

Unit Topic

You Will Learn

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| 1 | 'Who':
Questions
about People | <ul style="list-style-type: none">• Working with the question word 'who'• Identifying a person or people in a text• Understanding when a question is asking about a person or people |
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| 2 | 'When':
Questions
about Time | <ul style="list-style-type: none">• Working with the question word 'when'• Identifying time words• Understanding when a question is asking about time |
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| 3 | 'Where':
Questions
about Place | <ul style="list-style-type: none">• Working with the question word 'where'• Identifying place words• Understanding when a question is asking about place |
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| 4 | 'What':
Questions
about
Information | <ul style="list-style-type: none">• Working with the question word 'what'• Identifying important information• Understanding when a question is asking for specific information |
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| 5 | 'Which':
Questions
about Options | <ul style="list-style-type: none">• Working with the question word 'which'• Identifying options• Understanding the difference between 'what' and 'which' questions |
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| 6 | 'Why':
Questions
about Reasons | <ul style="list-style-type: none">• Working with the question word 'why'• Identifying reasons• Understanding the use of the words 'because' and 'so' |
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Top Tips

- Looking out for nouns and pronouns
- Subject-verb agreement
- Other types of questions about people

Text Types

- Note
- Conversation
- Article
- Biography
- Diary

Key Terms

- Question word
- Noun
- Pronoun
- Singular
- Plural

- Other types of questions about time
- Using consistent tenses

- Diary
- Story
- Notice
- Letter

- Time word
- Tense

- Memorising prepositions of place

- Postcard
- News report
- Story
- Leaflet

- Preposition
- Place word

- Clues in the text
- Mixing up singular and plural nouns

- Letter
- Diary
- Email
- Children's encyclopaedia
- Article
- Instructions

- Information
- Identify
- Verb

- Options in the real world
- 'What' and 'which' questions

- Note
- Timetable
- Postcard
- Email
- Story
- Article

- Which
- Option

- Using conjunctions

- Leaflet
- Note
- Explanation of why
- Biography
- Rules
- Article

- Reason

Unit Topic

You Will Learn

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| 7 | 'How':
Questions
about
Explanations | <ul style="list-style-type: none">• Working with the question word 'how'• Identifying explanations• Understanding the use of the prepositions 'by' and 'with' |
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| 8 | 'How' + Adj:
Questions
about Amount | <ul style="list-style-type: none">• Working with the question word 'how' + adjective• Identifying measurements, amount and weight• Locating quantity words |
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| 9 | Pronouns | <ul style="list-style-type: none">• Identifying pronouns• Matching pronouns to the correct nouns• Using context |
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| 10 | Putting Events
in Order | <ul style="list-style-type: none">• Identifying sequence words• Ordering events• Using context |
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| 11 | Synonyms and
Antonyms | <ul style="list-style-type: none">• Understanding the difference between synonyms and antonyms• Identifying synonyms and antonyms• Using context and grammar clues |
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| 12 | Understanding
Unknown
Words | <ul style="list-style-type: none">• Understanding how to work out the meanings of unknown words• Using context• Making educated guesses |
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Top Tips

Text Types

Key Terms

- Mixing up adjectives and adverbs

- Instructions
- Story
- Children's encyclopaedia
- Poster
- Article

- Explain

- 'How many' and 'how much'

- Shopping list
- Conversation
- Leaflet
- Article
- Email

- Adjective
- Amount
- Weight
- Length
- Quantity

- Possessive adjectives
- Agreement of pronouns

- Story
- Note
- Biography
- Poem

- Pronoun
- Context
- Subject
- Object
- Refer
- First / second / third person
- Gender

- Sequences without sequence words
- Difficult sequence words

- Instructions
- Weather report
- Timetable
- Biography
- Directions
- Story

- Event
- Order
- Sequence

- Antonyms and prefixes
- Clues in the question
- Synonyms, antonyms and parts of speech

- Diary
- Notice
- Conversation
- Email
- Blog
- Article

- Synonym
- Antonym
- Similar
- Opposite
- Prefix

- Clues in the text
- Replacing words

- Article
- Personal description
- Weather report
- Story

- Unknown word
- Infer

Charting Your Course

Cross oceans of knowledge to tackle twelve key reading skills. Use the page below to guide your journey.



