

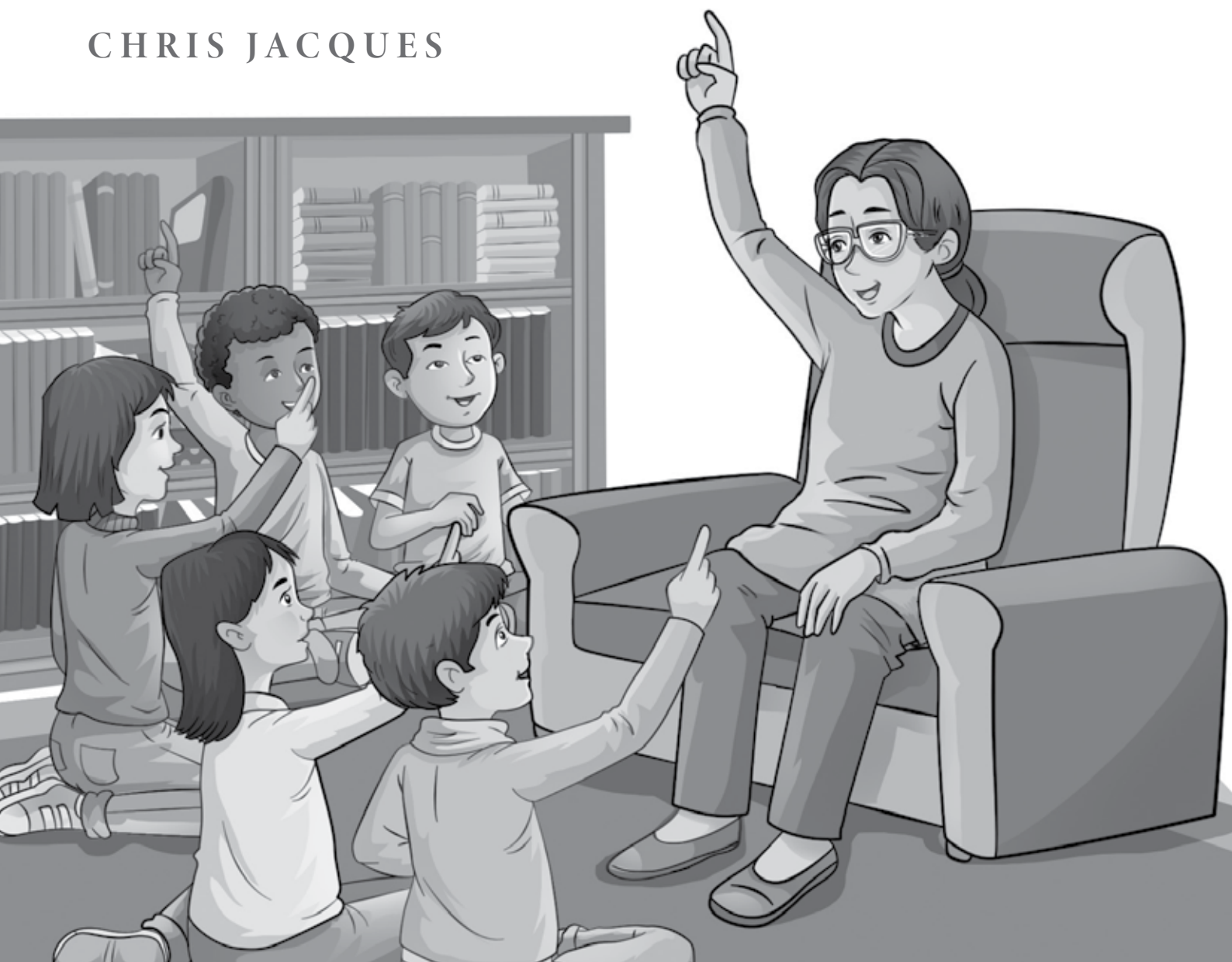
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Teaching Guide

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# Introduction

## I. THE COURSE

### 1.1 The Structure of the Course

Revised Primary Oxford Progressive English Course (OPE) is a comprehensive set of materials for the teaching of English in Pakistan from Kindergarten to Class 5. It is carefully graded to build a solid foundation for the learning of English in secondary school and beyond. In 2020, it was revised in line with teachers' requests for updated texts and more substantial extension work. It has also been adapted to meet the requirements of the Pakistan Single National Curriculum 2020 and the UK National Curriculum. The Introductory Book has been adapted to meet all the Expected Learning Outcomes of the Curriculum for Early Childhood Care and Education, Grade Pre 1 2020 (ECCE).

A six-level course, it consists of:

- six Students' Books
- six Teaching Guides
- an optional audio-recording of the songs (Books 0 and 1), the phonic tables (Books 0–2), and the reading texts (Books 0–5).

In line with the Pakistan Single National Curriculum, its general approach is communicative and it is designed specifically for 5 to 11-year-olds. It develops modern ELT practice, teaching language through a meaningful context provided by simple stories, pictures, games, and activities. By the time children complete the course, they should be fluent speakers and readers of English, and independent writers. They should also be familiar with a variety of text types (see 2.3).

New language is taught in a variety of **contexts**, so that children absorb a natural feel for appropriate linguistic structure, function, vocabulary, and style. Most contexts are set in modern Pakistan, so the situations will be familiar to pupils. As the course progresses, an increasing number of stories and factual pieces are drawn from other cultures, thus opening a window onto the wider world. Thus, students will develop 'a sense of interconnectedness with their community and the world at large and develop attributes such as tolerance, respect, appreciation of equality and gender equity in them, which is the basic essence of Islam and all other religions.' (Pakistan Single National Curriculum, page 19).

- **SNC Themes, Sub-themes, and Text types** are detailed unit-by-unit in the Detailed Contents of the Students' Book. **SNC Competencies, Standards, Benchmarks and Student Learning Outcomes** (SLOs) are detailed unit-by-unit in the table Single National Curriculum Student Learning Outcomes. On page xxi of this Teaching Guide, you will find a detailed table, Single National Curriculum Alignment, showing the SNC requirements and where each SLO is covered in the Students' Book. Note that as OPE is used in English-medium schools, some competencies, themes, and text types are taught earlier than required by the Single National Curriculum. However, they are revised in the specified years.
- The four skills of listening, speaking, reading, and writing are integrated in each unit. Thus, new

spelling, vocabulary, grammar, and punctuation rules are contextualised in age-appropriate texts. Through regular revision, the children attain the Standards for key Competencies ‘through spiral progression, with a major focus on development of language skills’ (Pakistan Single National Curriculum for English Language, page 8). The following table demonstrates how OPE matches the Single National Curriculum:

OPE headings	Reading: Text types	Reading: Themes	Writing	Listen and Speak	Phonics	Words	Sentences (OPE 0–2) Grammar and Punctuation (OPE 3–5)
Pakistan National Curriculum pages 13 to 15 Competencies (C) and Standards (S)	C2, S1 Reading and Critical Thinking Skills: Students discover, understand, and engage with a variety of text types through tasks, which require multiple reading and thinking strategies for comprehension, fluency, and enjoyment.	C2, S2 Students read and analyse literary text to seek information, ideas, and enjoyment, and to relate their own experiences to those of common humanity as depicted in literature.	C4, S1 Students produce academic, transactional, and creative writing that is fluent, accurate, focused, and purposeful and shows an insight into the writing process.	C1, S2 Listening and Speaking: Students use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both informal and informal settings	C1, S1 Students understand and articulate widely acceptable pronunciation, stress, and intonation patterns for improved communication, focusing on the regular phonic patterns of words.	C3, S1 Lexical aspects of language: Students enhance their vocabulary for effective communication.	C3, S2 Formal aspects of language: Students understand punctuation, syntax, grammatical functions, rules, and their application for developing accuracy in their spoken and written communication.
		C5, S1 Students develop ethical and social attributes and values relevant to a multicultural and civilized society.					

New OPE headings related to Competencies and Standards in the Pakistan Single National Curriculum 2020

## 1.2 The Teaching Methods of the Course

As children learn in different ways from adults, the course has been written with the following general understanding of their needs and learning styles:

- Children focus on **themselves and their immediate world**, so they need the opportunity to exchange information about themselves, their families, homes, and friends.
- Children **learn by doing**. For this reason, many activities, including storytelling, require the children’s active participation. Some activities, like games and action songs, demand physical movement; others such as drawing and colouring encourage the children to be creative.
- Children **learn quickly and forget quickly** too. New language is recycled within and between units. Check-up sections, at regular intervals in the course, help children to review the work from the previous units. Regular tests enable the teacher to identify what children have not understood, so that problem concepts can be re-taught.
- Children **learn and work at different paces**. The teacher’s notes for some activities suggest how to give extra help to certain pupils, and provide extension activities for confident children or those who finish first. Regular Reading and Challenge sections provide additional

reading texts and language extension work for more able children who have understood the main concepts.

- Children need to **socialize with other children**. By working as a class, in pairs or in groups, they share information and are encouraged to relate in a variety of ways.
- Children **learn in different ways**. There are plenty of attractive pictures and diagrams for children who learn visually. There are listening tasks and songs for children with auditory intelligence (or through hearing). There are language teaching games and activities for children who learn kinaesthetically (or through moving their bodies).
- Children **learn holistically** (through relating language to the whole of life). Cross-curricular links make children aware that English is useful outside the language lesson and can help them engage with real life. Themes include those listed in the Pakistan National Curriculum 2020.

## 2. THE STUDENTS' BOOK

### 2.1 Organization

The books are divided into units of six to eight pages with a Check-up, Test, Reading, and Extension section at the end of each quarter of the book. **Formative assessment** plays an important role in the revised course. After four teaching units, the **Check-up** section revises what the teacher has already taught. After this, pupils can take the **Test** in silence, without help. Scores can be recorded in the photocopiable *Record of Quarterly Assessment* at the end of the Teaching Guide. If a class or individuals have found the test difficult, the teacher should re-teach weak areas identified by the Test before moving on to the next unit. Children who do well in the Test can move on to the optional **Reading and Extension** section. This will extend the language skills of more able children, but can be omitted if time is limited or children are struggling. The first unit of each book revises what has been taught in the previous year. Every unit in the early books is loosely based around a theme, e.g. family, clothes, or animals. All the SNC Themes and Sub-themes listed for Classes 1-3 and 4-5 are covered in the Students' Books.

Each exercise in a unit has a clear rubric which explains what is expected of the pupils, for example, *Read the story, Match the pictures to words, Answer the questions*, giving an example where necessary. There are many types of written exercises such as: substitution tables, filling in the blanks, word-picture matching, sentence-picture matching, sentence completion, and reordering of sentences. To add to the fun of the course, there are many puzzles, crosswords, word searches, and riddles.

### 2.2 The Content of the Students' Book

The Detailed Contents at the beginning of each Students' Book provides a breakdown of the key focus of each unit listed under these headings:

- Text, theme, and text type
- Listen and speak
- Phonics (Books 0–2 only)
- Words (thematic vocabulary and spelling)
- Sentences (includes structure, grammar, and punctuation)

- Writing (guided composition in the same text type as the reading text)

### 2.3 Reading Texts, Text Types, and Themes

Throughout the series, the teaching of oral skills, vocabulary and language structure is linked to the reading text. In the Introductory Book, labelled pictures, cartoons, and simple stories introduce the regular phonic sounds of the letters (see Section 2.5). In Book 1, reading continues to be taught mainly by the phonic method with a few common sight words. Increasingly complex phonic patterns are taught in Book 2 and spelling patterns in Books 3–5. As the course progresses, children are introduced to a variety of reading material which stimulates children to practise their oral skills through drama, pair work and group work. They also learn to write in the same text type that they have read. So, for example, when they have read an example of a diary, they are asked to write their own diary, using the text as a model.

The Pakistan Single National Curriculum requires that ‘students develop ethical and social attributes and values relevant to a multicultural, civilised society’ (page 15). To support this objective, it lists a number of **themes** for each year group. OPE introduces themes through a reading text and students go on to explore the themes in discussion and in writing.

In line with both the Pakistan and UK National Curricula, students are regularly asked to analyse texts for information, ideas, and enjoyment. They are given tasks which require multiple reading and thinking strategies for comprehension, fluency, and enjoyment.

Each new reading text has a **pre-reading, while-reading, or post-reading task**. This invites children to bear in mind one or two questions as they read. After the children have completed the reading and comprehension questions, they consider open-ended **discussion questions** about the text, relating it to their own lives or inferring unstated meaning.

Primary OPE has been designed to introduce children to a variety of **text types** of fiction and non-fiction. These have been drawn from the UK National Primary Curriculum and Pakistan Single National Curriculum.

The following table shows how these text types are introduced and reinforced over the six years.

#### Text Types in Primary Oxford Progressive English

\*New text types to the year are in italics. Text types are often called genres. The UK National Curriculum advises teachers to introduce children to a wide variety of fiction and non-fiction genres which reflect the text types in the Pakistan Single National Curriculum.

Introductory Text Types	Book 1 Text Types	Book 2 Text Types
<p>Note that this list is for the use of teachers only. We do not recommend that you teach pre-primary children to identify text types.</p> <p><b>Fiction</b>  <i>*Talk-about pictures</i>  <i>Text message</i>  <i>Cartoon / Picture story</i>  <i>Realistic story (Story with a familiar setting)</i></p> <p><b>Non-fiction</b>  <i>Labelled diagrams</i>  <i>Poems/Songs/Lyrics</i></p>	<p><b>Fiction</b>            Cartoon / Picture story            Realistic story (Story with a familiar setting)  <i>Folk tale (Traditional story)</i>  <i>Story with repetition (Story with patterned language)</i>  <i>Fantasy</i>  <i>Science fiction</i></p> <p><b>Non-fiction</b>            Labelled diagrams / Tables            Poems/Songs/Lyrics  <i>Instructions</i>  <i>Daily diary/journal</i>  <i>Dictionary work</i></p>	<p><b>Fiction</b>            Realistic story            Folk tale (<i>fable</i>)  <i>Fairy tale</i>            Fantasy            Science fiction  <i>Children's classic</i>            Story from another culture  <i>Playscript</i>  <i>Description</i></p> <p><b>Non-fiction</b>            Labelled diagrams/tables            Poems/Songs            Instructions            Daily diary/journal            Dictionary work  <i>Explanation and Information</i>  <i>Notices and maps</i>  <i>Informal letter</i>  <i>Jokes and riddles/Anecdotes</i>  <i>News report/short article</i>  <i>Advert</i></p>

Book 3 Text Types	Book 4 Text Types	Book 5 Text Types
<p><b>Fiction</b>            Cartoon / Picture story            Folk tale (<i>legend</i>)            Realistic story  <i>Adventure story</i>  <i>Playscript/Dialogue (formal and informal)</i>  <i>Description (story setting)</i>            Classic children's literature  <i>Historical fiction</i></p> <p><b>Non-fiction</b>            Notices and maps            Informal letter            Instructions            Poems/Rhymes/Ballad            Dictionary work            News report/ <i>Recountal</i>            Diary            Riddles/Jokes  <i>Non-fiction with headings</i>  <i>Survey</i>  <i>Leaflet</i>  <i>Biography</i>  <i>Personal email</i>  <i>Recipe</i>  <i>Report</i>  <i>Quiz</i>  <i>Fact sheet</i>  <i>Job advertisement</i></p>	<p><b>Fiction</b>            Folk tale (<i>myth</i>)            Fable            Realistic story            Science fiction            Ghost story / <i>Mystery</i>            Description (character)            Classic children's literature</p> <p><b>Non-fiction</b>            Instructions            Poems/Rhymes            Dictionary work            News report  <i>Letter to the editor</i>  <i>Letter of complaint</i>            Diary/Postcard            Biography            Leaflet            Quiz  <i>Reading journal</i>  <i>Book cover</i>            Report/Recountal            Formal and informal letter  <i>Autobiography</i>            Fact sheet  <i>Review</i>  <i>Poster</i>  <i>Blog</i>  <i>Summary</i></p>	<p><b>Fiction</b>            Folk tale (<i>parable</i>)            Story with a familiar setting            Fantasy            Description (story + character)            Classic children's literature            Adventure story  <i>Travel adventure</i>  <i>Disaster story</i>  <i>Magic realism</i>            Historical fiction</p> <p><b>Non-fiction</b>            Formal / Informal letter            Instructions            Poems/Rhymes            Dictionary work            Short article            Non-fiction with headings            Diary            Leaflet            Quiz            Book cover / blurb            Autobiography/Biography            Jokes / Boasts / Anecdotes            Summary  <i>Short essay</i>  <i>Campaign literature</i></p>



### **Themes and sub-themes**

Each reading text is linked to several specific themes. At least one is taken from the Pakistan Single National Curriculum for English 2020. This is listed first in the Vocabulary box at the beginning of each unit.

The themes are selected primarily to nurture positive ethical and social attitudes, relevant to the context of Pakistan (C5 in the Pakistan National Curriculum). They also create an awareness, tolerance, and understanding of global audiences and avoid examples of prejudice or discrimination.

### **Discussion and inference**

When children are asked to discuss a question about a text, there may be no 'right answers' and there is no need to write in notebooks. Encourage the class to talk about the issues raised by a text, to infer un-stated meaning, and express their own opinions about what they read.

### **Talk boxes and higher order thinking skills**

The SNC stresses the importance of developing higher order thinking skills such as critical thinking, problem-solving, inquiry, role play, creativity, and research skills. OPE has introduced 'talk boxes' which initiate discussion as in the following table. Children should not be expected to write answers to the open-ended questions.

	<b>OPE 1</b>	<b>OPE 2</b>	<b>OPE 3</b>	<b>OPE 4</b>	<b>OPE 5</b>
Discussion or Brainstorm	U11 L3 U14 L3	U2 L1, U5 L5 U14 L3	U6 L3 U18 L5	U17 L5	U19 L1
Role play	U3 L3 U15 L3	U5 L6 U14 L5	U2 L3	U10 L4	U7 L3
Critical thinking	U2 L3 U15 L3	U1 L3 U13 L7	U2 L1	U15 L3 U18 L2	U12 L3 U 19 L3
Problem solving	U8 Reading	U14 L6 U16 Check	U8 L2	U10 L5	U15 L5
Inquiry	U12 Check	U1 L2 & 5 U14 L3	U1 L3	U10 L3	U8 L3
Activity	U5 L3 U7 L6	U3 L3	U10 L3	U10 L4	U4 L2
Further reading or internet research	U5 L1	U3 L3 U6 L3	U20 L3 U2 L5	U3 L1	U2 L5
Creativity	U15 L3	U9 L6 U12 Reading	U4 L3	U8 L5	U18 L5
Prediction	U5 L3	U2 L3	U7 L3	U3 L3	U3 L3
Analysis	U5 L4	U10 L3	U3 L1 ER L3	U10 L2	U4 L3 U7 L2
Imagination	U15 L6	U13 L7	U20 L2	U13 L3	U6 L5

## **Extensive Reading**

Every book begins with four new extensive reading texts to focus attention on themes and text types drawn from the SNC. They can be read for gist and should initiate open-ended discussion of children's related experiences. They can be read at any time during the academic year and are not tied to any language SLOs.

## **2.4 Listening and Speaking Skills**

Oral skills are given specific practice throughout the course. They are developed through the reading passages, songs, rhymes, games, and simple listening and speaking activities.

### **Listening**

Every unit has at least one listening task which requires children to listen for specific information. The text for the listening exercises is at the back of each book. The texts for listening exercises in Books 3–5 are longer than in earlier books and become progressively more difficult.

### **Speaking**

Each unit gives children the opportunity to speak – mainly through guided pair work and class discussion. The teacher guides the children to use the target language in focused dialogues. They are also encouraged to act out simple situations in pairs or small groups through role-play. At later levels, they are given a dialogue to practise at the beginning of each unit.

## **2.5 Words and Phonics**

There are two main strands to the teaching of vocabulary in Primary OPE:

*Topic words:* These clusters of words are determined by the unit theme (e.g. animals, families, or modern technology).

*Phonic words:* These are grouped according to a repeated phonic pattern.

### **Phonics**

By phonics, we mean the regular sound patterns in English words (e.g. *a* as in *man*, *sh* as in *shop*, *ee* as in *bee*). We suggest that children have frequent practice in recognizing the patterns that enable them to decode new words when they meet them by 'sounding them out' (e.g. KUH-AH-TUH – cat, not SEE AYE TEE). Since 85% of the words in the English language are phonically regular, phonics enables children to decode new words when they are encountered. Every unit of the first three books has one lesson focusing on phonics (See Section 5.2). The Reading and Challenge section provides additional phonic and spelling patterns taken from the UK National Curriculum.

### **Sight words**

Unfortunately, phonics does not enable us to read all new words as English is not always logical! Letters can make different sounds in different words (e.g. *a* in *make*, *call*, and *aunt*). Some of the most common words are also irregular ones. For example, after we have taught the regular sound of *u* in *sun*, *bus*, and *nut*, children can be confused by the sound of *u* in *put*. So, from the start, children are introduced to a few common irregular words which we call **sight words**. Write them on flashcards or on the board and teach them as a whole—do not ask your pupils to sound out sight words.

## 2.6 Sentences

In this section, the children put words together in sentences by learning about:

- language structure (e.g. *How **many** eggs are there? How **much** sugar is there?*)
- functions (e.g. *giving directions* such as: *Turn left/right at ...*)
- punctuation (e.g. capital letters in names, speech marks in conversation)
- grammar (e.g. adjectives, nouns, verbs)

The tenses of verbs are built up slowly and question and negative forms are taught systematically. Simple grammar is taught from Book 2 onwards. Sentence work develops the ability to generate sentences oneself, rather than to repeat language in other people's words.


## 2.7 Writing


In the Introductory Book, children are taught how to form letters and place them on quadruple lines. They move quickly to writing words and sentences. From Book 1 onwards, they are given models to show them common writing conventions and writing frames (usually set out as substitution tables or leading questions) to help them write their own ideas. So the children are **scaffolded** by given language structures but encouraged to generate independent texts.


By the end of the course, they should be able to write simple versions of the main text types we teach. Their creativity will be expressed through the writing of poetry, stories, letters, and emails. Their clarity and precision will be developed through the writing of persuasive and information texts, instructions, explanations, recounts, and diaries.

## 2.8 Icons in the Students' Book

 The text of the listening exercise is on the given page at the back of the Students' Book.

 This is available in the audio-recording.

 Children should do this exercise in their notebooks.

 Discuss higher order thinking skills in class.

## 3. THE TEACHING GUIDE

### 3.1 Page by Page Lesson Notes

These include:

- the **aims** of each lesson
- **preparation and materials** needed before the lesson, where necessary
- **suggestions and answers** for teaching each activity
- **additional activities** for children with good English; these might extend the more able or give reinforcement for the less able

**Timings** are not given, as these will vary according to the level and needs of your class. As you will reinforce listening, speaking, reading and writing work in the book with your further activities, it is assumed that you will take about two weeks to teach a unit.

**For Unit 1**, detailed lesson notes are provided to establish suggested ways of teaching that should continue throughout the book. To avoid repetition, in later units teachers are referred to procedures detailed in earlier ones.

### **3.2 Photocopiable / Online Record of Quarterly Assessments**

At the back of this Teaching Guide, you will find a Record of Quarterly Assessments for the four formative assessments. This record will enable you to track children's gaps in understanding and re-teach problem areas. It can be photocopied or completed electronically.

### **3.3 Photocopiable / Online End-of-Year Test**

At the back of this Teaching Guide, you will find the End-of-Year Test and Answer Key. This is a summative test that assesses how far each child has progressed over the year. As it is in the Teaching Guide, children cannot be tutored for it, so it will enable you to pass on a reliable record of achievement to the parents and next year's teacher. There is also a Mark Sheet to record the End-of-Year Test results. It can be photocopied or completed electronically.

## **4. THE OPTIONAL AUDIO RECORDING**

An optional Audio-Recording of the Reading Texts is available for teachers and students. This can be downloaded onto any smartphone, tablet, or laptop. (Reading texts in the Revise and Extension units are not recorded).

### **4.1 How to Download the Audio-Recording**

#### **To create an account:**

1. Go to <https://oup.com.pk/>
2. Click on 'Account Information' on the top right corner of the home page.
3. Click 'Register' from the drop-down menu and enter the required information in the form. You will receive a confirmation email from Oxford University Press Pakistan.
4. Follow the instructions provided in the email to activate your account.

#### **To login:**

1. Go to [www.oup.com.pk/digital-resources](http://www.oup.com.pk/digital-resources)
2. Click 'Oxford Progressive English'.
3. Click 'Oxford Progressive English Digital 3'.
4. Enter your email address and password to log in.
5. Enter the pin code to access the digital resources.

### **4.2 How to use the Audio-Recording**

We recommend that a school provides every teacher with speakers so that the recordings can be used during lessons. Recordings should be downloaded before use in school. The children can also listen to the audio-recordings at home. The recordings consist of:

- songs (Levels 0 and 1)
- phonic tables (Levels 0, 1, and 2)
- reading texts (Levels 0, 1, 2, 3, 4, and 5)

### 4.3 Reasons for using the Audio-Recording

- It is good for children to hear a variety of voices and accents.
- They provide children with a variety of correct models of English.
- The texts are read aloud expressively by professional actors with sound effects where appropriate.
- It can help slower readers to read faster as they keep pace with the reader.
- It helps children to learn the pronunciation of new words, especially if these are phonically irregular.
- The recordings bring the texts alive and are a significant addition to the revised course.

## 5. THE STRUCTURE OF BOOK 3: ALL CLASS TEACHERS SHOULD READ THIS

Each teaching unit has five Lessons, except Unit 19, which is a short unit with three lessons and four pages.

### 5.1 Lesson 1: Listen and Speak

This introduces the language work and topic of the unit through a dialogue, pictures, or short reading text. Teachers should allow plenty of time to chat about the picture and the experiences of children in the class. At your discretion, you may use the mother tongue to interest the children in the unit topic and help them to understand key concepts.

In the dialogues, children practise commonly used **chunks** (groups of words or formulae like *Let's watch a DVD*) for **functions**, like suggesting, offering, etc. Meaning is thus established and practice given to ensure accuracy of form and pronunciation. Further practice becomes semi-guided or free, allowing children to use their own ideas. Encourage the children to read the dialogues aloud at home to their parents.

When **correcting oral mistakes**, it may not be necessary to draw attention to the mistake, but simply rephrase the child's answer in correct English and ask the class to repeat it after you.

#### **Listening exercises**

As spoken English is so important in modern life, every unit has an exercise that practises the children's listening abilities. The texts of the listening exercises are given at the back of the Students' Book. In some units, the listening activity is done in another lesson, not in Lesson 1.

#### **Chat**

Teachers are sometimes encouraged to **chat** about the theme of the unit, drawing from the children's own experiences as this helps to develop fluency in using English to express their own ideas. Extend more able children by asking them to relate pictures in the book to their own lives. Chat should be informal and enjoyable. For an example of the difference between focused language practice and chat, compare Unit 1 Exercise A (language practice) and Exercise D (chat). While every school has its own policy about use of the mother tongue, we suggest using it during chat if it helps children to get involved in the theme of the unit.

## 5.2 Lesson 2: Words

These lessons focus on vocabulary and lexical sets related to the unit theme. The key themes are listed in the box on the first page of each unit. To help you teach new words for domestic situations, encourage children to bring in real objects for a display table. For revision purposes, put pictures related to the topic on the wall and get the children to chat about them.

