

unit 1

Decision time



'Put your books away quietly and go out to play,' Mr Graham said. 'You have all worked hard this morning. Well done!'

The children quickly put their things in their desks and headed towards the playground. They were glad it was time for a break. It was hot and sticky in the classroom.

Soon the classroom was quiet and empty. Mr Graham enjoyed the quietness for a few moments. He could hear the noise of children shouting and playing outside. Mr Graham got up, stretched and went to the staff room for his break.

In the playground children were having a great time. Some children were standing in the shade of the trees, chatting and joking. Others were racing and chasing each other in the bright sunshine. Sam, Ben, Dan and Sarah were playing with a ball. It was so hot, they were all sweating.

'I'm too hot,' Sam said. 'Let's stop and have a rest.'

Ben agreed. 'Good idea. I'm getting fed up with this game, anyway.'

'Let's sit down for a while,' Dan suggested. He ran towards the shade of the tree where it was cooler.

'I've got a can of drink in my bag in the classroom,' Sarah said. 'I'll go in and get it.'

'Hurry up,' Sam said, 'before I die of thirst!'

Sometimes in our lives we have to make difficult decisions. What would you do if you were Sarah in this story?

Sarah smiled as she went into the school. It was dark and cool inside. It took a moment or two for her eyes to get used to the darkness. Sarah walked down the corridor. It was strange to be in school on her own. Everywhere was so quiet. Her footsteps echoed on the wooden floor. She glanced into each empty classroom as she walked along.

Just before Sarah got to her classroom, she stopped to look at her painting on the wall outside. She was very proud of it. Sarah turned to go into her classroom but a sudden movement inside the room made her stare. She stopped in amazement. There, standing at Mr Graham's desk, was Wayne. He was looking in it. He did not look up. He did not see or hear Sarah at the door. What was he doing? Why was he looking in Mr Graham's desk? Why wasn't he outside?

Sarah's heart beat fast. She didn't know what to do. Her mind buzzed with all sorts of questions and thoughts.

'Shall I go in and ask him what he's doing?'

'Shall I go and get Mr Graham?'

'Shall I pretend I haven't seen anything and go outside again?'

Then all of a sudden Sarah knew what to do ...



MACMILLAN EDUCATION

Sample marketing text © Macmillan Publishers LTD





## Warm-up

Ask children *What things are hard to decide?* Write up a list of things children might have to make a decision about. Use these ideas or any of your own: *What to wear? Who to play with? Whether to keep a secret? When to do homework? What computer game to play? Whether to tell the truth?* Explain, if necessary, *When we decide something, we make a decision.* Ask children *Which decisions in the list are easy to make? Which are hard?* Elicit some answers. Explain they are going to hear about someone who has to make a very difficult decision.

## Poster 1



- Put up the poster. Read the title and the first two sentences. Children should know the terms *setting*: where something happens; *characters*: the people in the story (or play); *plot*: what happens in the story (or play). Ask for the definitions. Ask different children to read the information on the poster about setting, characters and plot. Ask a child to read the three questions and Sarah's speech bubble. Say this is what children will read next.

- Point out the vocabulary box. Ask for meanings. Children use the Dictionary pages (pages 160–166) to find out or check, as necessary.

## Before reading

- Ask children to look at the pictures for a moment. Ask *Do you think Wayne is in the classroom for a good reason or a bad reason?* Ask for a show of hands.
- Ask children to give reasons for their opinion. If all or most children think he is there for a bad reason, ask the class *Can you think of a good reason why he might be there?*

## Shared reading

- Play LC1 Track 1. Children listen.
- Read sections to the class. Explain unfamiliar words and ask questions. (page 8) Explain *headed towards*: went in the direction of.

Ask *Who is Mr Graham?* **the teacher**  
*What was it like in the classroom when the children had gone?* **quiet and empty**  
*What were the children doing under the trees?* **chatting and joking**  
 Explain *fed up with*: tired of/bored with.  
 Ask *Who was fed up with the game?* **Ben**  
*Where was Sarah's can of drink?* **in her bag in the classroom**  
 (page 9) *What was it like inside the school?* **dark and cool**

*What was on the wall just outside the classroom?* **Sarah's painting**  
*How did Sarah feel about her painting?* **She was proud of it.**  
*Did Wayne know that Sarah had seen him?* **no**  
*What was in Sarah's mind when she was looking at Wayne?* **questions and thoughts**

## Reading practice

See detailed notes in Introduction, page 9.

## After reading

Ask the class *What do you think Sarah has decided to do?*  
 Encourage children to think about the different possibilities. Say *There is no single correct answer to the question.* They must work out, themselves, the answer they think is the most likely. Invite children to explain the reasons for their opinions about what Sarah will do. Note these on the board.

**Lesson aim** Reading a story

**Lesson targets** Children:

- learn about the text type: story with a moral dilemma
- follow the text and listen for pronunciation and intonation
- read aloud with accurate pronunciation and intonation
- understand the sense of the text as a whole and answer questions

**Key vocabulary** *decisions, shade, echoed, glanced, pretend, sweating; proud*

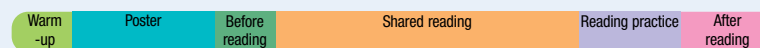
**Key language** present simple and continuous; past simple and continuous

**Key structures** *I'm too hot. I'm getting fed up. It was so hot, they were all sweating.*

**Materials** Poster 1, LB pp 8–9, LC1 Track 1

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

**Time division**





Warm-up

- Write these words on the board: *amazement, cool, hot, quietness, proud, darkness, sticky, thought*. Ask children to underline the adjectives and circle the nouns.
- Ask *What kind of nouns are they?* Prompt/Elicit **abstract nouns**. If the class has forgotten this, write the phrase on the board. Remind them that abstract nouns name things that you think or feel.

