



### Reading Skills

**Story:** *Goanna and the Moon*

**Genre:** Australian aboriginal myth

### Literacy Development

- predict story content from title and pictures
- reflect on the theme of the story and imagine alternative endings
- focus on the use of adjectives to give more information in a story

### Functional Language

- This ... looks good!
- No, I like this ... better. It's ..., too.
- OK, you win! Let's ...

### Spelling

Comparatives forms: *-er*,  
double consonant + *-er*, *-ier*

### CLIL: Geography— Extreme Earth

The children find out about  
the hottest and coldest  
places in the world.



### The children will:

- use critical thinking skills to identify geographical features.
- compare geographical features.
- read, understand, and act out a story.
- talk about the weather.
- talk about extreme geographical features using the superlative.
- find out about places with extreme weather.
- make a wind vane.

### Key Vocabulary

**Geographical features:** desert, island, lake, mountain, ocean, volcano, waterfall

**Weather adjectives:** bright, chilly, damp, foggy, freezing, icy, stormy, warm

### Key Grammar

- Kilimanjaro is colder than (Table Mountain).
- Kilimanjaro is bigger than (Table Mountain).
- Table Mountain is sunnier than (Kilimanjaro).
- (Antarctica) is the coldest place in the world.
- (Asia) is the largest (continent) in the world.
- What is the biggest (city) in the world?
- Where is the windiest (place) in the world?

## Competency Focus

### The children will:



use critical thinking skills to identify geographical features. (Lesson 1)

predict the content of a story. (Lesson 3)

identify and talk about weather. (Lesson 5)



apply new grammar to previously learned vocabulary. (Lesson 2)

talk about things that are unique in the world. (Lesson 6)



work in pairs to act out a dialogue. (Lesson 3)

work in groups to act out the story. (Lesson 8)



personalize the story by talking about who tells them stories. (Lesson 4)

evaluate their own progress in the chapter. (Review)



develop world understanding by finding out about weather in other parts of the world. (Lesson 7)

## Digital Overview

### Presentation Kit

Projectable Student Book, Activity Book, and Reader pages

- Vocabulary Tool 6A: Geographical features
- Vocabulary Tool 6B: Weather adjectives
- Music Video 6: *Our World Weather*
- Interactive versions of selected SB and AB activities
- Integrated Audio and Answer Key for all activities

### Teacher's Resource Center

Resources for planning, lesson delivery, and homework

- Class Planner Chapter 6
- Worksheets to print out (including notes and answers):
  - Grammar Worksheet 6A: Kilimanjaro is colder/bigger than ...
  - Grammar Worksheet 6B: Antarctica is the coldest/largest ...
  - CLIL Graphic Organizer 6
  - Festival Worksheet: Father's Day
  - Test Chapter 6
- Test Generator

- Speaking Assessment: CEYLT
- Literacy Handbook

### Student's Resource Center

Resources for consolidation and practice at home

- Interactive Grammar 6A: Kilimanjaro is colder/bigger than ...
- Interactive Grammar 6B: Antarctica is the coldest/largest ...
- Vocabulary Tool 6A: Geographical features
- Vocabulary Tool 6B: Weather adjectives
- Music Video 6: *Our World Weather*

### Student's App

Vocabulary games: Geographical features and weather adjectives

### Watch the Music Video





## Vocabulary

**Lesson objective:** identify and talk about geographical features

**Key vocabulary:** desert, island, lake, mountain, ocean, volcano, waterfall

**Materials:** Class CD; cards for "Board Pelmanism" (optional)

Angel Falls is a very tall waterfall. It is more than 900 meters tall. It's in Venezuela.

Vesuvius is a dangerous volcano. It's in Italy. A lot of people live near it and you can climb up to see it. Be careful, though!

### Answers

The Pacific 1, Vesuvius 7, Angel Falls 6, Greenland 2, Mount Everest 3, Lake Victoria 4, The Sahara 5

### 2 Test a friend.

- First have the children test you. They say a place (e.g. *Angel Falls*) and you name the feature (e.g. *waterfall*). They confirm if you are correct.
- The children then test each other in pairs (with Student Book closed when answering).

### 3 Write about features in your country.

- Have a child read the example aloud. Then elicit details of a geographical feature in the children's country.
- Have the children write about their country in their notebook. Set a time limit, not a number of sentences, so all children can achieve as much as possible at their own pace. They compare answers in pairs before you elicit ideas.

### Answers

Children's own answers.

### Optional activity: Play "Board Pelmanism"

Prepare cards using key vocabulary from the lesson (*la/ke, oc/ean, des/ert, moun/tain, vol/cano, is/land, water/fall*). Play the game (see Games Bank p. 222).

### 1 Write.

The children label the geographical features using the words supplied. Elicit answers.

#### Answers

1 desert 2 volcano 3 mountain 4 lake 5 island  
6 waterfall 7 ocean

### 2 Circle true or false. Then correct the false sentences.

The children circle *true* or *false* for each sentence. Elicit answers, including the correct versions of the false statements.

#### Answers

1 false—The Pacific is an ocean. 2 false—Mount Everest is a mountain. 3 true 4 true 5 false—Vesuvius is a volcano.

### 3 Choose and categorize the words in your notebook.

Elicit an example for each category listed. Ask *Which categories would you choose?* Elicit ideas, prompting children to give a reason for their choice. The children choose a pair of categories and list the words in their notebook, then compare with a friend.

#### Answers

Children's own answers.

## Cooler: Play "Sentence Builders"

Play the game with the opening sentences in the Student Book Activity 1 audioscript, e.g. *The Pacific is a very deep ocean. The Sahara is a very hot desert.* (see Games Bank p. 222)

## Competency Focus

### Think! Critical Thinking

The children use critical thinking skills to identify geographical features by using visual clues and processing the written and spoken forms.

## Warmer: Board race

Divide the class into two teams and give each team a board pen. The children on each team take turns running to the board to write things you see if you go for a walk in the countryside (places, animals, etc.). Teams check each other's answers. Then elicit sentences using some of the key words.

### 1 ))) 2.2 Listen and number. Then say.

- Have the children look at the pictures. Ask *What can you see?* Elicit any vocabulary the children already know.
- Play the CD. The children listen and find each place. They write the picture number by the correct word.
- Play the CD again, pausing after each geography feature (ocean, island, etc.) for the children to point and repeat.

### Audioscript

*The Pacific is a very deep ocean. Its waters cover almost a third of the earth's surface!*

*Greenland is a big island. It's very cold, with ice covering most of the island. Not many people live there.*

*Mount Everest is a very tall mountain. It's in the Himalayas, between China and Nepal. Look at all that snow!*

*Lake Victoria is a big lake. It's the biggest tropical lake in the world, and it's in Africa. It provides a lot of fish.*

*The Sahara is a very hot desert. It's also very big. It covers most of North Africa, including Algeria, Egypt, and Morocco.*

**Presentation Kit** • Use Vocabulary Tool 6A to pre-teach key vocabulary as an alternative to the critical thinking approach. Use *Slideshow* to introduce the words and *Distort* to test.

