

# Reader: *The Iron Man*

by Ted Hughes

## CHAPTER 1 SB pages 55–57

### LESSON 1 SB page 55

#### Outcomes

- To learn about Ted Hughes
- To understand the background to the story

#### Before using the book:

- 1 Write the title of the reader *The Iron Man* on the board and ask the students to tell you what they think the story might be about. Ask them what kind of story they think it will be, e.g. funny, serious, happy, sad; an adventure story, a detective story, a sci-fi story.
- 2 Ask the students *What is iron? (a metal) What do you know about iron? (it is very strong) What is iron used for? (it is used to make steel, which is used in the construction of bridges, ships and buildings).*
- 3 Explain that they are going to read the story over the next four weeks but first they are going to find out something about the writer.

**Note:** The name *Hughes* is pronounced as *hews*, i.e., the *gh* is silent.



SB Page 55

### The Iron Man

**1 Read about the writer and poet Ted Hughes and answer the question**  
What were many of Ted Hughes's poems about?

**2 Which of the words in red in the text mean the following?**

- 1 writing using beautiful words *poems*
- 2 people who write poems .....
- 3 made a person think a certain way .....
- 4 liked to do something .....

**3 Are these sentences true (T) or false (F)?**

- 1  Ted Hughes didn't go to university.
- 2  He taught English in the USA.
- 3  He often wrote about nature.
- 4  He also wrote children's books.
- 5  He bought a farm when he was 68 years old.

**Who is the Iron Man?**  
Ted Hughes wrote *The Iron Man* as a story for his two children. In the story, the **adults** want to **destroy** the Iron Man, but a young boy called Hogarth tries to understand him and help him. It is a story about how we learn to understand each other and be kind. In 1999, a film company made an **animated film** of the story.

**Ted Hughes (1930–1998)**  
Ted Hughes was from the north of England. He started writing when he was at school. He wrote **poems** for the school magazine. Hughes studied at Cambridge University, then from 1957 to 1959 he taught English in the USA. When he returned to England, he stopped teaching and worked as a writer.  
Hughes loved nature and it often influenced his writing. He wrote about the beautiful animals and birds of England.  
Hughes was one of the best **poets** of the 1900s, but he also wrote successful children's books. In 1970, he bought a farm in the southwest of England and **enjoyed** writing and farming there. He died aged 68.

**Internet search** →  
Find the names of some of Ted Hughes's poems. Which have animals in them?

**4 Which of the words in red in the text mean the following?**

- 1 a story with moving drawings *animated film*
- 2 people who are not children .....
- 3 to damage something so badly that you cannot use it again .....

**5 CRITICAL THINKING**

- 1 Why is the young boy important in the story?
- 2 What do we learn in this story?

55

#### 1 Read about the writer and poet Ted Hughes and answer the question

- 1 Ask the students to read the question. Elicit/teach the words *poem* and *poet*. Ask the students to look at the biography and find out what other things Hughes wrote in addition to poems (*children's books*).
- 2 Draw a map of England on the board, with a dot to represent Cambridge. Then:
  - Ask them to point to the north and southwest of England on the map. Then point to the dot and ask them which city they think this is.
  - Ask them to work in small groups to predict why these places were important to Hughes.

- Ask the students to read the text and find the answers, but do not check them at this point.
- The students then read the text to answer the question. Check the answer as a class. Then ask them why the places were important to Hughes (*He was from the north of England and started writing poems there when he was at school; He went to Cambridge University; He bought a farm in the southwest and farmed and wrote there*). Ask *Where else did Hughes live? (the USA)*.
  - Ask the students what animals and birds they think live in England.

Answers:

the animals and birds of England

### 2 Which of the words in red in the text mean the following?

- Ask the students to look at the words in red and discuss their meanings in pairs. Encourage them to read the whole context to help them decide the meaning of words they don't know. Ask different pairs to offer their suggestions.
- Then ask them to complete the exercise, using the text to help them.
- Check the answers as a whole class.
- Then ask the students whether there were any other words they weren't sure about in the text and discuss their meanings.

Answers:

2 poets      3 influenced      4 enjoyed

### 3 Are these sentences true (T) or false (F)?

- Ask the students to discuss the sentences with a partner before checking the answers in the text.
- Check the answers as a class. Invite the students to read out the part of the text where they found the answers and to correct the false sentences.

Answers:

2 T      3 T      4 T      5 F

(He bought the farm when he was about 40. He died when he was 68.)

### 4 Which of the words in red in the text mean the following?

- Ask *Do you think The Iron Man is a poem or a story? (a story) What kind of story do you think it is? (a children's story)*. Remind them of the kinds of things Hughes wrote about to help them make their decision.
- Tell the students they are going to find out, but they should first look at the definitions and guess which words they describe.
- Then ask them to read the text and complete the exercise before checking the answers as a class.

Answers:

2 adults      3 destroy



### Internet search

- Ask the students what their favourite poems are and what they are about. Then tell them that they are going to find out about some of Ted Hughes's poems.
- Students share their findings with the rest of the class. Ask them which of the poems had animals in them and what the animals are (*macaw, thrush, crow, owl, fox, hawk*). If possible, ask them to find pictures of each of the animals and birds mentioned.

### 5 Critical thinking

- Ask the students what they have learned about *The Iron Man*. Then ask them to read the questions and discuss them in small groups.
- Check the answers as a whole class and explain that *The Iron Man* is a story with a moral.
- Discuss why the students think it is important to try to understand each other and be kind to others.

Suggested answers:

- He tries to understand and help the Iron Man.
- We learn to understand and be kind to each other.

