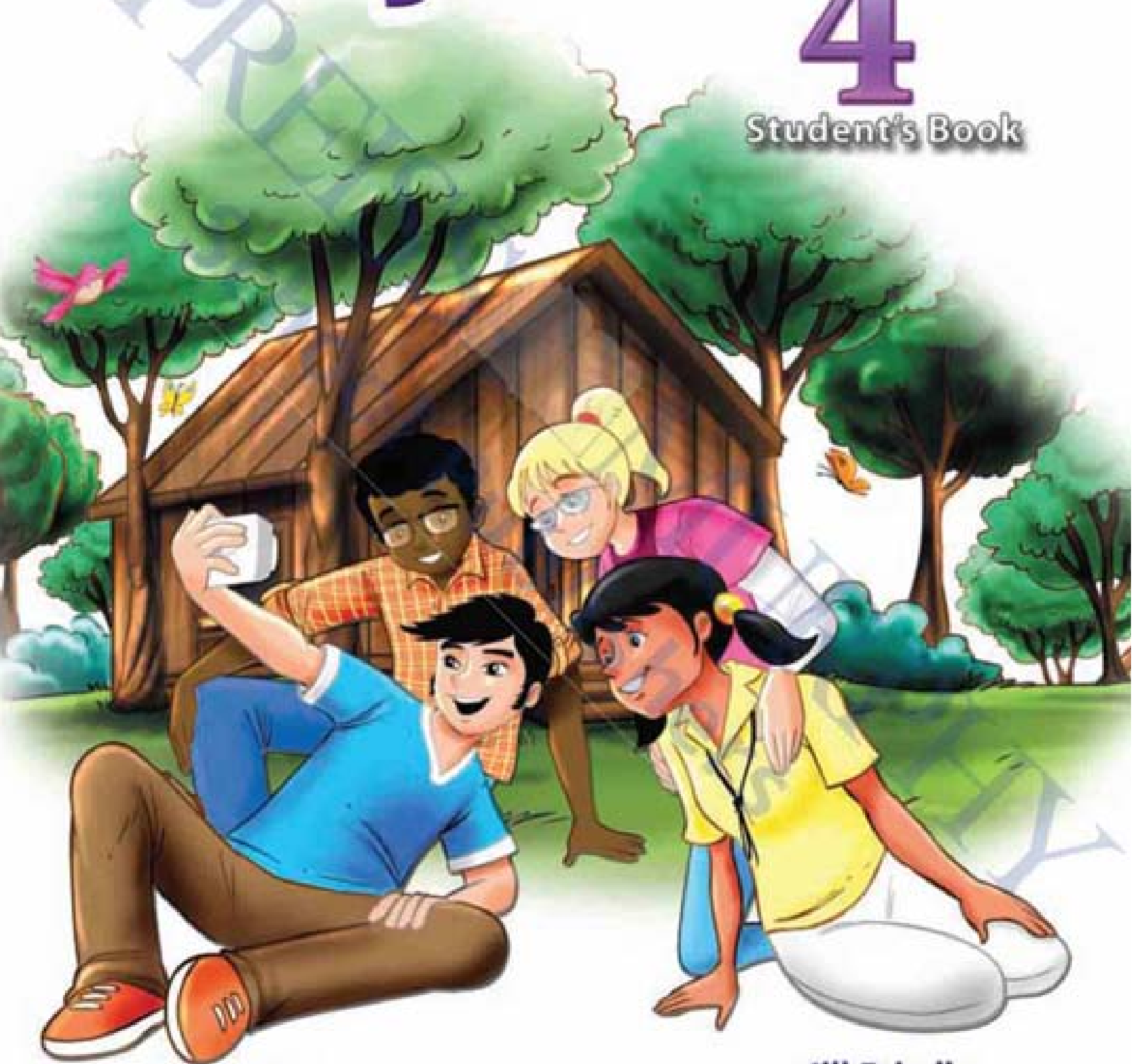


# Playhouse

# 4

Student's Book



PREISS MURPHY  
School Publishers

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# Scope and Sequence

## 1 How Was Your Summer? 4

Word Power	Conversation	Grammar	Skills
Summer activities	Asking about and giving information about summer activities  Using 'was' and 'were'	Past tense of [be]: was/were as linking verbs and was/were in contractions	Ph: 'ow' words Wr: writing about what you did during the summer R1: reading for information: expository; synthesis of ideas R2: Playhouse Adventures

## 2 At the Weekend 12

Word Power	Conversation	Grammar	Skills
Activities with irregular past tense verbs	Asking and giving information about past activities  Listening for details about past activities	Irregular past tense verbs	Ph: short 'ea' words (bread, read, head, etc.) Wr: writing about events in the past, using irregular past tense verbs R1: reading a schedule, sequencing R2: Playhouse Newsletter