Learn three clear steps to tackle the topic



Remember the most important part



Dig in and practise your new skills



Write your answer



Find out where to get more information



Follow top tips from exam experts

Sun and Earth chat every chapter. Look for words in bold to see the topic in context.

Learn three steps to tackle every topic.

Repeat the steps yourself to become an expert.

Tick boxes to show you understand.

Get your pen or pencil ready. It's time to practise.

Check what text type you're reading.

Feeling lost? Follow links back to the skill steps and other useful chapters.

10. Putting Events in Order

What do you do every day, Tom?

First, I wake up in the east.

What do you do **after** that?

I go to sleep in the west at the end of the day.

It's also the **last** thing you do!

Sequence words tell us the order in which things happen. **First** tells us that it is the beginning of a story or event. **Then** tells us what happens next. **Finally** tells us the last thing that happens.

Steps:

1. Find the sequence words in the question.
2. Find the matching sequence words in the text.
3. Match the sequence words to the events.

To start with, Dove went to the beach. Then he brought a cold case.

What did Dove do **first**?

Step 1: Find the sequence words in the question: the sequence word is **first**.

Step 2: Find the matching sequence words in the text: the sequence words which tell us what happened first are **to start with**.

Step 3: Match the sequence words to the events: Dove **went to the beach first**.

Understand that sequence words tell us the order of events.

To answer questions about the order of events, look for **sequence words**.

Earlier today, Alex was playing in the park near her house. **After a while**, I started to get dark. **Suddenly**, her mum let's worst and called to tell her to come home.

What is the correct order of events in this story?

- Alex was in the park. It got dark. She called her mum.
- Alex was in the park. Her phone rang. It got dark.
- It was dark in the park. Alex's mum called her. She went to the park.
- Alex was in the park. It got dark. Her mum called her.

Step 1: Find the sequence words in the question: the sequence words are **'before' and 'after'**.

Step 2: Find the matching sequence words in the text: the sequence words which tell us the correct order are **'Earlier today'**, **'After a while'** and **'Suddenly'**.

Step 3: Match the sequence words to the events: the correct order is **Alex was in the park. It got dark. Her mum called her.**

Circle the correct answer.

Which event happened just before Alex's mum called?

- Alex arrived at the park.
- It started to get dark.
- Alex walked home.
- Alex called her mum.

Step 1: Find the sequence words in the question: the sequence words are **'just before'**.

Step 2: Find the matching sequence words in the text: the sequence word which happened just before Alex's mum called is **'Suddenly'**.

Step 3: Match the sequence words to the events: Alex's mum called just before Alex arrived at the park.

I can match the sequence words to the correct events.

10. Putting Events in Order

Exercise 1

How to Make the Perfect Sandwich

Instructions:

1. Cut the slices of bread in the toaster.
2. Toast the bread.
3. Spread butter on both sides.
4. Add your toppings to one slice.
5. Put the second slice of bread on top.

Topping suggestion: ham, cheese, tomato and cucumber.

Circle the correct answers.

1. Put the instructions in the correct order:

- 1 → 2 → 3 → 4 → 5
- 1 → 3 → 2 → 4 → 5
- 2 → 1 → 3 → 4 → 5
- 2 → 3 → 1 → 4 → 5

2. When must you add the toppings?

- After adding butter.
- After putting the first slice of bread in the toaster.
- Before putting the bread in the toaster.
- After cutting the sandwich in half.