## LESSON 2 SB page 56-57

### Outcomes

- To read Chapter 1
- To make predictions



### SB Page 56

## The Iron Man Chapter 1

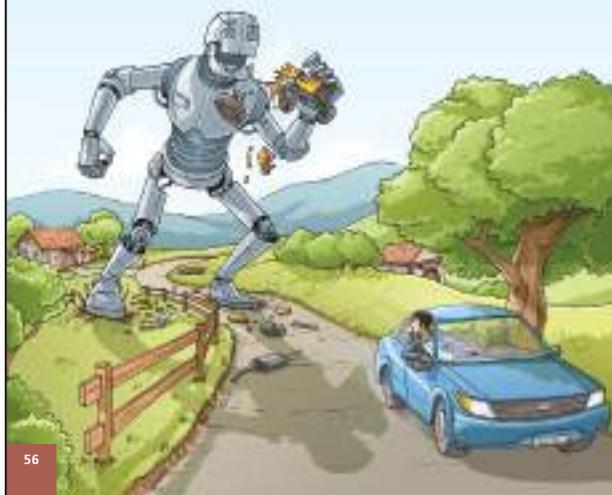
One dark night, the Iron Man stood on a cliff. Nobody knew him or knew where he lived. He was taller than a house and his head was as big as a bedroom. He didn't speak. He waited and he looked at the sea. Then suddenly, he walked off the cliff and fell down to the beach! He broke on the stones.

The next morning, two birds flew to the beach. One bird found the Iron Man's eye and the second bird found his hand. Then the hand moved slowly. It picked up the eye, and then put the head, the arms, the legs and the body together! The Iron Man stood up again. Then he walked into the sea.

One evening, a farmer's son called Hogarth was fishing in a river near the sea. He looked up and saw the Iron Man. The Iron Man was climbing the cliff. The boy ran home very fast and told his parents. Hogarth's father got into

his car and went to find help. When he was in the car, he saw some very unusual things: half a tractor, half a van and a quarter of a plough in the road. Was something eating them? He started to drive home, but suddenly he saw the Iron Man! A very big hand tried to pick up the car, but Hogarth's father drove away as fast as he could.

The next day, all the farmers were talking and shouting. What was destroying their tractors, cars and vans? The Iron Man was eating them! They went to the cliff, but the Iron Man wasn't there. He was in the sea again. The farmers were angry. They wanted to make a trap for the Iron Man. They made a big, deep hole and covered it with tree branches and soil. They put an old van next to the hole and waited for the Iron Man. They waited for many days, but the Iron Man didn't come.



56

### Pre-reading activity

- 1 Ask the students to look at the picture and ask *What can you see? What is the Iron Man doing? Who is the man in the car? How do you think he feels? What do you think is going to happen next?*
- 2 Tell the students that they are going to read the first chapter of *The Iron Man*. Ask them to work in small groups to think about what they already know about the story. Ask them to discuss whether they think the Iron Man is a good character or a bad character and to give reasons for their answers.

### Reading the story

- 1 Ask the students to read Chapter 1 carefully to themselves and to check their ideas about the

Iron Man. Invite them to share their ideas (they may not be able to decide whether he is good or bad at this point).

- 2 Invite different students to read out the paragraphs of the story, paying careful attention to pronunciation. Make a note of any difficult words and model the pronunciation for the students to repeat after you.
- 3 Ask the students to close their books and invite volunteers to describe what the Iron Man looks like. Ask the rest of the class to vote for the best description.



### SB Page 55

#### 1 Match the words and the definitions

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> 1 cliff | a what farmers drive and use on a farm          |
| <input type="checkbox"/> 2 deep             | b very high ground near the sea                 |
| <input type="checkbox"/> 3 iron             | c something that can catch animals or people    |
| <input type="checkbox"/> 4 tractor          | d a hard metal                                  |
| <input type="checkbox"/> 5 trap             | e a long way down in a river, the sea or a hole |
| <input type="checkbox"/> 6 picked up        | f took in a hand                                |

#### 2 Answer the questions

- 1 What did the birds find on the beach?
- 2 Who saw the Iron Man first?
- 3 Where was Hogarth's father driving when he saw the Iron Man?
- 4 Where did the farmers go to look for the Iron Man?

#### 3 Are these sentences true (T) or false (F)?

- 1  T The Iron Man was very big.
- 2  F Two birds found the Iron Man's body in the sea.
- 3  F Hogarth was swimming in a river when he saw the Iron Man.
- 4  F The Iron Man tried to pick up Hogarth's father's car.
- 5  F The farmers thought that the Iron Man was eating their tractors.
- 6  F They made a very big hole to hide their tractors in.

#### 4 Read the quotation and answer the question

"They put an old van next to the hole and waited for the Iron Man."  
Why do you think the farmers put an old van next to the hole?

#### 5 Think of three words to describe the Iron Man

- CRITICAL THINKING**
- 1 Why do you think the Iron Man walks into the sea?
  - 2 What other things do you think the Iron Man would like to eat?
  - 3 Do you think the farmers were right to make a trap for the Iron Man?

#### 1 Match the words and the definitions

- 1 Ask the students to look at the pictures and ask *What can you see? (small items made from iron, and cliffs).*
- 2 Ask the students to cover the words on the left and read the definitions on the right.
- 3 Ask them to read the chapter again and to work in pairs to decide which of the words in the text match the definitions.
- 4 Read out each of the definitions and invite suggestions from the class. Do not confirm their ideas at this point.

57

- The students then uncover the words and match them with the definitions. Check the answers with the class, and ask them how many words they guessed correctly. Then model pronunciation for the class to repeat after you.
- Ask the students to identify any other words in the text they didn't know the meaning of and discuss their definitions as a class.

Answers:

2 e    3 d    4 a    5 c    6 f

## 2 Answer the questions

- Ask the students to read the questions. Ask them whether they remember the information from the text.
- Then ask them to read the text again quickly to find the answers, before checking the answers with the whole class.
- Ask them where they think the story takes place, and whether they have ever seen cliffs like the ones in the picture.

Answers:

- the Iron Man's hand and eye
- a farmer's son called Hogarth
- He was driving home.
- They went to the cliff.

