting, excited
- 2 1 foggy 2 mend 3 sailing, rowing 4 nets 5 caught 6 sell 7 buy

Unit 16

- 1 1 I will swim in the lake. 2 I may see a rainbow. 3 I won't climb a mountain. 4 I won't walk under a waterfall. 5 I will go in a rowing boat. 6 I may go fishing.
- 2 1 Jill will feed the hens 2 She may brush the horse. She won't carry the bags. 4 Martin will collect (the) eggs/ 5 He will not drive the tractor. 6 He may pick apples.
- 3 1 high 2 noisy 3 young 4 heavy
- 4 1 sick 2 Billy won't play football because he is too tired. 3 Millie won't go into the cave because she is too afraid. 4 Dan won't touch the saw because it is too dangerous. 5 Jim won't swim in the lake because it is too cold.
- 5 1 tick 2 ? 3 ? 4 x
- 6 1 huge 2 slowly 3 crowded 5 only a few 6 We will build new cities in space. 7 No, she won't. 8 doctor, scientist 9 astronaut

Unit 16 Revision

- 1 1 space 2 moon 3 planets 4 satellite 5 spacecraft 6 scientist
- 2 1 moon 2 planets 3 space 4 spacecraft 5 scientist 6 satellite
- 3 1 seen, planet 2 saw, satellite, traveling 3 spacecraft 4 wouldn't, space, would, scientist, moon
- 4 1 satellite (the others are natural) 2 snow (the others are appear in a rain storm) 3 clouds (the others are flown by people) 4 desert (the others are to do with water)

Unit 17

1 a 5 seaweed; b 4 wave; c 6 starfish; d 3 sand dune; e 1 rock pool; f 2 crab;

2 Children's own answers

3 1 seagull, oil, feathers 2 zoo 3 swim, would, catch 4 help

4 a 5 b 3 c 4 d 2 e 1

5 First the zoo keepers will wash the oil off its feathers. After that they will dry it. Then they will feed the dry, clean bird. Next they will take it to the pool. Finally, if the seagull is strong and healthy, they will let it go.

6 1 face 2 eyes, nose 3 ears 4 mouth 5 hair

7 1 Becky has used feathers to make the hair. 2 What has Emma used to make the hair? 3 She has used shells to make the earrings. 4 How many shells has Sam used altogether.

8 1 pencil, pen, draw the face 2 She can use either paint or crayons to colour the face. 3 She can use wool or string to make the hair. 4 She can use feathers or nuts to make the earrings.

Unit 17 Revision

1 1 She has used X to make the hair and X to make the earrings. 2 The mask is X centimetres tall. 3 How wide is the mask? 4 How heavy is the mask? 5 There are X feathers in the earrings. 6 How many ribbons are in the hair? 5 How many feathers are there in the earrings?

2 2 Becky's picture is 3 Emma's picture is 4 Becky's picture is 5 Emma's picture is the . 6 Sam's 7 Emma's 8 Becky's

3 less, the most, the most, fewer

4 1 seaweed e 2 crab a 3 starfish f 4 seagull b 5 oil tanker d

Unit 18

1 1 likes, has 2 went, is going to go 3 works, is 4 did, had 5 said, is, have answered 6 is, is going to visit

2 1 Can 2 please, would 3 Do 4 Thank you, want 5 Have you...read 6 haven't 7 read, will find 8 How much is it? 9 would like, please 10 Thank you, will 11 Thank you, Goodbye

3 was walking, heard, then, from, looked, fast, jumped, were getting, was, long, up, a lot of, burn, a few, went 1 The fire was in the baker's shop in Market Street. 2 There were five firemen. 3 They used a long ladder. 4 He put a lot of water on it.

4 1 was seeing, saw 2 on, in 3 smoake, smoke 4 comes, came 5 noisily, noisy 6 lader, ladder 7 puts, put, firemens, firemen 8 off, out 9 excited, exciting 10 anybody, nobody tomorow, tomorrow to, too

5 1 My teacher asked, 'Has anybody ever been to London?' 2 You can see parrots, snakes and monkeys in the South American rainforest. 3 'Is it Monday or Tuesday today?' asked Uncle Ted. 4 'My brother's name is Ben and my sister's name is Millie,' said Jimmy. 5 A rabbit's ears are long but a mouse's ears are short.

6 2 If you look at the front of the plane, you will see the man who flies the plane. 3 If you look at the souvenir shop, you will see the woman who sells souvenirs. 4 If you look at the door of the plane, you will see the woman who looks after the passengers. 5 If you look at the check-in desk, you will see the woman who looks at the tickets. 6 If you look at the lorry, you will see the man who puts fuel in the plane.

Unit 18 Revision

1 1 were walking, started 2 is, is going to go 3 is, have finished 4 has read 5 did not go, was

2 grey, weigh; flower, our; played, made; stepped, slept; bird, heard

3 1 starfish (the others are not living) 2 racquet (the others are sports) 3 apples (the others are bad for teeth) 4 space station (the others are on Earth)

4 It is twenty-five past seven. 2 It is five to ten. 3 It is twenty to twelve. 4 It is ten past one. 5 It is five past two. 6 It is twenty-five to five.

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