Comprehension

Re-read *Decision time*.

Activity 1

- Ask a child to read out the first question. Children may look back to the text. Elicit an answer. Check it with the rest of the class. If there is disagreement over answers, tell the children to look back at the text more carefully. If necessary, direct children to the correct part of the text and look at the relevant sentence(s) together.
- Continue in the same way with the other questions. Children may write complete sentences during class time or for homework.

**Answers:** 1 The name of the teacher was Mr Graham. 2 The children were glad it was time for a break because it was hot and sticky in the classroom. 3 Sam, Ben, Dan and Sarah were playing with a ball in the playground. 4 Sam said he was too hot. 5 Sarah went back into school to get her can of drink. 6 It was dark inside school. 7 Sarah looked at her painting on the wall. 8 Wayne was looking in Mr Graham's desk.

Activity 2

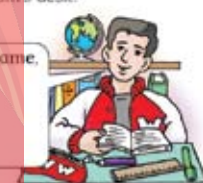
Children should be able to suggest answers to questions 1–5 by looking carefully at the text. If necessary, direct them to the sentence in the text that is mentioned in the question. They should look at the sentences that come before and after it, and then try again to answer. The answers here are examples only. There are different ways of expressing the correct idea(s). Encourage children to give as much information in their answers as they can. For question 5, remind children what they learnt in *Macmillan English 5* about how sound travels: *it travels in waves*. Children give their individual suggestions for answers to questions 6 and 7.

Comprehension

- Answer these questions with proper sentences.
  - What was the name of the teacher?
  - Why were the children glad it was time for a break?
  - Who was playing with a ball in the playground?
  - Who said he was too hot?
  - Why did Sarah go back into school?
  - Was it bright or dark inside school?
  - What did Sarah look at on the wall?
  - Who was looking in Mr Graham's desk?

- Discuss your answers to these questions.
  - What was the weather like? How do you know?
  - Why do you think Mr Graham sat at his desk when the children went outside?
  - How can you tell the children were having a great time at break?
  - Why did Dan run towards the shade of the tree?
  - Why did Sarah's footsteps echo as she walked along?
  - Why do you think Wayne was looking inside Mr Graham's desk?
  - What do you think Sarah will do?

**Vocabulary**  
 A synonym is a word that means the same, or nearly the same, as another word. 'pleased' means the same as 'glad'. An antonym is a word that means the opposite of another word. 'miserable' is the opposite of 'glad'.



- Find each adjective in the text on pages 8–9. Write a *synonym* and an *antonym* for each adjective. Use the thesaurus on page 167.

| adjective   | synonym | antonym |
|-------------|---------|---------|
| 1 hot       | a _____ | a _____ |
| 2 quiet     | b _____ | b _____ |
| 3 bright    | c _____ | c _____ |
| 4 sticky    | d _____ | d _____ |
| 5 empty     | e _____ | e _____ |
| 6 glad      | f _____ | f _____ |
| 7 difficult | g _____ | g _____ |
| 8 strange   | h _____ | h _____ |

10 Comprehension; Vocabulary literal comprehension; extensive; synonyms and antonyms

**Example answers:** 1 The weather was hot and sunny. You know this because it was hot and sticky in the classroom. Children were running about in the bright sunshine and it was shady under the tree. Sam said he was too hot to play with the ball any more. 2 Mr Graham sat at his desk when the children went out because he enjoyed the quietness. 3 You can tell the children were having a great time at break because they were chatting and joking, and chasing each other. 4 Dan ran towards the shade of the tree because he was too hot in the sun. 5 Sarah's

footsteps echoed as she walked along because the floor was wooden and the classrooms were empty so the sound hit lots of hard surfaces and came back.

## Vocabulary

Read Wordsworth's bubble to the class.

### Activity 1

- Children look at the text and find *cool*. Ask a child to read the sentence. Children use the Thesaurus, on page 167, to find the synonym and antonym. Elicit answers. Check with the class. Children write the answers.
- Continue with the rest of the adjectives in the same way.  
**Answers:** 1 chilly, warm 2 silent, loud 3 radiant, dull  
 4 humid, dry 5 unoccupied, full 6 content, unhappy  
 7 hard, simple/easy 8 odd, normal

### Extension

Children write the adjectives in the Vocabulary activity in alphabetical order.

### Practice Book (pages 2–3)

Prepare children for PB by checking they understand the tasks.

- Answers:** *Comprehension* 2 5, 3, 4, 1, 9, 7, 2, 6, 8  
*Vocabulary* 1 1 chilly 2 hard 3 unoccupied 4 odd  
 5 humid 6 silent  
 2 1 bright 2 chilly/cool 3 difficult/hard 4 full  
 5 strange/odd 6 humid/sticky

**Lesson aim** Comprehension and vocabulary

**Lesson targets** Children:

- write full answers to literal comprehension questions
- discuss answers to inferential questions
- find synonyms and antonyms for adjectives in the text

**Key vocabulary** words from Lesson 1

**Materials** LB page 10, PB pp 2–3

**Time division**



**Unit 1**  
**Comprehension**

- Read Language Book 6 pages 8–9 again.
- Put the sentences in order.

1. Dan ran towards the shade of the tree.  
 2. Mr Graham went to the staff room.  
 3. Sam, Ben, Dan and Sarah played with a ball.  
 4. The children in the class put their things in their desks.  
 5. Wayne was looking in Mr Graham's desk.  
 6. Sarah stopped to look at her banding on the wall.  
 7. The children went out to play.  
 8. Sarah went into school to get her can of drink.  
 9. Sarah saw a sudden movement inside the classroom.

2. Comprehension sequencing

**Unit 1**  
**Vocabulary**

A synonym is a word that means the same as another word.  
 For example: 'pleased' means the same as 'glad'.  
 An antonym is a word that means the opposite of another word.  
 For example: 'miserable' is the opposite of 'glad'.