Children should always be able to understand and say words and sentences **before** they are asked to read or write them.

Remember that children at this age learn new words best through:

- imitation (so use the words frequently as you talk to the children)
- activity (so play lots of games like Simon says, especially when teaching verbs)
- interaction (so give them a chance to practise language through pair work and group work)
- repetition (so revise new language frequently after you have taught it).

## 5.3 Lesson 3: Reading Comprehension of different text types

In Books 3–5, children are required to read and understand texts of greater length and complexity. They read texts of different text types (see the table in Section 2.3 of this Introduction), just as they do in real life. The unit notes give guidance for teaching a variety of text types with different types of exercises. However, a few general points are suggested here.

### ***Does the text introduce a new topic?***

It may be necessary to bring in some extra pictures to introduce the theme of the text and interest the class in the topic.

### ***Are there any difficult keywords that the children may not understand?***

It may be necessary to teach the meaning of key vocabulary at the start of the lesson, called 'pre-teaching vocabulary'.

Is the text longer than ones that the children are used to reading?

It may be necessary to break the text up into sections: ask a general question, read the first few paragraphs, then ask the class to answer your general question.

Are any of the exercise-types unfamiliar to the children?

Make sure that you do the first few items with the whole class to check that the children know what to do.

### ***What is the Discussion and Inference phase?***

When children are asked to discuss a question about a text, there may be no 'right answers' and there is no need to write in notebooks. Encourage the class to talk about the issues raised by a text, to infer un-stated meaning, and express their own opinions about what they have just read.

### ***Are the children likely to forget the theme, or the story, or some key vocabulary?***

Revisit the text in the next or a later lesson. Get the children to look at the pictures but cover the text and tell you what they remember.

### **Should I get the children to read the text aloud?**

In general, no. Whenever possible, use the Audio-Recording. When this is not practicable, remember that you, the teacher, are the best reader; you can read a section of the text aloud, with lively intonation, while the children follow in their books. The exception is those parts of the texts that contain dialogue, or texts consisting of dialogue, e.g. play scripts.

### **5.4 Lesson 4: Sentences**

These lessons focus on developing grammar, sentence structure and punctuation. The key structures are listed in the box on the first page of each unit.

As children do not usually think analytically, the emphasis is on **using** the language, not knowing about the language. Wherever possible, exercises are contextualized by pictures or theme. From Book 3 onwards, simple grammatical terms like *adjective* or *past simple* are used in rubrics and grammar boxes (*Study Corner*).

In a similar way to the vocabulary exercises, the Teaching Guide encourages teachers to help the children to learn the structures of English through imitation, activity, interaction and repetition.

### **5.5 Lesson 5: Writing**

Lesson 5 may include text work, writing, or both. Text work involves the study of a model and writing in a similar genre. Writing may involve adding detail to a description or story. Sometimes, e.g. in Unit 18, Lesson 5 completes the main story started in Lesson 3.

During the course, children learn to write simple versions of the main text types that we teach. However, they will study more text types receptively than they will be required to write productively. In Book 3, children write or complete poems, stories, recipes, descriptions, notices, diaries and letters.

### **5.6 Daily revision**

Children forget things quickly, so make sure that every lesson includes some revision, usually from the previous lesson. 3–5 minutes should be enough for this purpose. Unit Notes for Unit 1 detail how this can be done, but in principle you can follow this plan.

**At the start of Lesson 1**, chat about the Unit topic.

**At the start of Lesson 2**, revise the dialogue from Lesson 1, without books if possible.

**At the start of Lesson 3**, revise the vocabulary from Lesson 2, for example with a short dictation.

**At the start of Lesson 4**, get children to give you an oral summary of the text from Lesson 3.

**At the start of Lesson 5**, get the students to complete two sentences on the board from Lesson 4.

### **5.7 Handwriting**

Do not assume that the children will have satisfactory handwriting by this level. Notice which children need remedial help with word and letter formation and give them extra handwriting homework if necessary. For example, make sure that children clearly differentiate between these pairs of letters: *e/i*, *a/o*, *r/s*, *u/v*, *m/n*, *j/y*, *k/l*, *g/q*.

Likewise, pay attention to the correct size of these capitals: *C O P S U V W X Z*, also the position on the line of capital *P*.

## 5.8 Revision and Extension units

Every fifth unit is a Revision and Extension unit. The *Let's Check* section revises what you have already taught. Many of the listening exercises in it take the form of a simple dictation or sentence completion.

The children should then take the Test (which can be photocopied) in silence, without help. Give the children as long as they need to complete it, and have ready other work, such as a reading text, for children who finish early. Scores can be recorded in the photocopiable *Record of Quarterly Assessments* at the end of this Teaching Guide.

If your class does well on the *Let's Check* section and on the Test, move on to the Extension section. This will extend their language skills. If they have found the Test difficult, the Extension can be omitted. Instead, re-teach weak areas identified by the Test before moving on to the next unit.

### Each Extension section in Book 3 contains:

- One Reading Comprehension text, with exercises.
- Vocabulary exercises (not covered elsewhere in Book 3).
- Grammar and Punctuation exercises (not covered elsewhere in Book 3).

### How do I use the extension materials with my pupils?

**Reading comprehension:** Use the same approach to reading that you use elsewhere in Book 3. Introduce the topic, discuss the pictures, and teach any new unknown words. Having done this, children can read the text silently in class, or for homework. Make sure that you go through some or all of the exercises in the next class.

**Vocabulary and Grammar:** Go through one or more exercises with the class. Explain the meaning of any new unknown words, and model their pronunciation. Having done this, children can complete the exercises in class singly or in pairs, or do them for homework. In that case, check the answers in the next class.

## 6. CLASSROOM ORGANIZATION

**Display** pictures which the children have drawn and write a phrase or sentence about each one (e.g. *A green cotton shirt. The place where I saw a snake.*) Find interesting pictures in magazines or newspapers and display them with a simple label.

**Seating plans** can affect the way you teach. If possible, allow the children to sit in pairs or small groups so that they can do pair work and group work with minimum disruption. As the children will need to practise some dialogues in groups, be prepared to let them move places sometimes.

**Teaching aids** always help language to come alive. Objects related to your topic can be displayed and labelled in large felt tip on a display table in the corner of the room. The teacher's notes encourage teachers to bring easily obtained, familiar objects into the classroom, but no expensive equipment is required. The only essential aid is a whiteboard or blackboard. Whenever possible, develop your own ideas from the textbook.



## 7. CONCLUSION

We hope that your pupils will enjoy English right from the start. Children learn well if they feel that they are succeeding and this course is designed to help them do just that. It should be:

- easy for children because it is carefully graded so that they learn a little more every day and build upon what they already know.
- easy for teachers because it provides a balance of speaking, listening, reading and writing skills as well as games, songs and additional activities.

Primary Oxford Progressive English will give your pupils a solid foundation for learning English, but please adapt it to your own needs. No book can replace a good teacher!

## **FREQUENTLY ASKED QUESTIONS ABOUT REVISED OPE**

No single coursebook can be 'just right' for every student, in every class, in every school, in every country. Some teachers may have questions as they prepare to use Revised OPE. We hope that these FAQs will help provide some answers.

### **I can't finish a Teaching Unit in the allocated time.**

- Set some exercises for homework, but always practise them orally in class beforehand.
- Ask students to read some texts at home, but always introduce the topic and key vocabulary items beforehand.
- Ask students to complete their writing assignments at home. But always discuss the topic, functions and vocabulary that they will need. You could use an Ideas Board, which students can copy into their notebooks. This can help reduce 'writers' block' when the time comes for them to write their own homework.

### **Revised OPE is too long. I can't finish it by the end of the year.**

- There is more material in Revised OPE than in the original edition so as to give teachers choice. Each school is different. In some schools, children are exposed to little English at home, so they will need more time. In this case, focus on the Teaching Units, as these form the backbone of the course.
- If you cannot cover the whole book in a year, do not teach the Extension sections. The children will still be able to progress through the course.
- Choose to do only some of the Extension sections. For example, decide whether to do BOTH the Reading Comprehension lessons in Books 4 and 5. If you select only one text, choose the text that would suit your class better in terms of length, difficulty and topic.

### **Revised OPE is too difficult.**

- Revise those language points that your students found difficult in the Let's Check and Test sections.
- Use the Quarterly Test results to pinpoint the areas that your students find difficult. Teach them again to consolidate understanding and omit the Extension sections.

### **Revised OPE is too easy.**

- Complete the Teaching Units at a suitable pace for your students. Then spend the time saved on covering the extra vocabulary and grammar in the Extension Units.
- Add a programme of Extensive Reading to your timetable for the term. Check out the *Oxford Reading Tree* for interesting titles that might be appropriate for some or all of your students. Outstanding students of English nearly all read widely for pleasure.

### **My students make mistakes with grammar, even after studying specific language points.**

- OPE takes a spiral approach, as recommended by the Pakistan Single National Curriculum. So language points are revisited as students progress from one level to the next.
- Reinforce language points by turning revision into a team game. Divide the class into two teams and ask a member of each team to answer the grammar exercises in turn. A game is a wonderful way to motivate bored students!

**I do not have the technology to use the audio-recordings.**

- You can use OPE without the audio-recording, although it will enhance your teaching if you are able to use it.
- A laptop, tablet, or smartphone will be sufficient, especially those ones with inbuilt speakers.
- If the volume is too soft, ask your school to provide you with speakers.

**I cannot use the audio-recordings because my school has no Wi-Fi.**

- Download the audio-recordings at home before you teach a unit.

**I cannot use the audio-recordings because the current is unreliable.**

- Make sure that your laptop, tablet, or smartphone is fully charged before the lesson.



**OXFORD PROGRESSIVE ENGLISH 3**  
**SINGLE NATIONAL CURRICULUM ALIGNMENT GRID**

Competencies	Standards	Benchmarks	Student Learning Outcomes
<p><b>C1: Oral Communication Skills</b></p>	<p>Standard 1: Students understand and articulate widely acceptable pronunciation, stress and intonation patterns of English language for improved communication.</p>	<p>BM 1 - Recognize and articulate sound patterns and stress in words, and basic intonation patterns in statements and questions as they occur in classroom texts.</p>	<p>Recognize and Articulate hard and soft sounds of the letters c and g. <b>(Unit 2 lesson 2, Unit 8 lesson 2, Unit 13 lesson 4)</b></p> <p>Pronounce and spell simple words with silent letters such as 'w' in write and 'k' in know. <b>(Unit 17 lesson 2)</b></p> <p>Classify, pronounce and practise long and short vowels and diphthongs as they occur in practice items and sentences in reading lessons. <b>(Unit 2 lesson 3, Unit 3 lesson 5, Unit 6 lesson 3, Unit 20 lesson 3, OPE Int, 1 and 2)</b></p> <p>Recognise and pronounce with reasonable accuracy, common two-consonant clusters in initial and final positions. <b>(Unit 2 lesson 3, Unit 3 lesson 1, Unit 7 lesson 2, Unit 20 lesson 1, 2, OPE Int, 1 and 2)</b></p> <p>Classify words that begin or end with the same two-consonant clusters. <b>(OPE Int, 1 and 2)</b></p> <p>Identify and differentiate between vowel letters and sounds. <b>(OPE Int, and 1 and 2)</b></p> <p>Pronounce long and short vowel sounds in pair of words e.g. /a/ as in 'bat', /ai/ as in rain, /e/ as in 'bed' and /ee/ as in 'feet'. <b>(Unit 1 lesson 2, OPE 1 and 2)</b></p> <p>Recognize that -ed has three sounds i.e. /d/, /t/, /id/ as in <i>played, looked, sounded</i>. <b>(Unit 13 lesson 5)</b></p> <p>Recognize, demarcate and pronounce three and four syllable words. <b>(Unit 5 lesson 5, Unit 6 lesson 2, Unit 11 lesson 5, Unit 18 lesson 4)</b></p> <p>Recognize and pronounce the weak forms of 'do' and 'have' in contractions. <b>(Unit 9 lesson 4, Unit 11 lesson 4, Unit 20 lesson 1, OPE 1 and 2)</b></p> <p>Recognize 'stress' and 'intonation' patterns and differentiate among them as used in statements and questions. <b>(audio-recordings for all texts, Unit 7 lesson 4)</b></p> <p>Reproduce in speech, appropriate patterns of rhythm, stress and intonation of English language introduced through listening to stories and poems read aloud in class. <b>(audio-recordings for all texts, Unit 1 lesson 2, 4, Unit 20 lesson 3)</b></p>
	<p>S2: Students use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both formal and informal settings.</p>	<p>BM 1 - Use linguistic expressions to communicate appropriately for functions and co-functions of opinions, apologies, requests and instructions in class and school environment.</p>	<p>Identify and use previously learnt and more formulaic expressions of greetings and some routine social courtesies according to the age, gender and status of the addressee. <b>(Unit 2 lesson 1, Unit 3 lesson 1 and 3, Unit 5 Reading, Unit 6 Reading, Unit 10 Revision, OPE 1 and 2)</b></p> <p>Use appropriate expressions in conversation to articulate, recognize and use some formulaic expressions to offer and respond to greetings:</p> <ul style="list-style-type: none"> <li>• express and show gratitude</li> <li>• express regret</li> <li>• introduce self and talk about family</li> <li>• listen and respond to commands</li> <li>• express likes and dislikes</li> </ul>

			<ul style="list-style-type: none"> <li>express needs and feelings, express opinions in simple sentences</li> <li>respond to simple instructions and directions. <b>(Unit 1 lesson 5, Unit 2 lesson 1, Unit 3 lesson 1, Unit 5 lesson 3, Unit 7 lesson 4, Unit 14 lesson 1, 3, Unit 16 lesson 1, Unit 18 lesson 1)</b></li> </ul>
		<p>BM 2 - Demonstrate through role plays, discussions, conversations, the social and academic conventions and dynamics to communicate information and ideas</p>	<p>Demonstrate common conventions and dynamics of oral interactions in group to:</p> <ul style="list-style-type: none"> <li>express basic emotions (happiness, sadness, anger, etc.) <b>(Unit 3 lesson 4)</b></li> <li>exchange basic routine greetings <b>(Unit 1 lesson 1)</b></li> <li>exchange some social courtesies <b>(Unit 15 lesson 1)</b></li> <li>introduce themselves <b>(Unit 3 lesson 1)</b></li> <li>participate in conversation <b>(Unit 9 lesson 1)</b></li> <li>take turns <b>(Unit 10 lesson 1)</b></li> <li>express needs <b>(Unit 16 lesson 1)</b></li> <li>express joy while playing <b>(Unit 8 lesson 1)</b></li> <li>recite poems <b>(Recitation of poems and songs in almost every unit)</b></li> <li>Use appropriate body language for different communicative functions.</li> </ul> <p><b>(Actions for songs as detailed in the teaching guide, Games such as Simon Says, Unit 9 Lesson 1)</b></p>
<p><b>C2 – Reading and critical Thinking Skills</b></p>	<p>S1 - Students discover, understand and engage with a variety of text types through tasks, which require multiple reading and thinking strategies for comprehension, fluency and enjoyment.</p>	<p>BM 1 - Identify and articulate digraphs, tri-graphs silent letters, and inflections in words and Comprehend words, sentences and paragraphs as meaningful units of expression. (BM 1, 3, 4) expression.</p>	<p>Identify and articulate words containing digraphs and tri-graphs in initial, middle and final position. <b>(Unit 3, Unit 10 lesson 4, 5, Unit 7 lesson 2, Unit 13 lesson 4, Unit 14 lesson 2, OPE 1 and 2)</b></p> <p>Recognize specific parts of words including common inflectional endings. <b>(Unit 6 lesson 2, Unit 8 lesson 3 and 4, Unit 16 lesson 2, OPE 1 and 2)</b></p> <p>Read aloud for accurate reproduction of sounds of letters and words. <b>(Unit 2 lesson 2, Unit 3 lesson 5, Unit 8 lesson 2, Unit 12 lesson 2, OPE 1 and 2)</b></p> <p>Apply punctuation rules to assist in developing accuracy and fluency through reading aloud. <b>(Unit 5 lesson 5, Unit 9 lesson 4, Unit 10 lesson 5, Unit 11 lesson 4)</b></p> <p>Recognize and understand that:</p> <ul style="list-style-type: none"> <li>Sentences join to make a paragraph</li> <li>In a paragraph, sentences join to make sense in relation to each other.</li> <li>Identify a paragraph as larger meaningful unit of expression representing unity of thought. <b>(Unit 1 lesson 3, Unit 2 lesson 4, Unit 3 lesson 3, Unit 5 lesson 3, Unit 7 lesson 5)</b></li> </ul>

			<p>Identify and recognize the function of:</p> <ul style="list-style-type: none"> <li>• pronouns <b>(Unit 7 lesson 4)</b></li> <li>• conjunctions (and/ or/ but/because) <b>(Unit 2 lesson 4)</b></li> <li>• transitional devices (firstly/secondly/finally etc.) <b>Unit 6 Lesson 5, Unit 11 lesson 1, Unit 17 lesson 4)</b></li> </ul>
		<p>BM 2 - Comprehend information from a visual cue or a graphic organizer to describe positions, directions, events, sequences, and to show comparison and contrast.</p>	<p>Describe events in a picture or an illustration. <b>(Unit 5 lesson 2, Unit 12 lesson 4, Unit 14 lesson 4, Unit 15 lesson 3, Unit 16 lesson 3, Unit 18 lesson 1, Unit 19 lesson 2)</b></p> <p>Explain simple position on a picture, illustration or a map. <b>(Unit 3 lesson 2, Unit 5 lesson 2, 3, Unit 7 lesson 1, 5, Unit 14 lesson 4, Unit 15 lesson 5, Unit 16 lesson 3)</b></p> <p>Read and use symbols in a picture map. <b>(Unit 5 lesson 2, Unit 6 lesson 5, Unit 11 lesson 3, Unit 13 lesson 2)</b></p> <p>Locate specific simple information in a clock (by half and full hour). <b>(OPE 1 and 2, Unit 14 lesson 1)</b></p> <p>Locate specific information in a calendar (month of the year) or a class timetable (subject and period) by reading across and down. <b>(Unit 6 lesson 4, Unit 9 lesson 1)</b></p> <p>Read information in a picture graph and a pie chart. <b>(Unit 9 lesson 1, Unit 17 lesson 1 and 20)</b></p>
		<p>BM 3 - Interpret factual information, new processes and procedures, personal, school and public related information, applying reading comprehension and thinking strategies.</p>	<p>Use pre-reading strategies to:</p> <ul style="list-style-type: none"> <li>• Predict some words that might occur in a text by looking at a picture/title. <b>(Unit 3 lesson 5, Unit 6 lesson 2, Unit 8 lesson 3, 4, Unit 9 lesson 1, Unit 10 lesson 3, Unit 11 lesson 5, Unit 14 lesson 4, Unit 15 lesson 3, Unit 18 lesson 3, Unit 19 lesson 2, 3)</b></li> </ul> <p>Read familiar words appearing on a variety of reading material such as, advertisements, recipes, captions, etc. <b>(Unit 4 lesson 3, Unit 5 lesson 3, Unit 6 lesson 4, 5, Unit 11 lesson 3, Unit 13 lesson 4, Unit 14 lesson 5)</b></p> <p>Apply critical thinking to interact with text using intensive reading strategies (while reading) to:</p> <ul style="list-style-type: none"> <li>• skim through common graphical features such as pictures and tables in texts to increase understanding</li> <li>• locate/scan specific factual information to answer short questions based on the text <b>(Unit 1 lesson 2, 3, 5, Unit 2 lesson 1, 3, 5, Unit 3 lesson 3, Unit 6 lesson 3 Unit 8 lesson 2, Unit 12 lesson 1, Unit 13 lesson 1, 3, Unit 17 lesson 3, Unit 18 lesson 3)</b></li> </ul> <p>Predict what follows in the text using context <b>(Unit 7 lesson 5, Unit 16 lesson 3, 5, Unit 18 lesson 3, Unit 19 lesson 3)</b></p> <p>Use critical thinking to respond to the text (post reading) by:</p> <ul style="list-style-type: none"> <li>• Applying world knowledge and own opinion to the text read</li> <li>• relating what is read to their own experiences</li> <li>• expressing an understanding of story through pantomime. <b>(Unit 2 lesson 3, Unit 3 lesson 1, Unit 9 lesson 4, 5, Unit 11 lesson 1, Unit 12 lesson 2, 3, Unit 13 lesson 5)</b></li> </ul>

			<p>Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety for the following question types:</p> <ul style="list-style-type: none"> <li>• factual</li> <li>• personal response</li> <li>• interpretive. <b>(Lesson 3 of every teaching unit, Unit 5 lesson 5, Unit 10 lesson 1, Unit 11 lesson 4, Unit 13 lesson 2, Unit 15 lesson 2, Unit 20 lesson 5)</b></li> </ul> <p>Use summary skills to provide the missing words in a gapped summary. <b>(Unit 2 lesson 4, Unit 7 lesson 4, 5, Unit 13 lesson 5, Unit 16 lesson 5, Unit 17 lesson 3, Unit 19 lesson 3)</b></p>
		<p>BM 4 - Gather and use information for a variety of purposes using various aids and study skills.</p>	<p>Use alphabetical order (first and second alphabet to arrange words). Familiarize themselves with a dictionary in preparation for its use. <b>(Unit 13 lesson 4, Unit 14 lesson 2, Unit 16 lesson 2, Dictionary at the back of the book)</b></p> <p>Identify and utilize effective study skills e.g. brainstorm for ideas. <b>(Unit 5 lesson 3, 4, Unit 6 lesson 3, Unit 11 lesson 3, Unit 13 lesson 5, Unit 18 lesson 5)</b></p> <p>Read simple keys/legends on picture maps. Read tables and charts in the classroom. <b>(Unit 3 lesson 2, 3, Unit 5 lesson 1, Unit 6 lesson 4, Unit 7 lesson 1, Unit 8 lesson 3)</b></p> <p>Use textual aids such as table of content to locate a particular text. <b>(Map of Student Learning Outcomes, Unit 3 lesson 3, Unit 4 lesson 3)</b></p>
		<p>BM 1 - Describe basic elements of stories and simple poems. Express personal preferences giving reasons.</p>	<p>Recite poems with actions. Find out the characters in a story and give brief general comments about them.</p> <p>Retell a story in a few simple sentences. <b>(Unit 2 lesson 3, Unit 3 lesson 3, 5, Unit 4 lesson 1, Unit 4 lesson 3, 5, Unit 7 lesson 5, Unit 15 lesson 2, Unit 16 lesson 5, Unit 20 lesson 3)</b></p>
<p><b>C3 - Formal and Lexical Aspects of Language</b></p>	<p>S1 – Vocabulary: Students enhance their vocabulary for meaningful and effective communication.</p>	<p>BM 1 - Build vocabulary through simple affixes, compound words, converting parts of speech, and classifying words into different categories.</p> <p>Use vocabulary with correct spelling from the textbooks, extended environment and media.</p>	<p>Recognize and classify into different categories of, and use more naming, action and describing words, from pictures, signboards, labels, directions (beyond, behind, upward, downward, backward, forward, etc.) in their immediate and extended environment. <b>(Unit 1 lesson 2, Unit 3 lesson 2, Unit 4 lesson 2, Unit 5 lesson 5)</b></p> <p>Recognize and generate rhyming strings in writing. <b>(OPE 1 and 2, Unit 3 lesson 5, Unit 12 lesson 3, 5)</b></p> <p>Use appropriate expressions in conversation to articulate, recognize and use some formulaic expressions to:</p> <ul style="list-style-type: none"> <li>• express and show gratitude</li> <li>• express regret</li> <li>• express likes, dislikes and opinions in sentences</li> <li>• express needs and feelings</li> <li>• respond to simple instructions and directions. <b>(OPE 1 and 2, Unit 6 lesson 3, Unit 7 lesson 3, 5, Unit 8 lesson 5, Unit 10 lesson 2, 3, Unit 13 lesson 3, 5, Unit 11 lesson 1, 3, Unit 14 lesson 1, 2)</b></li> </ul> <p>Make anagrams from simple one syllable words. Provide the missing letter in simple two/three syllable words.</p> <p>Identify the word class of a given word in context. <b>(OPE 1 and 2, Unit 6 lesson 2, Unit 7 lesson 2, Unit 8 lesson 2 and 4)</b></p>

			<p>Recognize and use words similar and opposite in meaning. <b>(OPE 1 and 2, Unit 7 lesson 2, Unit 9 lesson 2, Unit 11 lesson 3, Unit 12 lesson 3)</b></p> <p>Locate, identify, differentiate between, and use some simple pairs of words including homophones. <b>(OPE 1 and 2, Unit 5 lesson 4)</b></p> <p>Organize vocabulary items learnt in the class according to the selected organizing principles, such as arranging words in alphabetical order and parts of speech. <b>(Unit 13 lesson 4, Unit 14 lesson 2, Unit 16 lesson 2, 4, Dictionary at the back of the book)</b></p>
			<p>Recognize alphabetical arrangement of words as a preparation for glossary or dictionary use. <b>(Unit 13 lesson 4, Unit 14 lesson 2, Unit 16 lesson 2, Dictionary at the back of the book)</b></p> <p>Spell some words studied in class both orally and in writing. Take dictation of familiar words studied in class. <b>(All spelling exercises, e.g. Unit lesson 2, Unit 6 lesson 2, Unit 7 lesson 2, Unit 10 lesson 4)</b></p> <p>Recognize and apply spelling change in plural forms of nouns and regular verb forms. <b>(Unit 4 lesson 2, Unit 5 lesson 5, Unit 6 lesson 2)</b></p>
	<p>S2 - Students understand punctuation, syntax, grammatical functions, rules and application for developing accuracy in their spoken and written communication.</p>	<p>BM 1 - Recognize grammatical functions of selected parts of speech, limited concepts of time, tense and aspect, and use them for spoken and written purposes.</p>	<p><b>NOUNS</b></p> <p>Recognize naming words as nouns. Demonstrate use of some nouns from immediate and extended environment <b>(Unit 1, Unit 2, Unit 3 lesson 1, Unit 4, Unit 6, Unit 7, Unit 8, Unit 10, Unit 12, Unit 16, Unit 18, Unit 19)</b></p> <p>Identify and differentiate between countable and uncountable nouns. <b>(OPE 2, Unit 8 lesson 1, 2, 3, Unit 10 test)</b></p> <p>Recall changing number of simple naming words by adding and removing 's' and 'es'. Identify and change the number of nouns by adding 'ies' and 'es' after words ending in y, o, etc. <b>(Unit 6 lesson 2, Unit 8 lesson 2, 4, Unit 16 lesson 1)</b></p> <p>Change the number of irregular nouns. <b>(OPE 1 and 2, Unit 16 lesson 2, Unit 20 lesson 1)</b></p> <p>Classify and change the gender of nouns from immediate and extended environment (masculine, feminine, neutral). Recognize general naming words as common nouns and particular naming words as proper nouns. Classify nouns as common and proper nouns (names of people, pets, places, holidays, etc.) <b>(Unit 3 lesson 1, 2, Unit 4 lesson 2, Unit 5 lesson 1)</b></p> <p><b>PRONOUNS</b></p> <p>Recall substitution words learnt earlier <b>(OPE 1 and 2, Unit 4 lesson 4, Unit 10 lesson 3)</b></p> <p>Recognize substitution words as pronouns. Identify and use pronouns in sentences. <b>(OPE 1 and 2, Unit 4 lesson 2, Unit 10 lesson 3)</b></p> <p>Show possession by using the pronouns mine, yours, his, hers, its, ours, theirs after the nouns. <b>(OPE 1 and 2, Unit 1 lesson 2, Unit 10 lesson 3)</b></p>



