

7

Let's visit Tahiti

Lesson 1 Poster 7, Reading

Lesson aim Reading

Lesson targets Children:

- (poster) learn about the features of a leaflet
- follow and read a leaflet
- understand the leaflet and answer oral questions about it
- practise reading the leaflet

Key structure indirect pronouns

Key language requests: *May I ... ? Can I ... ? Could I ... ?*

Vocabulary ocean, island landscape

Materials poster 7; PB pp 76–77; CD B track 18; WB p 62; Dictionary 6; world map/globe (optional)

Time division

W-up	Poster	Reading	WB
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Warm-up

Ask the children around the class where they would travel to if they could travel anywhere in the world. List the destinations.

Take a class vote if there are a few favourites places.

Tell the class they are going to hear about a place that many people want to visit.

6 Read the sentences about the words.

Read the example phrase. Check the children remember the meanings of all these words.

7 Read about why the words are chosen.

8 Read about how the information is arranged.

Point out the extract from the leaflet. Show the class that the sentences are very short and there is not a lot of detail or explanation.

Reading (PB pp 76–77)

1 Give the class time to look at the leaflet.

Ask *What is most of the space for on the leaflet? pictures*
What do most of the pictures show? what the island looks like

2 Play track 18. The children listen and follow in their books.

3 Read sections of the text to the class.

The children check or find meanings of words as necessary in their Dictionaries as you go through the text.

4 Ask questions about each part of the leaflet. Use the questions in the box below or any of your own.

5 Ask different children to read a few lines each of the leaflet.

6 Ask the children if they can guess why no wild land animals are mentioned.

If they cannot guess, explain that all the animals on Tahiti have been brought there by people. They have farm animals like goats, sheep and hens. The island is a long way from a big land area and no wild land animals, except birds, can travel there.

7 Play track 18 a final time.

Poster 7

Let's visit Tahiti

You are going to read a leaflet.

The leaflet is about an island in the South Pacific Ocean.

The island is called Tahiti.

People can do lots of interesting water activities around the island.

surfing windsurfing jet-skiing canoeing

A leaflet gives information.

It often encourages or persuades people to do something particular.

It has attractive pictures.

It is easy to read.

There are not many words but the words are carefully chosen.

... a sparkling green jewel in a glittering blue ocean

The words are chosen to have an effect on the reader. They try to make the reader:

- think that the place is good
- want to read more
- want to do the things in the leaflet.

The information is clear. It is arranged under headings.

Check carefully!

Try these phrases and try pictures:

- words of the colour blue sea or
- surf, blue sea, ocean

Text type and vocabulary

- 1 Read the title. Tell children they will find out what Tahiti is.
- 2 Read the first two sentences. If possible, show the class where the Pacific Ocean is on a world map or globe.
- 3 Read the next sentence. Show the class where Tahiti is in the Pacific Ocean.
Explain that the islands in the Pacific are known for their peace and beauty.
- 4 Read the next sentence. Point out the water activities and read the words.
Explain the water activities if necessary.

Text type features

- 5 Read about what a leaflet does and how it looks. Point out the pictures.

Reading text questions

What do you get from the people when you visit Tahiti?
a big welcome

Where is the island? in the South Pacific Ocean

What are there around the island? turquoise lagoons, white sand beaches, coral reefs

What is the sea like? warm

What grows on the island? flowers, fruits, trees

How big are the waves for surfing? 10 metres

How can you travel on the water? jet-ski, canoe, sailing boat, windsurfer

7 Let's visit Tahiti

Reading

An island in the South Pacific

There's a big
Welcome!
In **Tahiti**
a sparkling green jewel in a
glittering blue ocean

Tahiti is an island of
turquoise lagoons
white sand beaches
coral reefs
The beaches are fun
and the sea is warm!

Tahiti is an island of
flowers and fruits
tall green rainforests
mountains
and waterfalls
There's so much to see and do!

Unit 7 Reading: a persuasive leaflet

Get active!

Try these amazing water activities:

- swim in the clear blue ocean
- surf 10-metre waves
- dive to the coral reef
- jet-ski round the island
- canoe across the calm lagoons
- sail between the islands
- windsurf across the bays

Would you like to
touch the dolphins
in the bay?

Explore!

Take a closer look at the islands

- by helicopter – look down on the volcanic peaks
- by 4 x 4 – take the fast way up the mountains
- on horseback – go slowly!
- by bike – stop wherever you like
- on foot – take the hidden pathways

May I show you
our beautiful
island?

Meet the friendly Tahitian people

Listen to the music and watch the incredible fire dance

I can make
you a crown
of flowers!

