

6 Stories from far away

70 Unit 6 Identify and use new words: the natural world
WB: page 62

Lesson 1 Vocabulary

1 2.18 Listen, point and say.

2 2.19 Listen and play the game. Which word is *above*, *below* or *next to* these words?

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

3 Write the new words in your notebook.

Things I can hold in my hand	Things I can't hold in my hand
grass	world

4 Look at the picture. Play the game. This word begins with l... Leaf!

5 2.20 Sing the song. **Be a star!**

Come and tell a story

Come to the campfire and sit with me.
Let's tell stories – what will they be?
Under the light of the shooting star,
We'll visit places near and far.
There's a story about a monkey
And a nest on a branch.
There's a story about a tiger
And a clever rabbit who did a dance.

Chorus
There's a story about a poor man
And the kindness of his friends.
Every country has its stories.
Let's see how this one ends ...

Chorus

Which new words are in the song?

71 Unit 6 Sing a song
WB: page 62

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

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

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

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

Warm-up: Scrambled sentences

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

1 2.18 Listen, point and say.

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

2 2.19 Listen and play the game. Which word is *above*, *below* or *next to* these words?

- Have the children tell you the difference between *above*, *before* and *next to*.
- Play the first example on the audio and point to the pictures in the Pupil's Book.
- Play the next example, pause the audio and elicit the answer. Then confirm with the audio.
- For the last part of the audio, when the Narrator says *Now you*, pause for the children to call out the answer.

Audioscript

Teacher: It's above stream.

Child: world

Teacher: It's below field.

Child: shooting star

Teacher: It's next to world.

Child: field

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

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

3 Write the new words in your notebook.

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

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

4 Look at the picture. Play the game.

- Ask two volunteers to read out the example dialogue.
- Refer the children to page 70 and say *This word begins with 'n'*. Elicit, e.g. *nest*. Repeat.
- Have the children continue with their partners.

5 Sing the song. Be a star!

- Have a volunteer read Freddy's question.
- Play the audio. Children listen and raise their hands when they hear a new word.
- Children read the song and underline the new words. Write them on the board.
- Play the song again. Children sing along.

Answers: campfire, shooting star, nest, branch

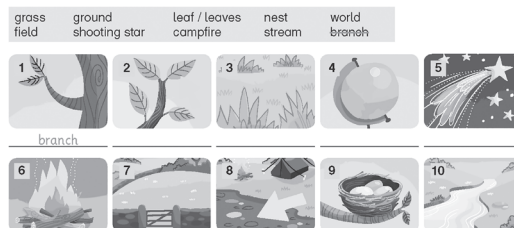
Cooler: Let's draw

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

6 Stories from far away

Lesson 1 Vocabulary

1 Label the pictures.



2 Look and read. Choose the correct words and write them on the lines. There is one example.

- Example** Birds build this for their eggs. nest
- 1 A part of a tree with leaves on. _____
 - 2 A special thing in the sky at night. _____
 - 3 Where cows eat grass. _____
 - 4 A small river. _____
 - 5 The place where we all live. _____
 - 6 What we walk on. _____
 - 7 You have this near your tent. You use it for cooking. _____

3 Answer the questions.

- 1 Which things are parts of a tree? branch
- 2 Which things can you stand on? _____
- 3 Which things can you see well in the dark? _____

62 Unit 6 CEYL Movers, Reading and Writing, Part 1

1 Label the pictures.

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

2 Look and read. Choose the correct words and write them on the lines. There is one example.

This activity helps the children prepare for Part 1 of the Reading and Writing in the Cambridge English: Movers test.

- Write all the new words on the board. Children define them.
- Children complete the activity individually, then check their answers with their partners.