Use the thesaurus to help you do these.

- Change the underlined adjective to another word that means the same.
  - It was cool ( ) in the shade.
  - It was a difficult ( ) decision to make.
  - The car was empty ( ).
  - The man looked very strange ( ).
  - The weather was very sticky ( ).
  - Everywhere was quiet ( ).
- Change the underlined adjective. Make it mean the opposite.
  - The weather was very dull ( ).
  - It was quite warm ( ) in the playground.
  - The spellings were very simple ( ).
  - The can of drink was empty ( ).
  - It was normal ( ) to hear the dog barking.
  - It was sunny and dry ( ).

Vocabulary: synonyms and antonyms 3





## Warm-up

Children look at the numbered adjectives in the Vocabulary activity, on page 10. Ask them to tell you the abstract noun that is formed from each adjective. If you wish, let children work in pairs and give them a time limit. Go through the answers together.

Alternatively, look at each word with the whole class. If they are not sure about the first one, move onto *quiet* and elicit *quietness*, which was in the text. Ask *What is the suffix? ness*. Ask *Which other adjectives can you add this suffix to?* Elicit the other answers. The class may not know *difficulty*. Give them this word if necessary.

## Language box

- 1 Read what Bernie says about pronouns.
- 2 Read the information about first person pronouns. Ask a child to read the example sentence. Do the same with the second and third persons.
- 3 Ask different children to read the first, second and third person pronouns in the chart.

## Activity 1

- 1 Tell children to underline the pronouns in each of the sentences. While they do so, write the sentences on the board.
- 2 When the class has completed the task, ask a volunteer to underline the pronouns in the first sentence. Check the underlining with the class. Refer children back to the chart if necessary. Children check their work. Ask which person each pronoun refers to.
- 3 Continue with the other sentences.

**Answers:** 1 he, third ... You, second 2 It, third ... they, third  
3 We, first ... she, third 4 you, second ... me, first 5 he, third ... them, third

## Activity 2

Ask a child to read the text aloud. Give children a few minutes to complete the task. If you wish, repeat the procedure in Activity 1, step 2. Alternatively, read out the first sentence and elicit the pronouns. Check with the class. Children correct their own work as necessary.

## Language building



1

Remember! A pronoun may be **singular** (one) or **plural** (more than one).

### First person

First person pronouns refer to the person (or persons) who is speaking.

**I** waited for Sarah and **we** went out to play.

### Second person

Second person pronouns refer to the person (or persons) we are speaking to.

Will **you** bring me a can of drink?

### Third person

Third person pronouns refer to the person (or persons) we are speaking about.

**They** sat under the tree and ate **their** sandwiches.

|                        | singular                              | plural             |
|------------------------|---------------------------------------|--------------------|
| First person pronouns  | I, me, mine                           | we, us, ours       |
| Second person pronouns | you, yours                            | you, yours         |
| Third person pronouns  | he, him, his, she, her, hers, it, its | they, them, theirs |

### 1 Underline the pronouns in each sentence.

Say if they are *first, second or third person pronouns*.

- 1 Mr Graham smiled when **he** said, "You **have** all worked hard."
- 2 It was hot and **they** were all sweating.
- 3 "We can sit here," Sarah said as she ran to the tree.
- 4 "Will you sit next to me?" Sam asked Ben.
- 5 "Is this book yours?" Wayne asked Sarah.



### 2 This text is written in the third person. Underline the third person pronouns.

Sarah did not like the empty school. She heard footsteps echoing all around **her**. The darkness frightened **her**. She decided to stop and look at the paintings on the wall. **Hers** was near the top. Then Sarah looked in the classroom. She stopped and stared at what she saw.

Now imagine you are Sarah. Tell the story in the first person. Begin like this:

I did not like the empty school.



Language building first, second and third person pronouns

11

**Answers:** Sarah did not like the empty school. She heard footsteps echoing all around her. The darkness frightened her. She decided to stop and look at the paintings on the wall. Hers was near the top. Then Sarah looked in the classroom. She stopped and stared at what she saw.





**Extension**

Children look at the text in Activity 2. Point out each pronoun. Ask whether it is subject, object or possessive.

**Practice Book** (page 4)

Prepare children by checking they understand the tasks. Remind them to read Bernie's box again before they start.

**Answers:** 1 1 him 2 He ... them 3 We ... us 4 He 5 yours ... it 6 I ... We

2 1 3rd 2 3rd ... 3rd 3 1st ... 1st 4 3rd 5 2nd ... 3rd 6 1st ... 1st

MACMILLAN  
EDUCATION  
Sample marketing text © Macmillan Publishers LTD

**Language building**



|                      |   |  |
|----------------------|---|--|
| <b>First person</b>  | First person pronouns refer to the person (or persons) <b>who is speaking</b> .       | I waited for Sarah and we went out to play.                    |
| <b>Second person</b> | Second person pronouns refer to the person (or persons) <b>we are speaking to</b> .   | Will <b>you</b> bring me a can of drink?                       |
| <b>Third person</b>  | Third person pronouns refer to the person (or persons) <b>we are speaking about</b> . | <b>They</b> sat under the tree and ate <b>their</b> sandwiches |