			<p>Recognise and use words my, your, his, her, its, our, their before nouns to show possession. <b>(OPE 1 and 2, Unit 4 lesson 4, Unit 17 lesson 2)</b></p> <p>Recognize and use that pronouns agree with their nouns in gender and number <b>(OPE 1 and 2, Unit 4 lesson 4, Unit 10 lesson 3, Unit 16 lesson 2, Unit 19 lesson 3)</b></p> <p>Illustrate use of question words learnt earlier. Identify and use question words why, how, who, whose, which, where, etc. <b>(OPE 1 and 2, Unit 6 lesson 4, Unit 10 lesson 2, Unit 17 lesson 4)</b></p>
			<p><b>ARTICLES</b></p> <p>Recall and apply the rules for the use of a, an and the. Choose between a or an as unidentified articles.</p> <p>Identify a or an as articles. Identify and use the definite article 'the'. <b>(OPE 1 and 2, Unit 20 lesson 2, 5)</b></p> <p>Recall and recognize that plural nouns do not take the articles a or an. <b>(OPE 1 and 2, Unit 6 lesson 2, Unit 8 lesson 2, Unit 19 lesson 3, Unit 20 lesson 5)</b></p> <p><b>VERBS</b></p> <p>Recognize doing words as verbs. Use action verbs in speech and writing. <b>(OPE 1 and 2, Unit 3 lesson 5, Unit 5 lesson 5, Unit 8 lesson 3 and 4, Unit 11 lesson 3 and 4, Unit 15 lesson 4)</b></p> <p>Illustrate use of different forms of the verb be, do, -ing and have along with their negative forms with their corresponding pronouns (I, we, you, he, she, it, they) <b>(Unit 5 lesson 1, 5, Unit 13 lesson 2, 5, Unit 15 lesson 2, 5)</b></p> <p>Identify and make simple sentences with the verbs be, done, do, and have as main verbs. Demonstrate the use of the verb can /cannot to show ability and inability. Identify and use may/may not for seeking or giving permission and prohibition. <b>(Unit 5 lesson 1, Unit 9 lesson 4, Unit 13 lesson 5, Unit 15 lesson 5, Unit 18 lesson 1, 2)</b></p> <p>Recognize, articulate and use forms of be, do and have, and forms of common regular verbs, i.e. base, s/es, present participle (-ing), past, and past participle forms. <b>(OPE 1 and 2, Unit 5 lesson 5, Unit 6 lesson 2, verb table on page 136)</b></p> <p><b>TENSES</b></p> <p>Recognize that action takes place in time (present, past or future). Tense indicates time of action. Identify and use the structure of Present simple tense for habitual actions and for timeless and universal statements. <b>(Unit 3 lesson 4, Unit 4 lesson 3, Unit 11 lesson 2, 3, Unit 15 lesson 4, 5, Unit 18 lesson 4, Unit 19 lesson 1, verb table on page 136)</b></p>

			<p>Identify and use the structure of Present Continuous Tense for describing activities and for actions taking place at the time of speaking. <b>(Unit 15 lesson 4, Unit 19 lesson 1, 2, Unit 20 lesson 1, verb table on page 136)</b></p> <p>Identify and use the structure of Past simple tense for completed actions, with or without mention of specific time. <b>(Unit 8 lesson 3, Unit 11 lesson 2, 3, Unit 15 lesson 5, Unit 18 lesson 4, verb table on page 136)</b></p>
			<p><b>ADJECTIVES</b></p> <p>Identify describing words as adjectives. Use adjectives of quantity, quality, size, shape and colour. Recognise and use words showing possessions as possessive adjectives, eg. His coat, her bag. <b>(Unit 7 lesson 4, Unit 14 lesson 2, Unit 18 lesson 4, Unit 20 lesson 4, 5)</b></p> <p><b>WORDS SHOWING POSITION (prepositions)</b></p> <p>Illustrate use of some words showing position <b>(Unit 5 lesson 2, Unit 7 lesson 1 and 5, Unit 15 lesson 5, Unit 20 lesson 2)</b></p> <p>Illustrate use of words showing positions learnt earlier.</p> <p>Recognise and use words with, in, over, a, from, into and out of. <b>(Unit 5 lesson 2, Unit 7 lesson 5, Unit 15 lesson 5)</b></p> <p><b>JOINING WORDS (CONJUNCTIONS)</b></p> <p>Recognize the function of joining words. <b>(Unit 2 lesson 4, Unit 15 Test)</b></p> <p>Use joining words and, or and but to show addition, alternative and contrast within a sentence. Use because to express reason. <b>(Unit 2 lesson 4, Unit 15 Test)</b></p>
		<p>BM 2 - Recognize and use punctuation including the use of hyphen, comma and colon to read and write lists and simple paragraphs.</p>	<p><b>CAPITALIZATION</b></p> <p>Use capitalization according to the rules learnt earlier.</p> <p>Recognize and apply capitalization to the initial letter of proper nouns: days of the week and months of the year. <b>(Unit 1 lesson 4, Unit 2 lesson 4, Unit 5 lesson 5, Unit 9 lesson 4, Unit 11 lesson 4, Unit 15 lesson 2)</b></p> <p><b>PUNCTUATION</b></p> <p>Use punctuation according to the rules learnt earlier.</p> <p>Recognize and use apostrophes to show possession and exclamation marks to show strong feelings. <b>(Unit 2 lesson 4, Unit 4 lesson 2, Unit 5 lesson 5, 6, Unit 9 lesson 4, Unit 10 lesson 5, Unit 11 lesson 4, Unit 15 lesson 2)</b></p>

		<p>BM 3 - Recognize and use different types of sentence structures and appropriate sentence types to write meaningful paragraphs.</p>	<p><b>SENTENCE STRUCTURE</b></p> <p>Make simple sentences by using SV (subject and verb) and SVO (subject, verb, object) pattern. Demonstrate use of subject-verb agreement according to person and number. <b>(Unit 9 lesson 4, Unit 11 lesson 2, 4, Unit 15 lesson 2, 4)</b></p> <p>Recognize function of simple wh forms used in questions. Respond to, and ask simple wh questions.</p> <p>Respond to, and ask simple questions starting with verbs e.g. is, am, are, was, were <b>(Unit 10 lesson 2, Unit 11 lesson 5, Unit 12 lesson 2, Unit 14 lesson 3, Unit 17 lesson 4, Unit 18 lesson 3)</b></p>
<p><b>C4 - Writing Skills</b></p>	<p>S1 - Students produce academic, transactional and creative writing that is fluent, accurate, focused, and purposeful and shows an insight into the writing process.</p>	<p>BM 1 - Write meaningful and effective sentences and a paragraph using different writing techniques.</p>	<p>Write multi-syllable words with correct spelling. Write numbers from 50 to 100 in words. Write ordinal numbers "first to thirtieth" in words <b>(Unit 6 lesson 3, Unit 8 lesson 4, Unit 9 lesson 1, 2, Unit 10 lesson 4, Unit 13 lesson 4, Unit 14 lesson 2, Unit 17 lesson 2, Unit 18 lesson 4, Unit 19 lesson 3)</b></p> <p><b>PUNCTUATION</b></p> <p>Use punctuation according to the rules learnt earlier. Recognize and use apostrophes to show possession and exclamation marks to show strong feelings. <b>(Unit 2 lesson 4, Unit 4 lesson 2, Unit 5 lesson 5, 6, Unit 9 lesson 4, Unit 10 lesson 5)</b></p> <p>Write sentences of their own using correct capitalization, punctuation and spelling. Write with reasonable accuracy, some sentences of their own on a given topic. <b>(Unit 7 lesson 3, 5, Unit 9 lesson 4, 5, Unit 10 lesson 3, 5, Unit 11 lesson 3, 4, Unit 12 lesson 2, Unit 13 lesson 5, Unit 16 lesson 5, Unit 17 lesson 3, Unit 20 lesson 3)</b></p> <p>Fill in the missing information to complete a simple paragraph. <b>(Unit 2 lesson 3, 5, Unit 8 lesson 3, Unit 11 lesson 2, Unit 14 lesson 2, 3, 5, Unit 15 lesson 4, 5, Unit 16 lesson 2, 3, 4, Unit 19 lesson 3, Unit 20 lesson 1, 2, 4, 5)</b></p>
		<p>BM 2 - Write short, descriptive, narrative, expository and argumentative paragraphs and stories for academic and creative purposes.</p>	<p>Make a list of items (e.g. vocabulary) required for a given task/topic. <b>(Unit 4 lesson 3, Unit 6 lesson 2, Unit 8 lesson 2, Unit 11 lesson 3, 5, Unit 12 lesson 2, 5, Unit 13 lesson 2, Unit 14 lesson 2)</b></p> <p><b>PUNCTUATION</b></p> <p>Use punctuation according to the rules learnt earlier.</p> <p>Recognize and use apostrophes to show possession and exclamation marks to show strong feelings. <b>(Unit 2 lesson 4, Unit 4 lesson 2, Unit 5 lesson 5, 6, Unit 9 lesson 4, Unit 10 lesson 5)</b></p> <p>Complete a simple paragraph using the given words, phrases, and sentences. <b>(Unit 3 lesson 4, Unit 7 lesson 4, Unit 8 lesson 2, 3, Unit 10 lesson 3, Unit 11 lesson 5, Unit 12 lesson 4, Unit 13 lesson 5, Unit 14 lesson 2, 3, 5)</b></p> <p>Write simple descriptive and narrative paragraphs. <b>(Unit 2 lesson 2, Unit 4 lesson 3, Unit 5 lesson 2, 3, Unit 7 lesson 5, Unit 11 lesson 5, Unit 12 lesson 2, Unit 13 lesson 4, Unit 14 lesson 4)</b></p>

			<p>Use appropriate vocabulary and tenses to write a simple guided paragraph by;</p> <ul style="list-style-type: none"> <li>• giving general physical description of a person/object</li> <li>• narrating an activity from immediate surroundings</li> <li>• writing an expository paragraph explaining a process or procedure</li> <li>• replacing rebus with words to complete a given story</li> <li>• filling in words to change or complete a given story <b>(Unit 5 lesson 3, Unit 6 lesson 5, Unit 10 lesson 2, Unit 11 lesson 3, Unit 13 lesson 2, Unit 14 lesson 4)</b></li> </ul> <p>Identify the basic elements of a story:</p> <ul style="list-style-type: none"> <li>• Beginning, middle and end</li> <li>• Characters</li> <li>• Place and time.</li> </ul> <p>Write a guided story using these elements. <b>(Unit 4 Lesson 3, Unit 5 lesson 2, Unit 9 lesson 5, Unit 14 lesson 4, 5)</b></p> <p>Write a simple guided poem using a list of given rhyming words. <b>(Unit 3 lesson 5, Unit 12 lesson 3, 5)</b></p>
		<p>BM 3 - Write a variety of interpersonal and transactional texts e.g. short notes, informal invitations, letters, and dialogues (speech bubbles, cartoon strips) using vocabulary, tone, style of expression appropriate to the communicative purpose and context.</p>	<p>Read short notes written for selected purposes to write guided short notes of their own to friends and family members. <b>(Unit 10 test, Unit 13 lesson 4)</b></p> <p>Write guided sentences in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context. <b>(Unit 18 lesson 5, Unit 19 lesson 3)</b></p>
		<p>BM 4 - Revise and edit word order, spelling &amp; punctuation.</p>	<p>Revise written work for layout, legibility, and punctuation. <b>(Unit 1 lesson 4, Unit 2 lesson 4, Unit 3 lesson 4, Unit 5 lesson 4, Unit 9 lesson 4, Unit 10 lesson 5)</b></p>
<p><b>C5 - Appropriate Ethical and Social Development</b></p>	<p>S1 - Students develop ethical and social attributes and values relevant to a multicultural, civilized society.</p>	<p>Guidelines</p>	<p>-Students need to be acquainted with the importance of making sustainable lifestyle choices, acquiring greater environmental awareness <b>(Unit 2 lesson 3, 4, 5, Unit 3 lesson 3, Unit 5 lesson 1, 5, Unit 8 lesson 3, Unit 10 lesson 1, Unit 11 lesson 2, Unit 19 lesson 3, Unit 20 lesson 5)</b></p> <p>-Students need to be acquainted with the importance of making sustainable lifestyle choices, being aware of safety and security measures. <b>(Unit 2 lesson 5, Unit 4 lesson 3, 5, Unit 5 lesson 5, Unit 8 lesson 1, Unit 9 lesson 3, 5, Unit 11 lesson 1, 2, 3, 5, Unit 15 lesson 5)</b></p>

			<p>-Students need to appreciate and feel a sense of interconnectedness with their community and the world at large and develop attributes such as tolerance, respect, equality and gender equity in them which is the basic essence of Islam and all other religions. <b>(Unit 1 lesson 5, Unit 3 lesson 1, 2, 3, Unit 6 lesson 1, 3, Unit 12 lesson 1, Unit 13 lesson 1, 2, 3, 4, Unit 14 lesson 1, 2, 3, 5, Unit 16 lesson 3, Unit 17 lesson 5, Unit 18 lesson 1)</b></p> <p>-Students need to be fostered with a sense of peace and social cohesion. <b>(Unit 1 lesson 3, Unit 3 lesson 3, Unit 6 lesson 3, Unit 8 lesson 5, Unit 11 lesson 5, Unit 12 lesson 3)</b></p>
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## OXFORD PROGRESSIVE ENGLISH 3

### SINGLE NATIONAL CURRICULUM THEMES

UNIT	THEMES	SUB-THEMES	TEXT TYPES
<b>Extensive Reading</b>			
Lesson 1 – An honest simple life	• Role Models [8.]	• Incidents from the life of Hazrat Muhammad رَسُولُ اللَّهِ مُحَمَّدٌ صَلَّى اللَّهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَأَصْحَابِهِ وَسَلَّمَ	Description
Lesson 2 – Independence Day Celebrations	• Patriotism / National Pride [4.]	• Love for Pakistan	Debate
Lesson 3 – Getting on with new classmates	• Peaceful Co-existence [2.]	• Making friends	Realistic story
Lesson 4 – Danger ahead!	• Role models [8.]	• Heroic deeds of children depicting courage	Recountal
Unit 1 – Meet the family	• Self, people, places, and Globe [3.]	• Myself • My family • My home • My village/city	Dialogue (informal; in every unit); Biography; Paragraph
Unit 2 – We must find water!	• Environmental education [9.]	• Knowledge/awareness of immediate natural environment • Conservation of natural resources - water	Adventure story
Unit 3 – Send me an email	• Self, people and places [3.]	• Myself • My family • My home • My village/city	Personal email; Poem (Ballad)
Unit 4 – Animal news	• Nature [5.]	• Animate/inanimate • Taking care of animals	News report (recountal); Poem; Story
Unit 5 – Reading: Wow, it's hot! Wow, it's cold!	• Gender equality [6.]	• Little boys and girls are equal	Personal emails
	• Self, people, places, and Globe [3.]	• Myself • My family • My home • My village/city	
	• Sports [20.]	• Local sports	
Unit 6 – Food and drink	• Health, personal safety, and drug education [17.]	• Healthy foods	Description; Recipe
	• Ethics and values [1.]	• Patience • Tolerance	
	• Peaceful Co-existence/peace education [2.]	• Making friends • Cooperation • Collaboration	
Unit 7 – Houses	• Self, people, places, and Globe [3.]	• My home	Description (story setting)
	• Ethics and values [1.]	• Patience	
Unit 8 – The four elements	• Life skills [18.]	• Curiosity and learning • Taking/handling responsibility	Instructional procedure (experiment); Story
	• Self, people, places, and Globe [3.]	• My home	
	• Environmental education [9.]	• Knowledge/awareness of immediate natural environment	
Unit 9 – The beginning of fire	• Life skills [18.]	• Taking/handling responsibility	Job advertisement; Play script (historical fiction)
	• Ethics and values [1.]	• Honesty/Truthfulness • Tolerance	
	• Peaceful Co-existence/peace education [2.]	• Sharing	

UNIT	THEMES	SUB-THEMES	TEXT TYPES
Unit 10 – Reading: Healthy foods	• Health, personal safety, and drug education [17.]	• Healthy food	Fact sheet
Unit 11 – Safety first!	• Crisis awareness and management, Risk reduction [15.]	• Avoiding accidents at home and school • Use of First Aid box • Recognizing danger signs/ signals	Dialogue (informal) (and in every Unit) Leaflet – Safety in the home; Notice
Unit 12 – Poems about people	• Ethics and values [1.]	• Respect for elders • Patience • Honesty	Dialogue (formal) Poems
	• Peaceful Co-existence/peace education [2.]	• Cooperation	
Unit 13 – The fence	• Dignity of labour [13.]	• Doing small chores	Excerpt (narrative); Diary
	• Ethics and values [1.]	• Honesty • Respect for elders	
	• Life skills [18.]	• Taking responsibility • Good habits	
	• Peaceful Co-existence/peace education [2.]	• Sharing	
Unit 14 – Family emails	• Ethics and values [1.]	• Respect for elders	Email (narrative); Personal letter
Unit 15 – Reading: Why smartphones are smart	• Technology [11.]	• Famous inventions	Fact sheet
	• Life skills [18.]	• Curiosity and learning	
Unit 16 – The invitation	• Ethics and values [1.]	• Respect for elders • Honesty/Truthfulness	Cartoon (traditional tale); Story
	• Peaceful Coexistence/peace education [2.]	• Making friends	
Unit 17 – The maze	• Ethics and values [1.]	• Bravery	Myth; Description of a monster; Fable
	• Life skills [18.]	• Taking responsibility	
	• Adventure [21.]	• Accepting a challenge for a field trip	
Unit 18 – The Wizard of Oz	• Self, people, places, and Globe [3.]	• Myself • My family	Trailer (fairy tale)
	• Ethics and values [1.]	• Bravery	
	• Adventure [21.]	• Accepting a challenge	
	• Life skills [18.]	• Taking responsibility	
	• Peaceful Co-existence/peace education [2.]	• Making friends	
	• Travel and transport [10.]	• Different modes of transport	
Unit 19 – Life in the open	• Nature [5.]	• Taking care of animals	Nature fact-file
	• Life skills [18.]	• Curiosity and learning • Taking responsibility	
Unit 20 – Reading: What became of them?	• Nature [5.]	• Taking care of animals	Poems (Ballad)

# Extensive Reading

All answers are highlighted in grey.

## Lesson 1 An honest simple life

### Student learning outcomes

Students will:

- describe daily household chores
- complete a summary
- practise the correct pronunciation of *-ed* verb endings
- study the theme of Role Models
- study the sub-theme of Incidents from the life of Hazrat Muhammad

رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَعَلَى آلِهِ وَأَصْحَابِهِ وَسَلَّمَ

### Suggestions and answers

#### A. Pre-reading: Read the text. Tick the parts which tell you something new that you did not know before.

1. Read aloud the title of Lesson 1, to focus the children's minds on the theme of a simple life.
2. Ask the children for examples of the household chores that Hazrat Muhammad رَسُوْلُ اللهِ صَلَّى اللهُ عَلَيْهِ وَعَلَى آلِهِ وَأَصْحَابِهِ وَسَلَّمَ used to do. Give the children time to think of activities, and write these on the board, correcting spelling as you do this.
3. As there is no Audio Recording for Extensive Reading texts, read the text aloud, emphasizing the important words, while students follow in their books.
4. Then let them tick the things which they did not know before.
5. Briefly ask individual students to tell the class about the parts which told them something new. This is an opportunity to correct and model good pronunciation of some words and phrases in the text.

Answers depend on the children.

#### B. Post-reading: Choose the best words to complete the summary.

1. simple
2. not necessary
3. daily
4. often
5. other people



**C. Listen-and-repeat. Pronounce the different sounds of *-ed* verb endings correctly (printed in bold).**

- C. Sounds like **/d/** : used, lived, repaired,  
Sounds like **/t/** : milked, helped, helped  
Sounds like **/id/** : mended, visited,

## Lesson 2 Independence Day Celebrations

### Student learning outcomes

Students will:

- read a debate about Independence Day celebrations
- take part in a parallel debate, mentioning different activities
- practise the conventions and dynamics of oral interactions in a group
- study the theme of Patriotism and National Pride
- study the sub-theme of Love for Pakistan

### Suggestions and answers

**A. While reading: Read the children's debate. Tick those activities which happen in your home town.**

1. Start with an informal chat about Independence Day Celebrations. A lot will depend whether Independence Day is in the recent past, or is in the near future, or is at another time of year. Phrase your questions accordingly.
2. Brainstorm with the class for a maximum of five minutes, asking for example, '*What kind of activities do schoolchildren do for Independence Day?*'
3. Write their ideas on the board in note form. Standardize the spelling as you do this. Keep the notes on the board, as they will be useful for Exercise C and D.
4. Read aloud the rubric and check that the children are ready. They must have a pencil in their hand and tick the activities while you read the dialogue aloud.
5. Read the dialogue aloud with lots of emphasis and lively intonation.
6. At the end of this phase, ask the class for examples of the activities which they ticked.

Answers will depend on the children.

**B. Read the debate aloud in groups of four, with lively intonation.**

1. Divide the class into groups of four and assign roles.
2. The groups read their dialogues aloud.

**C. Role play: Practise a different debate in groups of four. Use phrases from the box instead of the phrases in italics.**

1. To help the groups practise a different debate with different activities, it's a help to list cue phrases on the board in order. Then, the students can adapt their dialogue as they proceed from the start of the dialogue to the end.

Write these phrases on the board:

- put up national flags
- decorate the school bus
- carry the school flag and banners
- organise a school art exhibition
- practise marching in straight lines

2. After the groups have had the opportunity to practise, get one or two groups to act their dialogue in front of the class.

This is an example of a different debate. There are other possibilities.

**Saira:** We mustn't forget to put up national flags in the parks and streets. We must do that now.

**Bushra:** I don't think now is the best time, in my opinion. We should put them up two days before Independence Day. Nasir, do you want to add something?

**Nasir:** When should we decorate the school bus?

**Bushra:** We'll do that the day before, not yet.

**Fahad:** Can I come in here? Shouldn't we carry the school flag and banners?

**Nasir:** Of course, you're right. We can also ask our Head to organize a school art exhibition.

**Fahad:** I absolutely agree.

**Saira:** I think we should practise marching in straight lines the week before.

**Nasir:** Agreed. I've enjoyed our debate. I really am looking forward to Independence Day this year!

**D. Discussion: What about you? Which other activities do you do personally? Which activities would you like to do in future?**

1. A lot depends in this freer discussion whether Independence Day is in the recent past, or is in the near future, or is at another time of year.
2. Ask the question, 'Which other activities have you seen in the streets and squares of your home town? Which of those activities would you like to do, if you could?'
3. Make a list of these extra activities in note form. Children copy in their notebooks a maximum of three of their favourite activities, in preparation for Homework.

**Additional activity:**

You can ask children to write a diary for Independence Day. They describe three activities which they did.

## Lesson 3      Getting on with new classmates

### Student learning outcomes

Students will:

- read a realistic story about physical differences
- predict what will happen next in a narrative
- discuss the topic of bullying
- study the theme of Peaceful Co-existence
- study and discuss the sub-theme of Making friends

### Suggestions and answers

#### A. Pre-reading: Read the first part of the story and answer: In which ways were the two boys similar? In which way were they different?

1. Ask the children to look carefully at the artwork. Ask: *'Can you see any physical differences between the children? Are all the children active during the lesson? Do they look happy?'*
2. Read aloud the rubric; check the meaning of *'similar'* (opposite of *'different'*).
3. Read aloud the story with plenty of expression.
4. Get answers to the two comprehension questions.

- A. 1. (Probably) they were about the same age, the same height and weight; they were in the same Grade at school.
2. Abdul had a dark red mark on the side of his face, commonly called a 'birthmark'. Some children are born with a birthmark, which lasts all his/her life. It is not an illness, is not infectious or contagious, and is not painful.

#### B. Discuss and predict: Chat with your teacher: What do you think Bashir's mother said? What might happen next? Then read and find out.

1. Do not read Part 2 of the story yet. Instead, do the 'Prediction' and 'Discussion' phases.
2. Read aloud the rubric and the four possible continuations of the story.
3. Discuss the situation. Invite the class to respond to the questions. Do not hurry them – allow them plenty of time to voice their own ideas. There are no right or wrong answers.

- B. Bashir's mother probably talked to Bashir, like this: *'It sounds like Abdul has a 'birthmark'. Some children are born with a birthmark, which lasts all their life. It is not a disease, and it's not painful. You can't catch it from a friend because it's not an illness.'*

### C. Discuss the theme of Peaceful Co-existence with your teacher.

1. Read aloud the rubric and all the questions 1-4.
2. Discuss the four questions with the whole class one by one. Invite the class to reply to the questions. Do not hurry them – allow them plenty of time to voice their own ideas. There are no right or wrong answers

### Suggested answers

1. They possibly had not seen a 'birthmark' before. They did not know the explanation for a birthmark. It is easy for a group of boys or girls to 'gang up' on a classmate who is different.
2. The boys were definitely unthinking and hurtful. They were behaving like bullies.
3. Abdul stopped the bullying. We can imagine that a) Bashir's mother had explained what a 'birthmark' is, and b) Bashir had spoken to Abdul and had made friends with him.
4. Abdul was, probably, happier at the end of the story for three reasons: a) he had made friends with Bashir, b) Bashir had shown that he would protect Abdul from bullies, c) the teacher had shown that all different kinds of pupils were welcome in her class.

## Lesson 4 Danger ahead!

### Student learning outcomes

Students will:

- read a recountal (a realistic story)
- discuss and predict the next events in a narrative
- understand the use of technology in railway safety
- study the theme of Role Models
- study the sub-theme of Heroic deeds depicting courage

### Suggestions and answers

#### A. Pre-reading: Read Part 1 of the story. What was the problem?

1. Make full use of both artworks to establish the context before the children start to read. Ask general and specific questions, e.g. *'In which country does the story take place? (Pakistan) Does the story take place in daytime or night-time? (night-time) Can you see something on the railway line? Is it there by accident or on purpose?'*
2. Read aloud the introductory paragraph. Check that the class understand the following: *'What is a medal? Who got the medal? Why?'*
3. Read the rest of the text in Ex. A with lively intonation, then get the class to answer the comprehension question.

**A.** The railway line is blocked, and a train is coming soon.

[Note that the text does not explain the geography of the situation. Maybe the landslide is between the level crossing and the approaching train.

Maybe the level crossing is between the approaching train and the landslide. Whichever the geography, there is danger!]

**B. What can they do? Discuss the best plan in groups of four.**

1. Do not read Part 2 of the story yet. Instead, do the 'Discussion' phase.
2. Read aloud the rubric and the four possible plans.
3. Discuss the situation. Invite the class to respond to the possible plans. Do not hurry them – allow them plenty of time to voice their own ideas. There are no right or wrong answers.
4. After the discussion, read Part 2 of the story with dramatic stress and intonation.