- To review the key vocabulary, use *Mask* to cover the pictures. Slowly uncover the pictures to elicit the geographical features.
- Use the AB page to give feedback on activities, using the built-in interactive activity or *Answer Key*, as appropriate.
- **TIP** Use the arrow in the *Audio* pop-up window to see the Audioscript for SB Activity 1.

## Grammar

**Lesson objective:** compare geographical features using the comparative form of short adjectives

**Key grammar:** *Kilimanjaro is colder than (Table Mountain). Kilimanjaro is bigger than (Table Mountain). Table Mountain is sunnier than (Kilimanjaro).*

**Secondary language:** *snowy, sunny*

**Materials:** Class CD; large pieces of paper with *True* and *False* (Cooler); Grammar Worksheet 6A [TRC printout] (optional)

**Mountains of Africa**

**Table Mountain**  
Table Mountain is a beautiful mountain near the ocean in Cape Town, South Africa. It is 1,086 m tall. That's taller than the Burj Khalifa in Dubai! It takes six hours to walk to the top of Table Mountain. At the top of Table Mountain, it is warm and sunny. From the top, you can see an island in the ocean.

**Kilimanjaro**  
Kilimanjaro is a big mountain in Tanzania. It is an old volcano. It is 5,895 m tall. It's bigger than Table Mountain. It takes six days to walk to the top. It's cold and snowy at the top of Kilimanjaro. Kilimanjaro is colder than Table Mountain. Table Mountain is sunnier than Kilimanjaro. And it's a longer walk to the top of Kilimanjaro.

Where do you want to go — Kilimanjaro or Table Mountain?

**2 Circle the words ending in -er in the text. Complete the sentences.**

- Table Mountain is taller than the Burj Khalifa in Dubai.
- Kilimanjaro is bigger than Table Mountain.
- It's a longer walk to the top of Kilimanjaro than to the top of Table Mountain.

**3 Make sentences about places you know.**

*Kilimanjaro is colder than Table Mountain. Kilimanjaro is bigger than Table Mountain. Table Mountain is sunnier than Kilimanjaro.*

**Grammar Central**

Kilimanjaro is colder than Table Mountain. Kilimanjaro is bigger than Table Mountain. Table Mountain is sunnier than Kilimanjaro.

## Warmer: What was the last word?

## ))) 2.2

Divide the class into two teams. Give one child from each team a board pen. Play the CD (Student Book Lesson 1 Activity 1), pausing after key vocabulary. (Alternatively, read the text aloud.) The children run to the board and write the last word. Continue in this way, with a different child responding each time.

## 1 ))) 2.3 Listen and read. Check (✓) your favorite mountain.

- Have the children look at the pictures and ask *What can you see? Would you like to go here?* Elicit that this is a website.
- Play the CD twice. The children listen and read along, raising their hand for every number.
- Take a vote on the class's favorite mountain by a show of hands. Elicit reasons for choices.

## 2 Circle the words ending in -er in the text. Complete the sentences.

- Have the children find the -er words. Elicit answers.
- Read the example aloud. The children complete the sentences using the words they circled. Elicit answers.

## Answers

-er words: taller, bigger, colder, sunnier, longer

1 taller 2 bigger 3 longer, Kilimanjaro, Table Mountain

## Grammar Central

## Kilimanjaro is colder than Table Mountain. ...

Have the children look at the patterns. On the board write *Kilimanjaro—5°C and Table Mountain—?* Elicit ideas on the temperature there. Accept any temperature higher than 5°C. Say *Kilimanjaro is colder than Table Mountain*.

Ask *How do we change cold to compare two things? (Add -er.) What word do we use after colder? (than)* Write on the board *Table Mountain is ... .. Kilimanjaro.* and elicit the missing words. (*hotter than*)

See also the **Grammar Reference** sections in the Student Book (p. 101) and Activity Book (p. 101) for further explanation and practice.

**AB Answers Activity 1:** 1 A cat is smaller than a dog.

2 A giraffe is taller than an elephant. 3 A crocodile is longer than a tiger. 4 A lion is scarier than a monkey.

5 An elephant is bigger than a mouse.

## 3 Make sentences about places you know.

- Have two children read out the example. Elicit another example.
- The children take turns in pairs saying facts from the text in Activity 1. Elicit answers.

## Optional activity: Play "Tic-Tac-Toe"

Play the game, prompting with *tall, sunny, big, snowy, hot, windy, long, warm, cool* to elicit the comparatives (see Games Bank p. 222).

## Cooler: True or false?

Stick a large sign on each side of the classroom: one reading *True*, the other *False*. Say true/false statements based on the lesson. Have the children call out *True!* or *False!* and point to the right side of the classroom. Elicit the correct version of false sentences.

## Competency Focus

## Learn

The children use previously acquired vocabulary in a different context with new grammatical structures.

**Lesson 2**

**1 Look and complete. Use than.**

1 The Atlantic Ocean is smaller than the Pacific Ocean.

2 Australia is smaller than Greenland.

3 The Mississippi River is shorter than the Amazon River.

4 In June, the Arctic is colder than Antarctica.

**2 Choose and write sentences for the Geography Fact File.**

hotter smaller shorter taller bigger colder

**GEOGRAPHY FACT FILE**

Lakes	Lake Victoria 68,800 km <sup>2</sup>	Lake Superior 82,103 km <sup>2</sup>
Cities	Rio de Janeiro 43°C	Kuwait City 46°C
Waterfalls	Angel Falls 979 m	Victoria Falls 108 m

1 Lake Superior is bigger than Lake Victoria.

2 Kuwait City is hotter than Rio de Janeiro.

3 Angel Falls is taller than Victoria Falls.

## 1 Look and complete. Use than.

The children use the information in the picture to complete the sentences with the adjectives supplied and *than*. Elicit answers.

## Answers

- 1 smaller than 2 bigger than 3 shorter than  
4 sunnier than

## 2 Choose and write sentences for the Geography Fact File.

The children use the information supplied to complete the Fact File. Elicit sentences and have the class check.

## Answers

- 1 Lake Superior is bigger than Lake Victoria. / Lake Victoria is smaller than Lake Superior.  
2 Kuwait City is hotter than Rio de Janeiro. / Rio de Janeiro is colder than Kuwait City.  
3 Angel Falls is taller than Victoria Falls. / Victoria Falls is shorter than Angel Falls.

**Presentation Kit** • Use *Hotspots* to enlarge the SB Grammar Central box. Use *Highlighter* to focus on key grammar structures in SB Activity 1.

- TIP** When using *Hotspots*, look for *Answer Key* in the Navigation Pane. Choose to show the answers all at once or one by one.