Unit 7 Reading: a persuasive leaflet

How can you look down on the island? *from a helicopter*

What is the fastest way to travel on the land? *by 4 x 4*

What is the slowest? *walking*

What are the Tahitian people like? *friendly*

What do they enjoy doing? *playing music and dancing*

What is the only animal mentioned in the leaflet? *horse*

Workbook answers

Exercise 1

1 takes 2 enjoys 3 went 4 go 5 opening 6 worked
7 were playing 8 will leave

Exercise 2

1 calm 2 sparkling 3 peaks 4 reef 5 explore
6 hidden 7 activities 8 horseback

Workbook: Study skills (WB p 62)

Make sure the children understand the tasks.

Point out Mr Flash's speech bubble. Explain that it is good practice to try to correct mistakes without being told the correct answer.

Exercise 1

Make sure the class understands that (v) means the mistake is in the verb which has been underlined to help them. They must look at the verb, work out why it is wrong and think of the correct answer.

Exercise 2

Remind the children to use all the clues in the sentence to help them think what the missing word is. Encourage them to complete the exercise without looking at the Reading text. They may check the spelling in their Dictionaries.

Lesson 2 Reading comprehension and vocabulary

Lesson aim Reading comprehension; vocabulary

Lesson targets Children:

- re-read *An island in the South Pacific*
- answer literal and inferential comprehension questions; give personal responses
- practise vocabulary using dictionaries to check definitions

Key structure and language from Lesson 1

Vocabulary from Lesson 1

Materials PB p 78; CD B track 18 (optional); WB p 63

Time division

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

Word races. Game 2. Give the class a time limit to make as many words as they can from the letters in the word: *windsurfing*. (See Games, p 216.)

Answers: 1 an island 2 the South Pacific 3 flowers, fruits, rainforests, mountains and waterfalls 4 diving 5 coral, fish 6 in the lagoons 7 in a 4 x 4 8 friendly

Activity 2

The children should be able to work out answers to these questions from the information in the text on the leaflet.

Answers

- 1 hot, because the sea around the island is warm, the sea is sparkling and glittering so the sun must be shining.
- 2 by a volcano; the word is *volcanic*
- 3 Children's own answers. Encourage them to give detailed reasons.
- 4 Children's own answers. Encourage them to think about their answers and what they would like to see the most.

Activity 3


- a The children scan the text to find the adjectives. List them on the board as they are found. The children write in their books.
- b Read the question to the class. Ask different children to read the three sentences. The children discuss the best answer in pairs.
- c The children scan the text to find the adjectives. Explain that these must not be colour adjectives this time. List them as they are found. The children write in their books.
- d Repeat the process used for part b.

Answers: a green, turquoise, white, blue
b It is natural and beautiful. c glittering, clear, calm
d It is clean and safe.

Reading comprehension and vocabulary

1 Answer the questions.

- 1 What is Tahiti?
- 2 Which ocean is Tahiti in?
- 3 What things can you see on the island?
- 4 What underwater activity can you do?
- 5 What things can you see underwater?
- 6 Where can you go canoeing?
- 7 What is the fast way up the mountains?
- 8 What are the Tahitian people like?



2 Think about the answers to these questions.

- 1 What do you think the weather is like on Tahiti? How do you know?
- 2 How was Tahiti formed in the ocean? One word tells you.
- 3 Which water activity would you like to do? Why?
- 4 Which transport would you choose to explore the island? Why?

3 Find the words.

- a Find four colour adjectives.

- b What do the colours above tell you about Tahiti? Tick the best answer.
It is an island with trees. _____
It is natural and beautiful. _____
It is far away in the ocean. _____
- c Find three adjectives to describe the water around the island.

- d What do the adjectives tell you about the sea around Tahiti? Tick the best answer.
It is dangerous. _____
It is deep. _____
It is clean and safe. _____

78 Unit 7 Reading comprehension: literal, inferential and personal response questions, adjectives

Reading comprehension and vocabulary (PB p 78)

Read again

Re-read *An island in the South Pacific* or play track 18 again.

Activity 1

Ask a child to read the first question. Elicit the answer. Check with the class that the answer is correct. Do the same with the other questions. Make sure they look back to check their answers if necessary.

Workbook: Reading comprehension and vocabulary (WB p 63)

Check the children understand the tasks.

Exercise 1

The children re-read the text. Remind them to check any words they are not sure of as they read.

Exercise 2

Remind the class to check their answers with the text.

Exercise 3

Tell the class to check the definitions of words they are not sure of.

Exercise 4

The children read the words in the box and match them to words 1-7. Remind them to use a dictionary to check.