- 1 Choose the best pronoun for each gap.
- 1 The children liked Mr Graham. They (He, They) liked \_\_\_\_\_ (her, him) very much. \_\_\_\_\_ person
- 2 Mr Graham heard the children outside. \_\_\_\_\_ (She, He) heard \_\_\_\_\_ person (us, them) laughing and shouting. \_\_\_\_\_ person
- 3 \_\_\_\_\_ (We, You) are too hot,' Sam and Sarah said. 'Let \_\_\_\_\_ (us, me) stop and have a rest.' \_\_\_\_\_ person
- 4 Ben was thirsty. \_\_\_\_\_ (He, She) looked at Sarah's can of drink. \_\_\_\_\_ person
- 5 'Is that \_\_\_\_\_ (ours, yours)?' he asked. 'Can I have \_\_\_\_\_ (her, it)?' \_\_\_\_\_ person
- 6 'Sam and \_\_\_\_\_ (I, we) will go and get some more. \_\_\_\_\_ (Me, We) have got some in the classroom,' Sarah said. \_\_\_\_\_ person
- 2 Now write above the pronoun you wrote in each gap, if it is a first, second or third person pronoun.
- 4 Language building: first, second and third person pronouns

**Lesson aim** Language building: pronouns

**Lesson targets** Children:

- understand the function of first, second and third person pronouns
- identify first, second and third person pronouns
- choose between two pronouns to complete a given sentence

**Key vocabulary** words from Lesson 1

**Key language** first, second and third person singular and plural pronouns

**Materials** LB page 11, PB page 4

**Time division**

|         |              |                              |           |               |
|---------|--------------|------------------------------|-----------|---------------|
| Warm-up | Language box | Language building activities | Extension | Practice Book |
|---------|--------------|------------------------------|-----------|---------------|



Warm-up

Ask different children around the class *What do you do every day at school?* Elicit, e.g. *I write in my copy book. I listen to my teachers.* Write the sentences on the board.

After each answer, ask, e.g. *Are you writing now?* Children answer. If the answer is negative, ask *What are you doing now?* Elicit, e.g. *I'm answering a question..*

Bernie's Grammar focus

- 1 Read Bernie's bubble.
- 2 Ask individuals to read the paragraphs.
- 3 Point out the words in colour. Underline the tenses. Point out examples of each tense and ask children to name them.

Activity 1

Ask a child to read the first question. Elicit an answer. Check with the class. Continue with the following questions. Help the class to form an answer to the second part of number 5.

**Answers:** (Note: answers may begin or end with the time phrase.)  
 1 The children have a break every morning. They go outside into the playground. 2 Now the children are playing outside. The sun is shining. 3 Yesterday the weather was wet./Yesterday it was raining. The children did not go outside. 4 When Dan shouted, they were playing quietly. 5 They saw a rainbow. They shouted because the sun was shining through raindrops in the sky.

Activity 2

- 1 Ask pairs to read the questions and answers.
- 2 Tell the class to look at the prompt words for 2. Ask *Is it raining?* Children look at the chart to find the correct answer: *Yes, it is.* Ask *Does it rain every day?* Elicit *No, it doesn't.*
- 3 Point out the prompt words *boys - laugh.* Ask a volunteer to ask the first question. Check with the class that the tense is correct. Elicit an answer. Do the same with 4 and 5.
- 4 Children can repeat this activity in pairs. Go around listening while they speak. Hear one or two pairs speak. Class listens.

**Answers:** 3 Are the boys laughing? Yes, they are. Do they laugh every day? Yes, they do. 4 Are the girls singing? Yes, they are. Do they sing every day? No, they don't. 5 Is the dog barking? Yes, it is. Does it bark every day? Yes, it does.

Activity 3

- 1 Give the class a minute or two to look at the picture. Ask the first question. Elicit three different answers.
- 2 Ask the second question. Remind them the picture shows what the children were doing when the teacher walked in and not what the children did next. They must think of ideas themselves. Give children time to note down three. Hear suggestions. Note three on the board.



## Extension

Children work in pairs, or keep the whole class working together. Children look at the picture in Activity 3 again. Ask the class *What did the teacher say to the children when she came into the room?*

Hear some ideas. Write several good suggestions on the board. If you wish, children write three things that the teacher said in their copy books.

## Practice Book (pages 5–6)

Prepare children by checking they understand the tasks. For exercise 6 it is not essential for children to use direct speech. They may simply describe the events that happened. If they use direct speech, remind them to think about the correct punctuation.

**Answers:** 1 1 is watching 2 enjoys 3 go 4 is driving

5 is shining 6 rains

2 1 went 2 were swimming ... saw 3 was sleeping 4 rang

5 was having ... arrived

3 1 spends 2 flew 3 visited 4 are driving 5 says 6 love

**6 Example writing:** Yesterday Sally went shopping with her mother. While they were shopping, Sally dropped her purse. She looked for it but she did not find it. Later on, another girl found Sally's purse. She opened it and inside she found a name and address. The girl went to Sally's house and gave her the purse. Today Sally is shopping (again). She is happy because she's got her purse and she's got a new friend.

Unit 1

### Grammar

1 Complete the sentences with the verbs in brackets. Use the present simple or the present continuous.

- At the moment, Ben \_\_\_\_\_ TV. (watch)
- He always \_\_\_\_\_ cartoon films. (enjoy)
- The children usually \_\_\_\_\_ to school by bus. (go)
- This morning Mum \_\_\_\_\_ them to school. (drive)
- The sun \_\_\_\_\_ today. (shine)
- It hardly ever \_\_\_\_\_ in August. (rain)

2 Complete the sentences with the verbs in brackets. Use the past simple or the past continuous.

- Tom and Sue \_\_\_\_\_ to the seaside last summer. (go)
- While they \_\_\_\_\_, they \_\_\_\_\_ a shark. (swim, see)
- At midnight Joe \_\_\_\_\_ peacefully. (sleep)
- Suddenly the telephone \_\_\_\_\_ (ring)
- Sally \_\_\_\_\_ lunch when her friends \_\_\_\_\_ (have, arrive)

3 Complete the sentences with a verb in the present or the past. Use the verbs in the box.

say visit love drive spend fly

Every spring Sam (1) \_\_\_\_\_ a week with his uncle and aunt. Last year they (2) \_\_\_\_\_ to Greece and (3) \_\_\_\_\_ with their parents. Right now they (4) \_\_\_\_\_ to Paris in Uncle Bob's old car. Aunt Maggie always (5) \_\_\_\_\_, We (6) \_\_\_\_\_ Paris in the springtime!

