

# 1 Heat in the Earth

## Lesson 1 Poster 1, Reading

**Lesson aim** Reading

**Lesson targets** Children:

- (poster) read about the features of a diary
- follow and read the diary
- understand the diary entries and answer oral questions about them
- practise reading the diary

**Key structure** present continuous with future meaning

**Key language** *What a / an ... ! What ... !*

**Vocabulary** volcanoes and volcanic features

**Materials** poster 1; PB pp 22–23; CD A track 9; WB p 2; Dictionary 6; world map/globe (optional)

**Time division**

W-up	Poster	Reading	WB
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### Warm-up

Show the class an apple or another round fruit. Tell them to think of it as the Earth. Explain that the outside of the Earth, the skin, is cool. Cut the fruit in half. Explain *The Earth we live on has a skin like the apple. Under the skin the Earth is hot.* Point to the centre. Explain *The centre of the Earth is very, very, hot. This heat keeps the Earth under its skin hot all the time.* Tell the class they are going to find out more about the heat inside the Earth.

### Text type features

- Read the first three sentences and point out Andy again. Read, or ask a volunteer to read, the two sentences written by Andy.
- Continue to read the information, inviting volunteers to read what Andy wrote.
- After the date, read the list. Point out the picture of Andy writing. Point out that he is thinking of himself and what he saw during his holiday.  
Make sure the class understands the meanings of *personal: to do with one person* and *point of view: the way a person (or people) sees and thinks about things.*
- Read the last sentence.

### Poster 1

**Heat in the Earth**

In Unit 1 you are going to read a diary. The diary is written by Andy Scott.

Andy is on holiday with his father. They are visiting a small country.

There are many interesting things to see.

Iceland

volcano

hot spring

geyser

mud pot

glacier

These people know about Iceland.

guide

geologist

A diary is written in the **first person**. The writer uses **I** and **we**.

Andy uses **I** when he writes about himself.

I am really looking forward to this holiday. I'm going to write everything down in this diary.

He uses **we** when he writes about what he did with his dad.

When we were flying over the island we could see the volcanoes and the glaciers.

Each day, Andy writes about what happened. He starts with the day of the week and the date.

**Sunday 19th June**

He writes about the days in order. The next day he writes about is ...

**Monday 20th June**

In his diary, Andy tells us:

- what he did
- what he saw
- what he thought about it
- what he felt about it.

The information in a diary is **personal**. It gives us the writer's **point of view**.

A diary does not usually contain direct speech.

### Reading (PB pp 22–23)

- Give the class time to look at the diary and the pictures. Ask them if they can name any of the things they see illustrated. Check they understand the labels on the diagrams.  
Ask them to look at the pages. Ask *How many days has Andy written about? five: Sunday, Monday, Tuesday, Wednesday, Thursday*
- Play track 9. The children listen and follow in their books.
- Read the diary to the class in short sections. Pause at the end of each section to check meanings as necessary. The children should check or find meanings of words in their Dictionaries as you go through the sections.
- Ask questions about each part of the diary (see next page or use questions of your own). Note: short answers are given below as the aim of the activity is to check understanding or help the children to gain understanding if they currently do not. The children may choose to answer with a complete sentence but a one- or two-word answer or a phrase can also show correct understanding.
- Ask different children to read a few lines each of the diary, or a paragraph, or the entry for one day.
- Play track 9 a final time.
- Remind the class to learn some of the new words. Suggested lists are at the back of the WBs. If you prefer to download the lists and give each child one list at a time, they are available from the *English World* website.

### Text type and vocabulary

- Read the title. Give the class time to look at the pictures. Read the first two sentences and point out Andy on the other side of the poster.
- Read the next two sentences and point out Iceland. If you have a world map or a globe, show the class where Iceland is. Tell the class that underneath Iceland the Earth's skin is very thin and sometimes the hot rocks under the Earth's skin come up to the surface.
- Read the final sentence and the labels of the pictures. Tell the class they will find out more about these things and the people.

# 1 Heat in the Earth

## Reading 1 The land of fire and ice

### Sunday 19th June

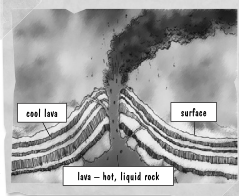
Dad and I have just arrived in Iceland – the land of fire and ice! I am really looking forward to this holiday. I'm going to write everything down in this diary.

When we were flying over the island we could see the volcanoes and the glaciers. None of the volcanoes was erupting. I would like to see an eruption – it would be thrilling – but active volcanoes are dangerous. It's safer when they're quiet. Tomorrow we're going to Hekla. It's an active volcano but it hasn't erupted for several years.

### Monday 20th June

Today we climbed to the top of Hekla. We didn't go into the crater, though. There was snow on the ground but in some places the rocks were warm. The snow was melting and the rocks were steaming. Our guide picked up a small rock and told us about it. When the volcano erupts, the rock from deep under the ground comes out of the volcano. The rock is so hot that it is liquid. It runs down the sides of the volcano, then it cools and goes hard. It's called lava. It isn't smooth at all. It feels very rough and a bit sharp. You can easily cut yourself on it.

Our guide's name is Ari. In the hotel this evening he drew a diagram of what Hekla looks like inside. Now I understand why the ground was hot. There is liquid rock down there – now!