Answers: 1 branch 2 shooting star 3 field
4 stream 5 world 6 ground 7 campfire

3 Answer the questions.

Answers: 1 branch, leaf / leaves 2 ground, grass, field, world 3 shooting star, campfire

Lesson 2 Reading

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

1 The characters in the stories are ...
a animals. b people. c animals and people.

2 The stories happen in ...
a Asia. b America. c Africa.

2 Scan the texts. Underline the new words from Lesson 1.

3 2.21 **Read the texts. Which animals are clever? Why?**

The monkey and the bird's nest (Africa)

Once upon a time, some monkeys were playing. One of the monkeys ran up a tree, and through the leaves he saw a bird's nest on a branch. The mother bird wasn't sitting on the nest, but inside there were three beautiful blue eggs.
'Yummy! I like eggs,' said the monkey, and put out his hand.
At that moment, the mother bird flew into the tree and called, 'Stop! Please don't take my eggs!' The monkey looked at the mother. He decided to be kind and he didn't take the eggs. 'Thank you!' said the mother bird.

The next day, the monkeys were playing in the long grass. Nearby, watching them, was a hungry leopard.
Yummy! thought the leopard. *I like eating monkeys!*
The mother bird was flying above. She saw the monkeys and the leopard and called, 'Be careful! There's a leopard. Run and hide!'
The monkey and his friends ran and hid. The leopard had nothing to eat for lunch. The monkey on the ground looked up at the bird. 'Thank you!' he said, and they both smiled.

72 Unit 6 Read a story
WB: page 63

Values

Do you know any stories from your country?

The tiger in the river (Asia)

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

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

The rabbit took the tiger to the river and pointed into the water. The tiger stood on a rock and looked down. With a huge **ROAR** he jumped angrily onto the big tiger. 'Haha!' laughed the rabbit as she watched the tiger go down the river. All the animals laughed too!

another both fly (flew) hide (hid) nothing take (took)

Learning to learn

Learning new vocabulary using colour

Use colour to help you learn new words. Write nouns in yellow, verbs in blue and adjectives in green. Choose your own colours for other words or use the colours in Graphic Grammar. This helps the words to stay in your memory!

Write the new words from Lessons 1 and 2 in your notebook using different colours.

Unit 6 Identify new words: verbs and pronouns
WB: page 63 73

Learning objectives: Read a story; Identify new words: verbs and pronouns

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

Additional vocabulary: jungle, nearby, roar

Resources: (PK) - Unit 6, Lesson 2;

(TRC) - Downloadable flashcards; (PPK) - Flashcards;

(PRC) - Review audio track 2.21

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

Warm-up: It's about ...

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

Vocabulary

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

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

Values

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

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

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

Answers: 1 a 2 a, c

2 Scan the texts. Underline the new words from Lesson 1.

- Ask the children to tell you the new words they learned in Lesson 1. Write them on the board.
- Have the children work individually. Remind them that scanning is done quickly and not to worry if they don't understand any new words.
- Children raise their hands to answer.

Answers: leaves, nest, branch, grass, ground

3 2.21 Read the texts. Which animals are clever? Why?

- Ask the children what they think of each animal.
- Play the audio. Children listen and read.
- Give them time to read the stories again individually and answer the question in their notebooks. Have them compare their answers with their partners.

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

Teaching star!

Reading

- Encourage children to read aloud to develop their fluency and focus. Have the children sit in a circle with their Pupil's Books. Explain that you will start reading the story and could stop at any point. When you stop, the child on your left has to read out the next sentence or phrase in the story. That child then continues by continuing the story and stopping, etc.

Learning to learn

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

Cooler: Pass the ball

- Play the game to practise parts of speech. See the Games Bank (pages 14–17) for how to play the game.

Lesson 2 Reading

1 Read and circle to complete the sentences.

- 1 We played a game. Ben **took** / **hid** and I looked for him.
- 2 Their mother **called** / **flew** them for dinner.
- 3 We **took** / **called** food to cook on the campfire.
- 4 A bird **flew** / **hid** over the field.
- 5 I'm thirsty! Can I have **both** / **something** to drink, please?
- 6 That was a delicious cupcake! Can I have **another** / **something** one, please?
- 7 There's **something** / **nothing** to eat in the fridge. We must go shopping!
- 8 We only had a banana for lunch and now we're **both** / **another** very hungry!