## LESSON 3 SB page 57

### Outcomes

- To answer true/false questions about the story
- To discuss what the farmers are planning for the Iron Man
- To talk about the Iron Man's character



**1 Match the words and the definitions**

1 <input checked="" type="checkbox"/> cliff	a what farmers drive and use on a farm
2 <input type="checkbox"/> deep	b very high ground near the sea
3 <input type="checkbox"/> iron	c something that can catch animals or people
4 <input type="checkbox"/> tractor	d a hard metal
5 <input type="checkbox"/> trap	e a long way down in a river, the sea or a hole
6 <input type="checkbox"/> picked up	f took in a hand

**2 Answer the questions**

- What did the birds find on the beach?
- Who saw the Iron Man first?
- Where was Hogarth's father driving when he saw the Iron Man?
- Where did the farmers go to look for the Iron Man?

**3 Are these sentences true (T) or false (F)?**

- The Iron Man was very big.
- Two birds found the Iron Man's body in the sea.
- Hogarth was swimming in a river when he saw the Iron Man.
- The Iron Man tried to pick up Hogarth's father's car.
- The farmers thought that the Iron Man was eating their tractors.
- They made a very big hole to hide their tractors in.

**4 Read the quotation and answer the question**

"They put an old van next to the hole and waited for the Iron Man."  
Why do you think the farmers put an old van next to the hole?

**5 Think of three words to describe the Iron Man**

**6 CRITICAL THINKING**

- Why do you think the Iron Man walks into the sea?
- What other things do you think the Iron Man would like to eat?
- Do you think the farmers were right to make a trap for the Iron Man?

57

## 3 Are these sentences true (T) or false (F)?

- Ask the students to read the sentences and decide with a partner whether they are true or false, without referring back to the text.
- Ask the pairs to share their ideas. Then ask them to read the text again carefully to confirm their answers.
- Check answers as a whole class. Invite different students to correct the false sentences.

Answers:

- F (They found his body on the beach.)
- F (He was fishing in a river.)
- T
- T
- F (They made a big hole to catch the Iron Man.)

## 4 Read the quotation and answer the question

- Ask the students to work in small groups to summarise the chapter, without referring back to the text. Then invite different students to summarise different parts of the story.

- Then ask them to read and discuss the quotation. Invite each group to share their ideas.

**Suggested answers:**

They hope that the Iron Man will try to eat the van and fall in the hole. They want to trap the Iron Man so he can't cause more damage.

**5 Think of three words to describe the Iron Man**

- Ask the students to work with a partner to think of different words to describe the Iron Man. Tell them to use the text to help them, but explain that they can use their own words if they wish.
- Invite different students to share their ideas and ask the rest of the class whether they agree and why/why not. Accept any feasible answers.

**Suggested answers:**

tall, strong, made of iron

**6 Critical thinking**

- Ask the students to read the questions and think about them individually.
- Then ask the students to discuss the questions in small groups. Monitor as they are working, and encourage them to give reasons for their answers.
- Ask each group to tell the rest of the class what they discussed for one of the questions. Then ask the rest of the class to say whether they agree or not and why.

**Answers:**

Students' own answers

**CHAPTER 2 SB pages 58–59**

**LESSON 1 SB page 58**

**Outcomes**

- To read the next part of the story
- To talk about what has happened to the Iron Man

**Before using the book:**

- Ask the students some questions to remind them

about Chapter 1, for example, *How big was the Iron Man? Where did he spend time? (on the cliffs and in the sea) What did he eat? (tractors, vans and ploughs belonging to the farmers) What happened to Iron Man when he fell off the cliff? (He broke on the beach but then put himself back together again) Did the farmers like the Iron Man? (no) What did they prepare? (a trap for the Iron Man).*

- Ask the students to work in small groups to discuss what they think might happen next in the story. Then invite different groups to share their ideas with the rest of the class.



**SB Page 58**

**The Iron Man Chapter 2**

One night, Hogarth wanted to catch a fox in the same trap. While he was waiting, he heard the Iron Man walking down the hill. The Iron Man was eating a metal fence and he was walking fast. Hogarth had an idea. He picked up a metal nail and a knife, and he made a sound with them. Clink! Clink! Clink!

The Iron Man heard the sound and he turned towards the boy. Hogarth was frightened, but he started walking towards the trap and the Iron Man followed him. When they got to the trap, the Iron Man fell into the hole! Hogarth looked at the Iron Man in the deep, dark hole. Then he ran home shouting, "The Iron Man's in the trap!"

When the farmers saw the Iron Man in the trap, they laughed. The Iron Man couldn't climb out. His eyes looked like red lamps in the hole. The farmers drove their tractors to the hole and they filled it with soil and made a hill. They couldn't see the Iron Man now, so the farmers were very happy, but Hogarth was sorry.

A year later, a family was eating lunch on the hill that covered the Iron Man. While they were eating their sandwiches, they saw a big iron hand come out of the ground!

"Run to the car," shouted the father.

The Iron Man came up out of the ground and he was very hungry. He ate three new tractors, two cars and a plough! The farmers were frightened, but Hogarth had an idea. He visited the Iron Man and stood in front of him.

"Mr Iron Man," shouted Hogarth. "We've got a lot of iron for you. You can have it all, but please stop eating the cars and tractors." The Iron Man stopped and turned to the boy.

"We're sorry," said Hogarth.

Hogarth and the farmers drove down the hill and the Iron Man followed them. Then they came to a place full of old bikes, cookers, fridges, cars and vans. It was a scrap metal yard!

"There," said Hogarth. "Eat all you can." The Iron Man was very happy. He sat down and he ate and he ate.

58

**Pre-reading activity**

- Ask students to look at the picture and ask *What can you see? Where is the Iron Man? Who are the people? What are they doing? Do you think they are happy or sad? How do you think the Iron Man feels?*

**Reading the story**

- Ask the students whether they think the farmers' plan worked. Then ask them to read Chapter 2 quickly to check their ideas (*Yes, it did. But only for one year.*).

- Students then read the text again more carefully. Ask them to work in pairs to make a list of items made from metal in the text. Then invite different students to read out their lists and write the words on the board. Model pronunciation and ask the students to repeat the words after you (*fence, nail, knife, cars, tractors, bikes, cookers, fridges, vans*).
- Describe one of the words on the board for the students to guess, without using the word, for example, *You can use these to make meals (cookers)*. Ask the students to play the game in small groups. Monitor as they are working, helping if necessary.
- Ask volunteers to describe the events of the story so far. Ask them whether they are enjoying the story, and what they think the moral might be. Tell them that they will find out later.