Ari showed us pictures of Hekla erupting. He let me keep this one. He is very nice. He's a student at the moment but he's going to be a geologist. He knows a lot about rocks and everything about the volcanoes in Iceland.

### Tuesday 21st June

Today we saw a geyser – that's a kind of hot spring. About every ten minutes hot water went shooting up from the ground like a huge fountain. It was fantastic. The water underground is heated by the hot rocks. First it bubbles then when it gets really hot it suddenly goes up about 10 metres high. Whoosh! What incredible power!

Dad took this picture.



### Wednesday 22nd June

We went to a really strange place today. We went to the top of a volcano, then we went down inside. The ground was steaming and there were lots of hot springs. Sometimes these springs are boiling hot so you must be careful. There were noisy pools of hot bubbling mud, too! They're called mud pots. What weird sounds! A long time ago people believed in dragons and monsters. They thought they lived in volcanoes and now I know why. The noises sounded like terrifying monsters under our feet. What a peculiar place!

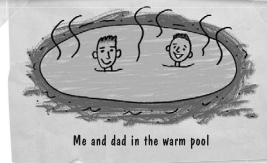


Monsters under the ground



### Thursday 24th June

Today was terrific fun. We went to a gigantic pool outside. I thought the water would be freezing cold but it was like being in a warm bath! It was brilliant. A hot spring feeds the pool. It's like having a hot tap running all the time so the pool never goes cold. I wanted to stay all day. Tomorrow Ari's taking us to a glacier. This is the best holiday ever!



Me and dad in the warm pool

22 Unit 1 Reading: a diary

Unit 1 Reading: a diary 23

## Reading text questions

What two things could Andy see from the plane?  
**volcanoes, glaciers**

Where are Andy and his dad going tomorrow?  
**(a volcano called) Hekla**

What did the guide show to Andy and his dad? **a small rock**

What is surprising about the rock deep under the ground? **It is so hot that it is liquid.**

What is the hard rock called? **lava**

What is Ari going to be? **a geologist**

What is he at the moment? **a student**

What did Andy see on Tuesday? **a geyser**

How high does the water go? **10 m**

What was the ground like inside the crater? **steaming, and there were hot springs**

What was making weird sounds? **the mud pots**

What did people believe about volcanoes? **dragons and monsters lived inside them**

Where did Andy and his father swim? **in an outdoor pool**

Where was Andy going to go on Friday? **to a glacier**

## Workbook: Study skills (WB p 2)

Make sure the children understand the tasks.

### Exercise 1

This alphabetical order exercise practises dictionary skills and the children should be familiar with the task.

If necessary, remind them that when words begin with the same letter they must look at the second letter to find the correct order for the words.

Remind the class to check their work before they consider it finished. They may use their Dictionaries to do this.

### Exercise 2

Remind the class that they should try to complete the exercise without using their Dictionaries first, then they should use their Dictionaries to check their answers.

## Workbook answers

### Exercise 1

- 1 active dangerous rough thrilling weird
- 2 fire Iceland island spring tap
- 3 bubble climb cut erupt heat
- 4 dragon pool power rock student
- 5 brilliant incredible rough sharp smooth
- 6 boil cool freeze melt steam

### Exercise 2

- 1 fountain 2 volcano 3 glacier 4 crater 5 peculiar
- 6 guide 7 lava 8 shoot

## Lesson 2 Reading comprehension and vocabulary

**Lesson aim** Reading comprehension; vocabulary

**Lesson targets** Children:

- re-read *The land of fire and ice*
- answer multiple choice, deductive and personal response questions
- practise vocabulary using dictionaries to check definitions

**Key structure and language** from Lesson 1

**Vocabulary** from Lesson 1

**Materials** PB p 24; CD A track 9 (optional); WB p 3

**Time division**

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

Ask the class to answer these questions in pairs:

*What is the word for a mountain formed by hot rock from inside the Earth?* **volcano**

*What is the word for hot water coming from under the ground and shooting up high?* **geyser**

*What is the word for a frozen river of ice?* **glacier**

The pairs write the answers. Check answers together.

### Activity 1

Give the class a moment to read the first phrase and the possible endings. Ask a volunteer to say the complete sentence.

Check with the rest of the class that it is correct. If there is disagreement, tell them to look back to the text to check. The children circle the correct answer.

Continue with the other sentences.

**Answers:** 1 b 2 a 3 b 4 a 5 a 6 b 7 b 8 b  
9 b 10 a

### Activity 2

The answers to questions 1 and 2 are not found directly in the text. The children must think of the answer from what they have read. Tell them to look back at the text if necessary.

For questions 3–5 the children may give their own answers. They should be able to explain their answer by referring back to the text and answering the question *Why?* or *Why not?* as appropriate.

**Answers:**

- 1 by plane: Andy says *When we were flying over the island ...*
- 2 He explained what a volcano is and what it does; he took them to two volcanoes and he is going to take them to a glacier.

### Activity 3

Ask one or more volunteers to read the words to the class. Give the class a minute or two to check in the Dictionary any words they are not sure of.

Ask a child to read and complete the first sentence, using one of the words in the list.

Ask the class if the sentence is correct. If there is disagreement, tell the class to check the meaning of the word again.

The children complete the sentence.

Continue in the same way with the other sentences.