2 Read the stories on Pupil's Book pages 72–73. Then complete the sentences.

flying another both take nothing hid called

- 1 'Stop! Please don't take my eggs!'
- 2 The mother bird was _____ over the field.
- 3 She _____, 'Be careful! There's a leopard.'
- 4 The monkey and its friends ran and _____.
- 5 The leopard had _____ to eat for lunch.
- 6 The monkey said 'Thank you!' to the bird, and they _____ smiled.
- 7 'Well, I was running away from _____ tiger,' said the rabbit.



Learning to learn

3 Circle the nouns in yellow, the verbs in blue and the adjectives in green.

- 1 They went across a **huge** lake between some beautiful hills.
- 2 An angry servant pushed Edward out of the castle.
- 3 Through his fingers he saw a bigger dinosaur with a long neck.
- 4 Harry jumped quickly behind a rock and put his hands over his face.
- 5 Always sit down when you eat and remember to eat slowly.

Unit 6 63

1 Read and circle to complete the sentences.

Answers: 1 hid 2 called 3 took 4 flew
5 something 6 another 7 nothing 8 both

2 Read the stories on Pupil's Book pages 72–73. Then complete the sentences.

Answers: 1 take 2 flying 3 called 4 hid
5 nothing 6 both 7 another

3 Circle the nouns in yellow, the verbs in blue and adjectives in green.

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

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

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

2 Which animal(s) do these adjectives describe?

- Write the adjectives on the board and complete the activity as a class.
- Then divide the class into pairs and have them find examples in the text that show why the adjectives belong to those animals.
- Have the pairs read their answers to the class.

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

3 Discuss with a friend. Who is your favourite character in the stories? Why? Be a star! ★

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

Extension

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

Teaching star! ★

Lesson 3 Reading comprehension

1 Answer the questions with full sentences.

- 1 What did the monkey want to do with the eggs? He wanted to eat them.
- 2 What did the leopard want to do with the monkeys? _____
- 3 Why did the bird help the monkey? _____
- 4 Why did the tiger come to the jungle? _____
- 5 Why did the rabbit dance round and round? _____
- 6 Why did the tiger jump into the river? _____

2 Which animal(s) do these adjectives describe?

- 1 hungry monkey.
- 2 clever _____
- 3 scared _____
- 4 brave _____

3 Discuss with a friend. Who is your favourite character in the stories? Why? Be a star! ★

My favourite character in the stories is the monkey because he decided to be kind.

Sounds and spelling

4 2.22 Listen and say the chant. Look at the spelling.

Two little people in purple sandals sit on flower petals.

5 2.23 Write the missing letters. Listen to check.

- 1 people 2 bottle 3 festiv 4 hospit 5 uncle 6 umm

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Unit 6 Reading comprehension: Interpret stories Sounds and spelling: *le* or *al* ending (/ə)l/ WB: page 64

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

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

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

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

Warm-up: What's the missing word?

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

1 Answer the questions with full sentences.

- Ask the children to give you an example of a full sentence. Write it on the board.

4 **2.22 Listen and say the chant. Look at the spelling.**

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

Audioscript

Teacher: Now say the missing words.

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

Children: little

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

Children: purple

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

Children: petals.

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

Children: sandals

5 **2.23 Write the missing letters. Listen to check.**

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

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

Cooler: Bingo

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



Lesson 3 Reading comprehension

1 Read the stories on Pupil's Book pages 72–73. Then complete the sentences.

The monkey and the bird's nest
1 The monkeys were playing.
2 One monkey found some beautiful _____ in the tree.
3 The monkey was _____ and didn't eat the eggs.
4 The leopard wanted to _____ the monkeys.
5 The mother bird told the monkeys to _____ and hide.