## LESSON 2 SB page 59

### Outcomes

- To answer reading comprehension questions
- To put the events of the story into the correct order

### Before using the book

- Ask the students to tell you what they remember about Chapter 2, without referring back to the text.
- Write the words **scrap metal** on the board and discuss the meaning with the class. Elicit the items of scrap metal they learned about in the text, and ask them to think of other objects made from metal.
- Ask the groups to share their ideas and ask whether they have ever seen a scrap metal yard and what happens there (*parts from old vehicles are sold for use in operating vehicles; other metal objects are sold for recycling*).



**1 Complete the sentences**

fence followed frightened nails ~~scrap metal yard~~

- Mr Harris couldn't sell his old car, so he took it to the *scrap metal yard*.
- There was a tall ..... around the field.
- The carpenter used twelve ..... to make the table.
- My uncle drove home and we ..... him in our car.
- Birds are ..... of cats, so they fly away when they see one.

**2 Answer the questions**

- Why did the Iron Man fall into the trap?
- Why do you think the Iron Man's eyes looked like red lamps?
- Why did the Iron Man eat a lot when he came out of the ground?
- What does Hogarth ask the Iron Man to stop doing?

**3 Put the events into the correct order**

- The Iron Man came out of the hole in the ground.
- The Iron Man was happy and he sat down and ate.
- The Iron Man fell into the trap.
- Hogarth took the Iron Man to the scrap metal yard.
- The farmers filled the hole with soil.
- Hogarth saw the Iron Man coming down the hill.

**4 Read the quotation and answer the questions**

"Mr Iron Man," shouted Hogarth. "We've got a lot of iron for you. You can have it all, but please stop eating the cars and tractors."

- Why did they want the Iron Man to stop eating the cars and tractors?
- Why does Hogarth tell the Iron Man that he can eat all the iron in the scrap metal yard?

**5 Find two examples in the text that show Hogarth is brave**

**6 CRITICAL THINKING**

- Why was Hogarth's idea to take the Iron Man to the scrap metal yard a good idea?
- Why did Hogarth say sorry to the Iron Man?
- Why do you think the Iron Man is happy in the scrap metal yard?

59

### 1 Complete the sentences

- Ask the students to look at the words in the box and ask them to work with a partner to discuss what they think they refer to in the story. Invite different pairs to share their ideas. Then ask them to find the words in the text on page 58 and check their answers.
- Then ask them to complete each sentence with a word from the box, as in the example. Check the answers with the whole class.
- Ask *Would you be frightened if you saw the Iron Man? Why/Why not? What would you do?*

### Answers:

2 fence 3 nails 4 followed 5 frightened

### 2 Answer the questions

- Put the students into small groups to discuss the questions without referring back to the text.
- Invite different groups to answer one of the questions and ask the rest of the class to say whether they think they have given the correct answer. If not, ask them to find the part of the text which gives the answer.

3 Check the answers with the whole class.

**Answers:**

- 1 Because Hogarth led him towards it.
- 2 (suggested) Because the hole was deep and dark. Because he was angry or frightened.
- 3 He was very hungry because he couldn't eat while he was in the trap.
- 4 He asks him to stop eating all the cars and tractors.

**3 Put the events into the correct order**

- 1 Ask volunteers to summarise the events of chapter 2.
- 2 Then ask the students to read the events and discuss their order with a partner, without referring back to the text. Then ask them to share their ideas with the rest of the class.
- 3 The students then read the text again carefully and order the information. Check the answers with the whole class.

**Answers:**

2 c      3 e      4 a      5 d      6 b

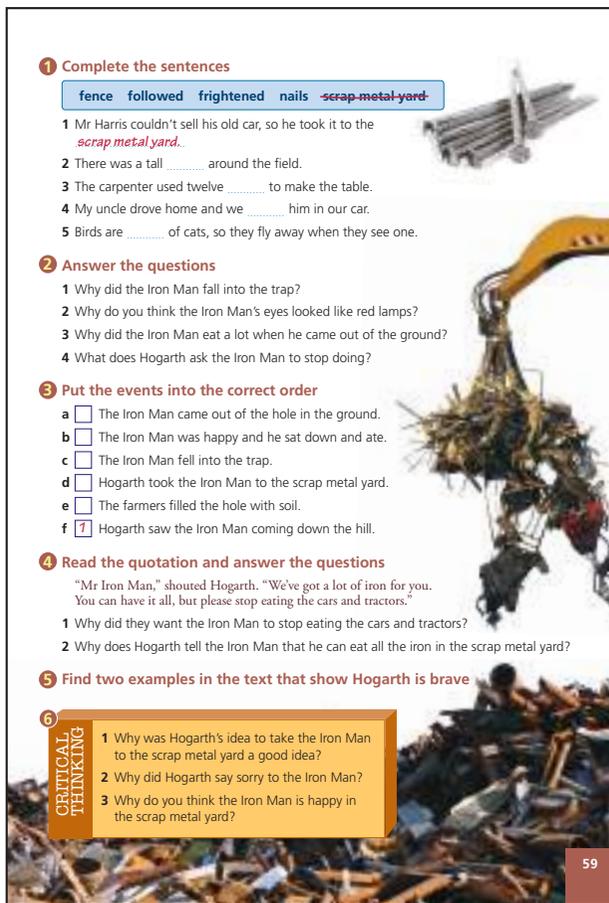
**LESSON 3 SB page 59**

**Outcomes**

- To discuss the Iron Man's eating habits
- To learn adjectives to describe feelings

**Before using the book**

- 1 Point to the pictures in turn on page 59 and ask *What's this? (nails, a scrap metal yard)*. Ask whether they can see anything they recognise in the scrap metal picture.
- 2 Read the story aloud as a class, by inviting different students to read a sentence each. Encourage them to pay careful attention to pronunciation, modelling words where necessary for the students to repeat.