- A.**
- a) Good idea. The phones may or may not be working.
  - b) We do not know if there is a road or track that runs close to the landslide.
  - c) It is dark, so the engine driver of the train might not see Selim.
  - d) It is dark, so the engine driver of the train might not see Grandpa's flashing torch.

**C. Discuss the theme of Role Models with your teacher. Ask and answer.**

1. Translate the phrase 'Role Models': *'If you know a 'role model', she/he will be a good guide and example for you now and in the future.'*
2. Discuss the three questions with the whole class. Allow students time to express their ideas,

Answers depend on the children.

# Meet the family

## UNIT 1 LESSON 1

### Student learning outcomes:

Students will:

- develop their speaking and listening skills
- revise plans with *going to*
- study vocabulary for family members
- chat about family members and their ages
- find out about the Burki and Dani families, standard characters in Book 3

### Suggestions and answers

#### A. Read the story and answer the question.

1. Tell the children to look at the picture on page 2.
2. Get them to tell you what they can see in the picture (*a family is having supper*).
3. Help them to tell you who they can see (*a mother, father and two of their three children*) and to guess the ages of the children. Do not correct language mistakes here. While you are doing this, teach the children some words that they will need for the reading passage: *engineer, colleague*. Get the class to repeat the words.
4. Read aloud the comprehension question above the dialogue and check that the children understand it.
5. Tell the children to follow the dialogue silently in their books and find the answer while you read it aloud.
6. Read the dialogue aloud. Get the class to tell you the answer.

**A.** Mr Burki is going to Nepal; Mrs Burki is going to paint the three children of a friend.

#### B. Listen to your teacher's sentences and correct them.

Read out the sentences (with a straight face!) from page 128 of the Students' Book. Wait for children to correct you. If nobody corrects you, repeat the sentence a bit more slowly.

- B.**
1. No. Mr Burki is not going to the seaside next weekend.
  2. No. Mr Burki is going with a work colleague.
  3. No. He's going to build a bridge (in the mountains) there.
  4. No. Mrs Burki will not be free next weekend.
  5. No. She's going to paint the three children of her friend.
  6. No. She's going to paint a family picture of the three children.
  7. No. The children are going to stay with Dadi and Dada for the weekend / for three nights.

### C. Listen and write the children's ages next to their names.

1. Explain the family tree before you do the listening task.
2. Explain that '=' means that the two people are married. Ask the class to find two pairs of sisters.
3. Tell the children to listen to the dialogue and write the children's ages in their notebooks.
4. Read the dialogue on page 128 of the Students' Book aloud with clear pronunciation, vitality and humour!
5. Get the class to tell you their answers. If some children do not have the answers, read aloud part of the dialogue again.
6. If you wish, turn to the script on page 128. Read the dialogue aloud again while the children follow it silently in their books.
7. Put the children in pairs and get the pairs to read the dialogue aloud simultaneously.

C.	Mariam 10	Fahad 8	Saira 8	Imran 8	Nadia 6
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### D. Now tell the class about your brothers and sisters and their ages.

1. It is important that in every lesson, children get to talk about their own lives and experiences.
2. Ask a child to come to the front of the class. Get him/her to write the name(s) of a brother/sister and to give his/her age.
3. If you like, get the class to ask further questions, e.g. *Do you have a sister? What's her name? How do you spell it? How old is she?*
4. Repeat with another child / other children.

## UNIT 1 LESSON 2

### Student learning outcomes:

Students will:

- develop their speaking skills
- practise the pronunciation of words with 'o'.
- study vocabulary for family members and their spellings
- chat about the Burki and Dani families (standard characters in Book 3)
- read and understand a puzzle

### Suggestions and answers

#### A. Say these words. Circle the two words with different pronunciation for the letter 'o'.

1. Read aloud the rubric. Explain that the children must listen and circle the words with different vowel sounds.
2. Demonstrate with the first two words, *brother* and *mother*. Ask if these words have the same vowel sound, or different vowel sounds (the same).
3. Go through the words in the box and check comprehension. Children must always understand the meanings before they say the words.
4. Read the words aloud. The children circle the odd ones out in their books.

5. Check the answers with the class. Get the children to repeat any words that caused difficulty.

**A.** *rocket* and *donkey* have different sounds.

**B. Look at the family tree in Lesson 1. Use the words in the box to complete the sentences.**

1. Translation is a quick way of revising nouns for family members, many of which will be familiar to the children. Go through the words in the box and check comprehension.
2. Point out as you do this that English has fewer expressions than Urdu, e.g. only one word for each of the following: *grandfather, grandmother, uncle and aunt, grandson and granddaughter*.
3. Let the children work in pairs and complete sentences 1–5. Then check the answers with the class.
4. Do each of the puzzle sentences in Ex. C with the class. Read aloud a sentence. Wait for the children to work out the answer before asking a child. Do not confirm the answer if correct, but ask other children if they agree or disagree.
5. Confirm the right answer at the end.

**B.** 1. sister                      2. uncle                      3. aunt                      4. granddaughter                      5. daughter

**C. Answer these puzzles**

**C.** 1. Mrs Burki                      2. Saira                      3. Dada                      4. Mr Dani                      5. Imran

**D. Ask and answer more questions about the Burki and Dani families.**

1. Read aloud the example question and answer.
2. Write up the family tree from Lesson 1 on the board by asking the class questions, e.g. *Who is Mrs Dani's sister?* Do not include their ages on the board. Then proceed to the exercise in the Students' Book.
3. Get questions from individual children. Allow the questioner to nominate another child who will answer.

**E. Read the puzzle and answer the question.**

1. Tell the children to look at the picture on page 3 of the Students' Book. Tell them to cover the upside-down answer below the picture.
2. Get them to tell you what they can see in the picture (*a picture of a man*).
3. Read aloud the puzzle. Check comprehension of any words that might cause difficulty, e.g. *portrait*.
4. Tell the children that they must work out the answer to the puzzle and write the answer in their notebooks. Monitor the children while they are doing this task.
5. Collect answers from the class but do not confirm the correct answer yet.
6. Tell the class to read the upside-down answer.

**Additional activities**

Get the children to draw a family tree for their families, including the words: *aunt, uncle, grandfather*, etc. Get them to include the ages of any brothers and sisters.



## UNIT 1 LESSON 3

### **Reading: What I learned about my granddad**

#### **Student learning outcomes:**

Students will:

- develop their reading skills
- study vocabulary for biographies
- chat about their grandparents
- learn about the theme of Self, people, places, and Globe
- learn about and discuss the sub-theme of Myself and My family

#### **Suggestions and answers**

##### **A. Pre-reading: Read the passage and answer these questions:**

What kind of a person was Granddad? Rich or poor? Hard-working or lazy?

1. Ask the children to look at the pictures on page 4.
2. Ask the children to look at each picture in turn and ask them questions about it: e.g. *Where were the men working? What did the children use to do in winter?* Do not correct language mistakes here.
3. While you are doing this, teach the children some of the words that they will need for the reading text: *mine, miner, to skate*.
4. Read aloud the comprehension questions and check that the children understand them.
5. Ask the children to read silently from their books to find the answer while you play the Audio Recording, or read the text aloud.
6. Ask the class to tell you the answers.

**A.** Grandfather was hard-working. His family was poor while he was growing up. Later, he became the boss of the company, so he became richer.

##### **B. Post-reading: Write the facts about Granddad's life in your notebook.**

1. Ask the class to look at Ex. B and help individuals to read the headings aloud.
2. Put the children into pairs to help each other find the information in the text. They write the answers in their notebooks.
3. Go around the pairs and help as necessary.
4. Ask pairs to give the information to the class. Answer any further questions.

- B.**
1. 1950
  2. 14
  3. mathematics and accountancy (how to record the money coming into and going out of a business)
  4. delivering newspapers, washing cars
  5. 14
  6. boss of a printing company

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

1. Read aloud the statements.
2. Get pairs to search for the answers in the text. Tell them, *'You must find the place in the text where the information is.'*
3. The children write their answers in their notebooks.
4. Ask pairs to tell the class their answers.

- C.**
1. True (my Mum had very little money)
  2. False (we were often very cold)
  3. False (I delivered newspapers; I did odd jobs)
  4. False (I saved enough money to buy myself a second-hand bicycle)

**D. Scanning: Find words and phrases in the text that mean the following:**

1. Read the first phrase aloud and ask the class to give you the missing answer.
2. Put the children into pairs to complete the exercise. They can write the missing words/phrases in their notebooks.
3. Go around the pairs, helping as necessary.
4. Ask pairs to tell the class their answers.

- D.**
1. coal mines
  2. stationery
  3. accountancy
  4. adventurous
  5. damp
  6. pocket-money
  7. odd jobs
  8. for free

**E. Inquiry: Ask your grandparents about their schooldays. Then write a paragraph about them using their answers and these starter sentences.**

1. Demonstrate this preparation for homework by talking about one of your grandparents. Invent some details if you prefer.
2. When talking, use the exact starter sentences given in the Students' Book. This will encourage the children to write simple sentences, using the words and structures that they already know.
3. It is sufficient for a child to write only four sentences, as explained in the scaffolding.
4. They complete this task independently in class, or for homework.
5. This writing task is the first one of the school year in OPE Book 3. It is important that you can assess each child's ability to write careful, correct English, in neat handwriting.

**E.** Paragraphs will depend on the children.

## UNIT 1 LESSON 4

### Student learning outcomes:

Students will:

- revise and practise the use of reporting verbs: *say, ask, speak, talk*
- study the use of speech marks in a story
- practise using capital letters when writing a story

### Suggestions and answers

#### A. Read and circle the correct answer.

1. Explain to the class that sentences 1–7 make up a dialogue.
2. Read the whole dialogue aloud, while the class follows it in their books.
3. Let the children work in pairs and choose the correct verbs. Then check the answers with the class.

A.	1. said	2. asked	3. speaking	4. asked
	5. asked	6. asked	7. talk, said, ask	

#### B. Read the sentences in Ex. A again, using the words in the box instead of the words in *italics*.

1. Explain the purpose of the exercise. Demonstrate by reading aloud sentence 1 from Ex. A, then the example from Ex. B.
2. Read aloud sentence 2, then ask a child to give the alternative sentence '*Did you have a good journey?*' *Sally asked.*
3. Get choral repetition of sentence 2.
4. Continue with the rest of the sentences.

#### C. Write the words in the correct order in your notebook. Start each sentence with a capital letter.

1. Demonstrate how to do the exercise by doing sentence 1 on the board with the whole class.
2. Put the children into pairs to write their sentences in their notebooks.
3. Get pairs to read out their sentences to the class.

- |    |   |
|----|---|
| C. | 1. Nadia was talking quietly to her friend.             |
|    | 2. After supper Mrs Burki told a story.                 |
|    | 3. We must go and say hello.                            |
|    | 4. To whom are you speaking?                            |
|    | 5. My aunt speaks very quickly.                         |
|    | 6. I like talking about sports.                         |
|    | 7. Please say the phone number again slowly.            |
|    | 8. I asked her a question but she did not say anything. |

**D. Punctuation. Write the story in your notebook using capital letters.**

1. Point out that the children should observe the same line breaks as the text in the Students' Book, i.e. they should not turn it into a continuous paragraph.
2. The combination of speech marks and other punctuation is tricky at this level. Expect only the more able children to do this when they are doing free writing.
3. Let the children write the story individually in their notebooks.
4. This exercise can be done as homework. Encourage the children to write carefully and neatly.

**D.** Mrs Burki arrived home on Monday evening. 'Hello, Saira!' she said.  
'Did you have a nice weekend, Mama?' Saira asked.  
'It was hard work,' said Mrs Burki. 'There were three children and I had to paint all their pictures.'  
'How old were the children?' asked Saira.  
'The oldest was twelve and the youngest was six,' Mrs Burki answered.

**UNIT 1 LESSON 5**

**Student learning outcomes:**

Students will:

- read a model paragraph about a family
- write a paragraph about their own family
- learn a new song about parts of the body

**Suggestions and answers**

**A. Read about Sandra Bate's family.**

Read aloud the paragraph and ask the children to follow silently in their books.

**B. Post-reading: Answer the questions in full sentences in your notebook.**

[Elsewhere in the course, some short answers and some one-word answers are acceptable and indeed preferable, for reading comprehension.]

1. Work through the answers one by one with the whole class, correcting individual answers where necessary.
2. If a child makes a mistake, encourage another child to provide the correct answer. Then get the first child to repeat the correct answer.

- B.**
1. She lives in Aston.
  2. She is a doctor.
  3. Sandra is eight.
  4. Sandra's e-pal lives in Karachi.
  5. He is ten.
  6. Her mother's name is Judy.
  7. Her father's name is Ed.
  8. He is a reporter.

**C. Write at least 4 sentences about your family in your notebook. Stick in a family photo.**

[The use in the rubric of 'at least 4', here and elsewhere in OPE, means that all children should write 4 sentences; the abler children can write more than 4 sentences.]

1. The purpose of this writing exercise is for the teacher to see what the children can write with the guidance given. Abler children can write additionally about the ages of their family and the jobs that their parents do.
2. If you are going to do this writing exercise in class, tell the children the day before to bring in a family photo, if possible.

**D. Recite the song: *The family***

1. Say the first line and get the class and individuals to repeat it.
2. Do the same with the second line.
3. Now get individuals to repeat the first two lines together.
4. Do the same with the other lines, each time getting individuals to repeat the song from the beginning.
5. Get the class to repeat the whole song.

# We must find water!

## UNIT 2 LESSON 1

### Student learning outcomes:

Students will:

- practise a dialogue and the two present tenses
- study common materials with *made of*
- develop their listening skills
- chat about books that they are reading

### Suggestions and answers

#### A. Read the story and answer this question.

Follow the same procedure for the dialogue in Unit 1, Lesson 1.

**A.** He's in (the) town today.

#### B. Read the dialogue again and answer these questions.

Follow the same procedure for the comprehension questions in Unit 1, Lesson 3, Ex. A.

- B.**
1. No, he can't.
  2. He's collecting materials for the bridge.
  3. They are doing their homework.
  4. Stone and steel.
  5. She's reading all the time.

#### C. Listen and tick to show where the books are.

1. Read the rubric and introduction in order to explain the situation.
2. Explain that the children must listen to the dialogue and tick the right boxes.
3. Read the dialogue from page 128 of the Students' Book aloud with clear pronunciation and vitality. This is the model that the children will imitate when they practise the dialogue.
4. Get the class to tell you their answers. If some children do not have the answers, read aloud part of the dialogue again.
5. If you wish, turn to the script on page 128. Read the dialogue aloud again while the children follow it silently in their books.
6. Put the children in pairs and get the pairs to read the dialogue aloud simultaneously.

- C.**
- The Fisherman — missing
  - Underground Cities — out
  - Space Story — in
  - The Wishing Stone — out

**D. Critical thinking: What about you? Answer these questions in class.**

1. Ask the first question from several children in turn. Ask follow-up questions, e.g. *Who is the book by? Have you read it before? What's the book about?* Do the same with the remaining questions.
2. Ask them to give examples of books that they have read and enjoyed.
3. Do not omit this stage. If there is no time for this chat stage, start the lesson with this exercise. It is important that the children have regular opportunities to talk about their experiences and express their preferences.

**UNIT 2 LESSON 2**

**Student learning outcomes:**

Students will:

- practise vocabulary for building materials
- talk about their school, its building materials and *made of*
- do a word search puzzle for the spelling patterns *-ck*

**Suggestions and answers**

**A. Listen to your teacher and point to the building materials. Then listen again and repeat the words.**

1. Present the vocabulary in the pictures, but do not do any oral practice yet. Do not hesitate to use translation if necessary. Point to examples of the materials in the classroom.
2. Using the script on page 128, read aloud the words, which are in random order. Pause after each word so that the children have time to find the word and point to it in their books. This procedure encourages them to associate the written word and its pronunciation.
3. Do a listen-and-repeat with the vocabulary; the children repeat the words which you say in the correct order. (These words have simple pronunciation, but later vocabulary exercises will be more difficult.)

**B. Use the new words from Ex. A to complete the sentences.**

1. Read aloud the rubric and the example. Point out that there are alternative answers.
2. Let the children work in pairs and complete sentences 1–6. Then check the answers with the class.

- B.**
1. stone, wood
  2. steel
  3. steel, wood/PVC
  4. bricks
  5. wood, steel, PVC
  6. wood

### C. What about your school?

1. Read aloud the example sentences. Point out that *'is made of'* follows a singular noun; *'are made of'* follows a plural noun.
2. Get choral repetition of the example sentences.
3. Start an example sentence *'That door is made of'* and get a child to complete the sentence. Do the same with the remaining example sentences.
4. Start further example sentences and get children to complete them orally. For variety, add colours to the description, e.g. *Those chairs are made of red and blue PVC.*
5. Get the children to write at least four sentences about their school, either in class or for homework.

### D. Spelling patterns -ck.

1. Read aloud the rubric and the example.
2. Get the children to hunt for a word on the second line from the top, *sock*.
3. Explain that the words go from left to right and from top to bottom. No words go diagonally.
4. Get the children to work individually and to write the words in columns in their notebooks.
5. When any children have finished, they can compare their lists in pairs and spell the words aloud.

D. chicken, kick, tick, pick, lick  
back, sack  
sock, rock, lock

## UNIT 2 LESSON 3

Reading: "We must find water!" (Part 1)

### Student learning outcomes:

Students will:

- develop their reading skills
- study vocabulary for expedition narratives
- match paragraphs to pictures
- give an oral summary of a story
- chat about possible developments of a story
- act out a story in groups
- learn about the themes of Nature and Environmental Education
- learn about and discuss the sub-themes of Knowledge of immediate natural environment, and Conservation of natural resources—water

### Suggestions and answers

#### A. Pre-reading: Read the story and answer these questions:

1. Ask the children to look at the pictures on pages 10 and 11.



2. Ask the children to look at each picture in turn and ask them questions about it, e.g. *What can you see in picture A? What is the difference between picture A and picture B? What can you see in Picture C? Look at picture D: What are they going to do next?* Do not correct language mistakes here.
3. While you are doing this, teach the children some of the words that they will need for the reading text: *riverbed, drone, well*.
4. Read aloud the comprehension questions and check that the children understand it/them.
5. Ask the children to read silently from their books to find the answers while you play the Audio Recording, or read the text aloud.
6. Ask the class to tell you the answers.

- A.**
1. It was too hot and there was no water.
  2. in an underground city in Turkey

**B. Locate: In which picture (A–D) ...**

1. Ask the children to look at the pictures on pages 10 and 11 while you read the questions aloud.
2. Put the children into pairs to find the correct pictures and to write the numbers in their notebooks.
3. When they finish, get the pairs to tell you the answers.

- B.**    1. C                      2. A                      3. D                      4. B

**C. Post-reading: Read the story again and answer these questions.**

1. Ask the class to look at Ex. C and help individuals to read the questions aloud.
2. Check that the class understands the questions, e.g. the meanings of '*shortage, overland*'.
3. Put the children into pairs to help each other to read the text again and to write the answers in their notebooks.
4. Go around the pairs and help as necessary.
5. Ask pairs to answer the questions.

- C.**
1. The world became warmer and the glaciers melted.
  2. The shortage of water
  3. First by electric jeep; later with camels and donkeys
  4. It was hot and dusty; there was very little water, and the first well was dry; they were getting tired and hungry; they couldn't recharge the electric jeep
  5. They heard the wolves' howls at night
  6. Baba knew about the tunnel and the entrance to the underground city

**D. Complete the sentences with words or phrases from the story.**

1. Read the first sentence aloud and ask the class to give you the missing word.
2. Put the children into pairs to complete the exercise. They can write the missing words in their notebooks or you can ask them to copy the complete sentences.
3. Go around the pairs, helping as necessary.

- D.**
1. riverbeds
  2. glaciers
  3. shortage
  4. set off
  5. well
  6. drone
  7. howls

**E. Role play: In groups of four, act out one of the scenes (A–D) from the story. Use your own ideas and your own words.**

1. Ask the children to act out the story in groups of four (mother, father and two children).
2. Ask one group to act out the scene for Picture A. Help them where necessary.
3. Ask a second group to act out the scene for Picture B. Help them where necessary.
4. Continue with the remaining pictures C and D until all the groups have had the chance to act out at least one of the pictures.

**Revision and consolidation.**

**Now tell the story in your own words.**

1. Ask the class to cover the texts and look at the pictures in Lesson 3.
2. Build up the story sentence by sentence. Correct any mistakes as you go along, as accuracy is important for this exercise.
3. At the end, if you like, put the children in pairs. They should keep the text covered, look at the pictures, and tell the story to each other.

**UNIT 2 LESSON 4**

**Student learning outcomes:**

Students will

- revise and practise common conjunctions: *and, but, so, because*
- link sentences with common conjunctions
- punctuate a short story

**Suggestions and answers**

**A. Complete the sentences with the words in the box.**

1. Ask the class to look at Ex. A and help individuals to read the sentences aloud.
2. Check that the class understands the sentences, including the vocabulary *solar panels, mobile signal, wi-fi*.
3. Put the children into pairs to help each other and write the answers in their notebooks. Go around the pairs and help as necessary.
4. Ask pairs to give their answers.
5. Get the children to write out the complete sentences for homework if you think that they need practice in using conjunctions.

- A.**
1. because
  2. so
  3. but
  4. and
  5. so
  6. but

**B. Join the pairs of sentences using the conjunctions.**

Use the same procedure as in Ex. A.

- B.**
1. We planned to travel a long way, so we bought two camels.
  2. We were tired and hungry, but we continued walking.
  3. Wolves don't like fire, so we kept the camp-fire burning all night.
  4. I didn't sleep well because the ground was so hard.
  5. Dad thought that the caves would be cool inside, and he was right.
  6. I screamed loudly, because I'm scared of snakes.
  7. I like riding on a donkey, but my sister prefers riding on a camel.

**UNIT 2 LESSON 5**

Reading: We must find water! (Part 2)

**Student learning outcomes:**

Students will:

- develop their reading skills
- find out information about Climate Change

**A. Pre-reading: Read Part 2 of the story and answer this question.**

Which dangers did they discover underground?

1. Ask the children to look at the picture on page 13.
2. Read aloud the comprehension question and check that the children understand it.
3. Ask the children to read silently from their books to find the answer while you play the Audio Recording, or read the text aloud.
4. Ask the class to tell you the answers.

**A.** Flood waters and dangerous snakes

**B. Post-reading: Are these sentences true (T) or false (F)? Find the correct information in the text.**

1. Read aloud the statements.
2. Get pairs to search for the answers in the text. Tell them, 'You must find the place in the text where the information is.'
3. The children write their answers in their notebooks.
4. Ask pairs to tell the class their answers.

- B.**
1. F. The city was dug out of a soft rock called 'tufa'.
  2. F. In some cities there were five levels.
  3. F. The family slept together in the large round halls.
  4. True
  5. False. One day, flood water flowed through one of the tunnels.
  6. False. That was my first, and thankfully last face-to-face meeting.

**C. Use your own words to complete these sentences in your notebooks.**

**Example answers:**

- C.**
1. People have lived in these underground caves **for hundreds and thousands of years.**
  2. In these cities people could move along **the tunnels** and up and down **the different levels.**
  3. The caves were a very good place to live because **they were dry and cool.**
  4. Baba was worried that **there might be scorpions** in the caves.
  5. Sometimes you can't see **snakes** if they are in muddy water.
  6. Mama saw the snake and realized that it **was a poisonous snake (an Ottoman viper).**

**D. Further Internet Research: Your teacher will give you instructions to find out information about Climate Change for your writing task.**

**Note for Teacher:**

- Bring into this lesson either a globe or a world map.
- Text for Listening Exercise, Unit 2, Lesson 5, Ex. D:
  - Look at a map of the world. Find these places on it:
  - The Arctic Ocean; Antarctica. These are covered with ice, but the ice caps are getting smaller. This is because the Earth is getting warmer so the ice is melting.
  - Find these countries: Bangladesh, the Maldives (Islands). The sea is flooding these countries because the sea-level is getting higher as the ice caps melt. The glaciers in mountains are also melting, so they are getting smaller.

**Now answer these questions:**

1. Are the Arctic and Antarctic ice caps getting bigger or smaller? Why? (They are getting smaller, because the Earth is getting warmer.)
2. Is the sea now flooding countries like Bangladesh and the Maldives Islands? Why? (Yes, because sea-level of the oceans is getting higher.)
3. Are all the glaciers in the world getting bigger or smaller? Why? (They are getting smaller; because the temperature of the Earth is rising.)

**Teacher Notes:**

1. Prepare in class a blackboard plan for a paragraph, using the questions above as guidance for the children.
2. Get the children to write a paragraph in groups (group writing).

# Send me an email

## UNIT 3 LESSON 1

### Student learning outcomes:

Students will

- practise a dialogue, with variations
- revise the meaning and use of *going to*
- learn about nations and their flags
- develop their listening skills

### Suggestions and answers

#### A. Read the dialogue and answer the question.

1. Follow the same procedure for the dialogue in Unit 1, Lesson 1, Ex. A.
2. Make sure that the children understand the meaning of *internet café* (a shop/café where the public may come in and pay for the use of a computer, especially to send emails).

**A.** Yes, they are both from the same town, Karachi.

#### B. Read the dialogue again and answer these questions.

Follow the same procedure for the text in Unit 1, Lesson 4, Ex. B.

**B.** 1. An internet café. 2. From Karachi. 3. No. The man doesn't live in Clifton now.

#### C. Practise the conversation. Use the words given below in place of the words in italics.

1. Explain the purpose of the exercise. Demonstrate by reading aloud the first four lines of the dialogue.
2. Ask a child to give an alternative, e.g. *I'm looking for the post office. I need to send a parcel.*
3. Correct the alternative if necessary and get choral repetition.
4. Continue with the rest of the dialogue.
5. Use your own town instead of Karachi. Get the children to suggest other districts of your home town instead of *Clifton District*.

#### D. Listen to your teacher and write the countries' names in the blanks.

1. This is a listening comprehension exercise rather than a matching exercise. It revises the language for shapes, colours and positions.
2. Tell the children to write numbers 1–4 in a list in their notebooks.
3. Explain that they are going to listen to a description of a flag. Then they must choose the correct country and write it in their notebooks.
4. Find the script on page 128 of the Students' Book. Number the four countries in the script 1–4.
5. Read out the first description, but say *The flag for Country 1 ...* instead of *The flag for Britain ...*
6. At the end of the description, allow the children enough time to write the name of the country in their notebooks.
7. Repeat the procedure for the remaining flags. Check the answers with the class.

## UNIT 3 LESSON 2

### Student learning outcomes:

Students will

- practise vocabulary for common countries, nationalities and languages
- develop their listening skills
- practise asking and answering questions
- study the spelling of adjective endings for nationalities: *-ian, -ese, -ish, -i*

### Suggestions and answers

#### A. Listen to your teacher and point to the countries on the map. Then listen and repeat.

1. Follow the same procedure for the vocabulary section in Unit 2, Lesson 2, Ex. A. Refer to page 128 of Students' Book for the script.
2. Note that the script says *Britain* while the map shows *Great Britain*. Both names are easy for the children to learn at this level.