**Answers:** 1 guide 2 eruption 3 weird 4 thrilling  
5 dragon 6 rough

Reading comprehension and vocabulary

**1 Read. Choose the correct ending.**

1 Andy and his father arrived in	a Ireland.	b Iceland.
2 An active volcano is	a dangerous.	b thrilling.
3 Hekla is a	a mountain.	b volcano.
4 Lava rock is	a rough.	b smooth.
5 Ari is going to be a	a geologist.	b student.
6 A geyser is a kind of	a fountain.	b hot spring.
7 The underground water is heated by	a the volcano.	b hot rocks.
8 The bubbling pools of mud are called	a mud springs.	b mud pots.
9 On Thursday Andy and his dad went in a hot	a bath.	b pool.
10 Tomorrow Ari is taking Andy and his dad to a	a glacier.	b geyser.

**2 Think about your answers to these questions.**

- 1 How did Andy and his father travel to Iceland? How do you know?
- 2 How did Ari help Andy and his father?
- 3 Which place do you think Andy liked best? Why?
- 4 Which place would you like to visit? Why?
- 5 Do you think Iceland is a good place to visit? Why or why not?

**3 Choose the best words to complete these sentences.**

thrilling guide rough eruption weird dragon

- 1 When you visit a new place, a \_\_\_\_\_ can show you around.
- 2 The \_\_\_\_\_ of a volcano is very noisy.
- 3 My uncle's inventions always look very \_\_\_\_\_ – and they never work!
- 4 This adventure story is really \_\_\_\_\_ and it is full of surprises.
- 5 There is often a \_\_\_\_\_ in old Chinese stories.
- 6 Some shells have spines on them and they feel \_\_\_\_\_.

**24** Unit 1 Reading comprehension and vocabulary: correct ending; deductive/personal response; cloze

## Reading comprehension and vocabulary (PB p 24)

**Read again**

Re-read *The land of fire and ice* or play track 9 again.

## Workbook: Reading comprehension and vocabulary (WB p 3)

Check the children understand the tasks. Remind them to use their Dictionaries to check meanings of words as necessary.

### Exercise 1

If the children are doing the exercises for homework, remind them to have their PBs with them so that they can re-read the text and check their answers.

If the children are completing this work in class time, they should re-read the text silently again before they begin and refer to the text to check their answers.

### Exercise 2

Point out that the sentences are not in the order of events in the diary. The children must scan the text to find or check answers.

### Exercise 3

The children read the phrases above the pictures and decide which phrase best describes each picture. Remind them to check words in their Dictionary if they need to.

#### Workbook answers

##### Exercise 2

2 Thursday 3 Tuesday 4 Sunday 5 Wednesday  
6 Monday 7 Wednesday 8 Monday

##### Exercise 3

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

#### Reading comprehension and vocabulary

##### 1 Read *The land of fire and ice* again.

##### 2 Read the sentences. When did these things happen? Write the day.

- 1 Ari drew a diagram of Hekla. Monday
- 2 Andy and his father swam in a hot spring. \_\_\_\_\_
- 3 Andy's father took a picture of a geyser. \_\_\_\_\_
- 4 Andy and his father flew over the island. \_\_\_\_\_
- 5 Ari, Andy and his father went inside a volcano. \_\_\_\_\_
- 6 Ari talked about lava rock. \_\_\_\_\_
- 7 Andy heard strange sounds from the mud pots. \_\_\_\_\_
- 8 Ari gave Andy a picture of Hekla erupting. \_\_\_\_\_

##### 3 Match the phrases to the pictures.

- |                        |                       |
|------------------------|-----------------------|
| 1 rough and sharp      | 2 thrilling and noisy |
| 3 active and dangerous | 4 bubbling and hot    |
| 5 hot and high         | 6 huge and warm       |

a



b



c



d



e



f





## Lesson 3 Grammar

**Lesson aim** Grammar

**Lesson targets** Children:

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

**Key structure** present continuous with future meaning

**Vocabulary** from Lesson 1

**Materials** PB p 25; WB p 4; GPB p 4

**Time division**

W-up	Presentation / practice	WB
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### Warm-up

Ask the class *Can you name all the things that Andy saw in Iceland?* **volcano, glacier, geyser, lava, hot spring, mud pot, hot pool**

Alternatively, give the class definitions for each word from the Dictionary. The children tell you the word.

Point out *tomorrow* in the first sentence. Explain that the present continuous can be used to talk about future events. Point out the second sentence. Explain that the sentence does not have to have a future time phrase because it is clear from the previous sentence that flying to Iceland is a future event.

### Activity 2

Point out the first prompt words in the box. Ask a pair to read out the example question and answer.

Ask each question yourself, eliciting answers, or let volunteers ask each question while other children answer. Repeat the activity with the class working in pairs at their desks. Go around listening to them as they work.

Ask a few pairs to ask questions and answer while the class listens.

### Activity 3

Read out the names of the children in the pictures. Tell the class to follow the line from Sue and find the object: **a basketball net**.

### Activity 4

Ask a pair to read the example question and answer.

Let different volunteers ask about each person in the pictures and elicit the answers.

Repeat the activity in pairs as for activity 2.

**Answers:** Ned is going to the dentist. Kim is going shopping (to the mall). Dan is playing football. Lottie is doing a test. Jon is going swimming.

### Activity 5


Give the class a few moments to talk to each other in pairs or small groups.

Ask as many children as possible around the class *What are you doing tomorrow?* Individuals tell the class about their plans for tomorrow, using the present continuous.