4 Look at the pictures.

5 Think about these questions.

- Did Sally go shopping with her mother or her father yesterday?
- While they were shopping, what did Sally drop?
- Did she look for her purse? Did she find it?
- Later on, who found Sally's purse?
- Did she open the purse? What did she find inside?
- Where did the girl go? What did she do?
- What is Sally doing today? Is she happy? Why?

6 Write the story.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6 Grammar: present simple and continuous; past simple and continuous

**Lesson aim** Grammar: present and past tenses

**Lesson targets** Children:

- understand the use of the target tenses
- answer questions using the target tenses
- ask and answer questions using the present simple and continuous
- talk about a picture and make up sentences using the target tenses

**Key vocabulary** words from Lesson 1

**Key language** present simple and continuous; past simple and continuous

**Key structures** *The children have a break every day. Today it's hot. They are playing outside. Yesterday it was raining. They stayed in.*

**Materials** LB page 12, PB pp 5–6

**Time division**

|         |                        |                    |           |               |
|---------|------------------------|--------------------|-----------|---------------|
| Warm-up | Bernie's Grammar focus | Grammar activities | Extension | Practice Book |
|---------|------------------------|--------------------|-----------|---------------|



Warm-up

- 1 Give children a minute or two to look at pages 2, 3.

Ask where they think this is. Children should guess from the title: *a radio studio*. Ask who they think the people are.

Children may guess that they are the presenters of a radio programme.

- 2 Ask *What do you think the programme is called?* Tell children to look at the monitors on the right. Ask *What will be in the programmes?* Children answer *Interviews, serial stories*, etc. Play Programme 1. Children listen and follow.



Before listening

- 1 Give children a few minutes to look at pages 4, 5. Point out the task bar on the right. Ask different children to read out the titles above each logo. Explain that these will be in the programme they are going to hear.



- 2 Ask them to look at the pictures. Ask *What do you think they show?* Children may guess that they are different schools and school children from around the world. If they don't guess this, just accept their suggestions and tell them they will find out in the programme. Ask *What are the names of the presenters?* Children may look back to page 2 if necessary.

Shared listening

- 1 Play FC tracks 1 and 2 all the way through without stopping. Children listen and follow.
- 2 Ask a few general questions, e.g. *Which boy goes to the smallest school? Which girl lives in Australia? Which country is the circus school in? Who goes to a ballet school?*
- 3 Play the track again. Children listen.
- 4 Pause the track for children to note down quick quiz answers.
- 5 Stop the track for *6 chat*. Children work in pairs/small groups. Go around listening while they speak. Ask some pairs/groups to repeat their discussion for the class to hear.
- 6 Play the rest of the track without stopping.

After listening

Go through the email task with the class. This could be done for homework if you wish. Explain that you will receive emails for Radio 6. If possible, give children an email address to send their emails to. If this is not possible, ask them to print out their emails and give them to you. If children do not have access to computers, let them handwrite their emails and give them to you.

Remind the class that email messages are usually short and informative, like the emails that were read out on the programme. **Note:** there will be longer writing tasks in other programmes.

Lesson aim Fluency

Lesson targets Children:

- listen to a short radio programme and follow the items in the FB
- talk about the different schools featured in the programme
- write an email message about the best thing in their school

Materials FB pp 2–5, FC Programme 1

Preparation Listen to Programme 1 and look at the FB pages before the lesson

Time division



## FB6 Introduction and Programme 1 tapescript



**All presenters:** Hello!

**Luke:** Hi, I'm Luke.

**Kelly:** I'm Kelly.

**Monty:** I'm Monty.

**Dee:** And I'm Dee!

**All:** And we are Radio 6!

**Luke:** Welcome to the best radio station on the planet!

**Kelly:** In the universe!

**Monty:** Hey!

**Dee:** We're going places, we're meeting people.

**Kelly:** We're playing games and telling you funny facts you never knew before.

**Dee:** We've got puzzles and competitions.

**Luke:** Whatever you like, you're going to find it here.

**Spanner:** Waaah!

**Monty:** OK, Spanner, we know you're there ...

**Dee:** And not forgetting ...

**Luke:** Spanner, our studio technician.

**Kelly:** He's always there when he's needed ...

**Dee:** and often when he isn't ...

**Nippy:** Oy!

**Monty:** With his helpful friend, Nippy the pliers.

**All:** We're the six on Radio 6. See you soon!

**Luke:** Hello, everybody, I'm Luke. Welcome to the very first programme from Radio 6. The others are all here in the studio with me. So it's hello from Kelly ...

**Kelly:** Hello!

**Luke:** ...from Dee.

**Dee:** Hi, there.

**Luke:** ... and from Monty!

**Monty:** ... Hi, everybody!

**Kelly:** In today's programme we've got a quick quiz, 6 chat, email, a fascinating fact and a tongue twister.

**Monty:** Everyone's going back to school this month.

**Dee:** That's right - you're not the only ones! People are starting in new classes all round the world. And we've been finding out about some of them.

**Monty:** Did you know that some children in Australia live hundreds of kilometres from the nearest town?

**Kelly:** The schools are so far away from their homes that they can't go there every day. So these children listen to lessons on the radio.

**Luke:** Their school is called The School of the Air, because they are taught over the air waves.

**Dee:** Vicky Barker emailed us from a farm in the middle of Australia to tell us about her school day.

**Luke:** She listens to a lesson on the radio for half an hour. Then she works for 5 or 6 hours. She completes her tasks and sends her work to her teacher by mail.