Workbook answers

Exercise 2

1 ocean 2 windsurf 3 dolphins 4 coral reef 5 jet-ski
6 canoe

Exercise 3

1 encourage 2 persuade 3 meet 4 explore
5 attractive

Exercise 4

1 peak 2 sparkling 3 order 4 persuade 5 pretty
6 discover 7 unseen

Reading comprehension and vocabulary

1 Read *An island in the South Pacific* again.

2 Choose the best word to complete each sentence.

coral reef canoe jet-ski windsurf ocean dolphins

- 1 Around Tahiti is the clear blue _____.
- 2 You can _____ across the bays.
- 3 You can touch the _____ in the bay.
- 4 You can dive down to the _____.
- 5 You can _____ round the island.
- 6 You can _____ across the calm lagoons.



3 Match the words and the definitions.

attractive meet encourage explore persuade

- 1 to say things that help people to do something _____
- 2 to say things that make people want to do something _____
- 3 to see and talk with someone _____
- 4 to go to a new place and see what is there _____
- 5 looking nice and pretty _____

4 Match and write the words that have the same or similar meanings.

pretty persuade peak sparkling unseen discover order

- 1 mountain _____
- 2 shining _____
- 3 arrange _____
- 4 encourage _____
- 5 attractive _____
- 6 explore _____
- 7 hidden _____



Check in your Dictionary!

Unit 7: Check definitions, synonyms

63

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 and language indirect pronouns

Vocabulary from Lesson 1

Materials PB p 79; WB p 64; GPB p 34

Time division

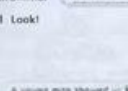

W-up	Presentation / practice	WB
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Warm-up

Play the *Spelling challenge* game. (See Games, p 215.)

Grammar We went to Tokyo for our holidays. It's grammar time again!

1 Look!

2 Read and match. Write the letters.

- The children were bored so Dad read them a story. ____
- Grandma got a new computer. I sent her an email. ____
- It was Grandpa's birthday. We made him a cake. ____
- When I said goodbye to Sue, she gave me her phone number. ____
- "If you are good, I'll give you some sweets," Aunt Jane said to the boys. ____
- We love our Uncle Fred. He told us a very funny joke. ____
- "Can I show you my new pet?" asked Jim. ____
- The dog was hungry so I gave it a bone. ____

3 Make sentences.

1 buy him 2 make her 3 tell them 4 read us 5 sing them 6 give it 7 show you

Unit 7 Grammar: Indirect pronouns: me, you, him, her, it, us, them

Grammar (PB p 79)

Activity 1

Give the children a moment to look at the pictures. Ask *What is in the pictures? a man who is showing the island; a woman who is putting a crown of flowers on a girl*

Ask different children to read the speech bubbles. Write the second and third sentences on the board and underline the indirect pronouns.

Activity 2

Point out the sentences. Tell the children to look at the pictures for a minute or two. While they do so, write the clauses containing the indirect pronouns on the board: *Dad read them a story*, etc.

Ask a volunteer to read the first sentence. Ask *Which picture does sentence 1 match? d*

Point out and read the clause on the board. Circle the phrase *read them* and underline the pronoun.

Continue in the same way with the other sentences.

Answers: 2 e 3 f 4 a 5 g 6 c 7 h 8 b

Activity 3

Ask a child to read the first phrase. Ask another to read the example sentence in the speech bubble.

Remind them that with the pronoun following straight after the verb, *to* is not needed before the pronoun.

Ask a child to read the second phrase. Tell the children to think of a sentence or sentences for this phrase. If you wish, let them work in pairs and write down a sentence.

Elicit a sentence from one or two pairs and write them on the board. Encourage the class to help correct any mistakes. Continue with the other phrases.

Workbook: Grammar (WB p 64)

Make sure the children understand the tasks.

Exercise 1

Remind the class that they do not need to write *to* before the pronoun when it follows the verb.

Exercise 2

Go through the first example with the class.

Point out that in the original sentence the object follows the verb and *to* is used before the pronoun. In the changed sentence, the pronoun follows the verb, *to* is not used and the object is at the end of the sentence.

Make sure the children understand that the changed sentence is another, shorter way of saying the same thing and it is often used in written and spoken English.

Point out sentences 6–8. Explain that *for* is left out when the pronoun is moved to follow the verb.

Exercise 3

Do one example with the class, if you wish, to make sure they understand they take one word from each box in order.

Workbook answers

Exercise 1

1 him 2 them 3 her 4 it 5 you 6 me 7 us 8 you

Exercise 2

- 1 I won't sing them a song.
- 2 Show me your homework.
- 3 We bought him a book.
- 4 Dad read us a story.
- 5 I've brought you these flowers.
- 6 Shall we bake her a cake?
- 7 Let's make it a house!