**Note:** If you wish, ask the children to bring in their own photos of interesting places and landscapes (see activity 3, page 28).

**Grammar**

**1 Look!**



Grammar again! Fantastic!

Andy is going on holiday tomorrow.  
He is flying to Iceland with his father.  
They are leaving early tomorrow morning.  
They are travelling by plane.

**2 Ask and answer.**

What are they doing on Sunday?







On Sunday they're flying to Iceland.

**Our holiday plans**

- Sunday – fly – Iceland
- Monday – climb – a volcano
- Tuesday – see – a geyser
- Wednesday – look – mud pots
- Thursday – swim – a hot pool
- Friday – ride – horses
- Saturday – visit – waterfall

**3 Look!**

Sue Ned Kim Dan Lottie Jon

**4 Ask and answer.**

What's Sue doing tomorrow?

She's playing basketball.

**5 What are you doing tomorrow? Talk with your friends.**

Unit 1 Grammar: Present continuous with future meaning 25

## Grammar (PB p 25)

### Activity 1

Give the class a moment to look at the picture. Ask *What is Andy doing now?* **He's packing his bag.**

Ask one or more volunteers to read out the sentences. Write them on the board and underline the verbs. Ask the class to tell you the tense: **present continuous**.

## Workbook: Grammar (WB p 4)

Go through the tasks on the page with the class. They should be able to complete these tasks working independently.

### Exercise 1

Check that the children understand all the verbs in the box. Point out the example sentence.

### Exercise 2

If you wish, do the first example orally with the class as preparation.

#### Workbook answers

##### Exercise 1

2 is flying 3 Are ... taking 4 am ... spending 5 are performing 6 is leaving

##### Exercise 2

- 1 He is playing football on Monday.
- 2 Joe is seeing the dentist on Tuesday (at 10 o'clock.)
- 3 On Saturday morning, Grandma and Grandpa are arriving.
- 4 They are having a party on Saturday evening.
- 5 On Friday, Joe and Bob are going to the school play.

## Grammar Practice Book (GPB p 4)

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

#### Grammar Practice Book answers

##### Activity 1

- 2 On Monday he's buying a new guitar.
- 3 On Thursday they're playing a concert in Moscow.
- 4 On Friday he's having lunch with a friend in Moscow.

##### Activity 2

- 1 When, On 2 Where, they, Russia 3 What, are packing 4 Are, taking, I am 5 Are, buying, I'm not.

### Grammar


**1 Complete the sentences with the words in the box. Use the present continuous.**

take   leave   go   spend   fly   perform

- 1 We are going to the mall tomorrow afternoon.
- 2 Uncle Joe \_\_\_\_\_ to America on Sunday.
- 3 \_\_\_\_\_ you \_\_\_\_\_ your exams next week?
- 4 I \_\_\_\_\_ not \_\_\_\_\_ my next holidays in the city.
- 5 The children \_\_\_\_\_ their play tomorrow.
- 6 Our train \_\_\_\_\_ at three o'clock.

**2 Look at Joe's list. Answer the questions.**

- 1 When is he playing football?  
\_\_\_\_\_
- 2 Who is Joe seeing on Tuesday?  
\_\_\_\_\_
- 3 What is happening on Saturday morning?  
\_\_\_\_\_
- 4 When are they having a party?  
\_\_\_\_\_
- 5 Where are Joe and Bob going on Friday?  
\_\_\_\_\_



Monday at 5 - football match  
Saturday morning - Grandma and Grandpa arriving  
Birthday party for Mum Saturday evening  
Tuesday - dentist 10 o'clock  
Friday - school play with Bob

**3 How about you? Write about your plans. Use the present continuous.**

- 1 Tomorrow \_\_\_\_\_
- 2 On Friday \_\_\_\_\_
- 3 Next week \_\_\_\_\_
- 4 At the weekend \_\_\_\_\_
- 5 Next year \_\_\_\_\_

4
Unit 1 Present continuous with future meaning

## Lesson 4 Grammar in conversation

**Lesson aim** Grammar in conversation

**Lesson targets** Children:

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

**Key language** *What a / an ... ! What ... !*

**Vocabulary** from Lesson 1

**Materials** PB p 26; CD A track 10; WB p 5; GPB p 5

**Time division**

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

Ask around the class *What are you doing this weekend?*

### Grammar in conversation (PB p 26)

#### Activity 1

Point out Alex and Lucy. Ask *What are they looking at?*

Ask the class what country this could be. Elicit as many suggestions as the class can think of.

Explain that Alex and Lucy are talking about the photo.

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

#### Activity 2

Remind the class of the pictures on PB pages 22–23. Tell them to turn back and look for a moment.

Ask different children to read the speech bubbles.

Tell children to look at pages 22–23 again. Ask them to think of adjectives to describe some of the things in the pictures, for example *funny* (dragon). Elicit the exclamation *What a funny dragon!* Continue in the same way with other objects, for example *sharp* (rock), *fascinating* (diagram), *enormous* (volcano), *noisy* (mud pots), etc.

If the class does not mention an uncountable or a plural noun, find examples of these yourself, such as *water*, *heat*, *ice*, *rocks*, *springs*, etc.

Write all of the adjectives on the board.

#### Activity 3

The children talk about the pictures on pages 22–23 in pairs.

Encourage them to discuss them, ask each other questions about them and say as much about them as they can.

