Stories

1.41 Match the story types with the pictures. Listen, check and repeat.

a sci-fi story a comedy a horror story
a romance a mystery an adventure story

1.42 Listen to the music. Circle the story type.

1. romance comedy horror
2. romance adventure mystery
3. comedy mystery sci-fi
4. comedy adventure romance

Think of your favourite story. Tell a friend.

My favourite story is Dracula. It's a horror story. It's a book, and it's a film too.

Discover Words

Exercise 1
1. Ask the class what kinds of stories they like to find out what they know.
2. Give students time to do the matching exercise individually or in pairs.
3. Play the recording while students listen, pausing to check each answer.

Answers ➔ student page

Exercise 2
1. Play the recording once or twice while students listen and do the exercise.
2. Play it again, pausing as you go to elicit the answers.

Answers ➔ student page

Exercise 3
1. Give students time to think of a story, and then to tell a friend.
2. Fast finishers: Have them tell their friend about another story they like.

Suggestion: Discuss the benefits of reading in English with students, e.g. to consolidate and learn new vocabulary. Depending on resources available, you could introduce a class reader to work through during the year.

Discover extra words: Have strong students or fast finishers find extra new words.

New language
Vocabulary: stories
Functions: speaking about favourite stories
Preparation: Unit introduction.
Bring any stories you have your students should know, in English or your own language.

Unit introduction
(Book closed) Play Hangman (see Introduction page 18) with a couple of story titles students should know to introduce the theme, e.g. Harry Potter and the Chamber of Secrets, Dracula.

Tell the class that in Unit 3 Discovery Web is all about stories. Ask students to tell you the names of stories they have read. Use any realia you’ve brought to class to stimulate discussion. (See Introduction page 12 for ideas).

(Book open) Use an idea suggested in the Introduction to focus on In this unit.

Discover extra words: Have strong students or fast finishers find extra new words.
New language
Grammar: was/were
Vocabulary: time expressions
Pre-teach: tent, garden, dark, tell a story, forest, human, noise

Exercise 1
- Use the photo of the children to generate interest and to recycle and check vocabulary.
- Play the recording while students follow the dialogue.
- Check answers.

Answers → student page

Exercise 2
- Give students time to look at the pictures before they listen to the recording twice. The second time, stop to ask the whole class to repeat the target language copying the intonation, and ask for each answer.

Answers → student page

Grammar
- (Books closed) Ask: Are the children in Ben’s garden now? (No, last night.) Have the class repeat after you in chorus: Last night they were in Ben’s garden. Ask two or three strong students: Were you in Ben’s garden? (No, I wasn’t.) Was Katie in Ben’s garden? (Yes, she was.) Elicit or give the answers and have the class repeat the questions and answers after you in chorus.
- (Books open) Give students time to study the grammar box and complete the examples.

You may like to remind them was/were don’t use the auxiliary did.
- Check answers.
- Have students underline was/were/wasn’t/weren’t in the dialogue in Exercise 1.

Answers → student page

Exercise 3
- Give students time to do the exercise. Have them compare answers with a friend.

Discover Words

Exercise 4
- Give students time to complete the timeline.
- Check answers.

Answers → student page

Last night the children were in a tent in Ben’s garden.
Monica Brr! I’m freezing!
Katie Hey, do you know any scary stories for Discovery Web?
Ben No, but there was a scary film on TV last week.
Katie Was it good?
Ben It was fantastic! There were four friends and they were in a tent…
Ravi Were they in a garden?
Ben No, they weren’t. They were in a forest. It was a long time ago.
Ravi Was it dark and spooky?
Monica Sshh! Ravi!
Ben Suddenly there was a horrible noise.
Katie Sorry… That was my mobile!
Ben What was there, behind the trees?
Monica Ravi!
Ben It wasn’t an animal, and it wasn’t human.
Katie What was it?
Ben It was a…
Katie Help! What’s that?
Monica Don’t panic. It’s only Ben’s mum.
Mum Hi kids! Do you want some hot chocolate?

Talking Tips!
1.43 Listen and read. Where are the children? What are they doing? They’re in Ben’s garden. They’re telling stories.

1 Don’t panic! A
2 I’m freezing! B

Answers → student page
Hi kids! Do you want some hot chocolate?

Don’t panic. It’s only Ben’s mum. Monica

Help! What’s that?

Katie

Ben

What was it?

Ben

Monica

Ben

Katie

Sorry… That was my mobile!

Suddenly there was a horrible noise.