## 3 At the Carnival 20

Word Power	Conversation	Grammar	Skills
Carnival activities	Listening for information, understanding and speaking about past continuous activities	Past continuous: asking and answering questions in past continuous	Ph: spelling and pronunciation with 'ch' words (watch, catch, match) Wr: personal narrative, sequencing R1: informational text, understanding past continuous R2: Playhouse Newsletter

## Review 28

### Units 1 – 3

## 4 A New Guest 32

Word Power	Conversation	Grammar	Skills
Nouns and verbs that relate to having a guest	Having a conversation with a visitor, deciding on appropriate phrases to use	Polite requests: do you want + infinitive, would you like + infinitive	Ph: silent 'e' with '-ing' suffix Wr: writing an email to an e-friend and asking what he would like to do Wr2: making an invitation R1: realistic fiction R2: Playhouse Newsletter

## 5 The Biggest and the Best 40

Word Power	Conversation	Grammar	Skills
Opposite adjectives to describe places	Using adjectives of shape/size in a conversation, matching a description to a place's name	Information questions: how (how far, how big, how deep, etc.)	Ph: long 'ow' words: shallow, show, grow, etc. Wr: story mapping, using details R1: reading for information within a narrative R2: Playhouse Newsletter

## 6 It Used to Be 48

Word Power	Conversation	Grammar	Skills
Words that describe dwellings and where we live	Talking about places and locations visited, being able to understand settings	Expressions for the past: how to use sentences with 'use to'/'used to' and 'had to'	Ph: rhyming words with focus on long 'a' words Wr: writing about an event in the past; memory album 'used to' vs. 'had to' R1: comparison/contrast essay R2: Playhouse Newsletter

## Review 56

### Units 4 – 6

## 7 The Place to Be 60

Word Power	Conversation	Grammar	Skills
Geographical words	Talking about geographical places  Listening for details	Irregular comparative and superlative adjectives, more and most in comparative and superlative	Ph: 'dge' words Wr: describing a scene R1: descriptive narrative; reading for details R2: Playhouse Newsletter

**8** **Baby Animals** 68

Word Power	Conversation	Grammar	Skills
Baby animal dictionary	Having a conversation about a trip to the zoo	Countable and uncountable nouns with adverbs of quantity	Ph: 'ff', 'le' to '-ves': calf, wolf, half, self, thief, wife W: describing a trip to an animal park; points of view, sequencing R: fictional reading R2: Playhouse Newsletter

**9** **A Shopping Spree** 76

Word Power	Conversation	Grammar	Skills
Fabrics and articles of clothing	Using descriptions and comparisons to communicate needs and wants	Evaluations and comparisons with adjectives: not _____ enough, too _____, (not) as _____ as	Ph: word endings with CVC words W: writing a letter of complaint; using adjectives in comparisons R: reading a table, analysis R2: Playhouse Newsletter

**Review** 84

**Units 7 – 9**

**10** **What We Do After School** 88

Word Power	Conversation	Grammar	Skills
Free time activities	Asking and answering questions about free time activities	Adverbs of degree	Ph: dropping the silent 'w' before other suffixes (-y, -ing, -able) W: making a survey to ask friends R: report of information R2: Playhouse Newsletter

**11** **How Does Your Garden Grow?** 96

Word Power	Conversation	Grammar	Skills
Names of items in a garden or vegetable stand	Talking about gardens	Object pronouns and subject pronouns	Ph: words that have 'e' or 'i' W: writing to predict R: reading a fable R2: Playhouse Newsletter

**12** **A Hospital Visit** 104

Word Power	Conversation	Grammar	Skills
Words relating to medical situations	Talking about medical problems, visiting someone in the hospital	Modal verbs: when to use 'can' and 'should'	Ph: suffixes that change words into nouns (-y, -ment, -tion, -ity, -ness) W: writing a play with plot, setting and characters R: reading a play R2: Playhouse Newsletter

**Review** 112

**Units 10 – 12**

**13** **What's Cooking?** 116

Word Power	Conversation	Grammar	Skills
Verbs for cooking	Giving directions and following a recipe when cooking	Using 'too', 'either', 'so' and 'neither' to agree	Ph: words that begin with a silent 'r' W: writing a recipe; sequencing and giving directions R: exposition; world records R2: Playhouse Newsletter

**14** **When Will It Happen?** 124

Word Power	Conversation	Grammar	Skills
Words relating to time and calendars	Talking about the future	Future tense with 'will' and 'shall,' plus review of 'going to'	Ph: ordinal numbers; spelling and formation W: writing a newspaper article, reporting information R: reading in the content areas: science, sequencing R2: Playhouse Newsletter

**15** **It's a Mystery!** 132

Word Power	Conversation	Grammar	Skills
Words relating to mysteries and detectives	Asking for and giving information about a mystery	Tag questions	Ph: possessive pronouns W: using sensory details to describe R: reading for details/genre: mystery R2: Playhouse Newsletter

**Review** 140

**Units 13 – 15**

# Unit 1 How Was Your Summer?

## WORD POWER



1 Listen and say the phrases. 🎧

What was the first thing you did last summer? Was there something you looked forward to? Did you go to the swimming pool? Did you sleep in? Talk about last summer.