**1 Complete the sentences**

fence followed frightened nails scrap metal yard

- 1 Mr Harris couldn't sell his old car, so he took it to the scrap metal yard.
- 2 There was a tall ..... around the field.
- 3 The carpenter used twelve ..... to make the table.
- 4 My uncle drove home and we ..... him in our car.
- 5 Birds are ..... of cats, so they fly away when they see one.

**2 Answer the questions**

- 1 Why did the Iron Man fall into the trap?
- 2 Why do you think the Iron Man's eyes looked like red lamps?
- 3 Why did the Iron Man eat a lot when he came out of the ground?
- 4 What does Hogarth ask the Iron Man to stop doing?

**3 Put the events into the correct order**

- The Iron Man came out of the hole in the ground.
- The Iron Man was happy and he sat down and ate.
- The Iron Man fell into the trap.
- Hogarth took the Iron Man to the scrap metal yard.
- The farmers filled the hole with soil.
- Hogarth saw the Iron Man coming down the hill.

**4 Read the quotation and answer the questions**

"Mr Iron Man," shouted Hogarth. "We've got a lot of iron for you. You can have it all, but please stop eating the cars and tractors."

- 1 Why did they want the Iron Man to stop eating the cars and tractors?
- 2 Why does Hogarth tell the Iron Man that he can eat all the iron in the scrap metal yard?

**5 Find two examples in the text that show Hogarth is brave**

**CRITICAL THINKING**

- 1 Why was Hogarth's idea to take the Iron Man to the scrap metal yard a good idea?
- 2 Why did Hogarth say sorry to the Iron Man?
- 3 Why do you think the Iron Man is happy in the scrap metal yard?

59

**4 Read the quotation and answer the questions**

- 1 Invite a volunteer to read out the quotation.
- 2 Then ask the class to work in small groups to discuss the questions.
- 3 Invite different groups to share their ideas and ask the rest of the class to say whether they think their answers are correct.

**Suggested answers:**

- 1 Because the farmers need their cars and tractors for work and they are very expensive to replace.
- 2 Because the items in the scrap metal yard are no longer needed; if the Iron Man eats the objects in the scrap metal yard, he won't eat the farmers' vehicles.

**5 Find two examples in the text that show Hogarth is brave**

- 1 Ask the students to think of adjectives to describe Hogarth in this part of the story to elicit the word *brave*. Ask them to work in pairs to write a definition of *brave* and then ask them to read out their definitions in turn. Ask the rest of the class to say which definition they think is the best.

- 2 Then ask them to look at the text again and find two examples of Hogarth's bravery. Check the answers as a whole class. Ask the class why they think these actions were brave (*because Hogarth didn't know how the Iron Man would react*).
- 3 Then ask the students to find examples of adjectives which describe people or feelings in the text (*frightened, happy, sorry*) and write them on the board. Without referring back to the text, ask the students to say who experienced the feelings and why (*Hogarth was frightened when the Iron Man was coming towards him; the family was frightened when they saw the Iron Man's hand; the farmers felt happy when the Iron Man fell into the trap; the Iron Man was happy when he was able to eat the objects in the scrap metal yard; Hogarth was sorry when the farmers covered the Iron Man in the hole*).
- 4 Write **feelings** on the board and encourage the students to work in small groups to write a list of adjectives which describe feelings. Monitor as they are working, helping where necessary.
- 5 Then invite them to share their ideas and spell the words as you write them on the board. Accept any reasonable answers. Then ask different students *How are you feeling today? Why?*

**Suggested answers:**

He makes a noise so that the Iron Man follows him. He talked to the Iron Man when he came out of the hole.

**6 Critical thinking**

- 1 Read through the questions with the class, making sure they understand them.
- 2 Put the students into groups of three or four to discuss the questions. Remind them to give reasons for their answers. Monitor as the students are working. Make sure that all students are taking part.
- 3 Invite the groups to share their answers with the rest of the class. Encourage them to say whether they agree or disagree with each other's ideas and to explain why.

**Suggested answers:**

- 1 Because the Iron Man would leave the farmers' vehicles alone and he would get a good meal.
- 2 Because he felt bad that the Iron Man had been left in the trap.
- 3 Because it is full of metal objects which he likes eating.

**End the lesson**

Play a mime game with the feelings adjectives. Firstly, indicate how you are feeling by using a facial expression. Encourage the students to call out the correct adjective. Then say *Why do I feel bored/excited/sad?* and mime what has happened to cause you to feel that way. Then play the game as a whole class or in small groups.

**CHAPTER 3 SB pages 60–61**

**LESSON 1 SB page 60**

**Outcomes**

- To read the next chapter of the story
- To answer questions about what happened next

**Before using the book:**

- 1 Ask the students to write **farmers, Hogarth** and **Iron Man** in large letters on pieces of paper or card. They should make one set of words per pair.
- 2 Then call out events from the story and say who they refer to, for example: *His head was as big as a house (Iron Man), They made a big hole (farmers), He made a sound with a nail and a knife (Hogarth)* and so on.
- 3 The students must decide in pairs who they refer to and hold up the appropriate card. Award one point to each pair who give the correct answer, and ask them to keep a record of their score.



## The Iron Man Chapter 3

One night, the people saw a beautiful star. It was red and it grew bigger and bigger until it was as big as the moon. Then one night, an unusual animal flew down to earth. It had two large wings and a long tail. It was a huge dragon and it flew as fast as a space rocket. It landed on Australia! It covered the country from the desert to the sea.

Nobody knew what to do. They all waited. The next day, the dragon asked for food. It was hungry and it wanted to eat people, forests and animals! The people were very frightened and they wanted to destroy the dragon. They tried many times, but they couldn't hurt the dragon. It was too big.

Hogarth heard about the dragon and he was sure that the Iron Man could help. Hogarth asked the Iron Man, "Please can you think of a way to help us destroy the dragon?"

The Iron Man sat down and he thought. Then he

had an idea! The Iron Man went to Australia and found the dragon.

"This is a test," he said to the dragon. "Who is the strongest?"

The dragon laughed because the Iron Man was as big as a tree, but the dragon was as big as Australia! The Iron Man wasn't worried. He sat on the ground and made a huge fire around him. The fire grew hotter and hotter. When the Iron Man was as hot as the sun, he stood up. He said to the dragon, "Fly to the sun and sit in its fire."