Alternatively, or as well, let children who have brought in their own photos talk about them in pairs.

Point out the phrases in the box and read them to the class. Explain that they may use these expressions if they wish.

Go around listening to pairs as they talk. Remind the children of the adjectives on the board as necessary.

When all pairs have had a few minutes to speak together, ask one or two pairs to speak while the rest of the class listens.

Ask children who brought in their own photos to show them to the class and say where the photo was taken and what it shows.

Grammar in conversation

#### 1 Listen and read.

Alex: Hey! Look at this!  
Lucy: Wow! What an amazing photo!  
Alex: Where is it? Do you know?  
Lucy: Well, I'm not sure. It might be Switzerland.  
Alex: You could be right.  
Lucy: What fantastic mountain peaks!  
Alex: And what beautiful snow!  
Lucy: Brrrr! I bet it's cold in those mountains.  
Alex: Would you like to go there?  
Lucy: Definitely. What a spectacular country!



#### 2 Think, write and say.

Look at the photos on pages 22 and 23.  
Make sentences like this:

What a peculiar place!

What an interesting country!



What strange mud!



What weird pools!



#### 3 Let's talk!

Hey! Look at this!



Wow! What an incredible place!



#### Useful phrases

Wow!  
I'm not sure.  
You could be right.  
I bet ...  
Definitely.

## Workbook: Grammar in conversation (WB p 5)

Make sure the children understand the tasks before they begin.

### Exercise 1

If necessary, go through the rule for constructing these exclamations:

*What a / an* + adjective + singular noun

*What* + adjective + uncountable noun

*What* + adjective + plural noun

### Exercise 2

Point out Mrs Swift's speech bubble. Check that the children can name everything in the pictures: **house, flowers, dragon, fruit.**

The children answer with their own choice of adjective. Check for the correct structure. The answers below are examples only and other adjectives/nouns are possible.

#### Workbook answers

##### Exercise 1

1 What a 2 What an 3 What 4 What 5 What  
6 What an 7 What 8 What a

##### Exercise 2

1 What an enormous house!  
2 What beautiful flowers!  
3 What a scary dragon!  
4 What delicious fruit!

## Grammar Practice Book (GPB p 5)

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

#### Grammar Practice Book answers

##### Activity 1

2 What an 3 What 4 What a 5 What 6 What

##### Activity 2

2 What delicious food! 3 What a beautiful bird! 4  
What loud music! 5 What tall skyscrapers! 6 What an  
old book!

#### Grammar in conversation

##### 1 Complete the exclamations with *What*, *What a* or *What an*.

- 1 \_\_\_\_\_ beautiful beach!
- 2 \_\_\_\_\_ exciting film!
- 3 \_\_\_\_\_ lovely music!
- 4 \_\_\_\_\_ clever children!
- 5 \_\_\_\_\_ interesting photos!
- 6 \_\_\_\_\_ old house!
- 7 \_\_\_\_\_ freezing water!
- 8 \_\_\_\_\_ weird noise!

##### 2 Write an exclamation under each picture. Start with *What*, *What a* or *What an*.

Don't forget the exclamation marks!

1



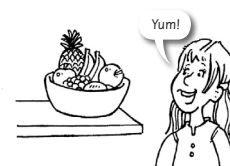
2



3



4



Unit 1 Exclamations: *What a / an ...! What ...!*

5



## Lesson 5 Spelling, Use of English

**Lesson aim** Spelling; song; Use of English

**Lesson targets** Children:

- listen to pronunciation of plurals of words ending o
- practise spelling and writing plurals of words ending o
- understand and sing a short song

**Key language** *What a ...*

**Target words** *volcanoes, potatoes, tomatoes, heroes, flamingoes, zoos, kangaroos, photos, pianos, hippos*

**Materials** PB p 27; CD A tracks 11–17; WB pp 6–7, GPB p 6

**Time division**

W-up	Spelling	Song	Use of English	WB
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### Warm-up

**Word races. Game 4.** Give pairs one minute to write down adjectives. (See Games, p 216.) Ask pairs to tell you their words. Count how many the class could think of altogether.

Give the children a minute or two to write the plurals. Ask different children to read out the plural nouns and spell the words. Other children listen and check their spelling. Play track 12. The children listen and repeat.

**Answers:** tomatoes, volcanoes, heroes, flamingoes

### Activity 2

The children write the correct plural noun for each picture. The children read out words, spell them and check their answers as for activity 1.

**Answers:** flamingoes, potato, volcanoes, tomatoes, potatoes, hero

Point out the three examples of words which do not take an e before the o. Explain that there are only a few of these words and the class should learn these examples. Play track 13. The children listen and repeat.

### Spelling box

Point out Mr Flash's speech bubble. Play track 14. The children listen. Read the example sentences. The class repeats.

### Activity 3

The children write the plural form for each noun. Make sure they understand all the words. Play track 15. The children listen and repeat.

**Answers:** zoos, kangaroos

### Activity 4

Ask children about the picture. Ask *Where is the girl? What is the weather like? What do you think she is thinking about?* Play track 16. The children listen and follow in their books. Go through the words of the song and explain any words or phrases as necessary. Play track 16 again. The children join in. Play track 17. The children sing to the music. They may learn this song if you wish.

To complete classroom Lesson 5, move on to Use of English, WB p 7.

**Spelling**  
For most nouns ending with o, we add es to make them plural.

This is a volcano.  
Here are two volcanoes.