Exercise 3

1 write her a letter 2 play them a tune 3 lend me a rubber 4 buy us a pet 5 send him a card


Grammar

1 Complete the sentences with the words in the box.

me you him her it us you them

- 1 John is the winner. Give _____ the prize!
- 2 The children are bored. Will you read _____ a story?
- 3 It's Grandma's birthday tomorrow. Let's make _____ a cake!
- 4 The cat was very hungry so we gave _____ some fish.
- 5 Are you interested in music? Shall I sing _____ a song?
- 6 I want to buy a CD. Can you lend _____ some money?
- 7 We are lost. Can you tell _____ the way to the station, please?
- 8 I had a wonderful holiday. Shall I show _____ my photos?

2 Change the sentences.

- 1 I gave the present to her. I gave her the present.
- 2 I won't sing a song for them. _____
- 3 Show your homework to me. _____
- 4 We bought a book for him. _____
- 5 Dad read a story to us. _____
- 6 I've brought these flowers for you. _____
- 7 Shall we bake a cake for her? _____
- 8  Let's make a house for it! _____

3 Complete the sentences with a word from each box.

buy write send
play lend

me him her
us them

a rubber a card a tune
a letter a pet

- 1 Grandma loves hearing from us. Let's _____
- 2 They like music. Why don't you _____?
- 3 I've made a mistake. Please can you _____?
- 4 We love animals. Mum and Dad should _____
- 5 It's Grandma's birthday next week. Let's _____

Unit 7 Grammar practice me, you, him, her, it, us, them

Grammar Practice Book (GPB p 34)

When the children have completed the PB and WB Grammar pages, they may complete GPB page 34.

Grammar Practice Book answers

Activity 1

2 Show her the picture. 3 Read them a story. 4 Make us sandwiches. 5 Buy her a cake. 6 Bring him a bag.

Activity 2

2 Lucy gave me a present. 3 Amy gave them a present. 4 Alan gave us a present. 5 Brian gave him a present. 6 I gave her a present.

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 requests: *Can I ... ? Could I ... ? May I ... ?*

Key vocabulary school items

Materials PB p 80; CD B track 19; WB p 65; GPB p 35

Time division

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

Play *Rhyming words, Version 2*. (See Games, p 215.)

Grammar in conversation

1 Listen and read.

Jack: Give me your ruler, Mel.
Mel: I'm sorry?
Jack: Give me your ruler.
Mel: That's not very polite. Ask nicely.
Jack: Sorry. Can I borrow your ruler?
Mel: What's the magic word?
Jack: Can I borrow your ruler, please?
Mel: I'm not sure.
Jack: Mel, could I borrow your ruler, please?
Mel: I don't think so.
Jack: Mel, may I borrow your ruler, please?
Mel: Well ...
Jack: Mel, would you be so kind as to lend me your ruler? Please!
Mel: Not.
Jack: Why not?
Mel: Because I haven't got one!

2 Think, write and say.
Make up questions to ask your classmates.

Be polite. Be very polite. Be very, very polite.

Can I ... ? Could I ... ? May I ... ?

3 Let's talk!

Can I borrow your crayons, please?
Sorry, I'm using them.

Useful phrases

Can I ... ?
Could I ... ?
May I ... ?
I'm sorry?
I don't think so.
Ask nicely!

Unit 7 Grammar in conversation: Making requests: Can I ... ? Could I ... ? May I ... ?

Grammar in conversation (PB p 80)

Activity 1

Point out the picture. Ask *What is Mel doing? doing her homework / writing. What is Jack thinking about? a ruler*. Ask *What do you think Jack wants? He wants to borrow Mel's ruler.*

Play track 19. The children listen and follow in their books. Explain that *Would you be so kind as to ...* is a very polite and formal way of making a request.

Activity 2

Explain the task. With the class, look at the different degrees of politeness in each question. Remind them of *please*. Make sure they understand that a request without *please* is a less polite way of asking. (A command without *please* is the least polite.) Remind them that Jack began like that in his conversation with Mel.

The children note down three questions to ask a friend.

If you wish, prompt the class to think of other polite questions they could ask each other. Note ideas on the board, for example *Can I read your ... ? Can I look at your ... ? Can I use your ... ? Can I take your ... ?*

Activity 3

Ask a pair to read the example question and answer.

Point out the useful phrases in the box.

The children take turns to ask each other questions in pairs or small groups.

Go around listening as they work.

Let several pairs or groups ask each other questions and answer while the class listens.

If you wish, ask the class *Who do you think you should use May I with?* Elicit, for example, *parents and grandparents, other older people, teachers, etc.*

Write on the board *Can I borrow your pen, please?*

Ask the class what other positions *please* can go in.

Elicit *Please, can I borrow your pen? Can I please borrow your pen?*

Workbook: Grammar in conversation (WB p 65)

Make sure the children understand the tasks.