#### B. Ask and answer questions about these nationalities.

##### B. Sample questions and answers

Where do Bangladeshi people live?	In Bangladesh and in Britain.
Where do Afghani people live?	In Afghanistan and in Pakistan.
Where do Chinese people live?	In China, and in Britain, the USA, Malaysia, Singapore and Australia.
Where do Nepalese people live?	In Nepal and in India.
Where do Iranian people live?	In Iran and in Britain.
Where do British people live?	In Britain, Australia, France and many other countries.

#### C. Ask and answer questions about these languages.

1. Note that the languages are not printed on the map at the top of the page.
2. Tell the children that people speak Chinese in China and speak Nepali in Nepal.

##### C. Sample questions and answers

Where do they speak Chinese?	In China and in Britain.
Where do they speak Nepali?	In Nepal and in India.
Where do they speak Sindhi?	In Pakistan.
Where do they speak English?	In the USA, Canada, Australia, New Zealand, South Africa and in Britain.
Where do they speak Pashto?	In Pakistan and in Afghanistan.

#### D. Spelling

- |              |          |              |                                  |
|--------------|----------|--------------|----------------------------------|
| • <b>ian</b> | Iranian. | • <b>ese</b> | Chinese, Nepalese.               |
| • <b>ish</b> | British. | • <b>i</b>   | Pakistani, Bangladeshi, Afghani. |

## UNIT 3 LESSON 3

### Student learning outcomes:

Students will

- develop their reading skills
- match paragraphs to pictures
- chat about similarities and differences between countries
- study the theme of Self, people, and places
- study and discuss the sub-theme of My family

### Suggestions and answers

#### A. Find two paragraphs to match picture A and picture B.

1. Tell the children to look at the pictures on page 16.
2. Get the children to look at each picture in turn and ask them questions about them: e.g. *What can you see in the picture? Who can you see in the picture on the left? Where is Mr Burki?* Don't correct language mistakes here.
3. While you are doing this, teach the children some words that they will need for the reading: *temples, mules* (point out the pictures on the facing page to teach these words). Get the class to repeat these words.
4. Read aloud the comprehension task and check that the children understand it.
5. Tell the children to read silently from their books to find the answers, while you read the story aloud.
6. Get the class to tell you the answers.

- A.** left-hand picture: paragraph 1.  
right-hand picture: paragraph 2.

#### B. Scanning: Find sentences in bold for these pictures (A–F).

1. Tell the class to look at the pictures. Ask a few simple questions, e.g. *What can you see on the market stall? What are the children carrying? What is the man carrying?*
2. Read aloud the comprehension task and check that the children understand what they have to do. Count aloud the pictures; there are six. Count aloud the sentences in bold in the text; there are six. So it is a matching exercise.
3. Let the children work in pairs. They write the picture letters (A–F) in the margin next to the sentences in bold.
4. Check the answers with the class.

- B.** A. There are large temples built of wood.  
B. There was a market  
C. The rivers will be full of water.

- D. The children fetch more water
- E. Mules carry loads on their backs into the mountains.
- F. They bring large stones for the bases.

**C. Post-reading: Read the email again and answer these questions.**

Follow the same procedure for the text in Unit 2, Lesson 3, Ex. C.

- C.**
- 1. In an Internet café in Kathmandu.
  - 2. No.
  - 3. Because the Nepalese can't understand Urdu.
  - 4. In the dry season.
  - 5. Shorter.
  - 6. a) no b) yes

**D. Is life in Nepal the same as in our part of Pakistan? Is it different? Listen to your teacher's sentences and say 'Same' or 'Different'.**

- 1. Read aloud the rubric and the example sentence and response.
- 2. Explain what the children have to do.
- 3. Read aloud the sentences in the script on page 129 of the Students' Book. After each sentence, pause so that the children can respond.
- 4. Do not forget to include different areas of Pakistan in your discussion. Children will have seen pictures of remote villages in Pakistan where people travel on foot and carry goods by mule. Of course, there are parts of Pakistan totally unlike the mountain areas of Nepal.

- D.** Answers depend on your district of Pakistan.  
Encourage the children to talk about other parts of Pakistan as well, e.g.  
Here it's different. The children don't carry pots of water, but in the villages in Pakistan they do.

**Additional activities**

- 1. You can have a chat about life in the mountains.
- 2. Write these 2 questions on the board:
  - 1. *What kind of school could you build in the mountains? (ask about building materials)*
  - 2. *If you have to carry everything for the school into the mountains, what will you take? (books, lights, a board, tables and chairs, desks, pencils, exercise books)*

**UNIT 3 LESSON 4**

**Student learning outcomes:**

Students will

- revise and practise adverbs of time, manner and frequency
- study the position of adverbs in sentences



- complete a personal email with adverbs
- use adverbs when writing sentences about themselves

### Suggestions and answers

#### A. Complete Mr Burki's email using the given adverbs.

1. Read aloud the rubric and the given adverbs. Read the first sentence (example).
2. Read aloud the rest of the paragraph, but omitting the adverbs.
3. Let the children work in pairs and complete the paragraph orally.
4. Check the answers with the class.
5. You can get the children to write out the complete paragraph in their notebooks, either in class or for homework.

**A.** *On Friday*, I got lost in the mountains! *I usually* start my walk from the town to the village at two o'clock. But on Friday, I started my walk **at four o'clock**. **Two hours later**, it started to get dark. I made a mistake and took the wrong path. The path ended in some fields and I was lost!

I walked **slowly** downhill again. Suddenly, I saw a light in a house. I knocked **loudly** on the door, and asked the people for help because I was lost. I slept the rest of the night in their house. **The next morning**, I found the right path. I'll **never** walk at night in the mountains again!

#### B. Now write the adverbs on the correct lines.

<b>B.</b>	When?	on Friday, at four o'clock, the next morning, two hours later
	How often?	never, usually
	How?	loudly, slowly

#### C. Write the words in the right order to make complete sentences. End each sentence with a full stop.

Follow the same procedure for the Unit 1, Lesson 3, Ex. C.

- C.**
1. Last Saturday, we went to the seaside for the day.
  2. We left the house at ten o'clock in the morning.
  3. We arrived at the seaside one hour later.
  4. My sister usually swims twice during the day.
  5. My mother never swims in the sea.
  6. My father sometimes swims, but not always.
  7. I eat more fruit than my sister.
  8. My sister reads less than me.
  9. My mother drinks more cola than my father.



**C. Recite the poem aloud. Underline similar sounds in each verse.**

1. Find the underlined repeated sounds in Ex. A.
2. Go through verses 1 and 2 with the class, and point out which similar sounds they can underline in their Students' Books.
3. Get the children to work in pairs and discover other similar sounds. They should read aloud each verse as they do this.
4. Go through the answers with the class.
5. Do listen-and-repeat, getting the class to repeat each verse after you. Get them to exaggerate the similar sounds.

**D. The American poet, e. e. cummings, used very little punctuation and no capital letters. Write the poem in your notebook with the normal punctuation and capitals.**

1. Demonstrate what the children have to do by doing verse 1 yourself on the board. Omit some capitals as you do this and invite children to correct you.
2. Let the children write out the complete poem in their notebooks, either in class or for homework. Encourage them to practise their neatest handwriting.

**D. Maggie and Milly and Molly and May**

Went down to the beach (to play one day),  
And Maggie discovered a shell that sang  
So sweetly she couldn't remember her troubles, and  
Milly befriended a stranded star  
Whose rays five languid fingers were;  
And Molly was chased by a horrible thing  
Which raced sideways while blowing bubbles: and  
May came home with a smooth round stone,  
As small as a world and as large as alone.  
For whatever we lose (like a you or a me),  
It's always ourselves we find in the sea.

**E. Write a poem about a visit to the seaside using the same verbs.**

1. Prepare for this free writing in class as follows.
2. Write the five phrases from the box across the board and underline them to show that they are headings.
3. For '*went down to*', ask for suggestions, e.g. place names, and write these on the board.
4. Repeat the procedure for the other headings and write the children's suggestions on the board.
5. At the end of this stage, there will be many suggestions for children to choose from.
6. They can write their poem in class. Alternatively, they can write down their favourite suggestions from the board in their notebooks, and write their poem for homework.

# Animal news

## UNIT 4 LESSON 1

### Student learning outcomes:

Students will:

- practise a dialogue, with variations
- revise and practise common expressions for suggestions
- revise prepositions of place
- develop their listening skills

### Suggestions and answers

#### A. Read and answer. Then practise.

1. Follow the same procedure for the dialogue in Unit 1, Lesson 1, Ex. A.
2. Teach the meaning of new words that may cause difficulty in the dialogue, e.g. *cubs*, *snacks*.

**A.** They are going to go to the zoo and go boating in the afternoon.

#### B. Read the dialogue again using your own words instead of the ones in italics.

1. Explain the purpose of the exercise. Demonstrate by reading aloud the first five lines of the dialogue.
2. Read aloud the next line, then ask a child to give an alternative, e.g. *We could also take some bread for the ducks.*
3. Correct the alternative if necessary and get choral repetition.
4. Continue with the rest of the dialogue.

#### C. Which of the animals in Lesson 2 are not in the dialogue?

Let the children look across at the vocabulary for Lesson 2. But leave the focus on word work until Lesson 2, e.g. learning the spelling of the animal words.

**C.** Crocodiles, deer, bears, sheep, snakes are not in the dialogue.

#### D. Copy the plan in your notebooks. Then listen and write the animals' names on the right cages.

1. Get the children to make a simple copy of the plan in their notebooks.
2. Explain that they are going to listen to a talk by the zoo keeper. They have to write the names of the animals next to the correct pens/cages.
3. Read aloud the script on page 129 of the Students' Book. Pause after each section so that the children have enough time to write.
4. At the end, let the children compare their plans and their answers.
5. Check the answers with the class.

**D.** A. tigers, B. snakes, C. bears, D. elephants, E. monkeys, F. crocodiles

## UNIT 4 LESSON 2

### Student learning outcomes:

Students will:

- practise the names of wild animals
- practise vocabulary for parts of animals
- revise punctuation for possession: 's or s'

### Suggestions and answers

#### A. Listen, find and point. Then listen and repeat.

1. Follow the same procedure for the vocabulary in Unit 2, Lesson 2, Ex. A.
2. Read out the names of the nine animals in random order. Let the children find and point to each animal. Then do listen-and-repeat.

#### B. Which three words have the same singular and plural forms? Write them here.

B. deer, sheep, fish

#### C. Match these pictures of body parts to the animals in Ex. A.

1. Present the vocabulary in the pictures, using translation if necessary.
2. Get choral repetition of the vocabulary.
3. Work through the exercise with the whole class, matching the parts of the bodies to the animals in A.
4. If you like, consolidate with a brief dictation as follows. Get the children to write these sentences in their notebooks. *Monkeys have long tails. Elephants have trunks. Crocodiles have (sharp) teeth. Bears have (sharp) claws. Some snakes have spots. Deer have horns. Some sheep have horns. Fish have heads and tails.*

C. (Children may have other answers.)  
tail – elephant , trunk – elephant, teeth – crocodile/fish, claws – bear, spots – snake,  
horns – deer.

#### D. Remember the rule!

1. Work through the examples in the Students' Book.
2. Write some of the examples on the board in order to show the correct position of the apostrophes.

#### E. Look at the pictures of animals in Ex. A. Complete the sentences by using 's or s' correctly.

1. Write these words on the board: monkeys' tigers' snake's crocodile's elephant's bears'
2. Get the children to complete the sentences using these phrases.
3. Check the answers with the class.
4. Ask the class a question for each item. Example: *How many animals in Number 1 – Look at the tigers' stripes. One tiger or more than one?* (more than one)

- E.**
1. Look at the tigers' stripes! (more than 1 tiger)
  2. That's the elephant's trunk. (1 elephant)
  3. Count the snakes' spots! (more than 1 snake)
  4. The bears' claws are sharp. (more than one bear)
  5. Look at the monkeys' tails! (more than 1 monkey)
  6. Look at the crocodile's teeth! (1 crocodile)

## UNIT 4 LESSON 3

### Student learning outcomes:

Students will:

- develop their reading skills
- practise vocabulary for personal possessions
- number sentences in the right order for a narrative
- develop their listening skills
- give an oral summary of a story
- study the theme of Nature

### Suggestions and answers

#### A. Skimming: Read the article fast to get an overview, then answer.

1. Follow the same procedure for the reading comprehension in Unit 2, Lesson 3, Ex. A.
2. Teach any items of vocabulary that might cause difficulties in the story, e.g. *necklace*, *hairband*.

**A.** The thief stole a watch, a diamond necklace, some car keys and a hairband.

#### B. Scanning: Find and circle phrases from the newspaper article to describe these pictures.

1. Tell the class to look at the pictures and ask a few questions about them.
2. Take each picture in turn. Ask the class to search the text for a phrase or sentence that describes the picture.
3. Do not confirm the answer at once. Instead, ask the rest of the class if they agree. Ask for any alternative answers, then confirm the correct one.

- B.**
- a) I took off my hairband and put it on the side-table in my bedroom.
  - b) I left my car keys on the kitchen table.
  - c) I put my watch on the table next to the bedroom window.
  - d) I put my diamond necklace on the table in my bedroom, then I went to sleep. The next morning, it wasn't there any more!

**C. Write the names of the people and their house numbers under the pictures in Ex. B.**

- |    |                |    |
|----|----------------|----|
| C. | a) Nadia Ali   | 19 |
|    | b) Miss Hashmi | 12 |
|    | c) Mr Rehman   | 11 |
|    | d) Mrs Haqqani | 20 |

**D. Read the article and answer these questions.**

1. Follow the same procedure for the text in Unit 2, Lesson 3, Ex. A.
2. Do not teach the word *magpie* before the children read the text, as this would provide the answer to the comprehension question.

**D.** Hassan Khan and Abdul Mujeeb. Because the thief is a magpie.

**E. Post-reading: Write the sentences in the correct order in your notebook.**

1. Help individual children to read the sentences aloud.
2. Point out that sentence 3 is the start of the story. Write 3 on the board.
3. Ask the class for the next sentence. Write down the number of whichever sentences are suggested. Then ask the class to decide which of these is the correct answer. Write the sentence number on the board.
4. Continue with the remaining sentences.
5. Get the children to write the sentences in the correct order in their notebooks. This can be done in class, or for homework.

**E. The correct order is:**

3. The thief stole some things from the houses in Sethi Street.
6. The people told the police, 'There was a thief!'
1. Hassan and Abdul Mujeeb played football.
5. Abdul Mujeeb kicked the ball onto the garage roof.
2. Hassan climbed onto the garage roof.
4. Hassan found the lost things in the magpie's nest.

**F. Listen to your teacher and correct the mistakes.**

1. Explain to the children that they must listen very carefully to your sentences and correct you when necessary.
2. Read out these sentences (with a straight face!) from page 129 of the Students' Book. Wait for the children to correct you. If nobody corrects you, repeat the sentence a bit more slowly.

**G. Creativity: Imagine that the same event happened in your town. Narrate the story in your own words.**

1. Get the class to cover the texts on pages 22 and 23 and look at the pictures.

2. Build up the story sentence by sentence. Correct any mistakes as you go along, as accuracy is important for this exercise.
3. At the end, if you like, put the children in pairs. They should keep the text covered, look at the pictures and tell the story to each other.

## UNIT 4 LESSON 4

### Student learning outcomes:

Students will:

- practise phrases for describing size and measurement
- develop their listening skills
- make sentences to describe size and measurement
- chat about their classroom environment, including approximate measurements

### Preparation for the lesson

Bring in a tape measure for Ex. D.

### Suggestions and answers

#### A. Read and circle the answer that you think is correct.

1. Read aloud the rubric. Check that the children know what to do: they have to read the sentences and guess the correct answers. (Listening comprehension comes later.)
2. Help individual children to read aloud the sentences and the multiple choice answers.
3. Let the children read the sentences again and individually circle their answers.
4. Let the children compare their answers with their partner's, to see if they guessed the same or differently.
5. Read the script on page 129 of the Students' Book aloud, and pause to check the correct answer with the class for each item. Write this on the board.
6. At the end, ask the class which answers they found most surprising.
7. Check the scores for the most correct guesses at the end.

**A.**    1. b        2. a        3. a        4. a

#### B. Join the phrases to make sentences.

1. Read aloud the sentence halves. Check the meaning of *minaret*.
2. Let the children work in pairs and join the sentences for the items orally. Then check the answers with the class.
3. The children can write out the sentences in their notebooks for homework.

- B.**
1. My father is 1.80 metres tall.
  2. Our garden is 8 metres wide.
  3. The minaret is 33 metres high.
  4. The pool is 2.5 metres deep.



**C. Put the words in order to make sentences or questions.**

Follow the same procedure for the exercise in Unit 1, Lesson 3, Ex. C.

- C.**
1. How tall is the tallest giraffe?
  2. The monkey-house is four metres high.
  3. How old is the oldest bear in the zoo?
  4. The swimming pool is two metres deep.
  5. How long is the longest snake?
  6. The crocodiles' pool is ten metres long.

**D. What about you? Answer these questions.**

1. It is important that the children have the opportunity to talk about the facts of their environment.
2. Ask each question in turn and get various individuals to give answers to each question. Write the suggested answers on the board.
3. Finally get an individual to use your tape measure to measure the dimensions of the door/doorway, etc.
4. Write the correct answer on the board next to the suggestions.

**D.** Answers depend on the children and the classroom.

**UNIT 4 LESSON 5**

**Student learning outcomes:**

Students will:

- develop their reading skills
- study a poem about a shark
- complete a story with parts of an animal
- write a parallel story

**Suggestions and answers**

**A. Predict: Read the poem and answer the question.**

1. Get the children to look at the pictures, while you ask questions about them. Get the children to guess what is happening.
2. Read aloud the comprehension question.
3. Read aloud the poem while the children follow silently in their books. Read with vitality and humour.
4. Get individuals to answer the question.
5. Get the children to learn the poem by heart. Say the first two lines and get the class and individuals to repeat them.
6. Do the same with the rest of the poem.
7. Get the class to say the whole poem with their books shut.

**A.** The shark ate the poet's friend.

**B. Use these words to complete the story about the elephant.**

1. Ask some questions about the picture, e.g. *In which country is the elephant? Is it an adult or a baby elephant? Do you think it is happy or sad? Where do you think it is going?*
2. Read aloud the rubric and explain what the children have to do.
3. Read aloud the story, without saying the missing words.
4. Let the children work in pairs and complete the story.
5. Get individuals to read out their sentences.
6. Ask the class to confirm the correct answer.

**B.** Five blind women went to the zoo. They wondered, 'What kind of animal is an elephant?' So they went into its pen.

The first woman touched its **leg** and said, 'An elephant is like a tree.'

The second woman touched its **tail** and said, 'An elephant is like an old rope.'

The third woman touched its **body** and said, 'An elephant is like a huge balloon.'

The fourth woman touched its **trunk** and said, 'An elephant is like a drainpipe.'

The fifth woman touched its **ears** and **tusks** and said, 'An elephant is like a boat with big sails and sharp deadly spears.'

**C. Write a similar story about one of the birds/animals in this unit. Draw a picture.**

1. Prepare for this exercise in class. For example, turn to Unit 4 Lesson 2, for a choice of animals.
2. Ask individuals to choose an animal and tell a similar story. Help the children where necessary.
3. At the end of this stage, the children are ready to write their own story. They can choose their favourite story and write it, either in class or for homework.

# Revision and Extension

## UNIT 5 LESSON 1

### A. Complete the dialogue using the right verb forms.

- A.** Dada: You're very quiet, Nadia. What are **you doing**?  
 Nadia: I **am reading** a story about space.  
 Dada: **Do you often read** space adventures?  
 Nadia: No. I usually **read** stories about animals.  
 Dada: Is that Saira in the kitchen? What **is she doing**?  
 Nadia: She **is making** a cake.  
 Dada: **Does she enjoy** cooking?  
 Nadia: Yes. She usually **makes** fruit cakes, but this time she **is making** a chocolate cake.  
 Dada: I hope she will keep some for me!

### B. Circle the correct word to complete the sentences.

- B.** 1. glass      2. straw      3. valley      4. spots      5. horns      6. deep

### C. Complete the box with the countries, nationalities and languages.

COUNTRY	NATIONALITY	LANGUAGE
Pakistan	Pakistani	Urdu
Britain	British	English
Nepal	Nepalese	Nepali
Bangladesh	Bangladeshi	Bengali
China	Chinese	Chinese
Canada	Canadian	English, French
Argentina	Argentinian	Spanish

## UNIT 5 LESSON 2

### A. Circle the correct preposition.

- A.** 1. down      2. through      3. onto      4. up      5. out of  
 6. to      7. next to

**B. Listen to your teacher and write the measurements.**

**B.** The full script is on page 129 of the Students' Book.

**C. Make up a dialogue based on the pictures.**

**C. Sample answer**

Dave: Let's play football!

Dan: No, I don't want to do that. Shall we watch a DVD?

Dave: No, I'd like to go out. Let's go to the zoo.

Dan: No, I don't want to do that. I went to the zoo last weekend. We could go for a walk in the hills.

Dave: No, I don't enjoy long walks. Shall we go shopping?

Dan: No, I don't want to do that as I don't have much money. Let's go swimming instead.

Dave: Of course! What a good idea! Let's do that.

**Unit 5 Test**

**Preparation before the test**

1. Each child will need their notebook to write the answers.
2. You will need a copy of the Record of Quarterly Assessments on page 17863 of this book.

**How to give the test**

1. Read aloud each question and explain what the children have to do.
2. Give them a time limit to attempt the test.

**ANSWER KEY (50 MARKS)**

**A. Write the missing parts of the dialogue. (10 Marks)**

- A.**
1. are you going to
  2. Shall we go to
  3. Let's have
  4. could go
  5. shall we leave?

**B. Rewrite the following sentences, using the word(s) in brackets, to give the same meaning. (10 Marks)**

1. He didn't eat anything because he was feeling ill.
2. How high is the tower?
3. The snake is 3.5 metres long.
4. The depth of the swimming pool is 2 metres.
5. The width of the bridge is 1.9 metres.

**C. Choose the correct answer from a, b, c or d. (10 Marks)**

C.	1. b	2. d	3. a	4. d	5. c
	6. b	7. a	8. c	9. c	10. d

**D. Read the text and answer the questions in full sentences. (10 Marks)**

- D.
1. She cooked lunch for herself because the Street family was out for the day.
  2. She opened the window because it was a hot day.
  3. She was very surprised when a cat jumped in through the open window.
  4. She wanted to buy a jug that looked exactly the same as the broken jug at the Streets' house.
  5. Mrs Street was not sad about the broken jug because she didn't like it at all.

**E. Write an email to an e-pal about your family. (10 Marks)**

- E. Answers depend on the children.

**UNIT 5 LESSON 3**

**Student learning outcomes:**

Students will:

- develop their reading skills
- revise vocabulary for weather and climate
- chat about similarities and differences between countries
- learn about the themes of Gender equality and Self, people and places
- learn about and discuss the sub-theme of Playing local sports

**Suggestions and answers**

**A. While-reading: Read the two texts. Write the information about the two writers in your notebooks.**

**Email A**

1. Introduce the topic of different countries and climates. Ask the class general questions about Pakistan, e.g. *Which provinces of Pakistan are hottest? And coldest? Ask general questions about different countries, e.g. Which countries in the world are hottest? And coldest?* Look at a globe or map of the world and help children to locate those countries that are mentioned. Finish by locating Scotland (in the U.K.) and the city of Glasgow. Ask further questions about Scotland, e.g. *Is it further north than Pakistan? Do you think the weather there is warmer or cooler than the weather in Pakistan?*
2. Go through the table and get the children to copy both tables into their notebooks, one on each page. Explain that they are going to read the first email.
3. Ask the children to read silently from their books to find the answers while you read the text aloud.
4. Allow them time to write their answers.
5. Ask the class to tell you the answer/s.

### Email B

6. Introduce the topic of Western Australia and its climate. Look at a globe or map of the world and help children to locate it and its capital, Perth. Ask further questions about it, e.g. *Is it in the northern or southern hemisphere? Which languages do they speak there? (many languages, but the official language is English) Do you think the weather there is warmer or cooler than the weather in Scotland? (It's warmer.)*
7. Ask the children to read silently from their books to find the answers while you read the text aloud.
8. Allow them time to write their answers.
9. Ask the class to tell you the answer/s.

	A	B
Name	Miriam	Brian
Age	8	9
Moved from ...	Sindh Province	London
Moved to ...	Glasgow	Perth
Likes (sports)	football	cycling, swimming

### B. Post-reading: Read the emails to find answers to these questions.

- B.**
1. Brian
  2. Miriam
  3. Brian
  4. Miriam
  5. Brian

### C. Find phrases in the emails that mean the same as the following.

**C. Email A.**

1. mid-winter
2. screams
3. a warm welcome
4. switched to

**Email B**

5. a selfie
6. climate
7. shallow
8. ahead of
9. non-stop

**D. Write a paragraph about arriving in a new country.**

1. It is always important to prepare for a free-writing task, especially if the children are going to write it for homework.
2. Start with a board stage. Ask the class for suggestions, e.g. *Which country are you going to write about?* Write the suggestions in random order on the board.  
Ask for suggestions about topics, e.g. *What are you going to write about? The weather, the climate? Sports? Your family, especially brothers and sisters?* Write all these suggestions on the board.
3. The children write their emails. If they are doing this in class, go round and help as necessary.
4. Correct the emails, return them and get the children to write them out in neat handwriting.
5. In the next lesson, read aloud the fair copies of the emails. The class has to guess who wrote the emails.

**D.** The answers depend on the children.

**UNIT 5 LESSON 4 Vocabulary and Punctuation**

**Student learning outcomes:**

Students will:

- practise changing adjectives into adverbs
- study and practise the spelling rules for changing adjectives into adverbs

**A. Make adverbs from the adjectives. Write them in your notebooks.**

- A.**
1. happily, tidily
  2. gently, greedily, angrily, Luckily
  3. crossly
  4. simply, easily

**STUDY CORNER**

- Point out these spelling rules.
- A. Adjectives ending in –e ADD –ly  
extreme – extremely
- B. Adjectives ending in –le CHANGE –ly  
simple – simply  
horrible – horribly
- C. Adjectives ending in –y CHANGE – ily  
happy – happily  
lucky – luckily

**B. Punctuation: Write the sentences in your notebook, with commas and full stops in the correct places.**

**STUDY CORNER:** Capital letters

Ask the class about capital letters: *When do we use capital letters in English?* Write their answers, with examples, on the board.

- A. At the start of a sentence: *Miriam enjoys football.*
- B. For countries, names, nationalities, languages: *Australia, Brian, Nepali, Urdu*
- C. For days of the week and months: *Friday, March*

**Ex. B Answer Key:**

- B.**
1. She speaks three languages, English, Urdu and Arabic.
  2. My friend Nabila plays badminton, tennis and basketball.
  3. Elephants, horses, mules, donkeys and camels all carry goods on their backs, but buffaloes don't.
  4. My uncle speaks French and Russian, but he doesn't speak Nepali or Bengali.
  5. I have four grandparents, four aunts and uncles, six brothers and sisters, and one parrot

**STUDY CORNER:** Commas in punctuation

Point out that a comma is used to separate two clauses in a sentence:

*Donkeys and camels carry goods on their backs, but buffaloes don't.*

Point out that commas separate items in a list; 'and', without a comma, is used for the last two items.

*Nabila plays badminton, tennis and basketball.*

The serial comma

A. Modern English Usage (without a serial comma):

Nabila plays badminton, tennis and basketball.