**1 Write the plurals. Add es.**

potato potatoes tomato tomatoes volcano volcanoes  
hero heroes flamingo flamingoes

**2 Write the words.**

Remember, say and learn these words.

photos pianos hippos

For nouns ending oo, we add s.

**3 Write the plurals.**

zoo zoos kangaroo kangaroos

**4 Listen and sing.**

What a great day! The sun's shining brightly.  
What a great day! Not a cloud in the blue sky.  
What a wonderful, marvellous, magical day  
And I'm spending it with you!

Unit 1 Spelling: plurals of words ending o **27**

## Spelling (PB p 27)

### Spelling box

Point out the speech bubble. Tell the class to listen and follow in their books. Play track 11. The children listen. Read the example sentences. The class repeats.

### Activity 1

Ask volunteers to read each word. Make sure the children understand what a flamingo is.

## Workbook: Use of English (WB p 7)

Read Superboots' speech bubble to the class.

Ask a volunteer to read the example sentence. Write it on the board. Underline *power*.

### Exercise 1

Read the information to the class. Ask volunteers to read the words. Check that the class understands and agrees that these are all nouns.

Read the sentence about proper nouns. Ask volunteers to read them. Check that the class understands and agrees that these are all proper nouns. Ask *What do proper nouns begin with? a capital letter*

Read the sentence about abstract nouns. Write *abstract* on the board. Explain that this word means *to do with thoughts and ideas*.

Ask a volunteer to read the abstract nouns. Check that the children understand what all the words mean.

### Exercise 2

Ask one or more volunteers to read out the adjectives. The class should be familiar with all these words by now.

Give the class a time limit to read and match the adjectives with the abstract nouns.

#### Workbook answers

##### Exercise 2

1 powerful, power 2 beautiful, beauty 3 angry, anger  
5 happy, happiness 6 dangerous, danger 7 kind, kindness

## Workbook: Spelling (WB p 6)

Make sure the children understand the tasks. Most of this page should be done by the children working alone.

Read, or ask a child to read, the reminder in Superboots' speech bubble.

Ask a volunteer to read the sentences in the box.

### Exercise 1

Point out to the children that they should write the word that is in the word search and which matches one of the pictures. They are not required to write the words for both pictures.

### Exercise 2

Tell the children to read the reminders from Miss Smart and Miss Sparkle before they do the exercise.

#### Workbook answers

##### Exercise 1

1 tomatoes 2 heroes 3 flamingoes 4 volcanoes  
5 potatoes

##### Exercise 2

1 zoos 2 cockatoos 3 hippos 4 kangaroos 5 pianos  
6 photos

Use of English Some nouns name things that you cannot see.

Look at the geyser.  
What incredible *power*!

**1 Read.**  
Remember: a noun is a naming word. These nouns name objects:

volcano geyser geologist rock

Proper nouns name people and places.

Iceland Ari Andy Hekla

Some nouns name things you cannot see, hear, touch, taste or smell.  
You can feel and think these things. They are nouns, too. They are abstract nouns.

fear danger happiness kindness anger beauty power

**2 Match the adjectives and the abstract nouns. Write the words.**

frightened	power	1	_____
dangerous	beauty	2	_____
happy	anger	3	_____
kind	fear	4	frightened fear
angry	happiness	5	_____
beautiful	danger	6	_____
powerful	kindness	7	_____

Unit 1 Abstract nouns 7

## Grammar Practice Book (GPB p 6)

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

#### Grammar Practice Book answers

##### Activity 1

Common nouns: student, snow, water, fountain, pool, rock

Proper nouns: Alex, England, Lucy, Andy, Iceland, Hekla

Abstract nouns: fear, danger, happiness, kindness, anger, beauty, power

##### Activity 2

2 fear 3 kindness 4 power 5 happiness 6 anger  
7 beauty

##### Activity 2

1 kindness 2 fear 3 power 4 beauty 5 anger  
6 happiness 7 Danger

# Lesson 6 Class composition; Writing preparation, Composition practice

**Lesson aim** Writing

**Lesson targets** Children:

- compose two diary entries with teacher support (session 1)
- practise vocabulary and choose ideas for independent writing (session 2)
- write two diary entries independently (session 2)

**Key structure and language** from the unit

**Vocabulary** from the unit

**Materials** PB p 28; WB pp 8–9

**Time division** (session 1)

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

W-up	Writing prep	Composition
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## Session 1 Warm-up

Play *Verb tenses*. (See Games, p 216.) Write up some irregular verbs on the board, such as *think, write, draw, see, fly, stand, hear, feel*. The children tell you the past tenses.