The tiger in the river
6 The animals _____ in the trees.
7 But the rabbit wasn't _____ of the tiger.
8 The rabbit said there was another, bigger _____.
9 The tiger was angry and jumped into the _____.
10 All the animals _____ at the tiger.

2 Tick (✓) the best message for each story.

The monkey and the bird's nest
 1 Don't believe everything you see.
 2 It's good to prepare for the future.
 3 If you are kind to other people, they are kind to you.

The tiger in the river
 4 We should always keep our promises.
 5 It's better to be clever than scary.
 6 Sometimes it's better to do things slowly and carefully.

3 Read the story. Which is the best message from Activity 2?

It was summer and the grasshopper was enjoying the sunshine. He saw an ant walking past carrying food. 'Why are you always working and collecting food? It's summer! Enjoy yourself! There's lots of food around,' he said. 'Because we need to collect food for the winter,' said the ant. The grasshopper laughed. But in the winter the grasshopper couldn't find any food. He was sad and hungry.
Message: _____

Sounds and spelling

4 Say aloud. Circle the pairs of letters that sound like /l/.
My uncle draws animals in the jungle at a tropical festival. There are apples and bottles on the table.

5 Write the words with the endings *al* or *le*.
1 *al*: animals
2 *le*: _____

64 Unit 6

1 Read the stories on Pupil's Book pages 72–73. Then complete the sentences.

Answers: 1 playing 2 eggs 3 kind 4 eat
5 run 6 hid 7 scared 8 tiger 9 river / water
10 laughed

2 Tick (✓) the best message for each story.

Answers: 3, 5

3 Read the story. Which is the best message from Activity 2?

Answer: 2 It's good to prepare for the future.

4 Say aloud. Circle the pairs of letters that sound like /l/.

Answers: My uncle draws animals in the jungle at a tropical festival. There are apples and bottles on the table.

5 Write the words with the endings *al* or *le*.

Answers: 1 *al*: animals, tropical, festival
2 *le*: uncle, jungle, apples, bottles, table

Lesson 4 Grammar

1 Look and read.

Graphic Grammar

Past continuous

Yesterday at six o'clock he was sleeping.

He wasn't doing his homework.

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

1 The monkeys / play / They / eat The monkeys were playing. They weren't eating.

2 The bird / fly / She / hide _____

3 The leopard / eat / He / wait _____

4 The baby birds / sleep / They / sing _____

5 The tiger / hide / He / dance _____

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

1 At eight o'clock, _____

2 At one o'clock, _____

3 At five o'clock, _____

Unit 6 Use the past continuous WB: page 75

- On the board, write two more sentences, one in the past simple and the other in the past continuous. Have the children tell you which sentence is in the past continuous.
- Refer the children to the Graphic Grammar box on page 75 and have them read the sentences. Ask them to tell you which verbs are in the past continuous.
- Divide the class into pairs and have them write two sentences using the past continuous. One sentence should use *was / were* and one should use *wasn't / weren't*.
- Have the pairs read their sentences to the class.

- If using the video, first read the sentences in the book as the children follow you. Tell them to watch the video and pay attention to the blue and red boxes.
- Play the video.
- Continue by following the above steps, starting at the second point.

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

- Have the children look at the picture. Explain that it shows what the animals were doing yesterday. Look at the example as a class.
- Have the children tell you what each animal was doing yesterday using the past continuous form.
- Have the children complete the activity individually and then show their answers to their partners.
- Then ask them to look through the book and describe what was happening in a few of the pictures to their partners.
- Monitor for proper use of language, gently correcting where necessary.

Learning objectives: Use the past continuous

Grammar: Past continuous

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

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

Warm-up: Read my lips

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

1 **Look and read.**

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

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

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

- Using the times given in Activity 3, write sentences on the board about yourself and read them to the class.
- Have the children complete the activity and then read their sentences to their partners.

