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## English Plus 1 Teachers Book Pdf

### Sentences

- 3
- Key**
- These are possible answers:
- We stayed at Pine Beach Campsite last summer.
  - We arrived at the campsite in the afternoon.
  - I decided to sleep outside.
  - In the middle of the night, I heard a strange voice.
  - My sleeping bag caught fire because we hadn't put out the fire properly.
  - The woman at the campsite office showed me a newspaper article.
  - The newspaper article was about a boy who had died at the campsite.
  - The ghost of the boy had saved my life that night.

### Writing

- Students write the ghost story in the pictures. They should think about a title before they start writing and read their work again when they have finished to see if they are still happy with the title.
- Mixed ability** Early finishers illustrate their stories by drawing a campsite with ghosts. They write their title on the Student Record Sheet.
- The **Review Your Writing** section asks students to add time expressions to a text to make it clearer. Putting most of these at the beginning of sentences emphasises the time element in the story.

**Key**

Last summer I went to Pine Beach Campsite with my friends Tony and Dave. We arrived at the campsite in the afternoon and put up the tents. That evening we sat around the fire and talked. I slept outside. In the middle of the night I heard a voice.

**Finished?** The face of Alan's ghost is in the last picture.

### Follow-up notes

Accuracy	Content
<ul style="list-style-type: none"> <li>grammar (narrative tenses)</li> <li>accurate use of vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>clarity (is it clear when the events happen?)</li> <li>title</li> </ul>

**Follow-up writing task** Students write another ghost story or another story about camping.

**Vocabulary extension** Students add more words connected with camping to the wordlist. Or they choose another outdoor activity (e.g. *climbing, hiking*) and use their dictionaries to find related words. They could draw a spidergram.

**Pictures** Students put the pictures of the life of the tree in order. Ask them to calculate how old it is in the last picture (about 300 years old).

**Key**

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

### Prompts

- What can you say about the environment of the tree when it was young?
- Where do you think the people have gone in the last picture?

### Words

1

**Key**

Natural: *air, bird, branch, forest, horse, leaf, tree*  
 Man-made: *factory, farm, field, street, town, traffic, war*

2

**Key**

These are possible answers:  
 a forest b war c air d forest e street

### Sentences

3

**Key**

- The forest grew again.
- The town was rebuilt.
- The birds and animals reappeared.
- My leaves grew again.
- I recovered.

4

**Key**

- When I was young, I used to live in a beautiful forest.
- Then the other trees were cut down.
- As time went by, a town was built around me.
- After the war, the town was rebuilt.
- Fifty years later, the air had become very polluted.
- Now, the forest has grown again.

### Writing

- Students write the story from the tree's point of view. They can use the sentences in Activity 4 to begin each paragraph.
- Mixed ability** Early finishers could add a paragraph to explain where all the people had gone in the last picture.
- The **Review Your Writing** section asks students to add adjectives and check the grammar of their writing.

**Key**

- We had to breathe *polluted* air.
- There was a *terrible* war.
- I lived in a *beautiful* forest.
- There was a lot of *noisy* traffic.

- The beautiful forest *was* cut down and a town *was* built. A garden *was* made around me.

### Follow-up notes

Accuracy	Content
<ul style="list-style-type: none"> <li>grammar (past passive)</li> <li>spelling</li> </ul>	<ul style="list-style-type: none"> <li>ambitious use of vocabulary (descriptive adjectives)</li> <li>consistent (always from the tree's point of view?)</li> <li>ideas connected (in time)</li> </ul>

**Follow-up writing task** Students write the story of a famous building in their country. For this, a brochure or other information about that building would be useful. They could begin: *I was built six hundred years ago in ...* Or they write their own autobiography using their ideas from the paragraph they wrote in the free-writing activity.

**Communication idea** Students role-play in pairs: one is a TV interviewer and the other is the tree in the pictures.

**Vocabulary extension** Students look in the dictionary for words beginning with *re-*. They copy six words where *re-* means *again* (e.g. *rebuild*) and not others (e.g. *reality*).

## Unit 13 The Life of a Tree

<b>Writing:</b>	function: text type: text-building: review:	narrating a life story autobiography time connectors: <i>when, then, after</i> adjectives, grammar
<b>Grammar:</b>	passives; narrative tenses	
<b>Vocabulary:</b>	environment; verbs with opposite meanings	

### Overview

Students write an autobiography of the tree in the pictures on page 34.

The **Review Your Writing** focus is on adding descriptive adjectives and checking grammar.

### Setting the scene

**Books closed** You could begin this unit by asking students to do some free writing. This is an optional activity. Give students two minutes to write a paragraph about their life story from birth until now. If this is the first time you have done the free-writing activity, refer to the note in Unit 1, page 12.

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