Exercise 1

Tell the children to read both sentences carefully before they tick one or the other.

Exercise 2

Tell the class to read each sentence at least once before they start to number them.

Exercise 3

Tell the children to read all the words in the box and then to read every sentence carefully before they start to write.

Workbook answers

Exercise 1

1 B 2 A 3 B 4 B 5 A 6 B 7 B

Exercise 2

A 4 B 2 C 5 D 1 E 3

Exercise 3

Jim: Give Mum: sorry Jim: me Mum: polite, nicely
Jim: Can I Mum: magic Jim: please Mum: Of course
Jim: Thanks

Grammar in conversation

1 Read the sentences. Tick (✓) the sentence which is more polite.

- | | |
|-------------------------------|--|
| 1 A Give me an apple. | 2 A Please, can I borrow your pen? |
| B Give me an apple, please. | B Can I borrow your pen? |
| 3 A Can I ask you a question? | 4 A Could I have a banana? |
| B Could I ask you a question? | B Could I have a banana, please? |
| 5 A May I open the window? | 6 A Could I leave the room? |
| B Can I open the window? | B May I leave the room? |
| 7 A Close the door, please! | B Would you be so kind as to close the door? |

2 Number these sentences from 1-5. Start with the least polite.

- A Could I have a sweet? _____
B Give me a sweet, please. _____
C May I have a sweet? _____
D Give me a sweet. _____
E Can I have a sweet? _____

3 Complete the dialogue with the words in the box.

nicely please Thanks Can I Give
sorry Of course magic polite me

Jim: _____ me an orange, Mum.

Mum: I'm _____.

Jim: Give _____ an orange.

Mum: That's not very _____.

Jim: _____ have an orange?

Mum: What's the _____ word?

Jim: Can I have an orange, _____?

Mum: _____ Here you are.

Jim: _____ Mum!



Unit 7 Making requests: Can I...? Could I...? May I...?

Grammar Practice Book (GPB p 35)

When the children have completed the PB and WB Grammar in conversation pages, they may complete GPB page 35.

Grammar Practice Book answers

Activity 1

2 Could you help me, please? 3 May I borrow your ruler? 4 Can you open the door, please? 5 Could you make me a sandwich? 6 Can I have an apple, please?

Activity 2

2 May I have a sandwich, please? 3 Can I borrow your pen, please? 4 Can I have a glass of milk, please? 5 Can you give me a ticket, please? 6 May I open the window, please?

Lesson 5 Spelling, Use of English

Lesson aim Spelling; song; Use of English

Lesson targets Children:

- listen to pronunciation of two-syllable words with a double consonant
- practise spelling and writing two-syllable words with a double consonant
- understand and sing a short song

Key language (song) *Can I?*

Target words *parrot, rabbit, kitten, yellow, apple, hidden, swimmer, runner, coffee, foggy, lesson, pizza*

Materials PB p 81; CD B tracks 20–23; WB pp 66–67, GPB p 36

Time division

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

Play *What's the word?* with words from one or more Spelling pages in previous units. (See Games, p 215.)

Spelling

Remember! We can divide words into small parts. The parts are called **syllables**. Listen to these words with two syllables.

Each syllable has a vowel sound.

Some two-syllable words have a **double consonant** in the middle.

Explore the hidden pathways.

1 Listen and say these words.

parrot	rabbit	kitten	yellow	apple	hidden
swimmer	runner	coffee	foggy	lesson	pizza

Underline the double consonant.

2 Find the words. Write the words.

# coffee	bb	ss
nn	ff	mm
gg	xx	pp
tt	ll	dd

3 Listen and sing.

This is the place where I always stop
Outside the window of the corner shop
Look inside! What do you see?
Cute little kittens, one, two, three.
Can I have a kitten? Can I? Can I?
Can I have a kitten? Can I, please?

Unit 7 Spelling: two syllable words with a double consonant

Spelling (PB p 81)

Spelling box

Point out Mr Smash's speech bubbles. Tell the class to listen and follow in their books.

Play track 20. The children listen. Pause the track.

Read the example words. The class repeats.

Point out Miss Sparkle's speech bubble. Continue track 20. The children listen.

Read the sentence. The class repeats. Write it on the board and underline *hidden*.

Activity 1

Play track 21. The children listen and repeat.

They underline the double consonant in each word.

Activity 2

Point out the example.

Ask *Which word has double b?* Elicit *rabbit*.

The children write the word next to *bb*. Remind them to double the *b* in *rabbit*.

Continue with the other double consonants.

Activity 3

Ask the class what they can see in the picture: *a child looking at kittens*.

Play track 22. The children listen and follow.

Read the words with the class.

Play track 22 again. The children join in.

Play track 23. The children sing with the music.