Revision

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

Cooler: Right or wrong?

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

Workbook page 65

Lesson 4 Grammar

1 Look and circle the verbs to complete the sentences.

At three o'clock ...

1 The children were watching / weren't watching TV. They were doing / weren't doing different things.

2 Freddy was listening / wasn't listening to music. He was watching / wasn't watching TV.

3 Peter wasn't reading / was reading. He was playing / wasn't playing his guitar.

4 Vicky and Jane were doing / weren't doing their homework. They were playing / weren't playing games.

5 Grandpa was sleeping / wasn't sleeping. He was watching / wasn't watching TV.

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

At half past four ...

1 The children / not play / outside. They / sit / inside.
The children weren't playing outside.
They were sitting inside.

2 Vicky / not / wash up. She / clean / table.

3 Freddy and Peter _____

4 Jane _____

5 Grandpa _____

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

On Saturday morning, I was _____
I _____

On Saturday evening, my family and I _____
We _____

On Sunday morning, I _____
I _____

On Sunday afternoon, we _____
We _____

Go to Grammar reference on page 123 Unit 6 65

1 Look and circle the verbs to complete the sentences.

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

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

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

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

Answers: Children's own answers.

Grammar reference:


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

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

Lesson 5 Language in use

buy a present catch a bus
plant a flower write an essay

1 2.24 Listen and say.

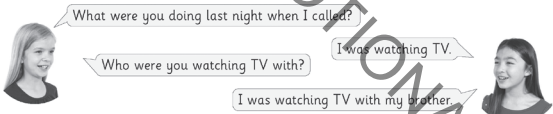


1 I called you at six o'clock last night, but you didn't answer your phone.
2 At six o'clock? Oh, I was catching a bus.
3 **Where were you going?**
4 I was going to the school concert.
Why were you calling me?
5 I was writing an essay and I had a question.
6 Oh, sorry. So, what did you do?
7 Well, I called Paul, but he was busy. He was buying a present.
8 So, what did you do?
9 Well, I called Lucy, but she was planting flowers with her mum.
10 Oh dear! What was the question?
11 I can't remember now!

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

1 What was John doing? He was **catching a train**.
2 _____ He was going to the **sports centre**.
3 _____ He was meeting **his friends** there.
4 _____ They were going there to **watch a basketball match**.

3 Make a new dialogue. Talk about yourself. **Be a star!**



What were you doing last night when I called?
I was watching TV.
Who were you watching TV with?
I was watching TV with my brother.

76 Unit 6 Ask questions using the past continuous Use new words: verbs and activities WB: page 66

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

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

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

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

3 Make a new dialogue. Talk about yourself. **Be a star!**

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

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

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

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

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

Warm-up: What's the tense?

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

1 2.24 Listen and say.

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

Communicating

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

Teaching star!

Cooler: Postcards

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



Workbook page 66

Lesson 5 Language in use

1 Write the words in the correct order to make questions.

1 Jane / What / doing / at / ten / o'clock / was / yesterday?
What was Jane doing at ten o'clock yesterday?

2 her? / Why / calling / you / were

3 visit / going / friend? / Were / they / their / to

4 Who / you / talking / to? / were

5 Grandpa / was / Where / going?

2 Read the answers and write the questions. Look at the underlined text to decide which question word to use: *Why, Where, What or Who.*

1 What were the children doing? The children were playing football.

2 _____ She was going to the chemist's.

3 _____ They went to the shop to buy a present.

4 _____ Mary was helping her mum.

5 _____ He was buying new trousers.

3 Complete the dialogue. Use the correct form of the verbs.

eat¹ go call buy plant go do

A: Where were you yesterday afternoon?
B: I ¹ was catching a ferry.
A: Where ² _____?
B: I ³ _____ to see my grandparents. Why ⁴ _____ me?
A: I ⁵ _____ my homework and I had a question.
B: Oh, sorry. So what did you do?
A: I called Andrew but he wasn't at home. He ⁶ _____ some new football boots. Then I called Rebecca but she was busy too. She and her mum ⁷ _____ flowers in the garden!
B: Oh dear! What was the question?
A: I can't remember.