2 Read. 📖

- |                     |                             |
|---------------------|-----------------------------|
| ① [be] at the beach | ⑥ [be] at the swimming pool |
| ② [be] with family  | ⑦ [be] at school            |
| ③ [be] out of town  | ⑧ [be] at home              |
| ④ [be] on holiday   | ⑨ [be] at a friend's house  |
| ⑤ [be] at the park  | ⑩ [be] at a party           |

3 Say it.

Point and say the phrases with a partner.

Where is the boy?



He is at the park.

## CONVERSATION



1 Listen and read the conversation. Then act it out with a friend.

1

**Hannah:** It's good to see you again, Laura! How was your summer?

**Laura:** Oh, it was great! I was with my family. We were on holiday. What did you do, Hannah?

2

**Hannah:** I was at home for part of the summer, and at the end we went to visit my grandma. What did you do on holiday?

**Laura:** At the weekends I was at the beach, and during the week I was at my friend's house.

3

**Hannah:** I wish I was at the beach now!

**Laura:** Did you see any of our friends from school this summer?

4

**Hannah:** Yes, I saw Sue at the swimming pool and Linda was in the shop.

**Laura:** Guess what? I saw Linda! She was at the beach and we were at the beach too!

5

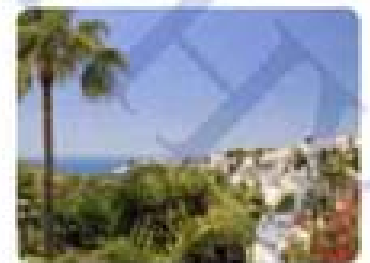
**Hannah:** Oh, there's the bell. We'd better go now. See you at break time!

**Laura:** Yes, I hope you have a good lesson!

2 Say it! Practise the conversation with a friend. Then practise the conversation again using other Word Power words.



with family



out of town



at the park

3 Write it! Ask your friends what they did last summer. Then on another sheet of paper, write about it.



**Example:** Nancy was at her grandma's house last summer.





1 Look and say.

The Past Tense of Be

I, he, she, it **was**

I, he, she, it **wasn't**

**wasn't = was not**



I **was** at the beach.

He **was** out of town.

They **were** with friends.

We **were** on holiday.

you, they, we **were**

you, they, we **weren't**

**weren't = were not**



I **wasn't** at the beach.

He **wasn't** out of town.

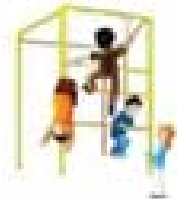
They **weren't** with friends.

We **weren't** on holiday.



2 Listen to it! Listen to the following conversation and write 'was' or 'were' on the lines.

A: This summer, I \_\_\_\_\_ at my friend's house. We went to the park together. We had lots of fun. What about you?



B: I \_\_\_\_\_ at my uncle's house. He has five children, so I also played with my cousins. After we \_\_\_\_\_ at their home for a while, my dad took us home. How was your summer?



A: It was great. My family and I \_\_\_\_\_ out of town. We went to the mountains. It \_\_\_\_\_ fun!



3 Listen to it! Listen to each student and tick ✓ what they did in the summer. You can tick more than one for each person.



- was at home
- was at the park
- was with friends



- was at school
- was at the beach
- was on holiday



- was at the swimming pool
- was at the park
- was at school



**1 Ask it!** We can also use 'was' and 'were' in questions. With a friend, practise questions using 'was' and 'were'. The following questions ask for 'yes' or 'no'.

**Example:**

- |                          |                |
|--------------------------|----------------|
| 1. Was Tim at the party? | Yes, he was.   |
| 2. Were you on holiday?  | No, I wasn't.  |
| 3. Was it hot there?     | No, it wasn't. |



**Tip**

When asking yes/no questions, the sentence begins with a verb.

When asking for information, use wh- words.

The following questions ask for information:

**Example:**

- Why was Tim at the party?
- Where were you on holiday?
- When was it hot there?

**2 You do it!**  Make 'was' and 'were' questions from the words in the boxes below.

Why

were

was

were

When

they

you

he

were

How

we

Where

was

at the hotel on Wednesday?

at the beach yesterday?

happy at school yesterday?


the English lesson?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**3 Say it!**  Can you answer some of the questions above with a friend? Practise asking and answering questions.



**1 Read about it!** Read the non-fiction story about summertime around the world.

## Summertime Around the World

What was last summer like for you this year? What did you do? Do you think everyone was doing the same things as you last summer? Probably not! Join us as we travel around the world to see what last summer was like in many different places!