## Activity 2

- 1 Discuss each of the questions with the class and make notes on one side of the board.  
For the last three questions, encourage the class to look carefully at the first picture and to think about the sights and sounds. Encourage them to think of adjectives to describe them. Note the words.  
Encourage them to think what Andy felt when he put his hand in the water. *What did he think while he was at the lake?* Note their ideas.
- 2 Add extra questions as you wish. For example: *What time did they start their ride up to the lake? How long did it take? Was it fun? difficult? uncomfortable?*
- 3 Do the same with the second picture. Tell them to imagine being Andy and standing right next to the waterfall. Ask *What do you think Andy saw and heard? How did he feel, standing close to it? What did he think?*

## Activity 3

- 1 Help the class to make the notes on the board into complete sentences and create a diary entry for each day. Remind them that they must write as if they were Andy and use the first person.  
The length and quality of the entries will depend on the extent and level of detail in the notes.  
Prompt sentences from the class and write them on the board to make a paragraph for each day. Encourage the class to create a piece of writing that is equal to their ability. This will vary between different classes.
- 2 When the entries are complete, ask two volunteers to read them to the class.  
Ask if there are any changes that should be made to improve the writing. *Should there be more adjectives? Are there enough adverbs or better verbs to use?*  
Make any changes that you and the class agree to. Let one or more volunteers read the entries to the class.
- 3 The finished piece of writing will vary between different classes. The example shown on page 53 is above the average level that should be expected.  
Point out to the class that the entries
  - are written in the first person
  - tell events in the sequence they happened
  - tell some of the writer's thoughts and feelings.

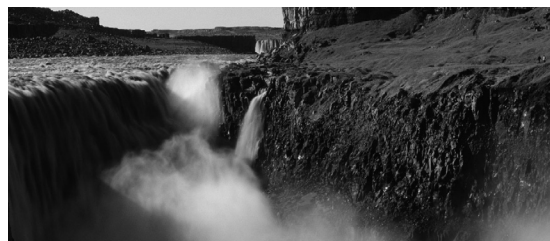
Class composition

1 Andy and his father went to places in Iceland. Look at the pictures. Talk about them.

Friday



Saturday



2 Think about these questions.

How did they travel?  
What did they see? What did it look like? How did it feel? How did it sound?

3 Write Andy's diary for Friday and Saturday.

28

Unit 1 Class composition: diary entries

## Class composition (PB p 28)

### Activity 1

Read the task to the class. Tell them to look at Andy's picture of what they did on Friday. Ask questions about it: *What / Who is in the picture? What are they doing?* etc.

Ask about the place they went to on Saturday. *What is it? Is it high up in the mountains? Is it easy to get to?*

## Session 2 Warm-up

Play *Look, cover, write, check* with singular and plural nouns from Lesson 5. (See Games, p 216.)

## Workbook: Writing preparation (WB p 8)

Explain to the class that the exercises on this page will help them with vocabulary and ideas for their writing on WB page 9. Tell them that the aim is not to put down answers as quickly as possible. Explain that they must think about each question and complete the tasks carefully. If they do that, they will find the writing easier.

### Exercise 1

The children write the words and answer the first question. Remind them to think about each place and decide which they think would be the most interesting and exciting to see or visit.

They should choose the means of travel that best matches the places they have chosen.

### Exercise 2

Tell the children to look carefully at the pictures. They choose one or other of the boat trips then give the reason why Andy and his dad chose it.

Go around looking at the children's work as they complete the page. Check that they have reasons for their answers and choices as necessary. If you wish, give them a time limit to complete the page. Those who finish early should go on to exercise 1 on page 9.

## Workbook: Composition practice (WB p 9)

### Exercise 1

The children read the words and check meanings as necessary.

Tell them to read the words and circle those that they think fit best with the activities they chose on page 8.

### Exercise 2

The children write the two entries. Point out the prompt questions. Tell the children to use these to help them with ideas for things to write about. They do not need to write an exact answer to every question.

Remind them that are continuing Andy's diary and they are writing from Andy's point of view. Point out Mr Flash's reminder.

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

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

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

### Writing preparation

#### 1 Read.

On Sunday Andy and his dad visited some different places. Write the words.

volcano mud pot cave glacier geyser waterfall hot spring



Which places do you think are the most interesting and exciting?

Choose three places. Note them here. \_\_\_\_\_

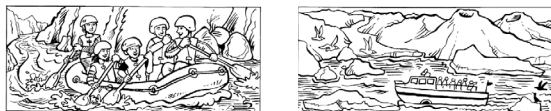
How did they travel to the place?

Choose one. Note it here. \_\_\_\_\_



#### 2 Read.

On Monday Andy and his dad went in a boat. Look at these pictures. Choose which trip they did.



Why did they choose the trip? Write the reason here.

8

Unit 1 Selecting ideas and making notes

### Composition practice

#### 1 Read this word bank. Check any new words in your Dictionary.

peculiar	noisy	thrilling	funny	dangerous	freezing
boiling	rough	quiet	smooth	warm	cool
weird	terrific	wonderful	gigantic	strange	scary

#### 2 Write Andy's diary for the next two days.

What did he see? What was it like? What did he hear? feel? think? do?

Use the pictures on page 8 for ideas. Use your notes and the word bank.

Sunday \_\_\_\_\_

Remember! A diary is written in the first person. Use I and we.



### Assessment

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

In assessing their work look for writing which

- is written in the first person
- tells events in the order that they happened
- tells some of the writer's thoughts and feelings.



## Lesson 7 Listening

**Lesson aim** Listening

**Lesson targets** Children:

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

**Key structure and language** from the unit

**Vocabulary** nature and wildlife

**Materials** PB p 29; CD A track 18

**Preparation** Listen to track 18 before the lesson

**Time division**

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

The class sings the song on PB page 27, track 16.

Who lives at Hawkwood House? **a lady called Miss Havers**

What is there outside the house? **a fantastic car**

What does Meg say about Miss Havers? **she is afraid of her**

### Activity 2

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

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

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

Play track 18. The children listen and look at the page.