Ben

Monica

Ssshhh, Ravi!

Ravi

Was it dark and spooky?

No, they weren’t. They were in a forest. It was a long time ago.

Ravi

Ben

Katie

Was it good?

Ben

No, but there was a scary film on TV. Hey, do you know any scary stories for Discovery Web?

Brrr! I’m freezing!

Monica

Talking Tips!

I’m freezing!

2

1.44

1.43

Listen, repeat and match.

Grammar was / were

Remember and complete.

I

He

She

It

You

We

They

was

wasn’t

were

weren’t

wasn’t

There was a scary film on TV. / There weren’t any ghosts.

Was it dark? Yes, it was. / No, it wasn’t.

Where were you last night?

3

Complete Katie’s diary. Use was / wasn’t / were.

Last night I ___________ at Ben’s house. Monica ___________ there and Ravi too. We ___________ in Ben’s new tent in the garden. It was freezing outside so it ___________ much fun! It was scary too. There ___________ a strange noise in the garden, but it ___________ a monster, it was Ben’s mum!

Discover Words

time expressions

Complete the timeline. Use these words.

a long time ago three hours ago

yesterday last weekend

NOW

1 three hours ago

2 last weekend

3 yesterday

4 a long time ago

PAST

Listening

5 1.45 Listen and look at the pictures. Write the time expressions.

twenty years ago

ten years ago

yesterday

three hours ago

Complete the questions. Then imagine a story and answer the questions.

1 Was there an alien behind the tree?

Yes, there was.

2 Was it big and bad?

3 Was there a spaceship in the forest?

4 Were the alien’s friends in the spaceship?

5 Were the children scared?

Writing

7 Look at your answers for Exercise 6. Write your story.

There was an alien behind the tree. It was small and funny...

Speaking

8 Ask and answer. Use these time expressions.

last weekend an hour ago last Christmas yesterday at two o’clock twelve hours ago

A Where were you last weekend?

B I was at my friend’s house.

A Who were you with?

Answers → student page

Exercise 5

Ask students about the pictures, e.g. Where is he? (He’s in a spaceship!) Is he happy? (No, he’s sad.)

Play the recording while students listen and look at the pictures.

Play the recording again. Give students time to write the time expressions.

Check answers.

Answers → student page

Exercise 6

Give pairs time to complete the questions.

Check answers before students continue the activity so they are practising correct English!

Exercise 7

Give students time to write. Move round, prompting and correcting.

Exercise 8

Do an example with two or three students to demonstrate the activity.

Give students time to do the activity.

Suggestion: Write 7 a.m., 1 p.m., 5 p.m. and 11 p.m. on the board. Have pairs guess where each other was at those times, e.g. Were you at the zoo at 7 a.m.? No, of course I wasn’t!

Exercise 5 – Tapescript

Reader 1: Where were you twenty years ago?

Reader 2: I was on my planet.

Reader 1: Was it fun there?

Reader 2: Oh yes, it was fantastic. But nineteen years ago my life was different.

Reader 1: Where were you nineteen years ago?

Reader 2: Where were you nineteen years ago?

Reader 1: Where were you twenty years ago?

Reader 2: I was on my planet.

Reader 1: The journey to your planet was very long, but last weekend I was finally on Earth.

Reader 2: Where were you yesterday?

Reader 3: I was at the cinema. There was a film about spaceships!
New language
Grammar: past simple regular and irregular verbs
Functions: speaking about yesterday
Pre-teach: footprint, snow, underwater camera, hide

Culture notes
Loch is the Scottish Gaelic word for lake. Loch Ness is situated in the north-east of Scotland. It is famous for a monster some people say lives there, known as ‘Nessie’.

Exercise 1
1. Use photos A and B to check vocabulary and generate interest.
2. Play the recording while students follow the texts and do the matching exercise.
3. Check answers.

Grammar
(Book closed) Say: People looked for Nessie. She didn’t appear. Have the class repeat the sentences after you in chorus. Check the concept by asking: Are we speaking about the past or present? (The past).
(Book open) Give students time to study the grammar box and complete the examples.
Check answers.

Exercise 2
Give students time to read the texts again and find examples.
Check answers, asking students to refer to the text.

Exercise 3
Give pairs time to do the exercise.
Remind them that spelling of the ~ed form depends on the verb. For instance, the past of verbs ending consonant +y ends +ied, e.g. study – studied/ marry – married. In British English the final consonant in the past is doubled for verbs ending with one vowel + consonant, e.g. stop – stopped/ travel – travelled.

