



Teacher's notes

Reinforcement worksheet 1

- Pupils fill in the sentences with *was/were* and the past simple of the verb in brackets. They then match the sentences to the pictures. Finally they draw a picture of something that happened to them and write a sentence about it using the past simple and past continuous.
- Key:** 1) 2 were/arrived, 3 was/hurt, 4 was/started, 5 were/saw, 6 was/dropped, 7 were/came. 2) (clockwise from example) 1, 5, 2, 7, 6, 4, 3.
- **Optional follow-up activity:** Pupils act out one of the sentences. The class guesses the sentence. Help with any necessary corrections in use of tenses.

Reinforcement worksheet 2

- If necessary, review ordinal numbers. Pupils answer the questions about the times of the year. Then pupils work out the 'disaster' words based on the positions of the letters in the alphabet and the clues.
- Key:** 1) 2 August, 3 October, 4 December, 5 July, 6 April, 7 summer, 8 autumn. 2) 2 earthquake, 3 storm, 4 iceberg, 5 tsunami, 6 volcano.
- **Optional follow-up activity:** Pupils write similar clues for their classmates to test months of the year, 'disaster' words and ordinal numbers.

Extension worksheet 1

- Pupils use the pictures to choose the correct words for each sentence. Model the first one with pupils and then let them continue on their own. Finally, pupils copy out the sentences paying attention to spelling and punctuation.
- Key:** I was giving the bird some food when a mouse ran past. The cat was running after the mouse when the dog woke up. The dog was jumping on the cat when it hit me. We were going to the hospital, when I remembered that the bird was still hungry!
- **Optional follow-up activity:** Pupils prepare their own sentence mazes for each other to practise past continuous and past simple.

Extension worksheet 2

- Cut the photocopied worksheet in half. Elicit/pre-teach: *tsunami, volcano, ocean, steam, magma, rocks, fire, erupt*. Explain that the *Code* system helps scientists to know about these disasters before they happen and how dangerous they are going to be. The different colour codes mean different levels of danger. Pupils work in pairs for this information exchange activity. Pupil A begins. He/She tells his/her partner about the three warning stages of a tsunami. Pupil B listens and draws pictures to illustrate what happens in the appropriate boxes. Then Pupil B tells her/his partner about each of the warning stages of a volcano while Pupil A draws.
- **Optional follow-up activity:** Pupils imagine that they are journalists and write news reports about an erupting volcano or an imminent tsunami. They can use the information on the worksheet to explain what scientists did / are doing and what is happening / going to happen.

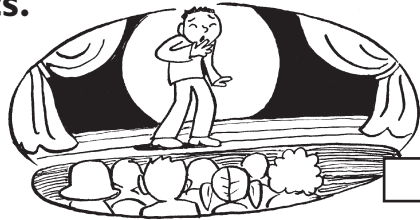
Song worksheet

- Pupils read through the song once before you do actions for different lines of the song. Pupils shout out the line number. Then pupils listen to the song and cross out the extra word in each line.
- Key:** See Pupil's Book, page 37. The extra words are: 2 quickly, 3 heavy, 4 big, 5 slowly, 6 beautiful, 7 football, 8 chocolate, 9 all, 10 blue, 11 stone, 12 tall.
- **Optional follow-up activity:** Pupils play a Pictionary-style game in teams of two against two plus one judge. Each team writes four sentences using the past continuous and past simple e.g. *I was swimming in a river when I saw a bear*. The two teams swap the sentences they have written. One pupil from each team picks a sentence and draws the meaning for their partner to guess the sentence. Then they swap roles and pick another sentence. The pair who guess all four sentences the quickest wins. The judge is there to time the pairs, to make sure no one cheats and to say who wins.

Topic worksheet

- Introduce the topic by asking if pupils know any stories about floods, e.g. *Noah's Ark*. Explain that they are going to read four famous 'flood' stories (if possible, bring a map of the world so that you can show them where the stories come from). Pre-teach: *destroy, survive, greedy*. Pupils read the stories and label the pictures 1–4. As a class, discuss the question at the end of the text.
- Key:** The order of the pictures is as follows: a 2, b 1, c 4, d 3.
- **Optional follow-up activity:** Tell your pupils a very old/traditional story that you know. Then ask them if they can tell you one.