3. When can you eat it?

- After adding butter.
- After putting the first slice of bread in the toaster.
- Before putting the bread in the toaster.
- After cutting the sandwich in half.

Go back to page 98 to read the sequence words and exercise again.

Exercise 2

5-DAY WEATHER FORECAST

MON	TUE	WED	THUR	FRI
27 September	28 September	29 September	30 September	1 October
Starry all day	Drizzle in the morning, then rain	Thunderstorm all day	Cloudy with some sun during the day	Sunny during the day

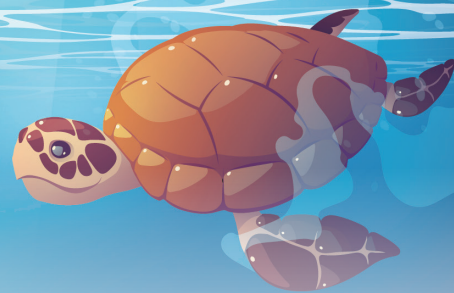
Put the images in the correct order by writing the numbers (1-5) on the lines below.

Sequences without sequence words

Sometimes, there are no sequence words to guide us in a sentence. We can also use **images** or **our own knowledge** to understand the sequence. For example, a **weather report** knows the sequence of days of the week. We can look at the images to find out what kind of weather comes next.

Chapter 10

Putting Events in Order



Learning Objectives

- Identifying sequence words
- Ordering events
- Using context

Key Terms and Concepts

event	事件
order	次序
sequence	順序

Useful Vocabulary

topping	配料
mayonnaise	蛋黃醬
forecast	預報
canal	運河
eventually	最終
meanwhile	同時
in addition	此外
peak	山頂
trail	小徑

10. Putting Events in Order



What do you do every day, Sun?

First, I wake up in the east.

What do you do **after that**?

I go to sleep in the west at the end of the day.

So it's also the **last** thing you do!



Sequence words tell us the **order** in which things happen. '**First**' tells us that it is the beginning of a story or event. '**Then**' tells us what happens next. '**Finally**' tells us the last thing that happens.

Steps:

1. Find the sequence words in the question
2. Find the matching sequence words in the text
3. Match the sequence words to the events

To start with, Dave went to the beach. Then he bought a cold drink.

What did Dave do **first**?



Step 1: Find the sequence words in the question: the sequence word is 'first'.

Step 2: Find the matching sequence words in the text: the sequence words which tell us what happened first are 'to start with'.

Step 3: Match the sequence words to the events: Dave went to the beach first.



I understand that
sequence words tell
us the order of events.

10. Putting Events in Order

Exercise 3

Amsterdam Tour: Day 1

10:00 - 12:00 Cycle Tour
See the city by bike. Explore the Vondelpark and the famous flower markets.

12:30 - 2:30 Lunch at Dam Square
Don't forget to try the famous waffles for dessert!

3:00 - 6:00 Explore the Museums
Take the tram to Museum Square before visiting the museums.

Join us on Day 2 for a tour of the canals!

Timetable



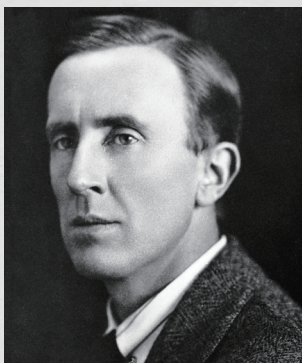
Circle the correct answers.

- What is the correct sequence of the tour?
 - Go to the flower markets, take the tram, visit the museums, have lunch
 - Go on a cycle tour, visit the flower markets, visit the museums, have lunch
 - Go on a cycle tour, eat a waffle, take a tram, visit the museums
 - Eat a waffle, take a tram, visit the museums, go on a cycle tour
- Tourists can see the Vondelpark _____.
 - during the cycle tour
 - after exploring the museums
 - after taking the tram
 - after lunch
- Tourists can see the canals _____.
 - after visiting the museums
 - the next day
 - during the cycle tour
 - before going to the Vondelpark

Exercise 4

JRR Tolkien

Biography



JRR Tolkien was born in South Africa in 1892, but his parents were from England. He studied at Oxford University. Then he worked at the university from 1925 to 1959.