Tip: Always give students a chance to show what they know, for example, through elicitation.
Scientists studied it.

We walked (walk) to the lake and looked (look) for the monster.

A week ago we travelled (travel) to Loch Ness.

Suddenly someone shouted (shout), but the monster wasn’t there.

Exercise 1: Give students time to underline past simple regular and irregular forms in the texts in Exercise 1 (were, had, found, was, saw, took).

Exercise 2: Give students time to complete the grammar box.

Exercise 3: Give students time to check answers.

Exercise 4: Play the recording while students follow the story.

Exercise 5: Give students time to do the exercise individually.

Exercise 6: Give pairs time to do the activity.

Exercise 7: Play the rap once or twice while students listen and complete.

Exercise 8: Play it again, pausing before each space to elicit and check the answers.

Exercise 9: Play the recording again while students listen and rap!

Exercise 10: Give students time to find the verbs.

Grammar

Remember and complete.

affirmative negative

I saw a yeti.  I''saw'' a yeti. He had a camera. He didn’t have a camera.

Yesterday I heard noises in my home. There were some strange creatures there! They had short arms and legs and horrible hair. They were very ugly! I was hungry, but I didn’t eat them. I went behind a tree and hid. Then I watched them. They found my food. They took it and ate it. They made a fire and drank some water. They saw one of my footprints and looked at it for a long time. After two hours they left . . . What were they? It’s a mystery!

Answers → student page

Fun Zone

Listen and complete the rap.

Then listen and rap.

1 I heard a noise

2 Was it a yeti?

3 I stepped and looked

4 I found some hair

5 Was it very real?

6 It was sunny so we stopped for lunch.

Yesterday I heard noises in my home. There were some strange creatures there! They had short arms and legs and horrible hair. They were very ugly! I was hungry, but I didn’t eat them. I went behind a tree and hid. Then I watched them. They found my food. They took it and ate it. They made a fire and drank some water. They saw one of my footprints and looked at it for a long time. After two hours they left . . . What were they? It’s a mystery!

Answers → student page

Grammar

Give students time to complete the grammar box.

Check answers.

Exercise 4: Play the recording while students follow the story.

Ask the class what they think the strange creatures were. (Humans?)

Give students time to find the verbs.

Exercise 5: Give students time to do the exercise individually.

Ask volunteers to read out their answers.

Answers

2 It drank some water.

3 It didn’t go to the shops.

4 It heard some strange creatures.

5 It didn’t watch TV.

6 It hid behind a tree.

7 It had some lunch.

Exercise 6: Give students time to write.

Give pairs time to do the activity.

Suggestion: Do the activity with the whole class.

Exercise 7: Play the recording once or twice while students listen and check.

Check answers.

Answers → student page
New language

Grammar: past simple questions

Functions: asking for more information

Pre-teach: cave, pirate, treasure, leave

Culture notes

The Jolly Roger is the ‘skull and crossbones’ pirate flag. In the past, any black pirate flag was called The Jolly Roger. No one knows where the name comes from. Some people called the devil ‘Roger’ in the past, and pirates are bad! Skulls seem to be smiling, which may be where ‘jolly’ comes from.

Exercise 1

(Book closed) Tell students it’s time for another episode of Adventure Island. Ask students what they can remember about last episode. (The children ate fish, crabs and fruit for breakfast, and drank coconut and insect juice. Bonzo almost got eaten by a crocodile!).

(Book open) Ask students to open their books, study the cartoon pictures for one minute, then close their books again. Ask the class to tell you what they remember and check vocabulary. Remind them to use the past simple!

(Book open) Play the recording once or twice while students listen and read the cartoon.

Check the answer.

Exercise 2

Give students time to do the exercise individually.

Check answers.

Exercise 3

Give pairs time to decipher Nipper’s notes.

Ask a volunteer to write the deciphered note on the board.

Exercise 4

Divide the class into groups of four and allocate roles: AJ, Danny, Bonzo and Nipper. Tell students to act out the cartoon then to change roles and practise again. You could select one or two groups to perform.

Encourage them to do it without looking at the words.
They were scared.

Danny: Did they find the treasure?

AJ: They had a map.

Danny: It's a story, on the wall. Look!

AJ: What is it?

Danny: Hey! Come here!

Now let's find the treasure. Did you find the map, Pirate Woof! Woof! Wait! What's this?

Danny: They had a treasure map. Look!