66 Unit 6 Go to Grammar reference on page 123

Grammar reference:

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

1 Write the words in the correct order to make questions.

Answers: 1 What was Jane doing at ten o'clock yesterday? 2 Why were you calling her? 3 Were they going to visit their friend? 4 Who were you talking to? 5 Where was Grandpa going?

2 Read the answers and write the questions. Look at the underlined text to decide which question word to use: *Why, Where, What or Who.*

Answers: 1 What were the children doing? 2 Where was she going? 3 Why did they go to the shop? 4 Who was Mary helping? 5 What was he buying?

3 Complete the dialogue. Use the correct form of the verbs.

Answers: 1 was catching 2 were you going 3 was going 4 were you calling 5 was doing 6 was buying 7 were planting

Grammar reference (page 123)

1 Write the dialogue.

Answers: A: What were you doing at 4pm yesterday? B: I was playing football in the park. A: Who were you playing with? B: I was playing with some friends from school. A: Was your brother playing? B: No, he wasn't. He was shopping with mum. A: What were they buying? B: They were buying a birthday present for me!

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

Lesson 6 Listening and speaking

1 2.25 Listen and number the pictures to make a story.

2 Discuss with a friend. Is the poor man good or bad? Why?

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

🗣️ Narrator 🗣️ Farmer 1 🗣️ Poor Man 🗣️ Farmer 2

🗣️ A poor man put some water and a stone into a pot. A farmer came by.
 🗣️ What are you cooking?
 🗣️ I'm making stone soup. It's delicious, but can you add something to it?
 🗣️ Here are some ...
 🗣️ Thank you very much!
 🗣️ The poor man stirred his soup round and round. Soon another farmer came by.
 🗣️ What are you cooking?
 🗣️ I'm making stone soup. It's delicious, but can you add something to it?
 🗣️ Here are some ...
 🗣️ Thank you very much!
 🗣️ The poor man stirred his soup. There was a big smile on his face.
 🗣️ This stone soup is really delicious! Please, everyone, stay for dinner!
 🗣️ Thank you very much!

Unit 6 Listening: listen to sequence a story Speaking: act out a play WB: page 77

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

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

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

Warm-up: Sentence race

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



1 2.25 Listen and number the pictures to make a story.

- Refer the children to the pictures and ask them to tell you what they see in each one. Then ask them to tell you what they think the story will be about.

Audioscript

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

Farmer 1: What are you cooking?

Man: I'm making stone soup. It's delicious, but can you add something to it?

Narrator: The farmer went away, but she came back with some carrots.

Farmer 1: Here are some carrots for your soup.

Man: Thank you very much!

Narrator: The poor man went on stirring his soup round and round. Soon another farmer came by.

Farmer 2: What are you cooking?

Man: I'm making stone soup. It's delicious, but can you add something to it?

Narrator: The farmer went away, but he came back with some onions.

Farmer 2: Here are some onions for your soup.

Man: Thank you very much!

Narrator: The moon and the stars came out, but the poor man was still there, stirring his soup round and round. Soon another farmer came by.

Farmer 3: What are you cooking?

Man: I'm making stone soup. It's delicious, but can you add something to it?

Narrator: The farmer went away, but she came back with a chicken.

Farmer 3: Here's a chicken for your soup.

Narrator: The poor man stirred his soup round and round. There was a big smile on his face.

Man: This stone soup is really delicious! Please everyone, stay for dinner!

Narrator: Everyone shared the poor man's delicious soup. Mmm!

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

2 Discuss with a friend. Is the poor man good or bad? Why?

- Ask *Is the poor man good or bad? Why?*
- Divide the class into pairs and have them discuss the question.