**Teacher's Resource Center** • For extra grammar practice, print out Grammar Worksheet 6A.

**Student's Resource Center** • The children can use Interactive Grammar 6A at home.

## Reading: Story Extract

**Lesson objectives:** exchange opinions and come to a decision; predict story content from title and pictures; read the extract from *Goanna and the Moon* (end)

**Functional language:** *This ... looks good. No, I like this ... better. It's ..., too. OK, you win! Let's ...*

**Secondary language:** *ant hill, check out, crawl, nest*

**Materials:** Class CD; picture of lizard (Warmer)

**Lesson 3**  
Tell Me a Story

1 Listen and read. Then act out.

This book looks good!  
No, I like this book better. It's longer, too.  
OK, you win! Let's check out that book.

**Goanna and the Moon**

Up ahead, Goanna saw a mountain. "It's far away," she thought. But as she got closer, the mountain looked smaller. It was not a mountain at all — it was an ant hill. A lot of bright little ants were crawling over the hill. It was warmer here on the ant hill.

"This place is perfect," thought Goanna. She dug a deep nest in the ant hill. It was warm inside. She dug deeper and deeper, and in the deepest part of her nest, she laid a beautiful big, round, white egg.

"I think I can see the ants now, Grandpa." "Maybe you can," says Grandpa.

"I think I know what the egg is, Grandpa!" "I think you do, Bindi," says Grandpa.

The bright little ants crawled around the egg. "Good," thought Goanna. "My baby will have lots of ants to eat when he hatches out."

2 Look at the story. What do you think the characters are looking at?

3 Listen and read. Answer the questions.

1 What is Goanna?  
2 Who is telling the story?  
3 What is the relationship between Bindi and the storyteller?  
4 What do you think the egg is?

### Warmer: Lizards

Show the picture of the lizard. Ask questions to elicit what the children know, e.g. *What type of animal is it? Can you have a lizard as a pet? What do lizards eat? Do they like hot or cold weather?*

### Functional language

- 1 ))) 2.4 Listen and read. Then act out.
- Have the children look at the pictures. Ask *What are they talking about? (which book to choose)*
  - Play the CD. The children listen and read along. Say *check out* means *borrow a book from a library*.
  - Play the CD again, pausing for the children to repeat.
  - Elicit more things they could say about a book: *It's bigger. / It has more pictures*. Have the children act out the dialogue in pairs, substituting new opinions.

### Before reading

- 2 Look at the story. What do you think the characters are looking at?
- Ask the children to look at the title and pictures. Ask *What do you think the characters are looking at?* Have them share ideas in pairs. Elicit suggestions.
- 3 ))) 2.5 Listen and read. Answer the questions.
- Invite children to read out a question. Play the CD. The children listen and read along.
  - Play the CD again. The children discuss their answers in pairs and then write answers individually. Invite pairs to read out a question and answer.

### Answers

1 Goanna is a lizard. 2 Bindi's grandpa. 3 They are grandfather and granddaughter.

### 4 What do you think the egg is?

- Have the children write their prediction. Elicit ideas including reasons, but do not confirm. Say they will have to read the story to find out.

### Answers

Children's own answers.

**Lesson 3**  
Tell Me a Story

1 Unscramble and write. Then act out.

good / This / looks / book . This book looks good.  
like / No, / better. / this / I / book  
too, / longer, / it's  
you / OK, / win!  
check / Let's / book, / out / that

2 Read the story in your Student Book. Circle.

1 What does the ant hill look like?  
a a mountain b a volcano

2 Why does Goanna lay her egg in the ant hill?  
a It's cold and dark. b It's deep and warm.

3 Why is Goanna happy that there are ants near her egg?  
a They will protect her baby. b They will be food for her baby.

3 Why is Grandpa telling Bindi this story? Think and write.

### 1 Unscramble and write. Then act out.

The children write the sentences in order. Elicit answers. Then they act out the dialogue in pairs. Ask pairs to act out for the class.

### Answers

This book looks good.  
No, I like this book better. It's longer, too.  
OK, you win! Let's check out that book.

### 2 Read the story in your Student Book. Circle.

The children read the Student Book story extract again. They answer the questions by circling the correct option in each pair. Elicit answers.

### Answers

1 a 2 b 3 b

### 3 Why is Grandpa telling Bindi this story? Think and write.

### Think and write.

The children discuss in pairs or small groups what preceded the story extract. Then they write answers individually. Elicit suggestions.

### Answers

Children's own answers.

### Cooler: Play "Disappearing Words"

Elicit words from the story extract and write them on the board to play the game (see Games Bank p. 222).

### Competency Focus

### Collaborate and Communicate

The children act out an authentic dialogue together, putting into practice new functional language.

### Think! Critical Thinking

The children apply reading skills (exploiting pictures and text clues) to understand the story.

- Presentation Kit** • Use *Notepad* to store one or more links to pictures of lizards for the Warmer.
- Use *Mask* to hide one speech bubble at a time in the SB Activity 1 dialogue. Elicit the missing text.
  - Have children write their answer for SB Activity 4 using *Pen*. Elicit class agreement. Ask how they figured out their answer.
  - TIP** Choose *Hotspots*. Look at the bottom of the screen in the Navigation Pane to see if an activity has an *Audio*, *Interactive activity*, or *Answer Key* button.

# Goanna and the Moon



- 1** Bindi and her grandpa are next to the lake. "I like looking at the stars," says Bindi. "They're very bright."  
"Yes, they are bright," says Grandpa. "And the moon is even brighter."  
"How did the moon get there, Grandpa?"
- 2** Grandpa wrapped a blanket around Bindi to keep her warm. "Are you warm now?"  
"Yes, Grandpa, much warmer."  
"Then I will tell you a story," says Grandpa. "A story from the Dreamtime."
- 3** Once upon a time, there was a lizard named Goanna. Every day, Goanna's big belly was getting bigger because soon she would lay her egg. She needed to find a warm place for it because it was chilly at night, like it is now.



- 4** Goanna saw a volcano. Maybe she could lay her egg inside. It looked warm. She climbed up.  
"But it will be too hot in the volcano," says Bindi.  
"That's right. As she climbed, it got hotter and hotter," says Grandpa.  
"This is too hot," thought Goanna. "I can't lay my egg here."
- 5** So Goanna set off for the ocean. The ocean was very wet.  
"I can't lay my egg here," thought Goanna. "It will get damp."
- 6** That night, Goanna set off across the desert. The desert is freezing at night. But she was looking for a place that was warm. "It is colder here," thought Goanna. "My egg will freeze."
- 7** Up ahead, Goanna saw a mountain. "It's far away," she thought. But as she got closer, the mountain looked smaller. It was not a mountain at all—it was an ant hill. A lot of bright little ants were crawling over the hill. It was warmer here on the ant hill.  
"I think I can see the ants now, Grandpa."  
"Maybe you can," says Grandpa.
- 8** "This place is perfect," thought Goanna. She dug a deep nest in the ant hill. It was warm inside. She dug deeper and deeper, and in the deepest part of her nest, she laid a beautiful big, round, white egg.
- 9** "I think I know what the egg is, Grandpa!"  
"I think you do, Bindi," says Grandpa.  
The bright little ants crawled around the egg.  
"Good," thought Goanna. "My baby will have a lot of ants to eat when he hatches out."