In Antarctica, summertime is from December to March. If you were in Antarctica during these months, there was at least one day when the sun never set. People in Antarctica knew it was summer because it was a little above freezing ( $0^{\circ}\text{C}$ ).

Last summer it was almost the opposite in the Sahara Desert in North Africa. Summertime is from June to September. If you were in the Sahara Desert, there were at least 100 days where the temperature was over  $50^{\circ}\text{C}$ . Saharans still needed a jacket because the nights were much cooler. But as soon as the sun was up, it was quickly hot again.

Tropical rainforests, like the Sahara Desert, are near the equator, but in the summer they are very different. The summer weather is almost the same as the winter weather. Last summer, when it was  $50^{\circ}\text{C}$  in the Sahara, it was  $27^{\circ}\text{C}$  in the rainforest. But because the rainforest is so humid, it felt like it was  $40^{\circ}\text{C}$ !

For people along the coast in California or Spain, they were probably at the beach a lot. There the weather was mild, not too hot and not too cold. Temperatures were warm enough to swim, so many people were at the beach or in swimming pools. Warm areas were popular places last summer for visitors who were on holiday.

**What is the main idea of this text?**

- a. Winter in England
- b. Summer around the world
- c. Deserts of Africa

**2 Talk about it!** 

With a partner, talk about the weather where you were last summer. Then share with the class.





1 Listen and read along with the words. Then practise saying them.

Some words in English are spelled with 'ow' and are pronounced like the word how.

now      cow      brown      down      town      allow  
 flower      clown      crown      crowd      towel      owl

2 Listen to it! Listen to the story, and write the six 'ow' words you hear. You will hear the story twice.

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3 Game.

**Start** ←

This is a word for city.

You see them at a circus.


Move ahead 2 spaces.

You use it to dry off.


**Directions:**

- With a friend flip a coin. Heads, move 2 spaces. Tails, move 1 space.
- When you land on a square, read the clue.
- Answer it right and move ahead.
- Get it wrong, stay where you are.
- The first one to the last square wins!

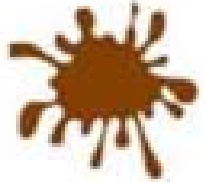
A lot of people together



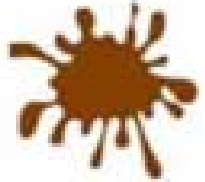
It lives on a farm.




Moo like a cow!



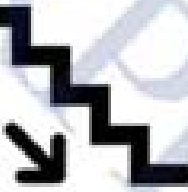
It is a colour.



A king wears this on his head.




When the teacher says it's okay



YOU WIN!

Move back 3 spaces.

A bird that goes 'hoot'



Move ahead 1 space.

A rose is this.



**1 Match it!** Match the words with the correct picture. Then say what Yoshi likes to do.

What does Yoshi like to do in the summer?



be at home

walk to a friend's house

play in the park

go out of town

**2 You do it!**



Find a picture on the internet, or bring a picture from home, of what you did during the summer. Paste your picture in the box. Then write about it on the lines.

Last summer, I

Handwriting practice area with ten horizontal lines for writing.

**3 Share it!** Read your story to the class.



# Playhouse Adventures!



## 1 Listen and read along.

Max, Yoshi, Lilly and Jenny had a wonderful summer! Now, as they are walking home from school after the first day back, Yoshi comes up with an idea of what the children could do in their free time.



**Yoshi:** I took many pictures this summer, and I've been thinking about what to do with them. Why don't all of us start a newspaper? Jenny and Lilly, you're both good at writing. You could be the reporters and find interesting news for the paper.

**Lilly:** That would be so much fun! We could give it to all of our school and neighbourhood friends. Max, don't you do a lot of drawing?

**Max:** Yes, I do. I love to draw! This summer I started drawing cartoons, and I really enjoyed it.

**Jenny:** My dad works at home sometimes for his business. Maybe he would let us use his photocopier and scanner.

**Lilly:** Yes, we can make our parts of the newspaper at home, but we'll need a place where we can all work on it together.

**Jenny:** We can use the playhouse.

**Lilly:** What shall we do for the first paper?

**Yoshi:** Since we have so many interesting people at our school, why don't we ask some of the students what they do after school? Mary could show us her beautiful garden, and I would love to find out about Sam's swimming. He says he hopes to go to the Olympics.

**Max:** That's a great idea, Yoshi. Maybe we could each ask one student about what they do. You could take pictures of each of the students, and Lilly and Jenny could write the information into an interesting article.

**Lilly:** This is so exciting! I can't wait to get started. What shall we name it?



## 2 Talk about it!



What are your ideas for a newspaper name? Talk to your friends and write your ideas in your notebook or on a separate sheet of paper.