### Activity 3

Ask questions to check understanding:

Who had got a new puppy? **Meg**. What is the puppy called?

**Patch**. What did Mum tell her to do? **take Patch for a walk**

What sort of programme was Dan watching? **a nature programme, about elephants**

Where did Dan and Meg go? **to Kingfisher Valley**. What did Dan see?

**a kingfisher**. What did he do? **took a photo**. What did the children see next?

**a lynx**  
Why was Dan surprised? **because a lynx is a very rare animal**

Why doesn't Meg like Miss Havers? **because she is scary**

What did Patch see? **two birds**

What did he do? **ran after them**

What must the children do now? **go into the garden and catch him**

Who is scared to go into the garden? **Meg**. Why? **because it's scary**

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

Listening

1 Look and read. 2 Look, listen and read. 3 Talk about it.

**Kingfisher Valley – Part 1**

Meg! Please take Patch for a walk!

But I can't go on my own.

It's Tom Winter, the wildlife expert.

Meg is taking Patch for a walk. Can you go with her, please?

Look! A kingfisher!

Wow!

Let's walk through the wood.

Look! What's that?

It's a lynx! It's very, very rare!

Look! Hawkwood House.

That's where Miss Havers lives.

What a fantastic car!

Patch! Come back.

We must catch him.

But I'm afraid of Miss Havers!

Unit 1 Listening 29

### Listening (PB p 29)

#### Activity 1

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

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

Ask Who is the story about? **a boy and a girl**

What else is in this story? **animals, a big house**

Ask different children to read the speech bubbles.

Ask these questions or any of your own:

What kind of animals are in the story? **a kingfisher; a lynx; the children's dog, Patch**

### Optional

1 Ask the children what they think is going to happen next.

2 Choose one of the following:

- The children use the play script and act out the dialogue. This could be done in groups of four with children taking each role and reading quietly.
- Choose four children to read and act out the story while the others follow.
- Play the track again. The class listens and follows again.

**Suggested homework task:** Children complete Check-up 1.



### Listening audioscript: Kingfisher Valley – Part 1

1 *Meg had a new puppy. His name was Patch and he was very noisy!*

Meg: Come on, Patch! Jump! Jump for the ball! Come on! You can do it!

Mum: Stop! Stop! What a terrible noise!

Meg: Sorry, Mum. We're only playing.

Mum: That puppy is too noisy. Meg! Please take Patch for a walk! Please, take him out!

Meg: OK, Mum. But I can't go on my own.

2 *Meg's brother, Dan, was in the sitting room.*

Mum: What are you doing, Dan?

Dan: I'm watching TV. Look! It's Tom Winter, the wildlife expert. He's talking about elephants. It's really interesting.

3 Mum: Oh, Dan. I know you like Tom Winter's programmes but can you help me? Meg is taking Patch for a walk. Can you go with her, please? She can't go on her own.

Dan: But this is my favourite programme, Mum!

Mum: Please, Dan. That dog is so noisy! Please?

Dan: (grudgingly) OK.

Mum: Thanks, Dan.

4 *Dan, Meg and Patch walked to Kingfisher Valley. Dan took his camera. He loved taking photos of animals and birds. They walked along a path by the river. Suddenly, Dan stopped.*

Dan: Look! A kingfisher!

Meg: Where?

Dan: On that branch over there!

5 Meg: Oh, yes! Take a photo, Dan!

Dan: Wow! Look at that!

Meg: It's lovely! What beautiful colours!

6 *They walked along the riverbank in the sunshine and came to an old bridge.*

Dan: Shall we cross the bridge?

Meg: Yes, let's walk through the wood. Patch will like it there.

Dan: And I might see some more interesting animals.

7 *They walked through the trees for a few minutes. It was cool and quiet in the wood. Suddenly, Dan stopped.*

Dan: (whispering) Look! What's that?

Meg: What?

Dan: Between the trees. Over there.

Meg: Oh! What is it? Is it a cat?

8 *Dan took one picture of the animal but then it disappeared silently into the wood.*

Meg: What was that?

Dan: Let's have a look. Oh, wow! I don't believe it!

Meg: What is it?

Dan: It's a lynx!

Meg: A lynx?

Dan: Yes, a lynx. And it's very, very rare!

Meg: Wow!

9 *Dan was really excited about the lynx. They walked through the wood and he told Meg all about it. Suddenly, they were at the edge of the wood and in front of them they could see a big old house with a wall around it.*

Dan: Look! Hawkwood House.

Meg: That's where Miss Havers lives. I don't like her. She's scary.

10 *Dan, Meg and Patch walked out of the wood towards the house. The big gates were open and there was a car in front of the house.*

Dan: What a fantastic car!

11 *Suddenly, Patch saw two birds in front of the house. He ran towards them.*

Meg: Patch! Come back! You naughty dog! Come here!

12 Meg: What shall we do?

Dan: We must go into the garden. We must catch him.

Meg: But I'm afraid of Miss Havers! I don't want to go in there. It's scary ...

### Deductive questions

*Why do you think there is a rare animal living in Kingfisher Valley?* Children's own answers, for example **There are no people there so the animal is not scared away. There are lots of trees so it has lots of places to live.**

*Who do you think owns the car?* The children can suggest answers, for example **Miss Havers; a visitor**

### Personal response questions

*Do you like wildlife programmes?*

*Have you ever seen a rare animal? What was it?*