They may make up new verses by changing the animal, for example *parrot, rabbit*.

To complete classroom Lesson 5, move on to Use of English, WB p 67.

Workbook: Use of English (WB p 67)

Read the first speech bubble to the class.

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

Read the second speech bubble.

Exercise 1

Read the rule for plural possessive nouns that end in s.
Write the example phrase on the board. The class reads.
Read the next two sentences.

Exercise 2

Go through the example.

Ask the class *Who are the owners of the tails? the cows*. The class writes.

Write *The tails* on the board. Prompt the class to finish the sentence ... **belong to the cows**. The children write in their books.

Do the same with the other phrases.

Exercise 3

Read about plural possessive nouns that do not end with s.
Go through the example. Write the phrase on the board.

Exercise 4

Go through the example. Prompt the class to write the owners and the sentences for the other possessive noun phrases.

Workbook answers

Exercise 2

the girls, The horse belongs to the girls.

the bears, The cave belongs to the bears.

Exercise 4

the women, The shoes belong to the women.

the people, The city belongs to the people.

the geese, The feathers belong to the geese.

Workbook: Spelling (WB p 66)

Make sure the children understand the tasks. This page should be done by the children working alone.

Read, or ask a child to read, the reminder in Miss Smart's speech bubble.

Ask a volunteer to read the sentences and words in the box.

Do the same with the reminder and example about two-syllable words with a double consonant.

Exercise 1

The children circle the double consonants.

Exercise 2

The children read the clues and write the words. Remind them that all the answers have double consonants.

Do you remember? We use 's to show the owner of something. An object can have more than one owner. Read about the boys.

Use of English

This is the boys' canoe.

The boys are the owners of the canoe. The canoe belongs to the boys.

1 Read.

If the noun is plural there is more than one owner. We add 's after plural nouns ending in s.

birds the birds' nest

The birds are the owners of the nest. The nest belongs to the birds.

2 Write the owners of the objects. Write the sentence.

the hens' eggs the hens the cows' tails

The eggs belong to the hens.

the girls' horse the bears' cave

3 Read.

If the plural noun does not end in s, we add 's.

the children the children's bags

The children are the owners of the bags. The bags belong to the children.

4 Write the owners. Write the sentence.

the men's boat the men the women's shoes

The boat belongs to the men.

the people's city the geese's feathers

Unit 7 Plural possessive nouns

Workbook answers

Exercise 2

Down: 1 foggy 2 apple 3 swimmer 4 hidden
5 lesson 6 rabbit 7 pizza

Across: 1 yellow 2 kitten 3 coffee 4 runner
5 parrot

Grammar Practice Book (GPB p 36)

When the children have completed the PB and WB Use of English and Spelling pages, they may complete GPB page 36.

Grammar Practice Book answers

Activity 1

2 The girls' skirts are yellow. 3 The women's bags are red. 4 The men's shirts are green. 5 The birds' wings are brown. 6 The cats' tails are black.

Activity 2

2 The girls' shoes are black. 3 The men's hats are grey. 4 The women's jackets are red. 5 The birds' beaks are yellow. 6 The cats' bowls are green.

Lesson 6 Class composition; Writing preparation, Composition practice

Lesson aim Writing

Lesson targets Children:

- compose the wording for a leaflet with teacher support (session 1)
- practise vocabulary and structures for independent writing (session 2)
- write a leaflet independently (session 2)

Key structure and language from the unit

Vocabulary from the unit

Materials poster 7, PB p 82; WB pp 68–69

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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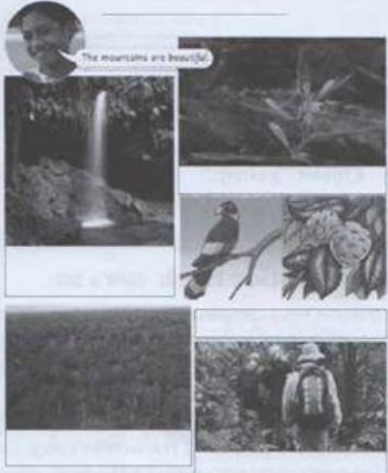
Warm-up (session 1)

Word races. Game 1. Play this game with adjectives. (See Games, p 216.)

Class composition

1 Write a leaflet for guided walks in the mountains.

Look at the pictures. Write captions. Choose words carefully. Give information: • what you can see • what to wear • what to bring. Set the information out clearly. Think of a title for the leaflet.



Unit 7 Class composition: copy for a leaflet

Class composition (PB p 82)

Activity 1

- 1 Use Poster 7 and PB pages 76–77 to remind the class what a leaflet looks like. Remind them that there are not usually many words but the words and sentences that are used have been carefully chosen. Ask why. Elicit or remind the class that a leaflet gives clear information in a simple way and it usually tries to encourage people to do something.
- 2 Explain the task. Make sure the children understand what information must be included.