B. Oxford University Press Style Guide (with a serial comma):

Nabila plays badminton, tennis, and basketball.

Note: Primary school children using Oxford Progressive English are not penalized for using or omitting the serial comma.

**UNIT 5 LESSON 5 Grammar and Punctuation**

**Student learning outcomes:**

Students will:

- study and practise common verbs of reporting, i.e. *say, talk, speak, tell, call, ask, answer, exclaim*
- study and explain the difference between different types of reporting verbs: transitive only, intransitive only, either transitive or intransitive
- study and practise punctuation, apostrophes and capital letters



**A. Read the conversation and underline the correct verbs like the example.**

1. Go through the exercise with the class.
2. Ask individual children to complete the first six items aloud as examples for the whole class.
3. Put the children into pairs to complete their answers to items 7–12. They write the correct verbs in their notebooks.
4. Ask pairs to tell the class the answers.

- A.**
1. asked
  2. answered
  3. exclaimed
  4. said
  5. told
  6. asked
  7. said
  8. speaking
  9. called
  10. said
  11. talk
  12. said

**STUDY CORNER**

- If your class understands language analysis, you may wish to study the grammar of these verbs of reporting.
- Point out that there are three different grammatical types, with the aid of this board table:
  - A. Some verbs are transitive only: *tell*
  - B. Some verbs are intransitive only: *answer, exclaim, speak, talk*
  - C. Some verbs are either transitive or intransitive: *ask, say, call*

**B. Write the sentences with the correct punctuation, apostrophes, and capital letters in your notebook.**

1. Read the whole text aloud to the class.
2. Go through the example and the first two sentences. Tell the class to check as you write these on the board. Make one or two intentional mistakes and wait for the class to correct you.
3. Put the children into pairs to complete their answers. They write the full sentences in their notebooks.
4. Ask pairs to tell the class the answers. They can say 'full stop', 'capital 'o'', 'comma', 'apostrophe' as they read out their answers.

**B.** Example: Once, Western Australia had no sharks, but now they're regular visitors. The lifeguards put up red flags whenever there are sharks near the beaches. That's one rule about not swimming that I'll obey. Lifeguards give lots of other safety advice. For example, avoid swimming alone as it's better to swim close to other people. Also, don't swim alone or late at night when sharks are most active. Finally, don't enter the water if you're bleeding, as sharks have a great sense of smell FOR BLOOD!

**C. Use the suffix *-est* after these adjectives, or write *most* in front of them.**

- C.**
1. longest
  2. most poisonous
  3. sharpest
  4. most dangerous
  5. nearest

# Food and drink

## UNIT 6 LESSON 1

### Student learning outcomes:

Students will:

- study the topic of food and drink
- practise *will* for offering, accepting and refusing
- develop their speaking and reading skills

### Suggestions and answers

#### A. Read and answer the question.

Follow the same procedure for the dialogue in Unit 1, Lesson 1, Ex. A.

**A.** A friend is visiting Auntie Sophie.

#### B. Read again and answer the questions.

Follow the same procedure for Unit 1, Lesson 4, Ex. B.

- B.**
1. Tea, cake and biscuits.
  2. Lunch, tea, cake and biscuits.
  3. Supper.
  4. The cake and the biscuits.

#### C. Pronunciation game 'Yummy!' or 'Yuk!' Offer some food to your partner.

1. *Yummy* means delicious, and *Yuk* means disgusting.
2. Ask the example questions to several individuals in the class. Get them to reply with plenty of expression of pleasure or disgust.
3. Ask the remaining questions to individuals in the class, using the word prompts given.
4. Get a child to offer food to another across the class. Repeat with other pairs of children.
5. Put the children into groups of four. Get them to offer food to each other in rapid succession.

## UNIT 6 LESSON 2

### Student learning outcomes:

Students will:

- practise vocabulary for unit nouns, e.g. *a piece of cake*
- play a memory game with food vocabulary
- study the spelling of plural nouns: *-s*, *-es*, *-ies*
- develop their listening skills

## Suggestions and answers

### A. Make phrases from the pictures.

- A. a piece of cake, a slice of bread, a bar of chocolate, a jug of water/milk, a bunch of bananas, a packet of crisps, a bottle of cola, a sack of rice.

### B. Activity: Play the game – *I went shopping*.

1. Demonstrate this game with a group of four students at the front of the class. After the fourth student, the first student continues.
2. When one child cannot remember the list, the game starts again.

### C. Write the plural nouns on the correct lines in your notebook.

C.	No plural	fruit, water, rice
	word + -s	bananas, cakes
	word + -es	boxes, glasses, bunches
	word-y -ies	cherries, countries

### D. What did Auntie Sophie buy? Listen to your teacher and write the answers in your notebook.

1. Read the rubric in order to explain the situation.
2. Explain that the children must listen to the dialogue and write the answers on the list.
3. Read the dialogue on page 129 of the Students' Book aloud with clear pronunciation and vitality. This is the model that your children will copy when they practise the dialogue. Pause at points in the dialogue so that the children have time to write. They can write their answers in their Student's Books, or in their notebooks.
4. Get the class to tell you their answers. If some children do not have the answers, read aloud part of the dialogue again.
5. If you wish, turn to the script on page 129. Read the dialogue aloud again while the children follow it silently in their books.
6. Put the children in pairs and get the pairs to read the dialogue aloud simultaneously.

D.	Bananas	none
	Cola	none
	Chocolates	one box, four candy (sweet) bars
	Crisps	two packets

## UNIT 6 LESSON 3

### Student learning outcomes:

Students will:

- develop their reading skills
- practise vocabulary for cooking processes
- chat about food
- study the theme of Healthy Food
- study the sub-theme of knowing children from other nations

## Suggestions and answers

### A. Match the pictures to the sections.

1. Ask the class questions about the three pictures in turn, e.g. *What's his/her nationality? How old do you think he/she is? What do you think he/she is eating?*
2. Read aloud the three texts while the children follow silently in their books. Alternatively, play the audio-recording. This will encourage the children to read phrases in sense-groups, rather than reading word by word.
3. Ask the class for their answers to the matching exercise.

**A.** left picture – 3; centre picture – 1; right picture – 2

### B. Post-reading: Answer the questions.

- B.**
1. a) Gwi b) Gwi c) Bruno d) Fang Ming e) Bruno f) Fang Ming
  2. Fang Ming's family – at the Chinese New Year; Bruno's family – Sunday lunch; Gwi's family – after the rains;
  3. a) Bruno's family b) Fang Ming's family c) Gwi's family
  4. Gwi's family – in the dry season
  5. Answers depend on the children.

### C. Vocabulary

1. Get the class to look at each of the pictures in turn and answer your questions about them, e.g. *What is the person cooking? What is the person cooking the eggs in? What kind of food is the person grilling? What is the person boiling in the pan?*
2. Write the base forms and the past participles of the three verbs on the board: *fry – fried; grill – grilled; boil – boiled.*
3. Read aloud the example sentences and get choral repetition.
4. Talk about the list of food in the same way, e.g. *You can fry meat, grill it or boil it. You can fry rice and boil it, but you can't grill it.*
5. Invite individuals to talk about food in the same way. Encourage the children to listen carefully, e.g. *You can boil vegetables and you can boil fruit. No, you can't. Yes, you can. When you make jam, you boil the fruit.*

### D. Discussion: What about you? Talk about the food in Ex. A.

1. Read aloud the rubric and the examples. Get choral repetition.
2. Take each of the three texts in turn. Get the class to scan a text and circle all the food in that text.
3. Invite individuals to talk about the food that they have circled, the same way as the examples. Make sure that you include positive and negative comments in this 'chat' session.

## UNIT 6 LESSON 4

### Student learning outcomes:

Students will:

- practise the use of the questions with *usually*
- answer survey questions and discuss the answers
- write about people's food and drink routines with *often, usually, sometimes*
- understand a riddle

### Suggestions and answers

#### A. Use the table to make questions using 'usually'.

Note that this exercise only practises the question forms, so do not get children to answer the questions; this will happen in the following exercise.

##### A. **Sample answers**

When do you usually get up / go to school / have lunch?

How do you usually go to school?

What do you usually have for breakfast / do on Saturdays?

Where do you usually have lunch?

#### B. Now ask your friend the questions you made in Ex. A.

1. Ask individuals and get them to answer. Then get one individual to ask another across the class; get the second one to reply. Do this several times.
2. Put the class into pairs and get them to practise questions and answers in the same way.

#### C. Answer these survey questions for you. (Circle)

1. Do this activity with the whole class.
2. Read aloud the questions in column 1. Read aloud the answer options in column 2.
3. Ask several individuals the first question. Get them to reply and circle their answers in column 2.
4. Ask the rest of the class the same question and get them to circle their answers.
5. Continue with questions 2–4.

#### D. Now ask your friend the survey questions and circle his/her answers.

1. Demonstrate this activity to the class with a pair of children. Child A asks the questions, Child B answers, and Child A circles the answers. Then they change and Child B asks the questions.
2. Put the class into pairs. Get them to ask and answer the survey questions and circle the answers.

#### E. Write 4–6 sentences about your partner's answers.

1. Read aloud the rubric and the example sentences.
2. Explain that each child must write sentences about his/her partner's answers. They write the sentences in their notebooks.

## Puzzle Corner

E. an elephant

## UNIT 6 LESSON 5

### Student learning outcomes:

Students will:

- understand a recipe, involving cooking processes
- describe a recipe with *first, next, then, finally*
- write a recipe, using guide words

### Suggestions and answers

#### A. Find sentences to match the pictures.

1. Get the children to look carefully at the pictures. Get them to point to some of the objects, e.g. *eggs, salt, pepper, a plate, a fork, a bowl, a pan*.
2. Demonstrate and translate if necessary the cooking processes, e.g. *beat, slide, break, pour*.

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

#### B. Cover the instructions and practise saying what is happening.

1. Get the class to practise giving the recipe, using the same phrases from Ex. A but without reading aloud.
2. Get the class to cover the instructions and look at the pictures.
3. Help individuals give the instructions for picture 1. Correct if necessary and get oral repetition.
4. Repeat with the remaining pictures.

#### C. Look at the pictures and give instructions for cooking hard-boiled eggs.

1. Get the children to look carefully at the pictures.
2. Help them to say what is happening, e.g. *A person is putting some eggs into boiling water. A person is taking the eggs out of the pan.*

C. See Ex. D below for answers.

#### D. Write the recipe in your notebook. Use the guide words.

1. Go through the exercise, sentence by sentence. Help the children to make each sentence and get choral repetition.
2. At the end, the children write the recipe in their notebooks, either in class or for homework.

- D.
1. Boil the water in the pan.
  2. Put the eggs in the boiling water.
  3. Boil the eggs for two minutes.
  4. Leave the eggs in the boiling water for five minutes.
  5. Take out the eggs.
  6. Peel the eggs and eat them with bread and butter.

## UNIT 7 LESSON 1

**Student learning outcomes:**

Students will:

- practise a dialogue and revise prepositions of location
- revise vocabulary for household furniture
- develop their listening skills

**Suggestions and answers****A. Pre-reading: Read the dialogue and answer the question.**

1. Follow the same procedure for the dialogue in Unit 1, Lesson 1, Ex. A.
2. Get the children to look at the picture very carefully. They may find the answer to the comprehension question in the picture.

**A.** It was hanging behind her bedroom door.

**B. Read the dialogue again. Underline the names of the pieces of furniture.**

This is a simple task, so do not spend a lot of time on it. When children read through a dialogue in order to find the names of pieces of furniture, this is called 'scanning' and is a useful reading skill.

**B.** chair, sofa

**C. Saira is describing her bedroom. Listen and mark the positions of the pieces of furniture.**

1. Get the children to look at the floorplan of Saira's bedroom. Get them to guess what and where the pieces of furniture are, e.g. *the chair, the bed*. Do not confirm the answers, however. Read through the list of furniture to the right of the floorplan.
2. Read aloud the script on page 130. Pause so that the children have time to mark their floorplans with the names of the pieces of furniture. The children can draw lines from the objects on the plan to the names (a–g) on the right.

## UNIT 7 LESSON 2

**Student learning outcomes:**

Students will:

- study rules for adjective order
- practise descriptive phrases with more than one adjective
- describe objects in the classroom
- study the spelling of words with double vowels and double consonants



## Suggestions and answers

### A. Match the pictures to the phrases.

1. In Book 3, we restrict rules for adjective order to the following:
  - Adjectives of size before adjectives of colour.
  - Adjectives of size before adjectives of material.
  - Adjectives of size before other adjectives (e.g. *modern*)
2. If you like, write these 3 rules on the board and get the class to copy them in their notebooks. Other rules for adjective order are taught in Books 4–5.

- |           |                        |                       |
|-----------|------------------------|-----------------------|
| <b>A.</b> | A. a small modern flat | B. a huge pink palace |
|           | C. a large stone villa | D. a tiny wooden hut  |

### B. Tick the correct phrases.

1. Go through the first pair of phrases. Ask the class why one phrase is right and the other phrase is wrong. (Adjectives of size before adjectives of colour.)
2. Read aloud the pairs of phrases. Pause after each one, so that the children have time to think and tick the correct one.
3. Go through the answers with the class.

- |           |                           |
|-----------|---------------------------|
| <b>B.</b> | 1. a big white horse      |
|           | 2. a long green snake     |
|           | 3. a large wooden door    |
|           | 4. a long brick wall      |
|           | 5. a wide metal desk      |
|           | 6. a small modern flat    |
|           | 7. a narrow wooden bridge |
|           | 8. a small red car        |

### C. Game: Look around your classroom and describe what you can see. Your friend can guess what it is.

1. Read aloud the rubric and the examples.
2. Give further examples of things that you can see in the classroom and invite the class to guess.
3. Invite individual children to say what they can see. Invite the class to guess.

### D. Double vowels / Double consonants. Spell the words in the box.

1. These grammatical terms (vowels, consonants) are for the teacher's benefit. Children should understand them receptively, but do not have to learn these words.
2. Get individual children to spell the words in the box.
3. Put the class in pairs. They spell the words in the box alternately to each other.

**E. Write the words from Ex. D on the correct lines in your notebook.**

<b>E.</b>	Double vowels:	door, roof, room, floor, wood, tree
	Double consonants:	bottle, glass, hall, villa, wall

**UNIT 7 LESSON 3**

**Student learning outcomes:**

Students will:

- develop their reading skills
- revise phrases with *too* and *not enough*
- chat about the possible development of a story
- study the theme of My home
- study and discuss the sub-theme of Patience

**Suggestions and answers**

**A. Skimming: Read the story fast and answer the question.**

Follow the same procedure for the story in Unit 2, Lesson 3, Ex. A.

**A.** She rubbed the small blue glass bottle and the genie provided a new house for her.

**B. Scanning: Read the descriptions of the woman's two new houses again. What is missing in the pictures?**

1. Direct the class's attention to the two paragraphs of description about the woman's house on pages 42–43 of the Students' Book. Help individual children to read out a sentence each of this description.
2. Go to Ex. B. Read the rubric and the example on the left.
3. Ask for further answers from the class.
4. Then direct the class's attention to the two paragraphs of description of the woman's second house on page 43. Help individual children to read out a sentence each of this description.
5. Go back to Ex. B. Read aloud the example on the right.
6. Ask for further answers from the class.

**B.** left-hand house: there isn't a chair or a table; there aren't any flies and there aren't any rats; there aren't any holes in the roof.  
right-hand house: there aren't any fans; there isn't a bathroom or a kitchen, there isn't a TV.

**C. Correct these statements about the woman's two new houses.**

1. Work through the exercise orally with the class. Correct and get choral and individual repetition as necessary.
2. Get the children to write out the correct sentences in their notebooks, either in class or for homework.

- C.** Example: The first house was too cold. No. It was too hot.
1. There weren't enough holes in the roof. No, there were too many holes in the roof.
  2. There weren't enough rats. No, there were too many rats.
  3. There weren't enough flies. No, there were too many flies.
  4. The house was too big. No, it was too small.
  5. The second house was too close to the city centre. No, it was too far from the city centre.
  6. There weren't enough planes in the sky. No, there were too many planes in the sky.
  7. The district was too quiet. No, it was too noisy.
  8. She enjoyed cleaning the house. No, she didn't enjoy cleaning the house.
  9. She liked gardening. No, she didn't like gardening.

**D. Predict: What will happen next? Share your own ideas with the class.**

1. Start a 'chat session' with the class. Encourage individual children to share their ideas.
2. Ask some questions to help the discussion along, e.g. *Do you think the woman will be happy in her house? Will she want to change houses again? Will she ask the genie again for help?*
3. Do not steer the discussion in the direction of the story's ending in Lesson 5. Encourage other ideas as well.
4. Do not correct grammatical mistakes in this 'chat session'. It is more important to encourage the children to express their own ideas.

## UNIT 7 LESSON 4

### Student learning outcomes:

Students will

- practise the use of phrases with *too* and *not enough*
- revise and practise common vocabulary for clothes
- practise asking and answering questions about clothes

### Suggestions and answers

#### A. Match the pictures and the conversations.

1. Read aloud the dialogues one by one. After each one give the class enough time to search for the correct picture.

**A.** 1. E 2. C 3. F 4. B 5. D 6. A

#### B. Cover the dialogues. Ask and answer questions about the pictures.

1. Get the class to cover the dialogues and look at the pictures.
2. This is not a memory exercise, so the children do not have to remember the exact words. However, they must ask and answer in a way that fits the picture.

3. Get a child to ask a question about picture 1. Correct if necessary.
4. Get a child to answer the question about picture 1. Correct if necessary.
5. Continue with the remaining pictures.
6. Put the class into pairs. The children keep the dialogues covered. They ask each other questions and reply.

**C. Complete the sentences and questions using 'too' or 'enough' with one of the adjectives. Write phrases or sentences in your notebook.**

1. Read aloud the rubric, the given words and the first sentence. If necessary, translate words that the children might find difficulty in understanding.
2. Put the children into pairs. They work through the exercise orally. Go round the class and give help where necessary. Get pairs to tell the class their answers.
3. Get the children to write the complete sentences in their notebooks, either in class or for homework.

- C.**
1. 'Are you **warm enough?**' 'No. Can you close the window, please?'
  2. 'Is she going to school today?' 'No, she's not **well enough.**'
  3. 'Does your brother drive?' 'No. He's not **old enough.** He's only 15.'
  4. She didn't buy much furniture because she was **too poor.**
  5. We couldn't move the sofa because the doorway was **too narrow.**
  6. 'Is your flat **big enough?**' 'Yes. It's much larger than our old flat.'
  7. 'Do you like your new house?' 'No. It's **too far** from the shops.'
  8. 'Did your uncle buy that villa?' 'No. It was **too expensive.**'

**UNIT 7 LESSON 5**

**Student learning outcomes:**

Students will:

- develop their reading skills
- complete a description of a room
- write a description of their room

**Suggestions and answers**

**A. Pre-reading: Read the story and answer the questions.**

1. Read aloud the rubric, and the comprehension question.
2. Get the children to describe what they can see in the picture.
3. Read aloud Part 2 of the story, while the children follow silently in their books.
4. Ask them to answer the comprehension questions.

**A.** She was greedy. She didn't say 'please' or 'thank you'. Finally, she lived in a drainpipe.

**B. Look at the picture and complete the description of the room, using words from this unit.**

1. Get the children to look very carefully at the picture before they do the exercise. Ask them to point to things in the room, e.g. *books, shoes, a map, etc.*
2. Get the children to complete the description in class; they write the missing words neatly in their notebooks. Encourage them to help each other if they get stuck.

**B. Sample answers**

This is my room.

- |  |  |
|--|--|
| 1. My room is <b>too</b> small.                      | 6. I do my homework on the <b>floor</b> .                    |
| 2. There is a picture of a <b>plane</b> on one wall. | 7. I keep my shoes behind the <b>door</b> .                  |
| 3. There is a map on another <b>wall</b> .           | 8. I have <b>too</b> many shoes and not <b>enough</b> space. |
| 4. I keep my CDs in the <b>bookcase</b> .            | 9. I'm a very untidy person!                                 |
| 5. I keep my books <b>under</b> the bed.             |  |

**C. Creativity: Write about five sentences describing your room in your notebook. Draw a picture too.**

1. Ex. B is sufficient preparation for this homework task.
2. Explain that 'my room' can be real or imaginary.
3. Write up the first and last sentences of the text in Ex. B. Invite children to suggest alternatives.

# The four elements

## UNIT 8 LESSON 1

### Student learning outcomes:

Students will:

- study vocabulary for bonfire parties
- develop their listening skills
- understand safety instructions

### Suggestions and answers

#### A. Pre-reading: Read the conversation and answer the question.

1. Read the rubric and the introduction. Explain that a bonfire is always an outdoor fire, usually made out of unwanted wood and dry leaves.
2. Follow the same procedure for the dialogue in Unit 1, Lesson 1, Ex. A.

**A.** The Bate family are going to eat hot potatoes. They are going to drink fruit juice.

#### B. Read the conversation again and answer these questions.

Follow the same procedure for the comprehension questions in Unit 1, Lesson 4, Ex. B.

**B.** 1. About an hour. 2. Pepper and salt and butter. 3. Ice cubes.

#### C. Listen to the instructions and number them in the right order.

1. Read aloud the instructions on page 130 of the Students' Book one by one and check that the class understands them. Check that the children know what to do: they must listen to the script and number the instructions in the right order. The first is already numbered. Pause after each instruction so that the children have time to read and do the numbering task.
2. Check the answers at the end.

**C.** The order of the instructions is 4 6 2 1 5 3.

## UNIT 8 LESSON 2

### Student learning outcomes:

Students will:

- practise vocabulary of the four elements: *earth, air, fire, water*
- study and practise vocabulary for scientific changes to water
- understand riddles

### Preparation for the lesson

If possible, bring in a thermometer (a room thermometer, not a medical thermometer) to show the class in Ex. B.

## Suggestions and answers

### A. Say these words.

Follow the same procedure for vocabulary in Unit 2, Lesson 2, Ex. A. In other words, do listen-and-point in random order, followed by listen-and-repeat in order from left to right.

A.	Earth:	a hill, mountains, a desert
	Air:	balloons, a bubble, space
	Fire:	a bonfire, matches, a rocket
	Water:	a river, a lake, an ocean

### B. Use the words in the diagram to complete the sentences.

1. Point out the thermometer in the diagram. If you have a thermometer, show it to the class. Show how the measuring liquid goes up for higher temperatures and falls for lower temperatures. You can breathe on it, or put it in front of the AC unit to demonstrate this.
2. Amend the diagram in Ex. B of the Students' Book and draw it on the board. Get the children to amend their diagrams too.
  - On the left-hand side, at the bottom 'Heat' 'to heat'; at the top add 'to boil'.
  - On the right-hand side, at the top 'Cold' 'to cool'; at the bottom, add 'to freeze'.
3. Read aloud the example sentence. Then work through the exercise with the whole class. Refer to the diagram and translate any words if necessary.

B.	1. When you <b>heat</b> water, it gets hotter.	4. When you put water in the freezer, you get <b>ice</b> .
	2. When you <b>cool</b> water, it gets colder.	5. In cold weather, water <b>freezes</b> and turns to ice.
	3. When you boil water, you get <b>steam</b> .	6. In warm weather, ice <b>melts</b> and turns to water.

### C. Problem solving: Read the two riddles and guess the answers.

1. Read aloud the first riddle.
2. Don't tell the class the answer. If a child guesses correctly, do not confirm the answer, but let others work out the answer. If they find it hard, mime the lines one-by-one, e.g. *stirring an ice cream mixture, licking an ice cream*.
3. Finally, confirm the correct answer.
4. Follow the same procedure for the second riddle. If they find it hard, mime the lines one-by-one, e.g. *picking up a hot cup of tea and blowing on it, stirring the sugar in a cup of tea, tasting then throwing away a cup of cold tea*.

C.	left puzzle: an ice cream	right puzzle: a cup of tea
----	---------------------------	----------------------------

## UNIT 8 LESSON 3

### Student learning outcomes:

Students will:

- develop their reading skills
- understand a simple science experiment
- practise uncountable nouns for the four elements: *earth, air, fire, water*
- write a report of a science experiment in the past tense
- study the theme of Curiosity and learning

### Preparation for the lesson

If possible, bring in all the objects listed in Ex. A, plus a box of matches, in order to do the experiment in class. It should interest the children to do a science experiment in their English lesson.

### Suggestions and answers

#### A. In which picture can you find these things (arrowed)?

Read aloud the objects one by one. Get the children to find them in the pictures and point to them, saying e.g. *There is a bowl in picture 2*. When they have found all the objects, they can label them in the Students' Book.

**A.** 1. wax 2. bowl 3. water 4. flame 5. glass jar 6. candle

#### B. Match the pictures to the instructions. What will happen in Picture 6? Draw the water level.

1. Do this exercise with the whole class. Read aloud the first section (a) and ask the class to find the correct picture. Give them time to do this. Do not confirm the answer until they have all had time to find it. They should write the picture number next to the instructions.
2. Repeat the procedure with the remaining sections.
3. When they have read the last section (d), get the children to mark a higher water level in picture 6.
4. Finally, do the experiment for real. Ask an individual to read out the section for the first picture. At the same time, carry out the actions.

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

#### C. Read and circle the correct answers.

- C.**
1. A candle is made of wax.
  2. When you hold a burning candle on its side, hot wax drips down.
  3. You can stick something to hot wax.
  4. The candle in the jar burnt part of the air.
  5. Cold wax keeps the candle standing up.
  6. A candle cannot burn without air.



#### D. Use these words to complete the sentences.

- |    |          |                    |          |
|----|----------|--------------------|----------|
| D. | 1. fire  | 4. earth and water | 7. fire  |
|    | 2. air   | 5. water, water    | 8. water |
|    | 3. water | 6. air and water   | 9. water |

#### E. Read the report of the experiment. Put the verbs into the simple past tense.

1. Work through the exercise with the whole class. Get individuals to complete a sentence with the verb in the right form. Get choral and individual repetition.
2. At the end, put the class in pairs. They read aloud the report, saying alternate sentences.
3. Get the children to copy the complete report in their notebooks, either in class or for homework.

E. First we **lit** a candle. We **melted** the end of the candle over a bowl. Then we **stuck** the candle upright in the centre of the bowl. The candle **continued** to burn.  
Then we **poured** some water into the bowl. We **put** a glass jar upside down over the candle. The candle **continued** to burn, but then it **went** out. After the candle **went** out, some of the water **rose** up inside the glass jar.  
This shows the following: The water **took** the place of the air under the glass jar which the candle had burned/burnt.

### UNIT 8 LESSON 4

#### Student learning outcomes:

Students will:

- practise the zero conditional (If + present tense, present tense)
- practise common verbs in their imperative form (base form)
- study the spelling of plural nouns *-s, -es, -ies*
- complete and practise a song

#### Suggestions and answers

##### A. Read and match the sentence halves.

1. Read aloud the rubric. Get two children to read the halves of the example sentence.
2. Let the children work in pairs and match the halves for sentences 1–5. Then check the answers with the class.

- |    |   |   |
|----|---|---|
| A. | 1. If you boil water, you get steam.                        | 2. If you freeze water, you get ice.    |
|    | 3. If you drop a glass jar, it breaks.                      | 4. If you put ice in the sun, it melts. |
|    | 5. If you put a bottle of water in the fridge, you cool it. |   |

##### B. Use one of these verbs to complete the sentences.

1. Read aloud the example and the sentence.
2. Put the class in pairs and let them work through the exercise. Check the answers with the class.