1 Complete the sentences with *was* or *were* and the past of the word in brackets.

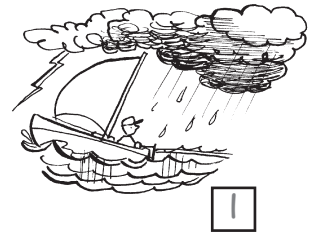


1 I was sailing in my boat when the storm began (begin).

2 You talking to your friends when the taxi (arrive).



3 Bill walking down the mountain when he (hurt) his leg.

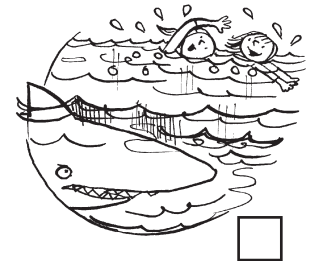


4 I acting in a play when I (start) to cough.

5 They swimming in the sea when the shark (see) them.



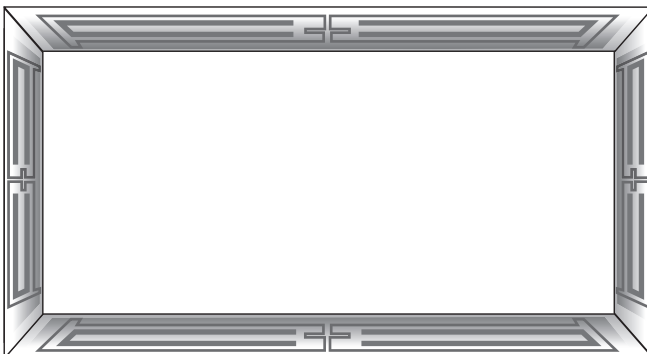
6 Maria talking to her mother when she (drop) her mobile phone.



7 We having a picnic when the rain (come).

2 Write the numbers of the sentences next to the pictures.

3 Draw a picture and write a sentence about something that happened to you. Use *was/were + ing* and the past.



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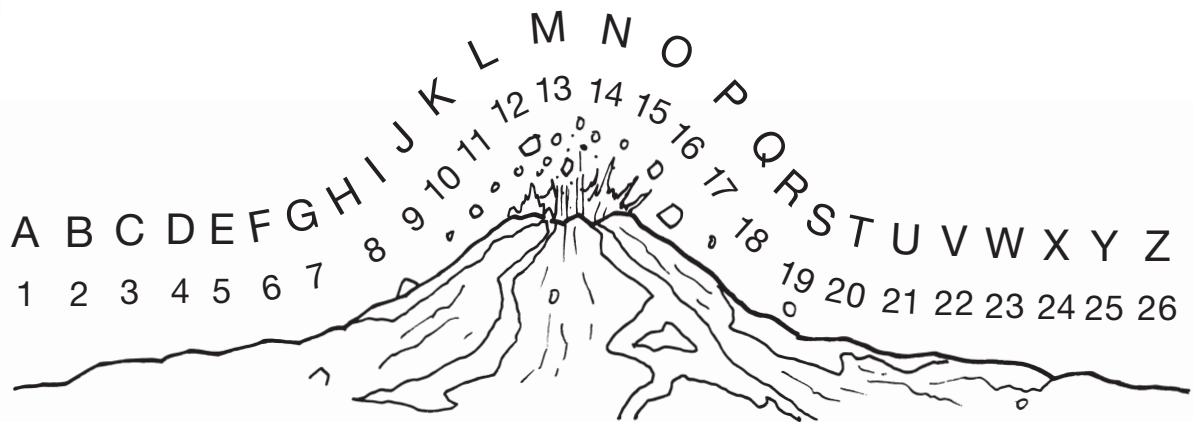
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Reinforcement worksheet 2

1 Answer the questions.

- 1 What's the third month after February? *May*
- 2 What's the second month after June?
- 3 What's the seventh month after March?
- 4 What's the month before January?
- 5 What's the tenth month after September?
- 6 What's the fifth month after November?
- 7 What's the season after spring?
- 8 What's the season before winter?