The dragon flew to the sun and sat there. The people watched. When he came back to earth, the Iron Man sat in his fire again and told the dragon, "Fly back to the sun."

The dragon did this, but it was very hard. When the Iron Man asked him a third time, the dragon said, "No, I can't! It's too much!"

"Then I've won," shouted the Iron Man.



60

### Pre-reading activity

- 1 Ask the students to look at the picture. Ask *What is the creature? (a dragon) Where is it? (in the sky) Who else is in the picture? (the Iron Man) What time of day do you think it is? (nighttime). Why? (because it is dark and we can see stars and the moon).*
- 2 Then ask them to work in small groups to predict what they think might happen next in the story. Then invite different groups to share their ideas. Tell them that they are going to read the next chapter to find out.

### Reading the story

- 1 Ask the students to read Chapter 3 of the story and to check whether their ideas in the pre-reading activity were correct.
- 2 Ask the students to identify any new vocabulary. With a partner, they choose one of the words and check the meaning with you or in a dictionary. They should not tell other students which word they have chosen.
- 3 The class then write two definitions for the word they have chosen – one which is correct, and one

which is incorrect. Monitor as they are working, helping where necessary.

- 4 The pairs then join another pair and read out the word and the two definitions for the other pair to discuss and choose the correct definition. Then invite different pairs of students to read out the correct definition for the rest of the class to say what the word is.
- 5 Ask the students what they know about dragons. Then ask about the dragon in the story: *Where is the dragon? (Australia) What does the dragon want to eat? (people, forests and animals)* Then ask whether they know any other stories about or including dragons, and whether they think the dragon in this story is good or bad. Encourage them to give reasons for their answers.

## LESSON 2 SB pages 60-61

### Outcomes

- To answer questions on Chapter 3
- To revise comparative and superlative adjective forms

### Before using the book:

- 1 Ask the students to read Chapter 3 again and make a list of all the descriptive adjectives in the text (*beautiful, big, unusual, large, long, huge, fast, hungry, frightened, worried, hot, hard*). Invite a student to read out the list and write the **adjectives** in a list on the board under the heading adjective for the students to copy. Go through the list and elicit the meanings of the adjectives by asking students to use each one in a sentence to show its meaning, for example *Big is the opposite of small*.
- 2 Write two additional column headings on the board: **comparative** and **superlative**. Ask the students to find any comparative or superlative forms of the adjectives in the text and then invite volunteers to write the forms on the board in the correct place (**bigger, the strongest, hotter**). Elicit form and spelling rules for words with one syllable, two syllables and two syllables ending in -y, and three or more syllables.
- 3 Students then work together in pairs to complete the rest of the table. Point out that *huger* and *the hugest* aren't normally used in English: the adjective *big* is usually used in comparative and superlative forms.
- 4 Ask the students which other comparative forms

are used in the text (*as fast as, as big as, as hot as*). Ask the students to work in pairs to create sentences using each of the phrases. Encourage them to use their imaginations. Then invite different pairs to read out their sentences for the class.



## SB Page 61

**1 Match the words and their definitions**

1 <input checked="" type="checkbox"/> dragon	a a big, hot country in the south of the world
2 <input type="checkbox"/> Australia	b flew down to the ground
3 <input type="checkbox"/> wings	c in stories, this animal breathes fire and can fly
4 <input type="checkbox"/> landed	d very big
5 <input type="checkbox"/> huge	e birds and planes have two of these which they use to fly

**2 Answer the questions**

- 1 What happened in Australia?
- 2 What did the dragon ask for?
- 3 Why couldn't the people destroy the dragon?
- 4 What did the Iron Man do in the test?
- 5 What did the Iron Man ask the dragon to do?

**3 Are these sentences true (T) or false (F)?**

- 1  T The dragon flew to the earth.
- 2  F The dragon flew faster than a space rocket.
- 3  F The people tried to destroy the dragon.
- 4  F The Iron Man was frightened of the dragon.
- 5  F The dragon was stronger than the Iron Man.

**4 Read the quotations and answer the questions**

"The people were really frightened and they wanted to destroy the dragon."

- 1 Do you think this was a good idea? Why/Why not?  
"But the Iron Man wasn't worried."
- 2 Why wasn't the Iron Man worried?

**5 CRITICAL THINKING**

- 1 Why do you think that Hogarth thought the Iron Man could help?
- 2 Why do you think that the Iron Man wanted to help the people in Australia?
- 3 Why do you think that the dragon wanted to do the test?
- 4 Were you surprised that the Iron Man was stronger than the dragon? Why/Why not?

## 2 Answer the questions

- 1 Ask the students to read the questions and discuss them with a partner before checking the answers by referring back to the text.
- 2 Invite different students to give their answers, and ask them to read out the part of the text where they found the answer.
- 3 Ask the students why they think the dragon couldn't keep flying backwards and forwards to the sun (*it was too hot, but it was also far away and he became tired*).

### Answers:

- 1 A dragon flew down to earth and covered the country.
- 2 It asked for food.
- 3 Because it was too big.
- 4 He sat on the ground and made a huge fire around him.
- 5 He asked the dragon to fly to the sun and sit there.

## 3 Are these sentences true (T) or false (F)?

- 1 Invite volunteers to summarise the events of Chapter 3. Then ask them to read the sentences and discuss whether they are true or false in pairs.
- 2 The students then refer back to the text to check their answers. Check the answers with the whole class and encourage the students to correct the false information.
- 3 Ask why they think the Iron Man said he was stronger than the dragon (*because he sat in the fire, but the dragon couldn't sit in the sun*).

### Answers:

- 2 F (It flew as fast as a space rocket.)
- 3 T
- 4 F (The Iron Man wasn't worried about the dragon.)
- 5 F (The Iron Man was stronger than the dragon.)