**Lesson objectives:** read and understand the Australian aboriginal myth *Goanna and the Moon* in the Reader  
**Materials:** Class CD; Reader



## Warmer: Play "Collocations"



Play the game using phrases from the story extract (see Games Bank p. 222). Column 1: *far / ant / maybe / she dug / she laid / a lot of / she got* Column 2: *an egg / you can / closer / hill / a nest / ants / an egg*

## Story Summary

Bindi's grandpa, an indigenous Australian, tells her a Dreamtime story about how the moon came into existence. Goanna, a lizard, searches for somewhere to lay her egg. She chooses an ant hill. The egg represents the moon and the ants around it represent the Milky Way.

**Value:** the importance of valuing the elderly



## 2.6 While reading

- Have the children look at the pictures in the Reader. Ask *What places and animals can you see in the pictures?*
- Play the CD. The children listen and read along. Pause to elicit predictions (see **Story Time**). Ask *Where does Goanna lay her egg in the end? (inside an ant hill)*
- Play the CD again. Ask questions to check comprehension, e.g. *How many different places did Goanna visit? Why didn't she stay there? (volcano—too hot, ocean—too wet/damp, desert—too cold at night)*



## After reading: Reflect

- Ask questions to give the children the opportunity to think about the issues raised by the story, e.g. *Does Bindi understand the story? Why does her grandfather tell her this story? Do you know any stories about the moon or the stars?*

## Optional activity: Moon quiz

Ask true/false questions about the moon, e.g. *The moon has a dark side. (true) Earth goes around the moon. (false) There are trees on the moon. (false) The moon looks like a different shape every night. (true)* Encourage the children to come up with their own true/false statements for the class.

## Story Time

### Encouraging interaction

Tell an episodic story like this part by part, eliciting predictions, e.g. *Do you think this is a good place to lay her egg? Where do you think she will go now?* This engages the children before they read/listen to the complete story.

## Reading Strategy

### Think–Pair–Share

Think–Pair–Share is a strategy that can be used before, while, and after reading. The children work individually, then in pairs or in groups of three, and then as a class. Ask questions related to the story which the children think about on their own, then discuss in pairs before sharing their ideas with the class.

For additional explanation and activities, see the Literacy Handbook on the Teacher's Resource Center.

## Cooler: Story settings

Divide the classroom into volcano, desert, ocean, ant hill. Elicit what each is like. (*hot/cold/wet/warm*) Agree on a mime for each. The children wander around the classroom. When you say *Stop!*, they say where they are (e.g. *I'm in the volcano!*) and do the appropriate mime.

**Presentation Kit** • Run through the story as a class. As you elicit each place that Goanna considers, have a child use *Pen* to circle the depiction of the place in the story pictures. Have a different child use *Highlighter* to identify the corresponding word in the text. Elicit why Goanna rejects/accepts each place.

- TIP** Give the children the opportunity to be your assistant! Choose a child to be responsible for choosing the relevant buttons (e.g. to go to the next activity or *Answer Key*).

## Reading Comprehension and Critical Literacy

**Lesson objectives:** focus on the use of adjectives to give more information; reflect on the story theme and think of variations for the ending

**Materials:** Class CD; Reader

**Lesson 4**  
Time to Think

- 1 Read the story in your Reader.
- 2 Match the phrases to make sentences.

**Reading Report**

1 Bindi and her grandpa	a to lay her egg
2 Goanna wants	b is very cold at night
3 The volcano is	c want the egg to
4 The desert	d are next to the lake
5 Bindi knows	e too hot
6 Goanna is	f happy at the end of the story

3 Choose another place for Goanna to try to lay her egg. Describe it.  
Goanna went to \_\_\_\_\_  
It was \_\_\_\_\_

4 Talk about the story.

**I Can Read and Write!**  
We can use adjectives to give more information, e.g. She laid a beautiful big round white egg. Find more examples of adjectives in the story. Can you write a description using different adjectives?

### I Can Read and Write!

Point out that adjectives make a description more interesting by giving more information. Elicit more examples of adjectives in the story, e.g. *bright, warm, chilly, hot, wet, little*, etc. Have the children write a description of something using adjectives, e.g. their jacket, the weather today.

### 3 Choose another place for Goanna to try to lay her egg. Describe it.

- Elicit some ideas about possible places for Goanna to lay her egg. Ask them to say what the conditions are like, e.g. *hot, wet, cold, windy, snowy*, etc.
- Have the children complete the short text using adjectives. Elicit answers.

#### Answers

Children's own answers.

### 4 Talk about the story.

- Have a child read out Jason's question. Elicit whether Bindi's grandfather is good at telling stories and why/why not. Elicit who tells them stories.

#### Optional activity: What am I describing?

Call out some adjectives that are used in the story to describe places or characters to elicit what or who is being described. Suggestions: *bright (stars/ants), bigger (Goanna's belly), chilly (night), hot (volcano), warm (Bindi/ant hill), wet (ocean), freezing (desert), deep (nest), beautiful (egg)*

## Cooler: Stand up for the adjectives

### 2.6

Play the story. The children stand up and sit down very quickly every time they hear an adjective (or raise both arms above their head and lower them quickly instead!).

### Competency Focus

#### Me: Critical Literacy

The children use critical literacy skills to reflect on the story and think of storytellers in their own life.

**Lesson 4**  
Time to Think

1 Where does Goanna think about laying her egg? Complete with the places and reasons.

safe ~~ocean~~ ant hill cold warm

Volcano – no. It's too hot. \_\_\_\_\_  
Desert – no. \_\_\_\_\_  
\_\_\_\_\_ – yes.  
It's too wet. \_\_\_\_\_

2 Circle the adjectives.  
It was a beautiful night. There was a bright moon. Goanna needed to find a safe place. She saw a small mountain. She dug a deep nest.

3 Imagine Grandpa tells a story about another animal. Write a story in your notebook. Use the Story Builder.

**Story Builder**  
This story is about a ...  
The ... went to the big/small mountain/lake ...  
There was ...  
It was dark/cold ... Then ...

4 Connect to Me  
Do you know any other stories about animals and nature?  
This story is like \_\_\_\_\_ because \_\_\_\_\_

### 1 Where does Goanna think about laying her egg? Complete with the places and reasons.

The children complete the diagram using the words supplied. Elicit answers.

#### Answers

Volcano—no. It's too hot. Ocean—no. It's too wet. Desert—no. It's too cold. Ant hill—yes. It's warm and safe.