2 Read the clues and use the code to write the disaster words.



- 1 This word begins with the eighth letter of the alphabet. It's a very strong and dangerous wind. h u r r i c a n e
- 2 This disaster happens when the earth moves. It begins and ends with the fifth letter of the alphabet.
- 3 This weather word begins with the nineteenth, twentieth, and fifteenth letters of the alphabet.
- 4 When it was sailing across the Atlantic Ocean in 1912, the Titanic hit one of these. It ends with the seventh letter of the alphabet. It was an
- 5 This word begins with the twentieth and nineteenth letters of the alphabet. It means a very big wall of seawater.
- 6 This word begins with the twenty-second letter of the alphabet and ends with the fifteenth. It's a disaster when one of these erupts!



1 Look at the pictures and join the correct words in the sentences.

<p>I</p>	gave	the bird	some food	when	a bird	ran	past.
	was giving	the mouse	some milk		a mouse	was running	
	give	the cat	some help		a bat	runs	

<p>The cat</p>	was running after	the bird	when	the dog	woke	up.
	ran after	the mouse		the cat	wakes	
	runs after	the cat		the mouse	is waking	

<p>The dog</p>	jumped on	the mouse	when	it hit	me.
	jumps on	the cat		it was hitting	
	was jumping on	the dog		it hits	

<p>We</p>	went	to the farm	when	I remembered that	the dog	was still	hungry!
	go	to the hospital		I remember that	the bird	is still	
	were going	to the cinema		I am remembering that	the cat	is still being	

2 Copy the sentences from the story. Be careful with your spelling!

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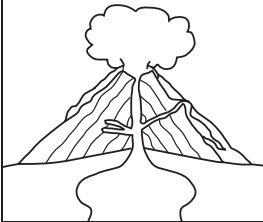
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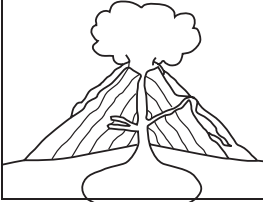
- ★ Pupil A – Tell your partner about the warning stages of a *tsunami*. Then listen to your partner tell you about the warning stages of a *volcano* and draw pictures of them in the code yellow, orange and red boxes.

TSUNAMI	CODE YELLOW watch carefully	CODE ORANGE very dangerous	CODE RED disaster!
	A tsunami is possible. Scientists are looking at their computers.	There is an earthquake under the ocean. There is going to be a tsunami in 6–9 hours.	People who live near the sea must leave their homes. Soon there is going to be a very big wave.

VOLCANO	CODE YELLOW watch carefully	CODE ORANGE very dangerous	CODE RED disaster!
			

- ★ Pupil B – Listen to your partner tell you about the warning stages of a *tsunami* and draw pictures of them in the code yellow, orange and red boxes. Then tell your partner about the warning stages of a *volcano*.

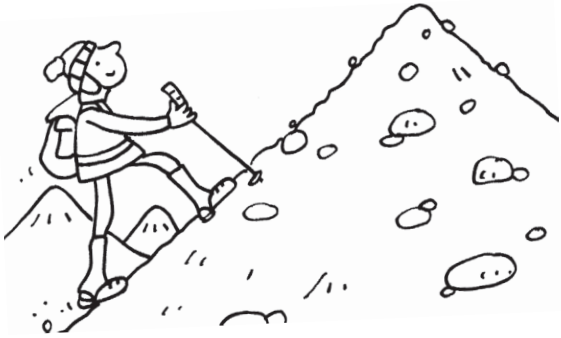
TSUNAMI	CODE YELLOW watch carefully	CODE ORANGE very dangerous	CODE RED disaster!
			

VOLCANO	CODE YELLOW watch carefully	CODE ORANGE very dangerous	CODE RED disaster!
	Scientists can see on their computers that the volcano is starting to move. There is steam coming out of the top.	The volcano is beginning to erupt. Magma is starting to come out of the top.	The volcano is erupting. It's very dangerous. It is throwing rocks and fire out of the top. People have to leave their homes.