## 1 Match the words and their definitions

- 1 Write the words on the board and ask elicit their meanings.
- 2 Then ask them to match the words and definitions.
- 3 Check answers as a whole class. Then ask *What do you know about Australia? What else has wings? (insects) What is the opposite of land? (take off) What is the opposite of huge? (tiny/very small)*.
- 4 Ask the students to identify any words they didn't know in the text and discuss their meanings as a class.

### Answers:

2 a      3 e      4 b      5 d

## LESSON 3 SB pages 60-61

### Outcomes

- To intensively study one part of the story
- To discuss the test that the Iron Man gave the dragon

### Before using the book:

- 1 Prepare the class to act out Chapter 3 of the story. Invite volunteers to be the dragon, Hogarth and the Iron Man. Choose other students to read out a paragraph each of the story. Any remaining students can be the people in Australia.
- 2 As the students read out the story while the rest of the class acts it out.



### SB Page 61

**1 Match the words and their definitions**

1 <input checked="" type="checkbox"/> dragon	a a big, hot country in the south of the world
2 <input type="checkbox"/> Australia	b flew down to the ground
3 <input type="checkbox"/> wings	c in stories, this animal breathes fire and can fly
4 <input type="checkbox"/> landed	d very big
5 <input type="checkbox"/> huge	e birds and planes have two of these which they use to fly

**2 Answer the questions**

- 1 What happened in Australia?
- 2 What did the dragon ask for?
- 3 Why couldn't the people destroy the dragon?
- 4 What did the Iron Man do in the test?
- 5 What did the Iron Man ask the dragon to do?

**3 Are these sentences true (T) or false (F)?**

- 1  The dragon flew to the earth.
- 2  The dragon flew faster than a space rocket.
- 3  The people tried to destroy the dragon.
- 4  The Iron Man was frightened of the dragon.
- 5  The dragon was stronger than the Iron Man.

**4 Read the quotations and answer the questions**

"The people were really frightened and they wanted to destroy the dragon."

- 1 Do you think this was a good idea? Why/Why not?  
"But the Iron Man wasn't worried."
- 2 Why wasn't the Iron Man worried?

**5 CRITICAL THINKING**

- 1 Why do you think that Hogarth thought the Iron Man could help?
- 2 Why do you think that the Iron Man wanted to help the people in Australia?
- 3 Why do you think that the dragon wanted to do the test?
- 4 Were you surprised that the Iron Man was stronger than the dragon? Why/Why not?

61

### 4 Read the quotations and answer the questions

- 1 Ask the class to read the quotations and questions and check they understand them.
- 2 Ask the class to work in small groups to discuss the questions. Encourage them to give reasons

for their answers. Monitor as they are working, helping if necessary.

- 3 Ask the groups to join together with another group and share their ideas. Then hold a short class discussion.
- 4 Ask *How do you think the Iron Man and the dragon are similar? (They wanted to eat the wrong things, and people were afraid of them).*

### Answers:

Students' own answers

### 5 Critical thinking

- 1 Divide the students into groups and assign each group one of the questions to discuss. Allow them a few minutes to discuss the question.
- 2 Then put the class into new groups. Include a student who has discussed each of the questions where possible. The students then take turns to tell their new group what they discussed. The rest of the students should give their own opinions. Monitor as they are working, helping where necessary.
- 3 Ask the questions in turn and have a short class discussion about each one. Encourage the students to give reasons for their answers.
- 4 Ask the students how the Iron Man was able to sit near the fire for so long (*iron can withstand very high temperatures*). Ask whether they think it was a fair test and why/why not.

### Suggested answers:

- 1 because he was very strong
- 2 because the dragon wanted to eat them and their animals
- 3 to prove that he was stronger than the Iron Man
- 4 Students' own answers

LESSON 1 SB page 62

Outcomes

- To read the final chapter of the story
- To discuss the moral of the story

Before using the book:

- 1 Ask *How do you think the dragon felt when he didn't win? How do you think the people of Australia felt when the Iron Man won? How do you think the story ends?*
- 2 Invite them to discuss ideas about how the story ends with a partner. Ask them what the moral of the story is. (If necessary, remind them that it is about understanding and helping other people, and the ending of the story will reflect this.)
- 3 Invite different pairs to explain their ideas. Ask the rest of the class to vote for the ending they think fits the moral of the story best.

- 1 Ask students to look at the picture and say what they can see. Ask them whether they think their predictions for the end of the story were correct. Tell them that they are going to find out.
- 2 Ask them to read Chapter 4 and check whether their ideas were correct. Then ask *Do you think this is a good ending to the story? Why/Why not?*
- 3 Ask the students to work in small groups to discuss the different acts of kindness in each part of the story. They may need to look back at the previous chapters to help. Ask them to find the examples of kindness and to identify who shows the kindness, who the kindness is shown to and how the kindness affects others.

LESSON 2 SB page 62

Outcomes

- To answer comprehension questions about Chapter 4
- To discuss the importance of being kind to others

Before using the book:

- 1 Put the students into small groups to write some questions about the story, using the different adjectives which have appeared in the different chapters. They should write three questions on a piece of paper for another group to answer, for example, **Who felt frightened in the story? How was the Iron Man stronger than the dragon? Who felt happy in the story? Why?** They then write the answers on the back of the paper and exchange them with another group.
- 2 The groups then discuss the answers to the questions and check their answers on the back. If they think the answers are incorrect, they should correct them and pass them back.



SB Page 62

The Iron Man Chapter 4

"You've won," said the dragon. "I'll do what you want now, but I won't go back to the sun." The Iron Man asked the dragon, "Why did you want to frighten the people?"

The dragon looked at the ground. "I don't know why," he said. "I'm sorry."

Then the Iron Man asked him, "What can you do to show that you are sorry?"

"I can sing!" said the dragon.

"Good. You can sing for us," said the Iron Man. "It will make the people happy."

"I will," said the dragon.

So every night after that day, the dragon flew around the earth and sang. The people looked up and watched the dragon, but they weren't frightened. They liked the song. From that day, the earth became a happy place.

Now the Iron Man was a hero and all the people liked him. He went back to his scrap metal yard and people sent him old cars, fridges and nails to eat. While he was eating, he listened to the dragon's song. Now that the people understood the Iron Man and the dragon, they were kind to them, and the Iron Man and the dragon were kind to the people.