- |    |             |               |           |         |
|----|-------------|---------------|-----------|---------|
| B. | 1. receive  | 2. are / feel | 3. borrow | 4. burn |
|    | 5. cut/burn | 6. are / feel | 7. are    | 8. is   |

**C. Plural nouns. Write the given words on the correct lines in your notebook.**

<b>C.</b>	Add 's':	stars, balloons, rockets, fireworks
	Add '-es':	torches, matches, watches, foxes, dresses
	Change '-y' 'ies'	lorries, countries, stories

**D. Complete the song. Then recite it in class.**

1. Sing verse 1 of the song line by line, and get the class to repeat.
2. Sing verse 2 of the song together. Then sing verses 3 and 4 of the song together.
3. Finally, get the children to write the missing words in their Students' Books.

**D.** If you're **happy** and you know it, clap your hands.  
If you're **happy** and you know it, **clap your hands**.  
If you're **happy** and you know it,  
And you really want **to show** it,  
If **you're happy** and you know it, **clap your hands**.  
If you're happy and you know it, bend **your legs**. ...  
If you're happy and you know it, stamp **your feet**, ...  
If you're happy and you know it, **shout** 'Hooray!' ...

**UNIT 8 LESSON 5**

**Student learning outcomes:**

Students will:

- develop their reading skills
- write a short story, including direct speech, based on a model
- complete and learn a rhyme

**Suggestions and answers**

**A. Pre-reading: Read the story and answer these questions.**

1. Get the children to look at the picture and say what they can see.
2. Ask some questions, e.g. *Who is the person in the picture? (the Sultan) What is he looking at? How old do you think he is?*
3. Read aloud the story while the children follow silently in their books.
4. Get the class to answer the questions.

**A.** How many grains of sand are there in the whole world?  
No. But he promised to count them after the Sultan collected every grain of sand.

**B. Post-reading: Read the story again and answer these questions.**

**B.** 1. He wanted to argue with a wise man. 3. All over the world, and in the deserts and  
2. Yes. at the bottom of the oceans.  
4. Answers depend on the children.

**C. In your notebook, write a similar, short story about this question.**

1. To give a model, read aloud the story from the sample answer below.
2. Allow the children to read the story in Ex. 1 again. They can circle the phrases/sentences of the story that they want to adapt and use.
3. The children write a similar story either in class or for homework.

**C. *Sample answer***

One day, the Sultan decided to have an argument with the wise man. The Sultan thought hard, then he called the wise man. 'Wise man, I have a question: How many drops of water are there in the whole world?'

The wise man thought silently for a minute. Then he answered. 'Sultan, I can find the answer for you. I will count all the drops of water in the world for you.'

The Sultan was amazed.

The wise man continued. 'But first you must bring all the drops of water to one place near your palace. You must collect all the water from the rivers and lakes, the sea and the oceans. You must also collect all the water in the clouds and the rain. When you have collected every drop of water, I will count them for you.'

**D. Complete the rhyme.**

Ask the children to guess the missing words. Dictate the complete rhyme and get the children to write the missing words in their Students' Books.

**D.** *water, sand.*

# The beginning of fire

## UNIT 9 LESSON 1

### Student learning outcomes:

Students will:

- practise a dialogue about a performance
- develop their listening skills
- understand ordinal numbers 11th–31st

### Suggestions and answers

#### A. Pre-reading: Read the poster and the dialogue, then answer the question.

1. Get the class to look at the poster and read it aloud.
2. Ask questions about the poster, e.g. *What play is the Drama Club going to perform? When are they going to perform it? What kind of people are they looking for? (actors)*
3. Read the question. Then read the dialogue with plenty of vitality. This will be a good model for the children to copy. Check understanding of the words perform, performance.
4. Ask for answers to the question.

**A.** She wants to go to a meeting about the performance of The Beginning of Fire.

#### B. Post-reading: Answer these questions.

1. Follow the same procedure for the questions in Unit 1, Lesson 4, Ex. B.
2. Put the class into pairs. Let the pairs read the dialogue aloud.

**B.** 1. Imran.                      2. The Drama Club.                      3. Traditional story.  
4. March 21st.                      5 Monday, December 11th at 4.30.

#### C. Listen to the phone conversation.

1. The text of this listening exercise may be a little more difficult than the others in Book 3.
2. Explain that the children are going to hear one side of a phone conversation. They are going to hear Mrs Ali talking about her dates in November.
3. Read aloud the 4 comprehension questions.
4. Read aloud the script on page 130 of the Students' Book. The first time, the children should not write anything.
5. Read the script again. Pause so that the children have time to circle the dates when Mrs Ali is free.
6. To allow the children to check, read aloud the script a third time. They cross out the days when Mrs Ali isn't free.
7. Check the answers with the class.
8. If you like, get the children to look at the script on page 130. Read it aloud while they follow silently. Then allow them to read it aloud in pairs, reading alternate sections.

- C.**
1. November 1st.
  2. 20th, 26th, 30th
  3. she isn't free on all the other days (but we don't know about the 29th)
  4. on Friday 30th

## UNIT 9 LESSON 2

### Student learning outcomes:

Students will:

- practise ordinal numbers 11th–31st
- play a game about birthdays, with ordinal numbers 1st–31st
- study and practise cardinal numbers 100–1000
- do sums, say and write numbers 100–1000

### Preparation for the lesson

Prepare 2 large pieces of paper, one with January 1st written on it, the other with December 31st written on it. Bring some Sellotape (Scotch tape or sticky tape) to fasten the pieces of paper to the classroom wall.

### Suggestions and answers

#### A. Find the words for these numbers. Write them in your notebook.

1. Read aloud the words in the box, from left to right, and get the class to repeat them.
2. Get the children to write the pairs of numbers and words in their notebooks.

**A.** Answers are clear in the Students' Book.

#### B. Game: Birthdays. Ask questions and stand in line in the order of your birthdays.

Fix the paper with January 1st at one end of the classroom, and the other paper with December 31st at the other end. Get students to ask each other questions, as in the examples in the Students' Book; they stand in line in the order of their birthdays. If you have a large class, make two or three lines.

#### C. Check the birthday line. Say your birthday dates in order.

Start at the beginning of the year, with the birthday closest to January 1st.

#### D. Numbers 100–1000. Match the numbers and the words.

**D.** Answers are clear in the Students' Book.

#### E. Do these sums in your notebooks. Write and say the answers.

1. Allow the children to write the sums as numbers in their notebooks in order to calculate the totals.
2. For each sum, they must write the total in words in their notebooks.

- E.** 1. two hundred plus four hundred and sixty-three ***equals six hundred and sixty-three***  
2. seventy plus four hundred and one ***equals four hundred and seventy-one***  
3. eighty-eight plus nine hundred ***equals nine hundred and eighty-eight***  
4. forty-two plus six hundred ***equals six hundred and forty-two***  
5. one plus seven hundred and sixty-seven ***equals seven hundred and sixty-eight***  
6. three plus one hundred and three ***equals one hundred and six***

### UNIT 9 LESSON 3

Reading: The Beginning of Fire (Part 1)

#### Student learning outcomes:

Students will:

- develop their reading skills
- study vocabulary for fire and storms
- number sentences in the right order for a narrative
- learn about the theme of Life Skills
- study and discuss the sub-theme of Taking responsibility

#### Suggestions and answers

##### A. Read the play script and answer the questions.

*How did the first fire start? How did it finish?*

1. Ask the children to look at the pictures on pages 54 and 55.
2. Ask the children to look at each picture in turn, and ask them questions about it:  
*What was life like without fire? Were the people happy? Were they warm? Were they able to cook food or not? Do not correct language mistakes here.*
3. While you are doing this, teach the children some of the words that they will need for the reading text: *lightning, thunderstorm.*
4. Read aloud the comprehension questions and check that the children understand them.
5. Ask the children to read silently from their books to find the answer while you play the Audio Recording, or read the text aloud.
6. Ask the class to tell you the answers.

- A.** The fire started from lightning in a thunderstorm.  
The fire finished when two boys let the fire go out.

##### B. Put the sentences in order.

1. Help individual children read the sentences aloud.
2. Point out that sentence d) is the start of the story. Write d) on the board.
3. Ask the class for the next sentence. Write down the letter of whichever sentences are suggested. Then ask the class to decide which of these is the correct answer. Write the sentence letter on the board.
4. Continue with the remaining sentences.

5. Ask the children to write out the sentences in the correct order in their notebooks. This can be done in class, or for homework.

**B.** The correct order is:

d) h) a) f) b) g) c) e)

**C. Scanning: Complete the sentences with words from the story.**

1. Read the first sentence aloud and ask the class to give you the missing word.
2. Put the children into pairs to complete the exercise. They can write the missing words in their notebooks or you can ask them to copy the complete sentences.
3. Go around the pairs, helping as necessary.

- C.**
1. gathered
  2. stomach
  3. Tasty
  4. raw
  5. rabbit
  6. animal skins
  7. dream
  8. lightning

**Pronunciation practice**

In the following lesson, you can revise the play script: get the class to read aloud the dialogue simultaneously in pairs. Get the children to speak softly but clearly, and with lots of expression!

**UNIT 9 LESSON 4**

**Student learning outcomes:**

Students will:

- practise the use of common modal verbs *shall, will*
- practice situational responses, using pictures
- write full forms (*does not*) from contracted forms (*doesn't*)
- punctuate a playscript

**A. Read the dialogues and circle the correct verbs.**

1. Go through the exercise with the class. The children circle the correct verbs.
2. Put the class into pairs. The pairs practise the 5 dialogues, then change roles and practise again.

- |   |   |
|---|---|
| <b>A.</b> 1. <b>Can</b> you tell me about the story?<br>Of course. It's about two children. | 4. Can you stay a bit longer?<br>Sorry, I have <b>to</b> go.              |
| 2. Can you come to the meeting?<br>I'm not sure. I <b>may</b> be busy.                      | 5. <b>Will</b> you tell Huma about the play?<br>Of course I <b>will</b> . |
| 3. <b>Shall</b> I lend you my book?<br>Yes, please. I'd like to read it.                    |   |

**B. What would you say in these situations? Use 'Can I...?' or 'Shall I...?'**

1. Get the class to number the pictures 1–4 in their Students' Books.
2. For each picture, ask some questions to establish the situation, e.g. *In picture 1, is the woman carrying one or two bags? Is the boy going to help her?*
3. Invite individuals to suggest things that the people in the pictures might say. Ask for alternatives for each picture, correcting where necessary.

Sample Answers:

1. *Shall I help you carry those bags?*
2. *Shall I help you?*
3. *Can I go out to play?*
4. *Shall I post the letter for you?*

**C. Write the words in full in your notebook.**

1. Get the children to work in pairs and write the words in full.
2. Get pairs to tell the class the answers.
3. Point out that 's can be the short form for both *is* (example sentence) and *has* (sentences 3, 5).

- C.** 1. My brother is ill.      2. She does not eat cake.      3. She will buy some tea.  
4. She has got a basket.      5. They have fallen asleep.      6. She has lost her bag.

**D. Copy the dialogue with the correct punctuation in your notebook.**

1. Do the example on the board with the whole class. Remind the children to use a capital letter at the start of a sentence, and a question mark at the end of a question.
2. Let the children do this exercise in pairs. They write the dialogue in their notebooks.

- D.** A. Where are Wang Wei and Li Jun?  
B. They're looking after the fire. It's their turn today.  
A. Do you think they've got enough dry wood?  
B. I'll take some more with me when I go.  
A. I don't think they slept very well last night.  
B. Yes, Li Jun told me this morning that he's very sleepy.  
A. I hope they won't fall asleep.  
B. Relax! I'm sure they won't!

**UNIT 9 LESSON 5**

**Student learning outcomes:**

Students will:

- develop their reading skills
- develop their vocabulary for fires
- act out a dialogue in pairs
- develop a narrative and write the end of a story, using guide questions

**A. Pre-reading: Read the rest of the story and answer the question.**

Where did the two children find the fire?

1. Ask the children to look at the pictures on page 57.



2. Ask the children to look at each picture in turn, and ask them questions about it: e.g. *What did the children hear? What did the children see? How did they make fire?* Do not correct language mistakes here.
3. While you are doing this, teach the children some of the words that they will need for the reading text: *light flashes, tapping, to peck, beaks, sparks*.
4. Read aloud the comprehension question.
5. Ask the children to read silently from their books to find the answer while you play the Audio Recording, or read the text aloud.
6. Ask the class to tell you the answer.

**A.** The children found that birds were making sparks in a forest, so they created a fire themselves.

**B. Role play: Act out Part 2 of the story in pairs. (Yu Yan and Feng Mian)**

Get the class to read aloud the dialogue simultaneously in pairs. Get the children to speak softly but clearly, and with lots of expression!

**C. Write the end of the story in your own words in your notebooks. You can use these questions to help you.**

**Teacher's Note:**

It is always important to PREPARE for a writing activity in class. Without preparation, a) the children may not know what to write, or b) they may make lots of mistakes.

1. Read aloud the rubric.
2. Read aloud all the guide questions, without discussing them.
3. For the first question, write the number '1' (but not the question) on the board. Ask the class for suggested answers. Write all the sensible answers on the board. Ask the class, *'Which of the answers do you think is the best?'* Circle the preferred answer, but leave the other answers on the board.
4. Repeat this exact procedure with all the other questions. At the end of this stage, there will be lots of different ideas on the board, in note form.
5. If you want to do this writing activity in class, leave the suggestions on the board. The children work in pairs to complete their narratives; they all write a narrative in their notebook.
6. If you want to do this writing activity for homework, tell the children to copy their favourite ideas into their notebooks. Then they write their own narrative at home.

**C.** The answers depend on their children.

Follow-up if you like:

1. Choose 2–3 good narratives and read them aloud in class (without saying the names of the children who wrote them).
2. Get the children to write their narratives in notebooks, with one or more pictures. Display them in the classroom or on the corridor notice board.

# Revision and Extension

## UNIT 10 LESSON 1

### A. Complete the conversation by circling the correct verb.

- A. Parveen:** Hello, Saira! Come in. It's nice to see you again. ***Shall*** I get you a cold drink?  
**Saira:** Yes please, I ***would*** love one.  
**Parveen:** What ***shall*** we do? ***Shall*** we go outside?  
**Saira:** Good idea! Then we ***can*** play a game.  
**Parveen:** What time ***do you*** have to go?  
**Saira:** My Grandma and Grandpa ***might*** come to supper. So I ***must*** be home before seven o'clock.  
**Parveen:** We've got lots of time. ***I'll*** show you my new bicycle!

### B. Circle the correct word to complete the sentences.

- B.** 1. c    2. a    3. b    4. a    5. c    6. b

### C. Listen to your teacher. Write the answers in your notebook.

- C.** Read the full script on page 130 of the Students' Book.  
 4. 160    5. 830    6. 211    7. 536

## UNIT 10 LESSON 2

### A. Match the sentence halves. Then make other sentences using your own words instead of those in italics.

- A.** 1. If those shoes are too tight, don't buy them.  
 2. I need a bigger skirt because this one is too tight.  
 3. Their flat wasn't big enough, so they bought a bigger one.  
 4. I can't wear these trousers because my legs are too long.  
 5. If your tea is too hot, put some more milk in it.  
 6. If you're too hot, put the fan on.

### B. Write questions for these answers in your notebooks.

- B.** 1. What do you usually have for breakfast?      4. What do you usually do on Sundays?  
 2. How do you usually go to school?                5. When do you usually go to bed?  
 3. Where do you usually play games?

**C. How to make tea the British way. Complete the instructions using the given words.**

- C. 1. **Light** the gas. **Boil** water in a pan.
2. **Heat** the teapot with a little hot water.
3. **Pour away** the hot water.
4. **Put** two teaspoons of tea leaves into the pot.
5. **Pour** the boiling water onto the tea leaves.
6. **Wait** 5 minutes.
7. Serve the tea. Offer **milk**, or a slice of lemon. Offer a **plate** of biscuits too.

**Unit 10 Test**

**Preparation before the test**

1. Each child will need their notebooks to write the answers.
2. You will need a copy of the Record of Quarterly Assessments on page 178 of this book.

**How to give the test**

1. Read aloud each question and explain what the children have to do.
2. Give them a time limit to attempt the test.

**ANSWER KEY (50 MARKS)**

**A. Write the missing parts of the dialogue. (10 Marks)**

- A. 1. Will you have
2. shall get / will get
3. Shall I show you / Can I show you / Would you like to see
4. does your husband usually
5. Can / Will you / Would you like to

**B. Rewrite the following sentences, using the word(s) in brackets, to give the same meaning. (10 Marks)**

- |  |   |
|--|---|
| B. 1. These shoes are not wide enough.       | 4. They've bought a modern stone villa.     |
| 2. Those trousers are too tight.             | 5. I'm going to wear my new green trousers. |
| 3. If you feel cold, (then) put on a jacket. |   |

**C. Choose the correct answer from a, b, c, or d. (10 Marks)**

- |         |      |      |      |       |
|---------|------|------|------|-------|
| C. 1. c | 2. a | 3. b | 4. d | 5. d  |
| 6. a    | 7. c | 8. d | 9. b | 10. a |

### D. Read the text and answer the questions in full sentences. (10 Marks)

1. You need earth, air, water, warmth from the sun and strawberry plants.
2. You should buy strawberry plants.
3. You should pick the brown leaves on the plants.
4. You should put straw under the young strawberry plants.
5. You put them in boxes in cooled trucks.

### E. Write a recipe. (10 Marks)

E. Answers depend on the children. Ensure that the instructions of the recipe(s) are in a logical order.

## UNIT 10 LESSON 3

### Student learning outcomes:

Students will:

- develop their reading skills
- study vocabulary for healthy eating
- chat about their favourite and least favourite foods
- learn about the theme of Health
- learn about and discuss the sub-theme of Healthy food

### Suggestions and answers

#### A. Match the questions to the answers.

1. Start by introducing the topic of Lesson 3 (Healthy Foods). Write headings on a divided board: HEALTHY FOODS | UNHEALTHY FOODS.
2. Ask the class general questions, e.g. *What kinds of healthy foods do people eat? What kinds of unhealthy foods do people eat?* Write pupils' suggestions on the appropriate side of the board. Ask pupils to spell the foods that they suggest, and correct if necessary. Do this stage briskly.
3. Once you have a board with sufficient items on it, clarify by asking questions, e.g. *Are all kinds of breads / cakes / biscuits unhealthy? Can you stay healthy by eating only fruits and vegetables? Is it OK to eat small quantities of so-called unhealthy foods, e.g. one small slice of a birthday cake?*
4. Before children read the text, pre-teach the meaning of these items of vocabulary: *diet, portion.*
5. Allow the children time to read the answers silently. Then they match the questions and answers in pairs, using their notebooks.
6. Conduct a quick visual check of the task by saying, *'What is the answer to Question 1? Is it a) – hands-up! Is it b) – hands-up! Is it c) – hands up!'* In this way, you are able to see how many of the children are getting the correct answers.

## **B. Read and check.**

1. Make use of the artwork before the children read the dialogue. Ask general questions, e.g. *What foods can you see in the picture? Who do you think is asking for some fries? Who do you think is saying 'No!'?*
2. Do the 'Tick-or-Cross' task briskly with the whole class, letting the children make their own choices. Ask questions like this: *Pencils ready, everybody? Do you think a burger is part of a 5-a-day programme? If 'Yes', put a tick; if no; put a cross.*
3. Conduct a quick visual check of the predictions by asking, for example, *'Do you think fries are part of a 5-a-day programme? Hands-up – yes; Hands-up – no.'* In this way, you and the children can see whether there is unanimity in their predictions, or not. This is an added motive for the stage 'Now-read-and-find-out'.
4. Read the dialogue aloud to the class while the pupils follow in their books. Read with plenty of expression and a wide range of intonation. (The reading texts in the Revision and Extension Units are not available on the audio-recording.)
5. Return to the pre-reading task and ask the children for their revised answers. Encourage them to revise their predictions, e.g. they may say, *'I thought that onion rings were part of your 5-a-day' but now I can see I was wrong.'*

**B.** None of the foods are part of a 5-a-day programme.

## **Extra notes on the dialogue:**

Fahad is being scientific when he says, 'In my burger there is cucumber, tomato and lettuce, so that's THREE salads in one burger.'

Mr D is not being scientific when he says, 'Those fruit yoghurts have very little fruit and ten kilos of sugar.' (He is exaggerating.)

## **C. Match the sentence halves to make a poster for a school water cooler. Use your notebooks.**

1. Read aloud the items on both sides of the table. Explain and demonstrate the meaning of possibly unknown vocabulary like *'floor-mop, mopping up, mat, slip'*.
2. Read aloud the example answer.
3. The children work in pairs and write their answers, e.g. ie, in their notebooks.
4. Go over the answers with the whole class.
5. You can ask the children to write out the whole sentences in their notebooks for homework.

## **D. Write a poster for a water cooler for your school. Use some phrases from Ex. C and your own ideas too.**

1. You can get pupils to write their individual posters for homework.
2. Display the posters on the walls of the classroom and/or school corridors.

## UNIT 10 LESSON 4 Vocabulary

### Student learning outcomes:

Students will:

- study and practise words ending in *-al -el -le and -il*

### A. Spelling. Write the words on the correct line in your notebooks.

1. Read aloud the words and get the class to repeat them. All the words have the word-stress on the first syllable.
2. Check that the children understand the meanings of the words.
3. The children copy the words into their notebooks on the correct lines.
4. Revise the spellings within three days by giving a 10-word dictation.

- A.** -al: metal, oval  
-el: camel, label, panel, parcel, quarrel, tunnel  
-le: ankle, double, little, middle, table, uncle  
-il: nostril, pencil, pupil

### B. Complete the sentences with the words from Ex. A.

1. Read aloud the sentences while the pupils follow silently in their books. This will help slower readers keep pace with your speed of reading.
2. When you read this kind of gapped sentence aloud, knock your knuckle loudly on the desk to indicate each missing word.
3. The children work in pairs and write the gapped words in their notebooks.
4. Check the answers with the class.

- B.** 1. quarrel, tunnel  
2. label, parcel  
3. camel, double  
4. pencils, pupils  
5. little, table  
6. metal, panel  
7. uncle, middle, double  
8. Oval, oval  
9. ankle

## UNIT 10 LESSON 5 Grammar and Punctuation

### Student learning outcomes:

Students will:

- practise writing full forms instead of abbreviated forms
- learn to recognize *have* and *has* in abbreviations

- study and practise conditional sentences
- complete and punctuate conditional sentences (with or without comma)

**A. Write the sentences in full in your notebooks. Use these words.**

1. Go through the exercise and the example with the class.
2. Ask individual children to complete the next two items aloud as examples for the whole class.
3. Put the children into pairs to complete their answers. They write the full sentences in their notebooks.
4. Ask pairs to tell the class the answers.

- A.**
1. She **does not** eat ice cream.
  2. **Do not** eat too many sweets.
  3. The **water is** boiling.
  4. **They are** going to a fast-food café.
  5. This **is not** a healthy drink. Look at the label.
  6. **I am** very hungry.
  7. **They have** got some packets of crisps.
  8. My **mother has** gone to the doctor.
  9. **I will** come back in half an hour.
  10. He **cannot** eat meat or fish.

**B. Write sentences with 'if' in your notebooks. Use the guide words, but do not change the order. Add the correct punctuation (commas, apostrophes, full stops).**

**STUDY CORNER**

- Go through the examples in the box.
- Point out that there is a comma in the first example, because the If-clause comes first.
- Point out that there is no comma in the second example, because the If-clause comes second.

- B.**
1. Keep out of the sun if you can.
  2. If it is possible, walk in the shade during the hottest part of the day.
  3. If the weather is very hot, place a wet hat or cloth over your head.
  4. If you are playing sports outdoors, put on a wet T-shirt before you start.
  5. If you are active in the daytime, make sure you drink enough water.
  6. Don't drink too many sugary drinks if/when the temperature rises.
  7. Eat fruit one hour before your meal if you can.
  8. If you want a healthy diet, eat only fruit for breakfast.
  9. Always eat fruit by itself if you can (without ice cream!).

# Safety first!

## UNIT 11 LESSON 1

### Student learning outcomes:

Students will:

- read, understand and practise a dialogue
- revise and practise instructions with *must(n't)/should(n't)*
- develop their listening and reading skills
- chat about safety rules

### Suggestions and answers

#### A. Pre-reading: Read the dialogue and answer these questions.

1. Tell the children to look at the first picture on page 66 of their books and get them to tell you what they can see. Use the picture to teach the word *flume*.
2. Read the dialogue aloud, while the children follow in their books.
3. Read the dialogue again, more slowly. Ask the class to stop you when they hear something that they should do or shouldn't do at the swimming pool.
4. Point out the two occurrences of '*There!*' This is used to point out something which has just happened.

#### A. You should take a shower before you get into the pool.

You should look before you go down the flume.

You shouldn't run round the pool.

#### B. Practise the dialogue.

1. Put the children into pairs to practise the dialogue.
2. Get them to change roles and practise again.
3. Get them to use appropriate gestures and tone of voice while practising the dialogue.

#### C. A swimming pool attendant is talking about rules. Number them in order.

1. Tell the children to look at the picture on page 66 and get them to tell you what they can see. Read the rubric aloud.
2. Explain what the children have to do: they have to listen and number the rules in order.
3. Read aloud the script on page 130 of the Students' Book. The children number the rules in their books.
4. Check the answers in the following way. Read the instructions again. Ask the class to stop you when they hear a rule. They should read out the appropriate rule from Ex. C.



**C. No food or drink beside the swimming pool. 4**

No running. 2

Shower before swimming. 1

Take everything with you when you leave. 5

No jumping onto other people. 3

**D. Discuss with a friend.**

1. Read aloud the rubric. Put the children into pairs and get them to number the 5 rules in Ex. C in order of importance. While they are doing this, write the 5 rules on the board.
2. Get pairs to read out their list. Number their order next to the list of rules on the board. Ask pairs to explain their reasons, e.g. *If you bring a bottle of cola into the swimming pool, the glass bottle might break. If you jump onto other swimmers, you might hurt them.*
3. While pairs tell the class their reasons, do not interrupt them in order to correct their English. However, you can help them if they are searching for a word or phrase.

**D. Answers depend on the children. Some other possible rules: Look before diving into the pool from the high board.**

Don't push anybody into the water.

Don't push anybody's head under the water.

**UNIT 11 LESSON 2**

**Student learning outcomes:**

Students will:

- study and practise transitive, separable phrasal verbs
- complete sentences with transitive, separable phrasal verbs

**Suggestions and answers**

**A. Match the sentences to the pictures.**

1. Tell the children to look at the pictures on page 67 and get them to tell you what they can see. Use the pictures to check/teach the words *loudspeakers, rubbish*.
2. Use the opportunity to revise vocabulary while you talk about the pictures. Use the structure *there is/are* and the present continuous tense for this purpose. Revise common prepositions.
3. Read aloud the 6 sentences and get the class to repeat them.
4. Put the class into pairs and get them to do the matching exercise. Check the answers with the class.