1 Read the song. Which line is your teacher acting?

2 Listen and cross out the extra word in each line.

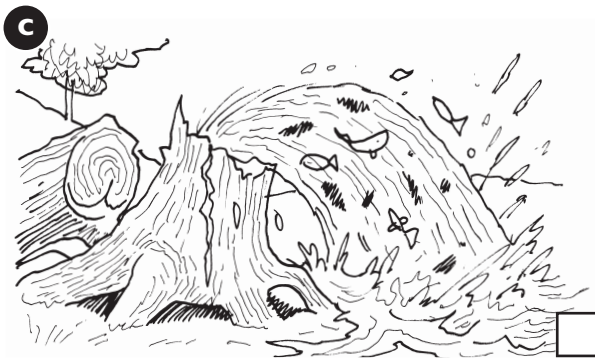
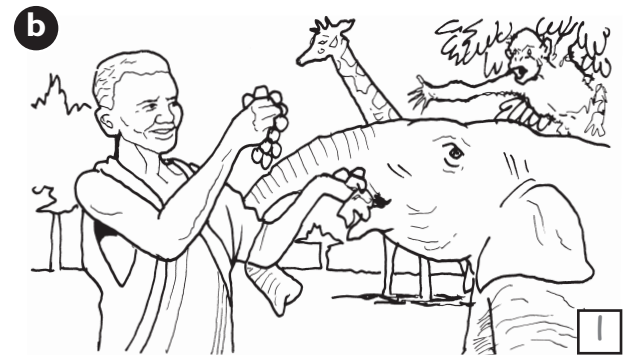
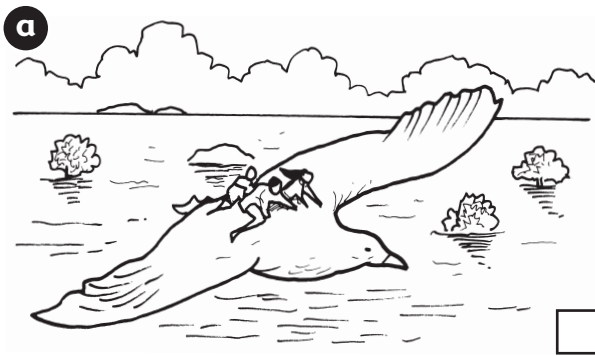


- 1 What were you doing when the ~~crazy~~ storm began?
- 2 When the lightning hit and the water ran quickly.
- 3 Where were you when the heavy rain came down?
- 4 On the mountain, at the beach, in the forest or the big town.
- 5 I was walking slowly up the mountain,
- 6 He was skating over the beautiful lake,
- 7 We were playing football in the park,
- 8 She was eating a piece of chocolate cake.
- 9 They were all swimming in the river,
- 10 He was sailing on the blue sea,
- 11 She was climbing up a stone wall,
- 12 I was sitting under a tall tree.





1 In many countries there are stories about a lot of rain and a big flood that destroyed almost everyone on earth. Read the stories and label the pictures 1–4.



1 **Ivory Coast, Africa**

A good, kind man gave everything he had to the animals. Then he gave his last meal to the god Ouende. Ouende thanked the good man and told him to leave his home. Then Ouende sent six months of rain to destroy all the bad people. Today all the people of the world are from the family of the good man.

3 **Siberia, Asia**

The rain didn't stop for seven days. Some people and animals survived the flood because they climbed trees. Other people moved to different places. This is why people speak different languages today.

2 **Philippines, Asia**

Water covered the whole earth. Only two men and a woman survived. They went to sea. A great bird carried them on its back to their new homes.

4 **Guyana, South America**

Soon after people arrived on earth, all food grew on one tree. Makunaima and his four brothers cut down the tree. Water poured from the tree and there were lots of fish in the water. One of the brothers tried to stop the water because he was worried about a flood. But Makunaima was greedy and he wanted more fish. So the water flooded the earth.

2 If people in different countries tell this story, do you think there was a big flood? What parts of the stories do you think are true?