### 2 Circle the adjectives.

The children practice the I Can Read and Write! feature by circling the correct adjectives. Elicit answers.

#### Answers

beautiful, bright, safe, small, deep

### 3 Imagine Grandpa tells a story about another animal. Write a story in your notebook. Use the Story Builder.

Use the Story Builder prompts to elicit ideas. The children write a story in their notebook, then swap with a friend. Have children read out their story for the class.

#### Answers

Children's own answers.

### 4 Connect to Me

Elicit ideas on stories about animals and nature. The children write their own response, then compare with a friend. Elicit responses.

#### Answers

Children's own answers.

**Presentation Kit** • Have children use *Highlighter* to identify the adjectives in the story for the SB I Can Read and Write! task.

- **TIP** Use *Stopwatch* to make activities more fun and challenging. For the I Can Read and Write! task, have the children work in teams to see how many adjectives they can highlight in one minute.
- **TIP** You can move the *Answer Key* pop-up window to show the answers by the activity. Hold the cursor over the colored band at the top of the window.

## Vocabulary, Song, and Spelling

**Lesson objectives:** identify and talk about weather; practice comparative forms *-er* and *-ier*

**Key vocabulary:** *bright, chilly, damp, foggy, freezing, icy, stormy, warm*

**Secondary language:** *it gets, up in the, down in the*

**Materials:** Class CD; pictures for Key vocabulary (Warmer)

**Lesson 5**

1 Listen and number. Then sing.

**Our World Weather**

Out in the desert, it's **warm** and **bright**. But later on, it gets **chilly** at night.

Up in the mountains, it's **freezing** today. It's **stormy** and **icy**, just stay away.

Down in the lake, it's **foggy** they say. And very **damp**. It's not a nice day.

2 Choose places in your country. Talk about the weather there.

3 Complete the sentences. Use these words.

1 The sun is shining. It's very **warm** today.

2 I can't see. It's very **foggy**.

3 It's very **icy** outside. Don't fall!

4 It's **chilly**. I put on a sweater.

4 Listen and say the chant.

It's **warmer** and **brighter** in the day, but it's **chillier** and **icier** at night.

5 Find it! How many can you find on the page? **-er** and **-ier** words

**Spelling Central**

warm — warmer  
hot — hotter  
chilly — chillier

### Warmer: Pre-teach vocabulary

Pre-teach the vocabulary using weather pictures or draw symbols on the board. Have the children mime each one with you, then mime and repeat, and then mime and say the vocabulary on their own. Change the pictures faster and faster and see if they can keep up!

#### 1 ))) 2.7 Listen and number. Then sing.

- Have the children look at the picture. Ask *What can you see?*
- Play the CD. The children listen and write the number of the appropriate picture for each verse. Elicit answers and check with the class.
- Play the CD again for the children to sing along.

#### Answers

3, 1, 2

#### 2 Choose places in your country. Talk about the weather there.

- Elicit places in the children's country where the weather is different and write them on the board. Give one or two model sentences, but include a deliberate error that the children can correct: *In the desert, it's very foggy. (sunny/hot)*
- The children talk in pairs about the different places in their country. Elicit ideas and check with the class.

#### 3 Complete the sentences. Use these words.

- Look at the example. The children complete the sentence, using the words supplied.
- Elicit answers and check with the class.

#### Answers

1 warm 2 foggy 3 icy 4 freezing

### Spelling Central

#### Comparative endings *-er* and *-ier*

Ask *How do we compare two things using hot?* (add *-er*) Write *hoter* on the board, then score it out and write *hotter*. Explain that if the adjective is one syllable, the consonant is doubled. Repeat with *chilly/chillyer/chillier*.

#### 4 ))) 2.8 Listen and say the chant.

- Play the CD. The children listen and read along. Elicit the words with *-er*.
- Play the CD again, pausing for the children to repeat.
- The children practice, then perform the chant in pairs.

#### 5 Find it!

- Set a time limit for the children to find words ending in *-er* and *-ier* on the page. Elicit answers.

#### Answers

5—warmer, brighter, hotter; chillier, icier

#### Optional activity: Vocabulary race

Have the children close their Student Book. Divide the class into pairs to recall the eight weather words from the song. Elicit answers.

**Lesson 5**

1 Complete.

2 Circle.

**WEATHER NEWS**

Yesterday, it was cold and **chilly** / warm. In the north, it was really cold - it was **damp** / freezing. The afternoon was snowy and **bright** / icy. At night, there was a lot of heavy rain - it was **warm** / stormy. What a change today! The weather is **damp** / bright and sunny. The temperature is around 25°C, so it's pretty **freezing** / warm.

**Spelling Central**

3 Find the weather words. Circle the words with *-er*. Underline the words with *-ier*.

brighter yechillieroluwarmeresiciermeasunnier  
owacolderewfoggierejxdamperop

#### 1 Complete.

The children complete the weather diagram using the words supplied. Elicit answers.

#### Answers

sun—warm, bright  
snow—freezing, chilly, icy  
cloud—damp, foggy, stormy

#### 2 Circle.

The children read the text and circle the correct words. They compare answers in pairs. Elicit answers.

#### Answers

1 chilly 2 freezing 3 icy 4 stormy 5 bright 6 warm

#### 3 Find the weather words. Circle the words with *-er*. Underline the words with *-ier*.

The children find and circle the *-er* words and underline the *-ier* words. Have them come to the board to write the words they found in two columns: *-er* and *-ier*.

#### Answers

circle: brighter, warmer, colder, damper  
underline: chillier, icier, sunnier, foggier

### Cooler: Sing the song

#### ))) 2.7

Play the song again for the children to sing along.

### Competency Focus

#### Think! Critical Thinking

The children use critical thinking skills to identify weather adjectives by processing the written and spoken forms.

**Presentation Kit** • Use Vocabulary Tool 6B to pre-teach key vocabulary. Use *Slideshow* to introduce the words and *Find the Pairs* to review. Alternatively, use *Notepad* to store links to key vocabulary pictures to use in the Warmer.

• Choose the karaoke version of Music Video 6 and encourage the children to dance and sing along, using the lyrics on screen. Pause *Video* for the children to continue dancing and singing.

**Student's Resource Center** • Remind the children they can access Music Video 6 at home to practice the song and dance moves.

## Grammar and Reading

**Lesson objective:** make comparisons between groups of things using the superlative form of short adjectives

**Key grammar:** (Antarctica) is the coldest place in the world. (Asia) is the largest (continent) in the world. What is the biggest (city) in the world? Where is the windiest (place) in the world?

**Secondary language:** I'm not very good at ..., look it up

**Materials:** Class CD; Grammar Worksheet 6B [TRC printout] (optional)



**Lesson 6**

1 Listen and read. What are the children doing?

**Quiz Week**

1 I'm not very good at comparing. What's the largest continent in the world?

2 That's right. Antarctica is the coldest place in the world.

3 What is the biggest city in the world?

4 Tokyo is the biggest city in the world.

5 Where is the windiest place in the world?

6 Then let's look it up on the internet. What's the windiest place in the world?

7 Are there any questions about sports? I know a lot about sports.

8 Oh, Cheryl.

**Grammar Central**

Antarctica is the coldest place in the world. Asia is the largest continent in the world. Which is the biggest city in the world? Where is the windiest place in the world?