**Kelly:** She can also send emails and talk to her teacher by phone.

**Dee:** Vicky told us: One day when I was talking to my teacher there was a storm and lightning hit the phone line - that was the end of that lesson!

**Monty:** Have you ever thought you'd like to learn something new at school? Well, what about this?

Sasha is going back to circus school in Russia.

**Luke:** He emailed Radio 6 and this is what he said: I love my circus school. I've learned to juggle with fire. This term I'm starting tightrope-walking and the high trapeze.'

**Monty:** Sasha is fifteen years old. He told us: I will be studying here for three more years. Then I'd like to work in the Moscow State Circus.

**Luke:** Thanks, Sasha, and good luck.

**Kelly:** Moscow is in the north of Europe, but it isn't the most northerly school in the world. That's in Greenland. It's in a small village called Siorapaluk.

**Dee:** There are only a few children in the village and the school is also the public library!

**Monty:** Siorapaluk is near the North Pole. In the summer the sun never sets. It's light enough to play outside at three o'clock in the morning!

**Kelly:** At the other end of the world is the most southerly town. It's called Puerto Williams and it's in the very south of South America.

**Monty:** Puerto Williams has one school right in the middle of the town. In summer it doesn't get hotter than 18C, so nice and cool for playing football!

**Luke:** Now we're going to hear from someone who goes to a completely different kind of school. Hello, Amanda.

**Spanner:** Hello!

**Luke:** Hello, who's that?

**Spanner:** Hello!

**Luke:** Spanner? Put the phone down! We're going to talk to Amanda.

**Amanda:** Hello?

**Luke:** Hi, Amanda. Can you tell us about your school?

**Amanda:** Well it's in London. And it's a ballet school.

**Luke:** How long have you been studying at the school?

**Amanda:** I'm just beginning my fourth year.

**Luke:** Do you like it?

**Amanda:** I love it, but we work very hard every day. We get up at half past six ...

**Luke:** Oh, no! That's too early!

**Amanda:** ... and we practise dance for two hours before we start lessons.

**Luke:** What sort of lessons do you do?

**Amanda:** We do the same lessons as other children. My favourite subject is History. We dance again in the afternoon, and in the evening we do homework.

**Luke:** Do you want to be a dancer?

**Amanda:** Oh, yes. I hope that one day I will be good enough to join a ballet company.

**Luke:** Thank you, Amanda. Bye.

**Amanda:** Bye!

**Kelly:** There are lots of children learning to dance at Amanda's school. But some schools don't have many children at all.

**Monty:** We had an email from Finlay in Scotland to tell us that his school is very small. In fact, he's the only pupil! He lives in a part of Scotland where there are very few people.

**Monty:** He's on the line now. Hello, Finlay. Aren't you a

bit lonely?

**Finlay:** Well, I am at the moment! My sister and my two cousins were at this school last year. But now they have gone to the big school in the town fifteen kilometres away.

**Monty:** Are you going to be the only pupil for the whole year?

**Finlay:** No, just for this term, I hope. Some new children are coming to live in the village. Then my younger brother will start school in a few months. There will be five of us altogether.

**Monty:** What's it like being in such a small school?

**Finlay:** Well, the good thing is that the teacher always has time for you. The bad thing is that there aren't many other children to play with. But you get used to it.

**Monty:** Well, have a good time this year, Finlay, and thanks for talking to us.

**Dee:** Now for something completely different. Is your school big? Well, it probably isn't as big as this one.

**Luke:** The CMS school in Lucknow, India has 30,000 pupils!

**Kelly:** It began fifty years ago with 5 pupils in two rooms.

**Luke:** Now it has 20 school buildings in different parts of the city.

**Monty:** There are more than 1,000 pupils in each building.

**Dee:** What an enormous school!

**Kelly:** Now, what's next?

**Luke:** It's time for our quick quiz.

**Monty:** Which country does Vicky come from?

**Kelly:** What sort of school does Sasha go to?

**Dee:** Where is Amanda's school?

**Luke:** How many pupils are there in Finlay's school at the moment?

**Kelly:** Now it's 6 chat.

**Dee:** Would you like to go to any of these schools? Why? or Why not?

Have a chat with your friends.

**Monty:** Now we want to hear from you. Send us an email. Tell us the best thing about your school.

**Kelly:** We'll look forward to reading those.

**Luke:** Now here's a fascinating fact.

**Dee:** You're never too old to learn. Listen to this. The oldest student in England was 96. Bernard Herzberg recently studied African writing at a university in London.

**Spanner:** That's amazing!

**Nippy:** I knew that.

**Kelly:** Now try this tongue twister.

**Luke:** My school's pool is cool! Is your school's pool cool too?

**Kelly:** It's really hard - try it!

**Dee:** That's all from Radio 6 for today!

**Monty:** We hope you enjoyed the programme.

**Kelly:** See you next time.

**All:** Bye!

# 6

## Teacher's Guide samples

Macmillan

English





Warm-up

Say some words. Ask children for the opposite meaning. Choose some that children know from the Thesaurus page if you wish.

Spelling box

Play LC1 Track 2. Children listen and follow. Class repeats the example words.

**Activity 1** Give the class a few minutes to complete the chart. Check answers. Write the missing words on the board.

**Answers:** stopped, drumming, plan, planned, wag, wagging, pat, patted, jogging, jogged, wrap, wrapping, slipping, slipped, hug, hugged, humming, hummed

**Activity 2** Elicit the complete first sentence. Ask for the spelling. Check with the class. Children write.

**Answers:** 1 stopped 2 drumming 3 planned 4 patted, wagged 5 jogging 6 wrapping 7 slipped 8 hugged 9 humming

Extension

Children close books. Write up some target words with the vowels and one of the double letters missing. Children volunteer to complete the words.