While working at Oxford University, he became a famous fantasy writer. His most famous books include *The Hobbit* (1937) and *The Lord of the Rings* (1954). These famous books took a long time to write. Eventually, they were made into films that won many awards. In addition, in 2008 Tolkien was number six on a list of the 50 best British writers since 1945.



Put the events in the correct order. Write the letters on the lines below.

- A. Tolkien's books were made into films.
B. Tolkien became a famous fantasy writer.
C. Tolkien was born in South Africa.
D. Tolkien studied at Oxford University.

_____ → _____ → _____ → _____



Circle the correct answer.

- When did Tolkien write his most famous books?
A. When he lived in South Africa
B. When he was a student
C. When he was working at Oxford University
D. When they were made into films



Similar sequence words

Some sequence words are more difficult to find, such as, '**meanwhile**', '**while**', '**as soon as**', '**in addition**', '**besides**' and '**another**'. These words all help to connect events in a story or text.



The Classic Film Festival

Cherry and Lisa walked into the cinema. They stopped in front of a wall of colourful film posters.

‘Do any of these look good?’ asked Lisa.

Cherry stared at the posters, amazed by all the colours. ‘How about *Enter the Dragon*?’ she said. ‘It’s a classic Hong Kong action film full of martial arts.’ Then, she turned her head, saw another poster, and ran over to it. ‘What’s this? *Crouching Tiger, Hidden Dragon*. I think I would like this. There is sword fighting in it!’

‘I don’t want to watch something with fighting today,’ said Lisa. ‘Are there any romantic movies?’

Cherry ran over to a poster. The man and woman on it looked romantic. ‘*In the Mood for Love*,’ she read.

‘It seems sad,’ said Lisa. ‘And the only other romantic film is three hours long! I don’t want to watch something that long.’

Lisa finally had the idea that Cherry should close her eyes and point at a poster. Cherry pointed, and the film poster in front of her was *Big Fish and Begonia*.

‘Nice!’ said Lisa. ‘It’s an animated film where a girl turns into a red dolphin. Let’s watch it!’ Unfortunately, the ticket machine was broken, so they had to speak to the person at the box office. Then, they bought a big lemonade and a box of sweet popcorn to share before taking their seats.



Put the events in the correct order. Write the letters on the lines below.

1. A. Cherry and Lisa buy food and drink.
- B. The girls take their seats.
- C. Lisa says she doesn’t want to watch something with fighting in it.
- D. Cherry and Lisa look at the wall of film posters
- E. Lisa has an idea about how to choose a film.

_____ → _____ → _____ → _____ → _____



Decide which sentences are true (T), false (F) or not given (NG).

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| 2. The first film poster the girls see is for <i>Crouching Tiger, Hidden Dragon</i> . | T / F / NG |
| 3. Enter the Dragon is three hours long. | T / F / NG |
| 4. The last film poster the girls see is <i>Big Fish and Begonia</i> . | T / F / NG |
| 5. <i>Big Fish and Begonia</i> is playing at 14:00. | T / F / NG |

Let Your Ideas Flow

What is your favourite film? Do you like action movies or romances? Do you like going to the cinema?

Research your favourite film and share what you learn. The text types below are great for writing about things we like. Choose one of these tasks or prepare your own:

Text Type

Suggested Task

Diary

Write a diary entry about going to the cinema. Share lots of details about your trip to the cinema and the film you saw. Include your feelings about the day.

Advertisement

Write an advert for a fantastic film. Tell people some of the story and why it is good. Make people want to go to the cinema to see it.

Story

Write your favourite film as a story. Include the most important things from the film in your story. Share your favourite details from the film.