2 Complete the sentences.

1 The Amazon River is a long river. It's one of the longest rivers in the world.

2 The Arctic Ocean is a small ocean. It's one of the oceans in the world.

3 Mt. Everest is a tall mountain. It's one of the mountains in the world.

4 Lake Victoria is a big lake. It's one of the lakes in the world.

## Warmer: Favorite places

Tell the children about one of your favorite places, giving reasons why you like it. Include superlative adjectives if possible. Give the children some thinking time, then have them do the same in pairs. Elicit ideas and ask the class if they also know the place.

## 1 ))) 2.9 Listen and read. What are the children doing?

- Have the children look at the story. Ask *What place names can you see?* (Antarctica, Tokyo, Mexico City)
- Play the CD. The children listen and read along. Ask *What are the children doing?* (They're taking a quiz.)
- Play the CD again, pausing for the children to repeat key language, especially superlative adjectives, e.g. *What's the largest continent?* (Alternatively, read the sentences aloud for the children to repeat.)

## 2 Complete the sentences.

- Elicit why *longest* is correct in the example. (because there's no other river longer than the Amazon River)
- The children complete the other sentences, then compare with a friend. Elicit answers in the form of complete sentences and check with the class.

## Answers

1 longest 2 smallest 3 tallest 4 biggest

## Grammar Central

**Antarctica is the coldest place in the world. ...**

Have the children look at the patterns. Ask *Are these sentences about two different places, or one place which is "number 1"?* (one place—number 1)

Elicit how cold/large/big/windy are changed to talk about something that's "number 1." (Add *-est* at the end.) Point out the use of *the* in the sentences. Have the children repeat them after you. Pay particular attention to the weak pronunciation of *-est*. Point out the spelling patterns.

See also the **Grammar Reference** sections in the Student Book (p. 101) and Activity Book (p. 101) for further explanation and practice.

## AB Answers Activity 2:

- 1 Who's the tallest person in the class?
- 2 Who's the youngest person in the class?
- 3 Who's the shortest person in the class?
- 4 Where's the biggest building in your country?
- 5 Where's the sunniest place in your country?

## Optional activity: Play "The Chain Game"

Play the game to practice comparatives and superlatives (see Games Bank p. 222). Start the chain with *Big*. to prompt *Big—bigger.*, then *Big—bigger—biggest*. The next child repeats and adds a new adjective, e.g. *windy*.

**Lesson 6**

1 Write the letter from each answer. Put the letters in order to answer the last question.

**What is the ... in the world?**

- 1 smallest continent [letter 4]
- 2 highest mountain [letter 9]
- 3 longest country [letter 5]
- 4 country with the biggest city [letter 1]
- 5 coldest place [letter 8]
- 6 sunniest place [letter 2]
- 7 biggest ocean [letter 7]

Which is the biggest planet?

Chile  
Australia  
Antarctica  
Pacific  
Mount Everest  
Yuma, Arizona  
Japan

2 Write questions using *What's* or *Where's* and the correct form of the adjective. Then match.

- 1 big / city / world. What's the biggest city in the world? c
- 2 long / river / Africa
- 3 tall / building / the USA
- 4 wet / place / world

a It's in India. b It's the Nile. c It's Tokyo. d It's in New York.

3 Now write quiz questions about your country. Then ask and answer.

- 1
- 2
- 3

## 1 Write the letter from each answer. Put the letters in order to answer the last question.

The children read the questions and match the answers supplied. Elicit answers.

## Answers

Australia, Mount Everest, Chile, Japan, Antarctica, Yuma, Pacific  
*Biggest planet:* Jupiter

2 Write questions using *What's* or *Where's* and the correct form of the adjective. Then match.

The children write the questions with *What's/Where's* + the correct form of the adjective and match them to the answers. Elicit answers.

## Answers

1 What's the biggest city in the world? c 2 What's the longest river in Africa? b 3 Where's the tallest building in the USA? d 4 What's the wettest place in the world? a

## 3 Now write quiz questions about your country. Then ask and answer.

The children write three quiz questions about their country in pairs. They exchange their book with another pair and work on the answers. Elicit questions and answers.

## Answers

Children's own answers.

## Cooler: Play "Sentence Builders"

Play the game with *What's the longest river in the world?* Tokyo is the biggest city in the world. Australia is the smallest continent. Antarctica is the coldest place in the world. What's the foggiest place in your country? (see Games Bank p. 222).

## Competency Focus

## Learn

The children demonstrate and consolidate their understanding of the new language by completing the activity.

**Presentation Kit** • Use *Stopwatch* to give the class one minute to look at SB Activity 1. Use *Mask* to hide a speech bubble. Elicit the missing text. Repeat with different speech bubbles.

**TIP** Display the AB and use the link in the drop-down Menu to access the corresponding Grammar Reference section at the back of the AB.

**Teacher's Resource Center** • For extra grammar practice, print out Grammar Worksheet 6B.

**Student's Resource Center** • The children can use Interactive Grammar 6B at home.

## CLIL: Geography—Extreme Earth

**Lesson objective:** find out about the hottest and coldest places in the world

**Materials:** Class CD; CLIL Graphic Organizer 6 [TRC printout] (optional)

CLIL Geography Lesson 7

**1 Read.** Where's the coldest place in the world?

**Extreme Earth**

**The Hottest Place in the World**

Where do you think the hottest place in the world is? The hottest place in the world is Death Valley in the United States. It's really hot! It's even hotter than the Sahara Desert. In July 1913, the temperature in Death Valley was 57°Celsius. That's the hottest air temperature in history!

**The Coldest Place in the World**

The coldest place in the world is Antarctica. Antarctica is a continent, but very few people live there because it's so cold. The days are very different from our days. For the first six months of the year, there is only sunlight. Then for the second six months of the year, there is only darkness. In July 1983, the temperature was -89.2°Celsius. That's the coldest air temperature in history!

**2 Read and correct.**

- The hottest place in the world is the Sahara Desert. Death Valley.
- A lot of people live in Antarctica.
- It's dark for four months of the year in Antarctica.
- Antarctica has the hottest air temperature in history.

**3 Class Vote**

Is it better to live in a very hot place or a very cold place? Why / Why not?

**Find Out More!**  
Find out about weather in the rest of the world. Where are the windiest, wettest, and driest places?

### Optional activity: School superlatives

Ask the children to discuss in pairs where the hottest, coldest, sunniest, windiest, dampest, and darkest places in their school are! Ask also which room is the biggest, smallest, and tallest in the school. Write the superlative adjectives on the board as a memory aid. Allow the children a few minutes to discuss, then elicit answers.