**Spelling**

Remember! In words of one syllable which contain a short vowel in the middle, we double the last consonant before we add a suffix which begins with a vowel. For example: chat - chatting - chatted.

1 Take the suffix off each word. Write the verb you are left with.

|            |      |            |            |
|------------|------|------------|------------|
| 1 stopping | stop | 2 rubbed   | 3 swimming |
| 4 pinned   | pin  | 5 tripped  | 6 getting  |
| 7 running  | run  | 8 digging  | 9 clapped  |
| 10 nodded  | nod  | 11 winning | 12 robbed  |

2 Use the best verb from above to complete each sentence.

- I \_\_\_\_\_ my eyes when I was tired.
- It was late and it was \_\_\_\_\_ dark.
- The children were \_\_\_\_\_ in a race.
- I \_\_\_\_\_ my head and said, 'Yes.'
- The thief got in the window and \_\_\_\_\_ the house.
- The audience \_\_\_\_\_ loudly when the singer finished.
- The sharks were \_\_\_\_\_ slowly in a circle around the boy in the sea.
- Everyone was \_\_\_\_\_ to look at the house on fire.
- I \_\_\_\_\_ down the stairs and broke my leg.
- The pirate was \_\_\_\_\_ in the sand to find the treasure chest.
- I like \_\_\_\_\_ races, don't you?
- The teacher \_\_\_\_\_ my picture on the wall.

Spelling: doubling final consonant before suffixing 7

**Spelling**

In words of one-syllable which contain a short vowel in the middle, we double the last consonant before we add a suffix which begins with a vowel.

Sarah is chatting with her friends. Yesterday she chatted with her Mum.  
 chat + ing = chatting      chat + ed = chatted

1 Complete the chart.

|      | + ing    | + ed    |
|------|----------|---------|
| stop | stopping |         |
| drum |          | drummed |
|      | planning |         |
|      | patting  | wagged  |
| hug  |          | wrapped |
| slip |          |         |
| hug  | hugging  |         |
| hum  |          |         |

2 Write the correct form of the verb in each sentence.

- Sarah \_\_\_\_\_ (stop) and looked in the classroom.
- The man was \_\_\_\_\_ (drum) very loudly.
- Sarah \_\_\_\_\_ (plan) to get her favourite drink from her bag.
- The fish \_\_\_\_\_ (wag) its tail with happiness.
- The athlete was \_\_\_\_\_ (jog) around the stadium.
- My Mum was \_\_\_\_\_ (wrap) my birthday present.
- When it was icy I \_\_\_\_\_ (slip) and hurt my leg.
- The small child \_\_\_\_\_ (hug) his teddy.
- Last night I was \_\_\_\_\_ (hum) in the bath.

Spelling: doubling final consonant before suffixing 13

Sample marketing text © Macmillan Publishers LTD

Practice Book (page 7)

Prepare children by checking they understand the tasks.

**Answers:** 1 2 rub 3 swim 4 pin 5 trip 6 get 7 run

8 dig 9 clap 10 nod 11 win 12 rob

2 1 rubbed 2 getting 3 running 4 nodded 5 robbed

6 clapped 7 swimming 8 stopping 9 tripped 10 digging

11 winning 12 pinned

6

Teacher's Guide samples





## Reading for enrichment

- 1 Play LC1 Track 3. Children listen and follow.
- 2 Explain out in all weathers: out all the time, even in bad weather. Ask questions to check understanding, e.g. *What things does the bird have that the boy doesn't have? feathers, wings*  
*What would be wrong with boys flying? They would make a lot of noise.*  
*What kind of bad weather is the bird out in? snow*  
*What can the boy do that the bird cannot do? ride a skateboard and a bike, play football*
- 3 Ask children which lines rhyme: *second and fourth*. Ask them to tell you the rhyming words in each verse.
- 4 Ask different children to read a verse each.

## Handwriting project

Children write out several or all of the verses of the poem. Before they begin, point out how the lines are set out, with the second and fourth lines indented. Encourage children to spend time over this copying task and to concentrate on spelling all the words correctly. Remind them to think about joining correctly and keeping even spaces between words. Children should by now be confident handwriters, but this project gives an opportunity to check for any remaining problems and to set a high standard for the year. If possible, observe the class while they are writing. Correct any individual technical faults. They may illustrate their poems. If you wish, ask children to learn some or all of the verses.

**Reading for enrichment**

**Bird and Boy**

So you want to fly. Why?  
You haven't any feathers.  
Do you think it's good fun  
Being out in all weathers?  
Said Bird to Boy.

You haven't any wings,  
You can't build a nest.  
Why aren't you satisfied  
With the things you do best?  
Said Bird to Boy.

What would it be like?  
A sky full of boys,  
Their arms flapping, their big feet –  
And the noise!  
Said Bird to Boy.

Have you ever tried perching  
In some old tree  
When it's snowing? It's not funny,  
Believe me!  
Said Bird to Boy.

Is it comfortable, do you want to  
Use your skateboard, your bike,  
Your football, all the other  
Things you make?  
Why try to fly?  
Stay out of the sky.

Yes, you're right, I can't just  
Flap my arms and fly.  
But I dream about it often,  
Winging through the sky,  
Above the houses, the streets.  
I'd like to try.  
Said Boy to Bird.

Leslie Norris

Reading extension conversation poem

15

**Lesson aim** Spelling, Reading extension

**Lesson targets** Children:

- read, spell and write target words with a doubled consonant
- write target words in context
- read and understand a conversation poem
- write, illustrate and learn all, or part of, the poem

**Target words** words of one syllable with a doubled consonant before a suffix beginning with a vowel

**Materials** LB pp 13 and 15, PB page 7, LC1 Tracks 2, 3

**Preparation** Listen to the tracks before the lesson

**Time division**

|         |              |                     |               |                        |         |
|---------|--------------|---------------------|---------------|------------------------|---------|
| Warm-up | Spelling box | Spelling activities | Practice Book | Reading for enrichment | Project |
|---------|--------------|---------------------|---------------|------------------------|---------|



## Session 1: Class writing

## Warm-up

With books closed, ask a volunteer to say what happened in *Decision time*. Ask *Did the story have an ending?* **no** Children look at page 14. Read Penny Pen's speech bubble to the class.