1 Put the events into the correct order

- The Iron Man listened to the dragon's song while he was eating.
- The dragon flew around the earth and sang every night.
- The Iron Man went back to his scrap metal yard.
- The people were kind to the Iron Man and the dragon.
- The Iron Man asked the dragon, "Why did you want to frighten people?"
- The dragon said, "I can sing."

2 Answer the questions

- 1 Why do you think that the dragon wanted to frighten the people?
- 2 Why did the people send the Iron Man old cars, fridges and nails?
- 3 Why do you think that the earth became a happy place?

3 Read the quotation and answer the question

"Now the Iron Man was a hero and all the people liked him."

- 1 Why was the Iron Man a hero?
- 2 Why were the people kind to the Iron Man and the dragon?





### The Iron Man Chapter 4

"You've won," said the dragon. "I'll do what you want now, but I won't go back to the sun." The Iron Man asked the dragon, "Why did you want to frighten the people?"

The dragon looked at the ground. "I don't know why," he said. "I'm sorry."

Then the Iron Man asked him, "What can you do to show that you are sorry?"

"I can sing!" said the dragon.

"Good. You can sing for us," said the Iron Man. "It will make the people happy."

"I will," said the dragon.

So every night after that day, the dragon flew around the earth and sang. The people looked up and watched the dragon, but they weren't frightened. They liked the song. From that day, the earth became a happy place.

Now the Iron Man was a hero and all the people liked him. He went back to his scrap metal yard and people sent him old cars, fridges and nails to eat. While he was eating, he listened to the dragon's song. Now that the people understood the Iron Man and the dragon, they were kind to them, and the Iron Man and the dragon were kind to the people.

**1 Put the events into the correct order**

- a  The Iron Man listened to the dragon's song while he was eating.
- b  The dragon flew around the earth and sang every night.
- c  The Iron Man went back to his scrap metal yard.
- d  The people were kind to the Iron Man and the dragon.
- e  The Iron Man asked the dragon, "Why did you want to frighten people?"
- f  The dragon said, "I can sing."

**2 Answer the questions**

- 1 Why do you think that the dragon wanted to frighten the people?
- 2 Why did the people send the Iron Man old cars, fridges and nails?
- 3 Why do you think that the earth became a happy place?

**3 Read the quotation and answer the question**

"Now the Iron Man was a hero and all the people liked him."

- 1 Why was the Iron Man a hero?
- 2 Why were the people kind to the Iron Man and the dragon?



Answers:

Students' own answers

### LESSON 3 SB page 62

#### Outcomes

- To discuss the moral of the story in more detail
- To write a review of the story

#### Before using the book:

- 1 Ask the students which of the characters in the book they liked best. Ask them to prepare a mini-presentation for their partner, describing the character they have chosen and explaining why they like the character. Monitor as they are working, helping where necessary.
- 2 The students then give their presentations to their partner.
- 3 When they have each given their presentation, invite different students to tell the rest of the class about their partner's favourite character.



### The Iron Man Chapter 4

"You've won," said the dragon. "I'll do what you want now, but I won't go back to the sun." The Iron Man asked the dragon, "Why did you want to frighten the people?"

The dragon looked at the ground. "I don't know why," he said. "I'm sorry."

Then the Iron Man asked him, "What can you do to show that you are sorry?"

"I can sing!" said the dragon.

"Good. You can sing for us," said the Iron Man. "It will make the people happy."

"I will," said the dragon.

So every night after that day, the dragon flew around the earth and sang. The people looked up and watched the dragon, but they weren't frightened. They liked the song. From that day, the earth became a happy place.

Now the Iron Man was a hero and all the people liked him. He went back to his scrap metal yard and people sent him old cars, fridges and nails to eat. While he was eating, he listened to the dragon's song. Now that the people understood the Iron Man and the dragon, they were kind to them, and the Iron Man and the dragon were kind to the people.

**1 Put the events into the correct order**

- a  The Iron Man listened to the dragon's song while he was eating.
- b  The dragon flew around the earth and sang every night.
- c  The Iron Man went back to his scrap metal yard.
- d  The people were kind to the Iron Man and the dragon.
- e  The Iron Man asked the dragon, "Why did you want to frighten people?"
- f  The dragon said, "I can sing."

**2 Answer the questions**

- 1 Why do you think that the dragon wanted to frighten the people?
- 2 Why did the people send the Iron Man old cars, fridges and nails?
- 3 Why do you think that the earth became a happy place?

**3 Read the quotation and answer the question**

"Now the Iron Man was a hero and all the people liked him."

- 1 Why was the Iron Man a hero?
- 2 Why were the people kind to the Iron Man and the dragon?



**1 Put the events into the correct order**

- 1 Ask the students to read the sentences and decide in pairs which order they go in.
- 2 They should then check their answers by referring back to Chapter 4.
- 3 Check answers as a whole class.

Answers:

2 f    3 b    4 c    5 a    6 d

**2 Answer the questions**

- 1 Ask the students to read the questions. Ask *Are the answers in the text?* (no).
- 2 Ask the students to discuss their ideas with a partner. Monitor as they are working, helping where necessary. Then ask the students to form new pairs and to share their ideas.
- 3 Choose students to tell the class what they think, and to give reasons for their answers.

### 3 Read the quotation and answer the question

- 1 Ask the students to read the questions and discuss them in small groups.
- 2 Invite the groups to share their ideas with the rest of the class.
- 3 Then have a short class discussion about the importance of being kind to others. Ask the students to provide examples of when they were kind to someone or describe a time when someone was kind to them and how they felt.
- 4 Ask students how they can help each other at school or in class.

**Answers:**

Students' own answers

### Writing activity

Write the following questions on the board and ask the students to write a report about the whole story:

**What is the story about?** [Students should write four or five sentences.]

**What is your favourite part?** [Students should write two or three sentences.]

**Are you going to tell your friends to read it?**  
[Students should write one or two sentences]

**How many stars do you want to give it?** [1, 2, 3, 4 or 5]