### 3 Class Vote

- Ask *Is it better to live in a very hot place or a very cold place?* Take a class vote by asking the children to write *hot* or *cold* on the board. Draw a dividing line down the board and write the headings *Cold place—better* and *Hot place—better*. Invite the children to write under their chosen heading. Count the votes and announce the result. Invite children to say why they voted hot or cold. (They might need to use L1 for this.)

### Find Out More!

Elicit appropriate resources for finding out about extreme weather, e.g. Internet, library books, etc. The children will need to complete this research before doing the follow-up activity in the Activity Book. (It could be set as homework.)

### Warmer: Talk about your country

Write on the board *the coldest, the hottest, the highest, the wettest*. Ask *Which places in your country match these descriptions?* Have the children talk in pairs and then elicit some suggestions. (If you are from another country, you can add examples from your own country.)

### 1 Read. Where's the coldest place in the world?

- Have the children look at the pictures and say what they can see. Ask *Where do you think the places are?*
- Ask *Where's the coldest place in the world?* Have the children read the text to find the answer. (*Antarctica*)
- Encourage the children to say which of the two places they would like to visit and why. (They might need to use L1.)

### 2 Read and correct.

- Read the example. Have the children find the corresponding sentence in the text.
- The children correct the factual errors in the sentences. Remind them to underline the correct information in the text for each question. Elicit answers and check with the class.

#### Answers

1 Sahara Desert Death Valley 2 a lot of people very few people 3 four months six months 4 the hottest the coldest

### Cooler: Play "Simon Says"

Play the game with (*Simon says*) *the weather is windy/stormy/chilly/freezing!* (See Games Bank p. 222).

### Competency Focus

#### Act

The children carry out research to find out about extreme weather. They relate what they learn to their world, both inside and outside the classroom.

Lesson 7 CLIL

**1 Read and answer.**

**Dry and Wet Places**

One of the driest places in the world is the Atacama Desert in Chile, South America. The dry mountains have almost no rain – about 1 mm per year! But it's much colder than deserts like the Sahara – it can be 0°C at night. The city of Cherrapunji in India is one of the wettest places in the world. There is usually about 11,000 mm of rain every year. It can rain for two months without stopping!

**1** Compare the Atacama Desert and the Sahara Desert. Which is hotter? Which is drier?

**2** How much rain falls in Cherrapunji?

**2 Use your Student Book research. Complete the World Weather Chart.**

	hottest	coldest	driest	wettest	windiest
Place					
More details: e.g. temperature					

**3** Which places are difficult to live in? Why? Share your ideas.

### 1 Read and answer.

The children write their answers to the questions. Elicit answers.

#### Answers

- The Sahara is hotter but the Atacama is drier.
- 11,000 mm a year.

### 2 Use your Student Book research. Complete the World Weather Chart.

Divide the class into groups of four. Have the children pool the information learned from their research in the Student Book and the Activity Book. They complete the chart individually, then compare answers with a friend. Elicit answers.

#### Answers

Children's own answers.

### It's My World!

The children discuss in small groups which places are difficult to live in and why. Have a class vote to identify the two worst places to live in.

**Presentation Kit** • Remember—do not be afraid to turn off the screen! Children benefit from variety of pace and focus—sometimes you will want to work just with books or without prompts. Work the materials into your teaching in the way that suits you.

- Have children use *Pen* to write answers for SB Activity 2 and AB Activity 1 before you use *Answer Key* to confirm.

**Teacher's Resource Center** • Print out CLIL Graphic Organizer 6 for the children to collate their Find Out More! research.

## Project

**Lesson objectives:** review language from Chapter 6; make a wind vane; use their vane to check the wind

**Materials:** picture of a wind vane (Warmer); a piece of foam, scissors, a drinking straw, a pin, a pencil with an eraser on top, a yogurt pot, modelling clay, posterboard, pens; posterboard, 12 index cards, colored pens, tape (alternative craft); a completed wind vane (see Showcase); two game pieces and a coin for each pair; papers with weather prompts (Cooler)

**Project Lesson 8**

**You need:**

- a piece of foam
- scissors
- a drinking straw
- a pin
- a pencil with an eraser on top
- a yogurt pot
- modelling clay
- posterboard, and pens

**Prepare**

**1 Make a wind vane.**

- 1 Cut out a rectangle and a triangle from the foam. Make a cut in both ends of the straw. Put the triangle in one end and the rectangle in the other end.
- 2 Push the pin through the straw and into the eraser on the pencil. Make sure the straw can move.
- 3 Put the other end of the pencil into the yogurt pot. Stick the pot to the posterboard. Write N, E, S, W for North, East, South, and West.

**Showcase**

**2 Find out about the wind.**

- 1 Now put your wind vane outside. Look at the triangle. Which way is the wind blowing today?
- 2 Look at the triangle tomorrow. Is the wind blowing in the same direction?

**Ideas Box**

It's windier today than yesterday. Where is the windiest place in the yard? Let's check out the weather tomorrow!

## Warmer: A wind vane

Show the class the picture of a wind vane you brought to class. Ask *Where do you usually see this? (on a roof, on the top of a building) Why do we use it? (to see which direction the wind is blowing) What do the letters N, S, E, W represent? (north, south, east, and west)*

## Prepare

## 1 Make a wind vane.

- Distribute the materials. Read through the instructions together and ensure the children are clear on what to do.
- Have the children follow the instructions to make their wind vane. Give support as necessary.

## Alternative craft activity

An easier project is to make a weather chart. Choose four children to draw a chart on the posterboard with the heading: *Today the weather is ...* The rest of the class draws, colors, and labels weather symbols on the index cards: *hot, cold, warm, chilly, freezing, rainy, windy, stormy, foggy, sunny, bright, cloudy.* (It does not matter if you have more than one of each.) Fix the chart to the wall and ask *What's the weather like today?* Invite children to stick the appropriate weather symbols on the chart.

## Showcase

## 2 Find out about the wind.

- If your class has not done the main craft activity, make a single wind vane ahead of time that can be used to collect information for the Showcase task.
- Have the children monitor the wind in different places around the school, e.g. the playground, the entrance, etc., and make comparisons, using the **Ideas Box** for support.

## Optional activity: Weather around the world

Pretend to be weather reporters. Say *Today we're in the Sahara Desert!* Elicit ideas on what the weather is like in that place. If you made the weather chart in the Alternative craft activity, have a child stick the correct symbols on the chart. Repeat with different children and places (the children can also suggest different places).

**Lesson 8**

**1 Play "The Island Game."**

Take turns. Flip a coin. Move one space for heads. Move two spaces for tails. Color the grid - the person with the most correct answers wins!