Write the three bullet headings on the board.

- 3 Give the class a few minutes to look at the photos. Ask *What can you see in the mountains?* Elicit answers and write words under the first heading.
- 4 Ask *What should you wear on a walk in the mountains?* Elicit ideas and list them under the second heading.
- 5 Ask *What should you take on a walk in the mountains?* Elicit answers. Encourage the class to look carefully at the pictures to give them ideas and to think what people might need on a long walk.
- 6 Help the class to think of captions for the first four spaces. Ask them to think of one or two adjectives to describe each of the things that people can see. Remind them that this leaflet encourages people to go to the mountains. The sentences should make the mountains sound interesting and exciting. If you wish, write several different phrases on the board for each picture and help the class to choose the best ideas. Write the sentences on the board.
- 7 Point out the information in the other two lists (what to wear, what to bring) for inclusion in the last space. Remind the class of ways of setting out lists so they are clear and easy to read. Agree with the class a clear way to show the information.
- 8 When the writing for the leaflet has been completed, ask for suggestions for a title. Discuss and choose the best idea. Ask a volunteer to read all the sentences for the leaflet. Ask *Does the writing make the activity sound good? Does all the writing make sense? Does it make you want to go?* Ask if any changes need to be made. *Are there enough adjectives? Do they describe things well?* Discuss any suggestions for changes and make those that you and the class agree to. Ask another volunteer to read the leaflet once more.

See page 149 for an example composition.

Session 2 Warm-up

Find the word. Game 1 or 2. Play these games with a Dictionary spread of two pages, including Unit 7. (See Games, p 216.)

Workbook: Writing preparation (WB p 68)

Exercise 1

Go through each question with the class and make sure they understand each task.

Exercise 2

Tell children to think of their own idea for what the man might say. Remind them that the leaflet must make people want to take a boat trip.

Exercise 3

Explain that children should look at the pictures and list the activities in the box.

Exercise 4

The children choose two activities and write captions describing them in complete sentences using interesting adjectives, adverbs or verbs.

Exercise 5

The children list in the box all the things that can be seen on a boat trip.

Exercise 6

The children choose and colour if they wish. They write descriptive captions in the box.

Remind the class that this page is for trying out ideas. They can rub out or cross out ideas they want to change.

Give them a time limit to complete this page.

Workbook: Composition practice (WB p 69)

Exercise 1

Encourage the children to work in pencil until they have finalised their leaflet.

Go through the task. Make sure the children understand they should include:

- the man and his speech bubble
- the list of activities you can do
- pictures of two of the activities with sentences describing them
- the list of animals you can see
- pictures of two of the animals with sentences describing them.

Go around helping and monitoring as they work. Make sure they understand that the information and the sentences must make the boat trip sound fun and exciting. They must choose their words carefully.

Exercise 2

Make sure the children re-read and look for improvement they can make and any corrections that are needed.

Ask as many children as possible to read their leaflets to the class.

Writing preparation

- 1 Look at these pictures for a leaflet about a Tahitian boat trip.
- 2 What do the Tahitian people say about boat trips? Write your idea in the speech bubble.
- 3 What can you do on a boat trip? Write your ideas in the box.
- 4 Which activities are the best?
Choose two pictures. Write captions.
You may write your sentences in the box.
- 5 What can you see on a boat trip? Write your ideas in the box.
- 6 Which creatures are the most interesting or the most beautiful?
Choose two creatures.
Colour them if you like.
Write captions in the box.

Unit 7 Lesson 6 – Class composition; Writing preparation, Composition practice

Composition practice

- 1 Write your leaflet. Use your ideas on page 68. Think of a title.
Include the words the man says.
Draw the pictures you have chosen. Write the captions.
Write what you can do on a boat trip. Write what you can see on a boat trip. Set the information out clearly.
- 2 Look at your leaflet. Does it make the boat trip sound exciting?
Is the information clear? Does it look good? Make it better if you can.

They may make neat copies for their portfolios. Some children may wish to look for photos or pictures on the internet to use for their final version.

Assessment

Children's work will vary. In assessing the task, check that all the elements listed in exercise 1 have been included. Look for good use of vocabulary and descriptive phrases.

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 advice, wise

Materials PB p 83; CD B track 24

Preparation Listen to track 24 before the lesson

Time division

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

Sing the song from Unit 7, PB page 81, track 22.

Listening

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

Adventure in Zarula - Part 1

Unit 7 Listening 31

Listening (PB p 83)

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 *Do you think this story takes place now or a long time ago? long ago*. Ask the children for reasons for their answers, for example: *the clothes are not modern; they travel on horseback*

Ask different children to read the speech bubbles for each picture.