- Monitor for proper use of language.
- Have volunteers share their ideas with the class.

Teaching star! ★

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

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

- Divide the class into small groups and hand each one a few sheets of paper. They draw the food they will add to the pot. They can use their drawings as props.
- Give the groups a little time to prepare their play.
- Bring groups to the front and have them perform their play.

Group work

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

Cooler: What did they say?

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

Workbook page 67

Lesson 6 Language builder

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




1 What are you ... doing / cooked / said / writing?

2 I'm ... making lunch / did my homework / read my book / watching a film.

3 It's ... eat / delicious / boring / went.

4 Can you ... going shopping / watched it / help me / find a better one, please?


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

1   

1 A: What / study?
What are you studying?
B: do / maths homework / difficult / check / answers?
I'm doing maths homework. It's difficult. Can you check the answers, please?
A: Yes, of course.

2 C: What / do?
D: planting / flowers / hot / give / glass of water?
C: Yes, here you are.

3 E: What / read?
F: read / English story / difficult / get / dictionary?
E: Yes, just a minute.

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

A: What _____?
B: _____
A: _____

Unit 6 67

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

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

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

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

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

Answers: Children's own drawings and answers.

Lesson 7 Writing


Explanation
Adjectives describe nouns.
Adverbs describe verbs.

- 1 Read the story on page 73 again. Make a list of the adjectives and adverbs in your notebook.
- 2 Read the beginning of the story. Then complete with the adjectives and adverbs.

carefully delicious huge little slowly big


The enormous carrot

Once upon a time a ¹ little girl called Anna ² planted a carrot seed. She watched the seed ³ grow into a ⁴ carrot plant with ⁵ green leaves. One day, she decided to pull up the carrot plant because she wanted to make some ⁶ carrot soup. She started to pull up the carrot plant from the ground, and ...



- 3 What do you think happens next? Write the ending of the story in your notebook. **Be a star!**

Father Grandpa



Mother Grandma

... she pulled and pulled, but the carrot was too big! A tall man was walking past. It was her father, so Anna called, 'Father, Father, please help me!' Her father came quickly across the field and they pulled and pulled, but the carrot was too big!

78 Unit 6 Using adjectives and adverbs in a story
WB: pages 68–69

Learning objectives: Using adjectives and adverbs in a story

Resources: (PK) - Unit 6, Lesson 7

Materials: Sheets of paper (one per pair)

Warm-up: Telephone game

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

1 Read the story on page 73 again. Make a list of the adjectives and adverbs in your notebook.

- Refer the children to the Explanation box. Have them suggest sentences with adjectives or adverbs. Write them on the board.
- Then have them look at the story on page 73 to complete the activity.

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

2 Read the beginning of the story. Then complete with the adjectives and adverbs.

- Have the children tell you what part of speech each word in the box is.
- Have the children complete the activity individually.

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

Teaching star!

Communicating

- Hold class discussions to develop critical thinking skills.
- Ask *What did you learn from the stories in Unit 6? Does reading stories like this make people behave better in their everyday lives?*

3 What do you think happens next? Write the ending of the story in your notebook. **Be a star!**

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

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

Cooler: What's the word?

- See the Games Bank (pages 14–17) for how to play this game.

Lesson 8 Think about it! *Play a storytelling game*

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

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

1 Suddenly, she heard her phone ringing. 'Oh,' she said. 'It was in the wardrobe all the time!' **S**

2 Jack watched as the water in the river got higher and higher.

3 They made a lot of noise and it went away.

4 Jane's little dog ran away.

5 Adele couldn't find her phone.

6 Three men in a boat came and rescued him.

7 A man rang the doorbell. 'Is this dog yours? It was sleeping in my garden!'

8 They saw a huge bear looking at them. There was no escape!

3 Look at Activity 2 and match the problems with the solutions.
1 5 and 1 2 _____ 3 _____ 4 _____

4 2.26 Listen and write your ideas for a story.

