

Grammar

Exercise 3

See page T8.

Exercise 4a

See page T8.

Exercise 4b

- Students find the negative forms. Elicit the rule: to make negative sentences in the past simple use *didn't* + base form of the verb. The same form is used for all persons.

ANSWER KEY

I didn't want to leave New Zealand.

I didn't have all my friends here.

Exercise 5

- Read the instructions and the example. Make sure students understand they have to write a negative past simple sentence based on the sentence in the left-hand column, then an affirmative past simple one based on the picture prompt in the right-hand column.
- In weaker classes, you may like to brainstorm ideas for what the pictures show before they start, or allow students to do the task in pairs.
- In stronger classes, you may like to do the task orally after a short preparation of one or two minutes.

ANSWER KEY

- He didn't live in the city centre in New Zealand. He lived near the sea.
- He didn't get up at eight o'clock in New Zealand. He got up at quarter past seven.
- School didn't start at 8.45 in New Zealand. It started at 8.30.
- His school uniform wasn't green in New Zealand. It was blue.
- It didn't rain a lot in New Zealand. It was sunny.
- He didn't go to the sports centre after school in New Zealand. He went to the beach.
- He didn't play football in New Zealand. He played rugby.

Listening and speaking

Exercise 6a 1.8 Audio script pT88

- Focus attention on the picture. Ask students to speculate whom it might show (Beatrix Potter), but don't tell them. Explain that they will hear a recording about her life.
- Students read through the questions to find out what pieces of information they are looking for. Remind them that the questions are in the same order as the information about them in the recording.
- When you play the recording for the first time, suggest that students tick the answer they think is correct. The second time you play the recording, students should check and mark their final answers.

ANSWER KEY

1 b 2 a 3 a 4 b 5 b

Exercise 6b

- Elicit at least two more interesting pieces of information about Beatrix Potter. Ask the rest of the class to confirm or correct the suggestions. Write ideas on the board, and play the recording again at the end to check them.

Exercise 6c 1.8

- Students look at the adjectives and try to recall what they were used to describe. Elicit what students remember and don't correct answers at this point. Elicit or pre-teach any unfamiliar items.
- Play the recording again. Students listen for the adjectives carefully and make notes. In weaker classes, you may want to pause the recording after each phrase to give students time to write the information they heard.

ANSWER KEY

- Beatrix's family
- a child (*Beatrix*)
- pictures of animals
- a child
- a story
- a rabbit
- Beatrix Potter
- a museum

Optional extra

Students use at least five of the adjectives from exercise 6c to write sentences about their own lives. Have a few volunteers name the adjectives they used, then read out their texts, and ask the rest of the class to write down what each adjective referred to.

Exercise 7a

- Read the instructions together. Brainstorm ideas about who students might use. Each student fills in the chart with information about their chosen person. Set this as homework so they have a chance to look up things they don't know.

Exercise 7b

- In pairs, students use the information in their charts to tell each other about their chosen person. Have some students report back on what they learnt from their partner.

Revision idea

Tell students about your own life, including the details from the chart in exercise 7a. Students take notes, then use their notes to write a paragraph about you.

1B A surprise for Smart Alec!



Comprehension

Exercise 1 1.9

- Ask students to look at the pictures without reading the text and describe what they see in each one. If you're using iTools, you could do this on the interactive whiteboard, covering up the speech bubbles. Use these prompts to help students with their descriptions: *Who are they? Where are they? What are they doing?*
- This cartoon is available as animation on the DVD and iTools.
- Elicit suggestions and make notes of them on the board, so you can check them against the story later.
- Elicit or pre-teach any unfamiliar vocabulary, including *disappear, flu, solve, case, arrest, parcel, repair*.
- Read the question together. Play the recording for students to read and listen, then elicit the answer.

ANSWER KEY

Sweet Sue has got the clock that disappeared. Smart Alec thought the gardener stole it, but it was Mr Salt's son who took it after one of his friends broke it at a party.

Optional extra

Write the following incomplete statements on the board, or write them out and photocopy them to give it to students. With books closed, students fill in the statements with the missing words, according to the story. You could do this activity before or after exercise 2.

- 1 A _____ disappeared from the Salts' house.
- 2 _____ and _____ were ill.
- 3 Mr and Mrs Salt phoned _____.
- 4 The next day, Sweet Sue went to see _____.
- 5 _____ didn't go on holiday.
- 6 _____ solved the case.

ANSWER KEY

- 1 clock
- 2 Mrs Salt and Sweet Sue
- 3 the police
- 4 the doctor
- 5 Sweet Sue
- 6 Sweet Sue (not Smart Alec!)

Revision idea

Students use the questions from exercise 1 to ask you about your own weekend. Give this exercise a go if you prefer. Students should make notes of all the activities you mention, and the expansion you use from exercise 2.

Exercise 2

- Students cover the story and complete the sentences.
- They compare answers in pairs, then read the story again to check. Some sentences can be completed in different ways.

POSSIBLE ANSWERS

- 1 clock (from the Salts' house).
- 2 in Paris (from Saturday to Tuesday / at the weekend).
- 3 was ill / had the flu.
- 4 the gardener / the thief.
- 5 a party (at the house) (while his parents were away).
- 6 broke the clock.
- 7 repair the clock.
- 8 Smart Alec.