**Start**

- 1 Which mountain is bigger - Table Mountain or Kilimanjaro?
- 2 What does 'creation' mean?
- 3 Name two places Doomsa tries to lay her egg.
- 4 Name two kinds of weather you don't like.
- 5 Complete: Antarctica is ... place in the world.
- 6 What's this? Say and spell.
- 7 Where is the hottest place in the world?
- 8 Say and spell the comparative forms: icy, bright.
- 9 Compare yourself to your friend using tall.
- 10 My question.

**Finish**

1 2 3 4 5 6 7 8 9 10 /10

## 1 Play "The Island Game."

See p. 43 for instructions on how to play the game.

## Answers

**1** Kilimanjaro is bigger than Table Mountain. **2** very cold **3** any two of: a volcano, an ocean, a desert, an ant hill **4** I don't like + two kinds of weather **5** the coldest **6** waterfall **7** Death Valley **8** icier, brighter **9** I'm taller/shorter than you. **10** Children's own answers.

## Cooler: Mime time

Prepare pieces of paper with a weather adjective on each. Invite six children to come to the front and take a piece of paper. When you say *Go!*, they have 10 seconds to mime being in that type of weather. When you say *Stop!*, they freeze in that position. The class guess the weather for each child: *Maria's in a hot place! Ricardo's in a foggy place!* Repeat with different children.

## Competency Focus

## Collaborate and communicate

By making and using a wind vane, the children consolidate their understanding of the weather in a challenging and engaging way. They also demonstrate their ability to work with friends and use interpersonal skills.

**Presentation Kit** • Use *Hotspots* to enlarge the Prepare pictures, stage by stage, as you talk the class through the activity process.

- **TIP** You can position the Navigation Pane on the left or right of the screen, depending on where you want to stand. Choose *Swap sides* to change.

**Student's Resource Center** • Encourage the children to share Vocabulary Tools 6A-6B at home to reinforce vocabulary learning.

## Language Review

**Lesson objective:** review language from Chapter 6  
**Materials:** Class CD

**Review**

1 Listen and complete. Use the comparative or superlative form of these adjectives.  
 chilly warm hot big tall

1 The winter is chillier than the summer.  
 2 Nights at the bottom of the mountain are warmer than at the top.  
 3 The summer is hotter than the winter.  
 4 The lake is the biggest in the country.  
 5 The waterfall is one of the tallest in the world.

2 Complete the superlative questions. Then write answers.

1 What is the biggest (big) animal in your country?  
 The biggest animal is the \_\_\_\_\_  
 2 Who's the tallest (tall) teacher in your school?  
 \_\_\_\_\_  
 3 Where's the quietest (quiet) place to study?  
 \_\_\_\_\_  
 4 What is the latest (late) time you can go to bed?  
 \_\_\_\_\_

3 Think about Chapter 6. Color and complete for you.

I'm not sure    OK!    Get it!

**Treasure Hunt!**  
 Look back at pages 4 and 5. Find:  
 the tallest person in Story Central  
 My favourite page in Chapter 6 is \_\_\_\_\_

### Warmer: Play "Ready, Set, Draw"

Play the game with weather adjectives from Chapter 6 (see Games Bank p. 222).

### 1 ))) 2.10 Listen and complete. Use the comparative or superlative form of these adjectives.

- Have the children look at the example. Ask *Why is chillier correct? (because we are talking about two different things, not one "number 1")*
- Play the CD twice, pausing as necessary. The children listen and complete the sentences.
- Elicit answers, including spelling.

#### Audioscript

Let's think about the seasons and compare them. Look at the pictures. In the winter, it's much chillier than in the summer. You can see the mountain is white—there's a lot of ice and snow. At night, it's warmer at the bottom of the mountain than at the top—it's much cooler at the top because it's higher.  
 In the summer, it's hotter and it's very sunny. The water goes down from the mountain into the lake. It's the biggest lake in the country. Look at the waterfall—it's very tall—one of the tallest in the world.

#### Answers

1 chillier 2 warmer 3 hotter 4 biggest 5 tallest

### 2 Complete the superlative questions. Then write answers.

- The children complete the sentences using the superlative form of the adjectives supplied. They then write answers.
- Elicit responses.

#### Answers

1 biggest 2 tallest 3 quietest 4 latest + children's own answers

### 3 Think about Chapter 6. Color and complete for you.

- Have the children look back at Chapter 6. Elicit their favorite parts. The children then color the circle which represents how they feel about their own progress (self-evaluation).
- Have the children complete the sentence about their favorite page. Elicit responses.

### Treasure Hunt!

Have the children look at pp. 4–5 to find the tallest person in Story Central. They hold up their Student Book and point to the right place on the page.

## Chapter 6 Review

### 1 Reading and Writing.

Read and write the words.

Example.  island	 desert	 volcano	 sunny
 foggy	 stormy	 freezing	 lake

Example.

This is a place in the ocean. There is water around it. island

- This is a tall mountain. It's dangerous – be careful if you climb it! \_\_\_\_\_
- This is a very dry place. There isn't much rain here. \_\_\_\_\_
- When the weather is like this, you can't see very well. \_\_\_\_\_
- This weather is very rainy. There are black clouds and the wind blows. \_\_\_\_\_
- When the weather is like this, it's colder than cold! \_\_\_\_\_

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### 2 Listening.

Listen and write.

Completing a project for \_\_\_\_\_ English \_\_\_\_\_ class

- Kind of place visited: \_\_\_\_\_
- Favorite thing: \_\_\_\_\_
- Weather on vacation: \_\_\_\_\_
- When he went: \_\_\_\_\_
- Name of place he stayed: \_\_\_\_\_

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### 1 Reading and Writing. Read and write the words.

The children write the items described, choosing from the options supplied. Check answers.

#### Answers

1 volcano 2 desert 3 foggy 4 stormy 5 freezing

### 2 ))) 2.43 Listening. Listen and write.

The children read the text on the notepad. Play the CD twice. They listen and write a single-word answer for each prompt. Check answers.

#### Answers (Audioscript on p. 224)

1 an island 2 waterfalls 3 rain 4 August 5 Bear Farm

### Cooler: Play "Monkey!"

Divide the class into two teams (A and B), who stand up facing each other. Have the first child in Team A begin reading the story. When you shout *Monkey!*, the reading switches over to the first child on Team B. Continue in this way, shouting *Monkey!* at random points for the reading to switch.

### Competency Focus

#### Me: Self-evaluation

The children reflect on the chapter and express their opinions about their own progress. This encourages them to evaluate and make decisions about how they learn and what they need to revisit.

**Teacher's Resource Center** • Print out Test Chapter 6 to use at the end of this lesson. The Test Generator also allows you to create customized tests.

- For the CEYLT (Cambridge YLE) exam preparation activities, there are Speaking prompts available for this chapter.
  - Print out Festival Worksheet: Father's Day to expand the children's knowledge of celebrations throughout the world.
- Student's App** • Encourage the children to play the games on their smartphone/tablet. Ask them to record their scores to compare in the next lesson.