YOU NEED: a piece of paper and a pencil

- 1 Listen to the questions and write your ideas.
- 2 Fold your paper over to cover your ideas.
- 3 Pass it to your neighbour.
- 4 Then follow the steps from 1 again.

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

Unit 6 Analyse and synthesise information
WB: pages 76–79

Learning objectives: Analyse and synthesise information

Additional vocabulary: problem, solution

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

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

Warm-up: Word play

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

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

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

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

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

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

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

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

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

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

4 2.26 Listen and write your ideas for a story.

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

Audioscript

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

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

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

Evaluating

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

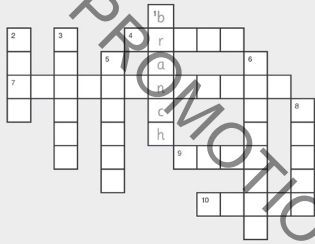
Cooler: Word puzzle

- See the Games Bank (pages 14–17) for how to play this game.

Workbook pages 70–71

Check-up challenge

1 Complete the word puzzle.



Across

4 Horses like to eat green ...

7 I saw a ... in the sky!

9 One ... , two leaves

10 The ... has lots of different countries in it.

Down

1 Birds were sitting on the ... of a tree.

2 I saw two eggs in the bird's ...

3 He sat down on the ... for a rest.

5 We fished in the ...

6 Let's sit round the ... and sing songs!

8 The ... was full of flowers.

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

1 eating? / What / girls / were / the

What were the girls eating?

They were eating fish.

2 rabbits / the / Where / hiding? / were

3 was / looking at / Who / shooting stars?

4 boy / doing? / the / was / What

5 owl / was / Where / sitting? / the



70

Unit 6

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

What were you doing at six o'clock?

A I was riding my bike in the park.

B I went out.

C I stayed at home.

1 I called you but you didn't answer.

A Oh sorry, I didn't have my phone.

B I don't know the answer.

C Who did you call?

2 Was Vicky in the park too?

A No, she wasn't inside.

B Yes, she was.

C Yes, they were both in the park.

3 Were you at home at seven o'clock?

A Yes, I was doing my homework.

B I rode my bike home.

C We went to visit Grandpa at eight o'clock.

4 Did you have dinner at home?

A No, we took a taxi to a restaurant.

B Yes, we were having dinner.

C No, we had dinner at a restaurant.

5 How did you go home?

A No, we didn't.

B When you called me at home.

C We caught the bus.

4 Circle the correct words to complete the text.

One day, Fox was walking in the countryside. 'I'm so hungry! I have ¹lots / ~~nothing~~ to eat!' he said. 'What I'd really like is a nice fat frog.' And at that moment, he saw Frog! Frog jumped out of the stream and across the ²field / world. 'Hmm,' said Fox. 'I'll ³hide / fly here inside this log. Then I can ⁴catch / fly him.' But Fox got stuck in the log! When Frog came back, he was surprised. 'What are you doing, Fox?' he ⁵called / took. 'I'm waiting, Frog,' said Fox. 'I'm here,' said Frog. But Fox couldn't move. He had ⁶nothing / lots for dinner that night!



What I can do!

1 Put a tick (✓) or a cross (×).

name things in the natural world

describe scenes in the past

use verbs and pronouns to tell a story

understand the message in a story

spell words that end in *le* and *al*

write a short story

2 In this unit,

1 My favourite part was _____

2 _____ was a little difficult.

3 I really liked _____

70

Unit 6

CE:YL Movers, Reading and Writing, Part 2 Unit 6

71

1 Complete the word puzzle.

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

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

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

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

This activity helps the children prepare for Part 2 of the Reading and Writing in the Cambridge English: Movers test.

- If done in class, read out the questions from the activity and ask what answers could be given.
- Have the children complete the activity and check answers with their partners.

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

4 Circle the correct words to complete the text.

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