Ask *What was wrong in Zarula? There was a terrible illness.*

Where did they have to go? to Rainbow Island

What valuable object did they take with them? the Great Diamond of Zarula

Who was watching them? a man/prince

Activity 2

Tell the class to look at each picture, listen and follow the story.

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

Play track 24. The children listen and look.

Activity 3

Ask questions to check understanding:

Why was Silas worried? because of the illness in Zarula

Was the illness in the castle? No, but it was getting nearer.

Who did the friends decide to ask for advice? Akaro, the wise man

What did he tell them to do? to go to Rainbow Island

Where was the Great Diamond kept? in a tower

Why did they have to take it with them? because without it, Karina could not be queen

Was Rainbow Island near? No, the friends had a long journey to get there.

Who was watching Queen Karina? Prince Torgan

What kind of man was he? an evil man

What did he want? the diamond

Why? so that he could be king

Ask questions about the story that require the children to think about their answers (see next page).

Optional

1 Ask the class what they think will happen next.

2 The children can use the play script to read and act out the story in groups or as a whole class.

Suggested homework task: Children complete Check-up 7

Listening audioscript: Adventure in Zarula – Part 1

- 1 In the country of Zarula it was a beautiful, hot summer's day. At the white castle Queen Karina was sitting on a shady balcony with her friends Lilia and Banto. Karina's big dog, Wogan, lay quietly beside them.
- 2 Suddenly, a young man stepped onto the balcony. He looked worried.
 Silas: Karina, my dear friends, I came as quickly as I could.
 Karina: Silas! What's the matter?
 Silas: I have bad news to tell you.
 Lilia: Bad news? What do you mean?
 Banto: What has happened, Silas?
- 3 Silas: There is a terrible illness in Zarula. All over the country many people are ill, very ill. And the illness is spreading. It is coming closer to the castle.
- 4 Lilia: Oh! This is awful news!
 Karina: My poor people!
 Banto: What shall we do?
 Karina: We must ask Akaro, the wise man. He can tell us what we should do.
- 5 Queen Karina and her three friends went to see Akaro, the old wise man. He lived in a small house near the castle. They found him in his room with his falcon sitting on his shoulder.
 Karina: Akaro, dear friend, you are a wise man. May we ask you for advice?
 Akaro: How can I help you, my queen?
 Karina: Silas has told us about the terrible illness in Zarula. What should we do, Akaro?
 Akaro: Listen carefully. This is my advice. You must not stay here, Karina. If you stay in the castle, you, too, might become ill.
 Silas: No! That must not happen!
 Akaro: Banto, Lilia, Silas, you must protect your queen. You must take her away from the castle.
 Lilia: Where shall we go?
 Akaro: You must go to Rainbow Island. On Rainbow Island you will be safe.
- 6 Lilia helped Karina to pack her clothes into bags. They worked quickly. They wanted to leave as soon as possible. Banto appeared in the doorway.
 Banto: What can I do? Can I help?
 Karina: Yes, Banto, you can help. Bring me the Great Diamond of Zarula! Go to the tower and fetch the diamond. Here is the key.
 Banto: Yes, Karina, I'll go at once.
- 7 Banto ran to the tall tower. He opened the door with the key which Karina had given him and climbed the stairs to the small room at the top of the tower. There was the diamond, the Great Diamond of Zarula! Banto picked up the diamond and placed it in its golden box.
 Banto: We must keep the diamond safe. Without the diamond Karina cannot be queen.
- 8 Soon Karina and her friends were ready to leave the castle. Banto carried the Great Diamond in its golden box.
 Karina: Guard the diamond with your life, Banto!
 Banto: Of course, Karina! The diamond will be safe with me.
 Silas: Come on! Let's go! We must get to Rainbow Island.
- 9 The four friends left the castle and set out on their horses for Rainbow Island. They had a long journey in front of them.
- 10 Far away on a mountain stood a dark castle – the castle of Prince Torgan, an evil man. The sun shone on its black towers. A light flashed. What was it?
- 11 Prince Torgan stood on the high castle wall. He was watching Queen Karina and her four friends – and smiling an evil smile. He spoke to the little monkey which sat nearby.
 Torgan: Queen Karina is leaving the castle. Now is my chance! I can go to the castle and take the diamond. The people are ill and weak. They cannot stop me. Now I can steal the diamond. I will be King of Zarula!

Inferential and deductive questions

Why did Akaro tell Queen Karina to go to Rainbow Island?
 so that Queen Karina would not become ill
 What is Prince Torgan planning to do? to steal the diamond

Where does he think the diamond is? In the castle
 Why does he think he can steal it from the castle? because the people are ill and weak