## Activity 1

- 1 Point out the three story plans. Explain that they are all possible endings for the story. Ask different children to read out the plans.
- 2 Point out that every paragraph 1 says what Sarah did and every paragraph 2 has ideas about what happened next. Paragraph 3 is left for the class to do.

## Activity 2

Ask *Who wants to use the first ending?* Ask for reasons for this choice. Do the same with the other two endings. Tell the class they can change their minds about their choice. Take a final vote. Choose the most popular ending.

## Activity 3

- 1 Ask children to look at the story plan they chose. Ask for ideas for what happens in paragraph 1. Write notes on the board.
- 2 Children look at the questions for Paragraph 2. Ask for suggestions for the answers. Write notes on the board.
- 3 Ask children to think in silence for a moment about what happens in the third paragraph. Remind them that a story should have a clear ending. Invite responses from children around the class. They may all have a similar idea. If there are alternatives, you may wish to take a vote straight away. Alternatively, ask children for reasons for their suggestion before the class votes.

## Shared writing

## Activity 4

- 1 Help the class to compose sentences from the notes on the board. Ask questions to help the class to add extra detail, e.g. *Did Sarah walk away? Did she walk in quietly/quickly/nervously/anxiously? How did Sarah feel when she spoke to Wayne?/to Mr Graham?/to her friends?* Remind the class to use some direct speech in their story.



**Class writing**

Now you can decide how you want the story to end.

- 1 Read the three possible endings.

**Ending one – story plan**

Paragraph 1 Sarah asked Wayne what he was doing.  
Paragraph 2 Wayne answered. Was he angry? What did he say? Did Wayne have a good reason?  
Paragraph 3 What happens now?

**Ending two – story plan**

Paragraph 1 Sarah went to get Mr Graham.  
Paragraph 2 What did Mr Graham do? Did he go and see Wayne? What did he say to Wayne? What did Wayne do?  
Paragraph 3 What happens now?

**Ending three – story plan**

Paragraph 1 Sarah pretended she hadn't seen anything. She went outside again.  
Paragraph 2 Did she say anything to her friends? Did she tell them? Did they decide to do nothing or did they decide to trap Wayne?  
Paragraph 3 What happens now?

- 2 Have a class vote and choose which ending you want to use.
- 3 Follow the story plan for the ending you chose. Brainstorm your ideas. Write some notes for each of the three paragraphs on the board.

14 **writing** Choosing how to complete the story and composing the ending as a class

- 2 When the story is completed, ask children to read their work.
- 3 Ask what improvements could be made, e.g. *Does the story make sense? Does anything need to be added? Is the language interesting? Does it need better verbs or more adjectives/adverbs?* Discuss possible improvements with the class. Make changes.

## After writing

Ask the class *In your story ending, do you think Sarah did the right thing? Why? or Why not? Is there anything she should have done differently? What sort of person do you think Sarah is? Would she be a good friend? Why? or Why not?*





## Session 2: Practice Book writing

### Warm-up

Write a sentence on the board without punctuation, e.g. *What are you doing asked Sarah quietly*

Ask the class to punctuate it: **'What are you doing?' asked Sarah quietly.** Repeat with another direct speech sentence, e.g. *Wayne is looking in your desk said Sarah: 'Wayne is looking in your desk,' said Sarah.*

### Preparation task (page 8)

- 1 Ask a child to read Penny Pen's bubble.
- 2 If your class needs help in this kind of activity, you can choose one of the other endings with the class and follow the procedure for Class writing, Activity 3. If your class is able to think up ideas independently, let children work individually. They choose another ending and write notes for what happens in each paragraph. Remind them they are just writing their ideas in note form. They do not need to use complete sentences or direct speech. The plan is just an outline of what happens. Give them several minutes to do this. Check children's plans as they complete them. Let children go on to the next stage if their plan shows a logical sequence of events, with a clear ending.

### Writing task (page 9)

Before children start writing, tell them to read Penny Pen's bubble. Remind them they should tell the reader how characters are feeling as well as what they do. Go around helping while they are working. Be ready to give any new words and help with punctuation of direct speech.

### After writing

Ask some children to read their work to the class. Children make neat copies (with illustrations) for their Writing folders.

**Lesson aim** Writing the ending of a story

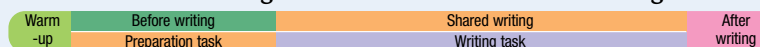
**Lesson targets** Children:

- write a three-paragraph plan for a story ending
- write the complete story ending

**Materials** LB page 14, PB pp 8-9

**Time division**

Session 1: Class writing    Session 2: Practice Book writing



**Writing**

In class you chose one of the three endings for the story.

1 Look back at page 14 in your Language book and choose one of the other two possible endings. Write a story plan for the ending. Write some short notes on what you want to go in each paragraph.

Paragraph one

Paragraph two

Paragraph three

2 Now write your own ending for the story.

Remember to:

- write three paragraphs.
- use direct speech.
- say how the characters feel.
- use some exciting adjectives.

Unit 1

If you need more room, continue your story in your copy book.

Writing: making p. 20 of ending in note form: 9

### Key writing features: ending a story

Look for these features in assessing the task:

- the writing follows the three-paragraph story plan
- it contains direct speech
- the language is interesting
- the story has a logical plot and a clear ending