AJ: Why did they come?

Danny: A long time ago, pirates came to the island?

Pirate Bonzo? Would you like a long walk, Nipper?

DID YOU FIND THE MAP?

Grammar

1. Did come to the island pirates?
   Did pirates come to the island? Yes, they did.

2. Did they have a map?

3. Did Bonzo find the treasure?

4. Did the map Danny look at?

5. Did you take the treasure?

Suggestion: After you’ve allocated roles, play the recording again once or twice, pausing for students to repeat their lines.

Grammar

- Give students time to study the grammar box and to complete the examples.
- Check answers. Point out that past simple questions are formed in the same way for all verbs except to be.

Exercise 6

Play the recording, pausing for students to repeat each line in chorus.

Exercise 7

Give pairs time to do the exercise.

Exercise 8

Give students time to do the activity. Move round, prompting and correcting.

Suggestion: Elicit possible questions from a weak class before students do the activity, e.g. Where did you find your map?
New language
Skills practised: reading, listening, writing, speaking
Pre-teach: diamond, hurry, binoculars, transmitter

Exercise 1
- (Books closed) Draw a diamond shape on the board. Tell the class they are going to read a story called The Blue Diamond. Have them predict what kind of story it is, (e.g. a horror story, a romance, etc.).
- (Books open) Give pairs time to do the exercise.

Exercise 2
- Play the recording while students listen, follow the story and check answers from Exercise 1.

Answers
1 A science fiction story.
2 At Professor Spark’s house.
3 They’re looking through a window into the house.

Tip: Use pictures to predict reading content whenever you can. This will help students understand the text.

Exercise 3
- Give students time to read the story again and do the exercise.
- Ask them to compare their answers with a friend.
- Check answers.

Exercise 4
- (Books closed) Give groups of three or four time to predict the rest of the story. Tell them not to write, but to discuss in English.
- Listen to students’ ideas.
- (Books open) Give students time to do the exercise individually.
- Check answers.

Exercise 5
- Tell the class to help a volunteer to write the correct letters on the board.
- Check the answer.
4 Read the next part of the story. Order the story.

The next morning, the President appeared on TV.

a ‘Professor Spark? That’s impossible!’ said Joe. ‘Wait! There’s a blue diamond in the President’s ear.’

b ‘Look! It’s Professor Spark!’ said Bianca.

c ‘The diamond! Then that’s not the President!’ said Bianca.

d ‘But who is it?’ asked Joe.

5 Now write the red letters. Complete Joe’s sentence.

6 Listen to the next part of the story. Which two places did the children go to?

7 Listen again. Write the verbs.

Exercise 6 – Tapescript

Boy: That’s an exciting story. What did Bianca and Joe do next?
Girl: Well, first they went to Professor Spark’s house.
Boy: What did they find there?
Girl: They found the real President. They helped him out of his ropes. Then they climbed out of a window. The children and the President ran to the police station. But Professor Spark and his robots followed them!
Boy: Did the people at the police station help the President and the children?
Girl: Well, a police officer was there. He wasn’t surprised when he saw the President.
Boy: That was strange!
Girl: The police officer took them to a room. ‘You’re safe now’, he said.
Boy: But were they safe?
Language revised

Grammar: was/were, regular and irregular past simple verbs

Vocabulary: types of stories

Functions: asking for more information using Wh-questions

Revision

Refer to the Introduction for ideas on how to work with revision pages (see page 14).

Exercise 1

- Give students time to do the matching exercise individually.
- Check answers.

Answers ➔ student page

Exercise 2

- Give students time to do the exercise. Refer them back to the grammar box in Unit 3a of the Students’ Book for help (page 31).
- Ask them to compare answers with a friend.
- Check answers. (It was a horror film.)

Answers ➔ student page

Exercise 3

- Give students time to do the exercise. Tell them to look back through the unit to check past simple irregular verb forms.
- Ask them to compare answers with a friend.
- Check answers.

Answers ➔ student page

Exercise 4

- Play the recording once or twice while students listen and repeat.

Suggestion: Tell them to put their top teeth on their bottom lip to make the /f/ sound. Their tongue should touch their top teeth to make the /θ/ sound. Have the class repeat /f/ and /θ/ again, this time in chorus after you.

Exercise 5

- Give students time to do the matching exercise. Refer them back to Unit 3c of the Students’ Book for help (page 35).
- Check answers.

Answers ➔ student page

Checklist

See page 14 of the Introduction for ideas.