**A. 1.** You should switch on your lights.

2. Can you turn down the music?

3. Pick up all the rubbish, please.

4. You can put your bag down inside.

5. Can you fill up the jug, please?

6. You should throw them away.

## STUDY CORNER

- Point out that some phrasal verbs for this lesson are separable.
- Read aloud the examples. Point out that you can put the noun phrase at the end of the sentence, e.g. *the light*, but you can't put the pronoun at the end of the sentence, e.g. *it*.

### B. Complete these sentences in the past simple using the given words.

1. Read aloud the incomplete sentences and answer any questions.
2. Put the class into pairs and get them to do the completion exercise. Check the answers with the class.

- B.**
1. Dad **turned** up the TV because it wasn't loud enough.
  2. When the cricket match finished, Dad **switched off** the TV.
  3. She **cut out** the picture of the fox and put it on her poster.
  4. In the clothes shop, he **tried on** the blue trousers.
  5. She was thirsty so she **filled up** her water bottle.
  6. The house was on fire but the men successfully **put it out**.
  7. It was dark when she got home so she **switched on** the light.
  8. Mum had too many books. So she **gave** some **away** to her friends.
  9. I was too hot in the bus so I **took** my jacket **off**.
  10. That machine was dangerous! He **threw** it **away**.

## UNIT 11 LESSON 3

### Student learning outcomes:

Students will:

- develop their reading skills
- practise vocabulary for electrics
- practise giving safety instructions with *must(n't)*
- complete stories about accidents in the past tenses
- learn about the theme of Risk reduction
- learn about and discuss the sub-themes of a) safety in the home / at the swimming pool / in the street, b) traffic education, c) obeying rules and regulations

### Suggestions and answers

#### A. Listen and point to the words. Then listen and repeat.

1. Start by chatting to the class about the 4 pictures, e.g. *The plug in picture 2 goes into the socket in picture 1. The flex in picture 3 goes from the TV, which you can't see, into the wall socket in picture 1. You use a light switch in picture 4 to turn the lights on and off.*
2. Read aloud the words in random order, from the Teacher's Script on page 130. The students point to the objects as you do this.
3. Finally, do listen and repeat as on page 130 of the Students' Book.

**B. Find letters (A–H) in the picture on page 69 that show the opposite of these safety rules. Write the correct letter next to each sentence.**

1. Tell the children to look at the picture on page 69 and get them to tell you what they can see. Use the picture to check/teach any unknown words, e.g. *cleaning liquids, medicines, matches*.
2. Use the opportunity to revise vocabulary while you talk about the picture. Use the structure *there is/are* and the present continuous tense for this purpose. Revise common prepositions.
3. Read aloud the 8 rules and get the class to repeat them. Do the example item (7D) with the class.
4. Put the class into pairs and get them to do the matching exercise. Check the answers with the class.

- B.**
1. Don't touch a switch with wet hands. **E**
  2. Play away from the cooker. **B**
  3. Don't dry clothes near fires. **F**
  4. Don't play with matches. **G**
  5. Keep away from sharp knives. **C**
  6. Don't touch bottles of cleaning liquids. **A**
  7. Don't touch medicines or play with them. **B**
  8. If you drop food or spill water on the floor, clean it up. **H**

**C. Cover the rules. Look at the picture on page 69 again and repeat them, using 'must' and 'mustn't'.**

1. Note that this exercise practises the use of you must(n't) do ... (impersonal use).
2. Demonstrate the exercise. Get the class to cover the text and look at the picture. Go through the lettered parts of the picture in order (from A to H). Get a child to give the rule for each one.
3. Put the class into pairs and get them to practise giving the rules.

**C. Sample answers**

- A. You mustn't touch bottles of cleaning liquids. You must keep them in a cupboard.
- B. You must play away from the cooker. You mustn't play with pans of hot water.
- C. You must keep away from sharp knives. You mustn't touch them.
- D. You mustn't touch medicines or play with them. You must keep them in a cupboard.
- E. You mustn't touch a switch with wet hands. You must dry your hands first.
- F. You mustn't dry clothes near fires. You must dry them safely.
- G. You mustn't play with matches. You must keep them in a drawer.
- H. If you drop food or spill water on the floor, you must clean it up. You mustn't leave mess on the floor.

**D. Complete these rules using *Always* or *Never*.**

- D.** a. Always                      b. Never                      c. Always                      d. Never

**E. Rewrite the rules in your notebook, using 'must' and 'mustn't'.**

E. See the answers for Ex. C.

**F. What did they do wrong? Complete the sentences using the past tense of the verbs in brackets. Find five rules from the list for these stories.**

1. Read aloud the incomplete sentences and answer any questions.
2. Put the class into pairs. They write the verbs in the past tense in their notebooks. This way, every child has to make an effort.
3. Check the answers with the class. Get individuals to read out the complete sentences. After each item, ask the class to find the appropriate rule from the list.

**F. Example: Mama spilt some water on the floor. Then she went to answer the phone. Papa came into the kitchen. He slipped and fell and broke his arm. (Rule 8)**

1. When Tommy was five, he **found** some red pills on the kitchen table. He **ate** one, because he **thought** it was a sweet. But it was a sleeping pill! He **slept** for 8 hours. (Rule 7)
2. Jane's white T-shirt was wet when she **came** home. She **hung** it on a chair in front of the fire. The fire **was** too close. Now she has a brown T-shirt. (Rule 3)
3. Mama **left** a sharp knife in a bowl of water in the kitchen. The maid **came** in and started to wash the dishes. She **cut** her finger on the knife in the water. (Rule 5)
4. Sally was playing with a bottle of liquid soap. It **fell** over and the top **came** off. The liquid **spilt** over the box of vegetables. (Rule 6)

## UNIT 11 LESSON 4

### Student learning outcomes:

Students will

- practise conditional sentences (if + present tense + imperative)
- complete and punctuate conditional sentences
- study the first conditional (if + present tense + will) with the aid of a picture

### Suggestions and answers

**A. Match the sentence halves to make complete sentences.**

1. Read aloud the sentence halves and answer any questions. Get the class to repeat them. Do the example item with the class.
2. Put the class into pairs and get them to do the matching exercise. Check the answers with the class. Get individuals to read out complete sentences and get the class to repeat them.

- A.**
1. If the lights go out at night, light a candle.
  2. If a dog comes up to you, don't touch it.
  3. If a box of matches is wet, don't put it in front of a fire.
  4. If you spill liquid on the floor, clean it up at once.
  5. If you smell gas, open a window.
  6. If you can't swim, don't play in the river.

**B. Complete the sentences, using one of these verbs.**

1. Read aloud the incomplete sentences and answer any questions.
2. Put the class into pairs. They write the missing words in their Students' Books. This way, every child has to make an effort.
3. Check the answers with the class. Get individuals to read out the complete sentences.

**B.** 1. draw                      2. keep                      3. put                      4. ask                      5. go  
6. write                      7. push                      8. play                      9. wait

**C. Use capital letters, commas, full stops and apostrophes to punctuate the sentences as shown in the examples.**

- C.** 1. If the train stops outside a station, you mustn't get out.  
2. Don't drink water in the washroom if you're thirsty.  
3. When your train stops at a station, don't leave your seat.

**D. This alien is in danger! Use the sentence halves to make complete sentences.**

1. Tell the children to look at the picture on page 70 and get them to tell you what they can see.
2. Do the short matching exercise with the class. Get the class to repeat the sentences.
3. Get the class to write the complete sentences in their notebooks.

- D.** 2. If the train hits you, you will die.  
3. If you die, I will be very sad.

**UNIT 11 LESSON 5**

**Student learning outcomes:**

Students will:

- chat about a traffic scene
- talk about a picture, using the present continuous tense
- write traffic rules for cyclists and pedestrians

**Suggestions and answers**

**A. Look at the picture. How many a) drivers b) cyclists and c) pedestrians can you find?**

1. Spend enough time for children to look carefully at the picture, but do not talk too much about it. The description of the scenes is done in Ex. C.
2. Read aloud the rubric and check/teach the meaning of driver, cyclist, pedestrian. Explain that pedestrians are found on the streets in towns and cities, but are not found in the fields, countryside or mountains.
3. Ask individuals to answer the question.

**A.** a) 4 drivers    b) 2 cyclists on 1 bicycle    c) two other cyclists    d) 4 pedestrians

## B. Which drivers are breaking these rules?

1. Do this exercise with the class. Read aloud the first rule. Give the class enough time to search the picture for the answer.
2. Check the answer with the class.
3. Repeat the procedure with the remaining 2 rules.

**B.** Driver C  
Driver F  
Driver D

## C. What other dangerous things are people doing in the picture?

1. Tell the children to look at the picture on page 71 and get them to tell you what they can see. Use the picture to check/teach any unknown words, e.g. *zebra crossing, traffic lights, road sign*.
2. Use the opportunity to revise vocabulary while you talk about the picture. Use the structure *there is/are* and the present continuous tense for this purpose. Revise common prepositions.
3. You can get the class to write 4 or more sentences about the picture for homework, using the present continuous.

### C. Sample answers

1. Cyclists are riding on the same bike.
2. Boys are playing football near the crossroads. One boy is running into the street without looking.
3. People are walking on the street, not on the pavement.
4. A boy is running to catch a minibus, which is moving.

## D. Write some traffic rules for cyclists and pedestrians.

1. Accuracy is important for this exercise, e.g. the correct use of articles, prepositions, so do the exercise first with the whole class.
2. Get individuals to read aloud the example and get choral repetition. Point out that it is acceptable to use the shortened form *Don't* in written rules.
3. Get individuals to do the remaining items and get choral repetition.
4. The children write the rules in their notebooks; they can work in pairs while they do this.

### D. Cyclists

Don't carry a passenger on your bicycle.  
Ride on the left side of the road.  
Keep both hands on your bicycle.

#### Other possible rules:

Stop at a red traffic light.  
Don't carry a parcel on your bicycle.

### Pedestrians

Cross the road at the traffic lights.  
Don't jump onto a moving bus.  
Don't play ball games in the street.

#### Other possible rules:

Walk on the pavement.

# Poems about people

## UNIT 12 LESSON 1

### Student learning outcomes:

Students will:

- read, understand and practise a dialogue
- play the game 'I Spy'
- complete and practise a poem

### Suggestions and answers

#### A. Pre-reading: Read the dialogue and answer the question.

1. Tell the children to look at the picture on page 72 and get them to tell you what they can see. Teach the word *nylon*.
2. Read the dialogue aloud, while the children follow in their books.
3. Read the dialogue again, more slowly. Ask the class to stop you when they hear the answer to the comprehension question.
4. Get the children to practise variations of the dialogue. Get them to underline the following words/phrases in their Students' Books: *Good morning, bag, sports clothes, popular, bigger, too big, nylon, light, strong*.
5. Get a pair of children to practise a variation of the dialogue, using other words instead of the ones that they have underlined.
6. Repeat this with different pairs of children.

**A.** Dan forgot to pay for the bag; he also forgot to take his bag as he was leaving.

#### B. Play the game 'I Spy'. Ask questions like the example to find out what your friend is thinking of.

1. Demonstrate the game to the class. Read aloud the example and let children ask you questions, e.g. *Is it a clock?*
2. Demonstrate again. Make sure that children ask you Yes/No questions, not Wh-questions.
3. Divide the class into 2 teams. Get Team A to think of a word, while Team B guesses. Count the questions that Team B has to ask before it finds the correct answer and write this on the board under Team B. Get Team B to think of a word, while Team A guesses. Count the questions that Team A has to ask before it finds the correct answer and write this on the board under Team A.
4. At the end of the game, the team which asked the fewer questions wins the game.

#### C. Listen to the poem and fill in the gaps.

1. Get the class to look at the picture and tell you what they think is happening.

2. Read the poem aloud on page 130 of the Students' Book once, while the children follow in their books.
3. Read the poem aloud again. The children write the missing words in a list in their notebooks.
4. Check the answers with the class.
5. Get the class to learn the poem by heart for homework. Test them the next day.

**D. Answer the questions.**

- |                  |                                |                 |
|------------------|--------------------------------|-----------------|
| D. 1. In Lahore. | 2. She pulled the door.        | 3. In the door. |
| 4. Yes.          | 5. She was lying on the floor. |                 |

**UNIT 12 LESSON 2**

**Student learning outcomes:**

Students will:

- study and practise vocabulary for materials
- study and practise adjectives with *-en* for materials
- compile lists of clothes according to materials
- chat about materials visible in the classroom environment

**Suggestions and answers**

**A. Listen and find the words. Then listen and repeat.**

1. Give the class a little time to look at the pictures.
2. Read aloud the first part of the script on page 130 of the Students' Book. Pause after each word so that the class has enough time to find and point to the word.
3. If you like, quickly check the meanings by translation.
4. Do listen-and-repeat with the words in the correct order.

**STUDY CORNER**

- Point out that *cotton* is a noun and an adjective. Explain that the words *leather, plastic nylon, rubber* are both nouns and adjectives.
- Explain that the adjective for wool is *woollen*, and the adjective for wood is *wooden*. (Woolen is the American English spelling.)

**B. Read the sentences and circle the correct word.**

**B. Example: leather**

2. nylon or wool   3. cotton   4. woollen   5. Rubber   6. nylon   7. Leather

**C. What are they made of? Make lists to show what clothes can be made of. Write your lists, then compare your answers. You can use items of clothing more than once.**

1. Go through the items of clothing in the box and check meanings.
2. Go through the examples for cotton.



3. Put the class into pairs. Get them to make 3 columns in their notebooks headed: *Woollen, Nylon, Leather*.
4. The children work in pairs and write their lists.
5. Get pairs to read out their lists, while you write them on the board. Check these answers with the class.

**C.** Cotton – a cotton shirt, cotton shorts, cotton socks, a cotton skirt, a cotton dress  
Woollen – a woollen shirt, woollen socks, a woollen skirt, a woollen dress, a woollen hat  
Nylon – a nylon shirt, nylon shorts (for football), nylon socks, a nylon skirt, a nylon dress  
Leather – leather boots, leather shoes, leather belt, leather coat

**D. How many materials can you see in your classroom?**

1. Get the class to chat about the materials that they can see in the classroom. They can also chat about materials that are visible through the doorway or the windows. If your class is not too big, you can also take the class into the playground so that they can see things of different materials beyond the school grounds.
2. Make sure that the children use both types of sentence patterns for their answer. They can write 3 or more sentences of each type in their notebooks, in class or for homework.
3. Make sure that children use the correct adjective order in this personalization stage, e.g. *a blue cotton dress, big leather shoes*. However, do not make a lesson on this as it has already been practised in Unit 7.

**D.** Answers depend on the children.

**UNIT 12 LESSON 3**

**Student learning outcomes:**

Students will:

- develop their reading skills
- study rhymes in poems
- write a paragraph about a day in their home town
- write a poem, using guide words
- study the theme of Ethics and values
- study and discuss the sub-theme of Respect for elders

**Suggestions and answers**

**A. Read the poem and underline the correct answers.**

1. Ask the children to look at the picture on page 74 and get them to describe the scene. Ask general questions like these, 'Is the scene in a town or a village? What sport are the young people playing? Who is watching the game? Which country might it be? Why?' Do not correct language mistakes here, but allow the children to express their own ideas.
2. Play the audio-recording, or read the poem aloud, while the children follow in their books.

3. Ask the class to tell you the answers to the questions. Ask individuals to give you reasons for their answers.
4. Go over the language notes that are printed below the poem.

- A.**
1. The writer describes the whole day.
  2. The old talk about young people in the past.
  3. The writer imagines that the old had happy childhoods.

**B. Scanning: Find answers to these questions in the poem.**

1. It is best to do this exercise with the whole class, but do allow them to think of possible answers silently, before you ask individuals.
2. Read aloud the first question. Allow the children time to search for phrases and words in the poem. Then ask individuals for answers and write these on the board. Check whether all the answers have been found.
3. Repeat the procedure with the remaining questions.

- B.**
1. 'The sun does arise and make happy the skies.'
  2. 'The sun does descend; ... Are ready for rest.'
  3. Bells, birdsong, laughter, talk
  4. 'Round the laps of their mothers ... Are ready for rest,'
  5. the echoing green (verse 2, line 1)  
the echoing green (verse 2, line 11)  
the darkening green (verse 3, line 8)

**C. Write ten sentences about a day in your home town/village/city from sunrise to sunset.**

1. Prepare for this short writing activity in the classroom, and let the children write their compositions while you go round and help.
2. Prepare a board diagram with times (e.g. 6.00 to 21.00 hrs) down the left-hand column. Ask for suggested words and phrases and write these in note form on the board, e.g.:  
6.15 *the cocks in the farmyard wake me up*  
8.30 *breakfast*  
13.30 *rest*  
15.30 *sports, riding my cycle*
3. In this way, the children will have plenty of ideas and choices when they come to write their sentences.
4. Go round the class while they are writing and help where necessary.

**D. Read the poem 'Little' and circle the correct answer.**

1. Tell the children to look at the picture on page 75 and get them to tell you what the girl is holding. Ask more questions about the picture, e.g. *Who do you think the children are? Where do you think they live? Why?*
2. Read the poem aloud, while the children follow in their books.
3. Ask the class to give you the answer to the question.

**D.** The writer's brother is younger.

**E. Find words in the poem that rhyme with these words.**

1. Tell the class to look at the example.
2. Tell the class to find the rhyming words in the poem and write them in their Students' Books. They can help each other as they do this.

**E.** took, cook: book, look  
mother: brother,  
other

**F. Use the words to help you write a poem that is the opposite of the one you read above.**

1. Explain the task to the children.
2. You can read out the sample answer below, while the children follow the guide words in their books.
3. They can write their poems in class or for homework.

**F. Sample answer**

I am the brother of her  
And she is my sister.  
She is too big for us  
To play with each other.  
So every evening I show her  
My toys and my Gameboy;  
But every evening she still is  
Too busy to look.

**Additional activities**

You can tell the class to learn one or more of these poems by heart for homework. Learning poems by heart is a useful way of remembering phrases and chunks of language. If there is a rhyming scheme, a poem is easier to learn by heart.

**UNIT 12 LESSON 4**

**Student learning outcomes:**

Students will:

- to play the Blindfold Game and practise sentences with *everybody/nobody/somebody*
- to read and understand a story with *everybody/nobody/somebody*
- to describe a picture using the present simple tense
- to describe what has changed in the picture, using the present perfect tense

## Suggestions and answers

### A. Listen and follow your teacher's instructions.

1. Do the demonstration in order to teach the meaning of *somebody*, *everybody*, *nobody*, using the script on page 131 of the Students' Book.
2. Play the Blindfold Game.
3. Get one child to come up to the front of the class and blindfold him/her (the guesser) with a scarf.
4. Give hand-gestures to the class, and then get the guesser to answer your questions, like this: Gesture to the class to stand up. Gesture to one child to sit down.

Teacher: Is everybody standing up? Guesser: Yes.

Teacher: Are you sure? Is anybody sitting down? Guesser: Er ehm. Yes. Somebody is sitting down.

Teacher: (Signal: Gesture to one child to go to the door, open it and stand outside.) Is everybody in the classroom?

Guesser: No.

Teacher: Is somebody outside the classroom? Guesser: Yes.

Teacher: (Signal: Gesture to the child to step inside, then step outside again.) Is everybody in the classroom now?

Guesser: Yes.

Teacher: Are you sure?

Guesser: No. I think somebody is outside the classroom.

Then do similar actions and questions with another blindfolded child. Try to make the blindfolded child answer your questions and make sentences as well.

### B. Read the story and underline the names.

1. Read aloud the story while the children follow in their books. Point out that the names in the story are printed with capital letters.
2. Put the class into pairs. The pairs read the dialogue again and write the names on the correct lines.
3. Get pairs to tell the class their answers. Do not confirm the answers immediately, but ask the class if they agree.

**B.** At home: Somebody, Nobody

Out: Everybody, Anybody

### C. Make sentences about the pictures using these words.

Demonstrate this exercise as follows:

#### Picture 1

- Read aloud the example. Ask individuals to make similar sentences about Picture 1.

The blind is up  
The curtains are open.  
The door is shut.

The fan is off.  
The TV is off.

### Picture 2

- Write this example sentence on the board: Somebody has pulled down the blind.
- Ask individuals to make similar sentences about Picture 2.

Somebody has turned on the fan.  
Somebody has turned on the TV.

Somebody has closed the curtains.  
Somebody has opened the door.

## UNIT 12 LESSON 5

### Student learning outcomes:

Students will:

- read and understand two short poems
- find words in two poems that rhyme

### Suggestions and answers

#### A. Recite: Read the poem and try to learn it.

1. Tell the children to look at the picture on page 77 and get them to tell you what the man is eating. Ask more questions about the picture, e.g. *Who do you think the man is? Is he old or young? Fat or thin?*
2. Read the poem aloud, while the children follow in their books.

A. York, fork, stalk  
while, smile

#### B. Find phrases in the poem that mean –

1. Tell the class to look for the phrases in the poem. Give them a minute to do this in silence.
2. Ask individuals for their answers.

B. a) a while                      b) No wonder                      c) a stalk

#### C. Complete this poem. Use these words.

1. Tell the children to look at the picture on page 77 and get them to tell you what the man is eating. Ask more questions about the picture, e.g. *Where is the man? Who do you think he is? Is he old or young? Fat or thin?*
2. Read the poem aloud, not saying the missing words, while the children follow in their books.
3. Get the children to complete the poem in pairs.
4. Read out the complete poem, while the children check their answers.
5. Get the class to learn the poem. Say the first line again and get the class and individuals to repeat it.

6. Do the same with the remaining lines.
7. Get the class to say the whole poem.
8. Get the children to write out the complete poem with the correct punctuation for homework.

**C.** There was an old man from **Peru**,  
Who found a dead rat in his **stew**.  
Said the waiter, 'Don't **shout**  
And wave it **about**,  
Or the others will all want one **too**.'

**D. Answer the questions.**

**D.** 1. Peru    2. A stew    3. A dead rat in his stew.    4. No, they won't want rats either.

**Additional activities**

You can teach this short poem to the class, as it goes with the topic of food in Lesson 5.

*I eat my peas with honey.*

*I've done so all my life.*

*It makes the peas taste funny,*

*But keeps them on the knife.*

# The fence

## UNIT 13 LESSON 1

### Student learning outcomes:

Students will:

- read, understand and practise a dialogue
- practise making suggestions
- listen to a dialogue and circle specific information
- learn about the book from which Lesson 3 text is taken
- study the theme of Dignity of labour
- study the sub-theme of Doing small chores

### Suggestions and answers

#### A. Pre-reading: Read the dialogue and answer the question.

1. Tell the children to look at the picture on page 78 and get them to tell you who they can see. Ask what is happening in the picture.
2. Read the dialogue aloud, while the children follow in their books.
3. Ask individuals to answer the comprehension question. Do not confirm the correct answer until several individuals have had the chance to answer.
4. Point out the use of could for making suggestions,
5. Then get the class to practise the dialogue in pairs.

**A.** Saira reads more than Imran.

#### B. Match the problems and suggestions.

**B.** The library's closed. You could borrow a book from a friend. The fan isn't working. You could ask an electrician to mend it. There's nothing good on TV. You could watch a film. I don't understand this word. You could look it up on your smartphone.

#### C. Listen to the dialogue and circle the correct answers.

1. Tell the children to look at the alternative answers on page 78. Read aloud the rubric and the answers so that the children are used to the pronunciation.
2. Explain what the children have to do: they have to listen to the dialogue and circle the correct answers.
3. Read aloud the script on page 131 of the Students' Book while the children circle the answers in their books.
4. Check the answers in the following way. Read the dialogue again. Ask the class to stop you when they hear an answer.

<b>C.</b>	Title of book	The Adventures of Tom Sawyer
	Name of writer	Mark Twain
	Date of book	1876
	Tom lived in the USA, in	Missouri State
	Tom lived near the	Mississippi River

## UNIT 13 LESSON 2

### Student learning outcomes:

Students will:

- read, understand and practise a dialogue
- study and practise verbs for the senses
- chat about pictures
- play the game 'What's in the Bag?'

### Preparation for the lesson.

The teacher should bring into class a bag with pairs of objects (that the children might confuse) for the Game in Ex. D.

### Suggestions and answers

#### A. Read the dialogue and answer the question.

Treat the picture and dialogue as you did in Lesson 1 of this unit.

**A.** She wants to try (eat) a chocolate biscuit.

#### B. Use words from the dialogue to complete the table.

Tell the children to read the dialogue again in order to find the words.

**B.** I can see it. It **looks** good.  
 I can hear it. It **sounds** good.  
 I can taste it. It **tastes** good.  
 I can touch it. It **feels** good.  
 I can smell it. It **smells** good.

#### C. What are these things? Tell the class.

1. Read aloud the rubric and the example. Point out that children must use the structure It looks like ....
2. Get the children to look at all the pictures carefully (including picture 1) for one minute in silence.
3. Get children to work in pairs and guess the answers.
4. Ask pairs to tell their answers to the rest of the class. Encourage them to provide explanations, e.g. *You can see that it is a giraffe, because it has large spots on its neck. Also the neck is thinner at the top and thicker at the bottom.*



- C. 1. It looks like a monkey behind a tree.
2. It looks like a cup that is upside down.
3. It looks like a giraffe walking past an upstairs window.
4. It looks like a person who is sitting under an umbrella and cooking a roti in a pan.
5. It looks like an elephant that is about to walk round the corner; you can see its tusks and its trunk.
6. It looks like a person who is riding a bike and carrying an umbrella,

**D. Activity: What's in the bag? Write your guesses on the board and then open the bag to check.**

1. The teacher should bring in a bag with the following pairs of objects (that the children might confuse), e.g. *a thin bar of chocolate and a ruler, a nut and a stone, an onion and a tennis ball, a balloon (not inflated) and a sweet in its wrapper, a carrot and a bar of soap.*
2. Invite a pair of children up to the front of the class. Child A feels for an object in the bag, touches it and holds it without taking it out of the bag.
3. Child A describes the object, as in the example, while Child B writes it on the board.
4. Child A takes out the object and shows it to the class. If Child A was correct, the pair gains a point.
5. Repeat with other pairs of children.

### UNIT 13 LESSON 3

#### Student learning outcomes:

Students will:

- develop their reading skills
- act out a scene from the story
- study the theme of Dignity of labour
- study the sub-theme of helping at home

#### Suggestions and answers

**A. Skimming: Read the story fast to get an overview, then answer these questions.**

1. Tell the children to look at the pictures on pages 80 and 81.
2. Get the children to look at each picture in turn and ask them questions about it:

**Picture One.**

*Is it a fence or a wall? What is it made of? What does Tom have to do today?*

**Picture Two.**

*What is Tom doing in the picture? What is Tom's friend holding in his hand? What do you think Tom's friend is saying to him?*

**Picture Three.**

*Is Tom alone or are his friends helping him? What can you see next to Tom? Is Tom painting the fence? Why isn't Tom painting the fence?*

3. Read aloud the comprehension questions and check that the children understand them.
4. Tell the children to read silently from their books to find the answers, while you read the story aloud.
5. Get the class to tell you the answers.

**A.** It looked a beautiful white.  
Tom started painting it and his friends finished it.

**B. Post-reading: Answer these questions.**

- B.**
1. It was three metres high and 30 metres long.
  2. Aunt Polly.
  3. Joe was planning to go down to the river.
  4. Joe watched Tom for some time.
  5. No.
  6. Joe gave Tom his apple, because he wanted to paint the fence.
  7. The other friends came to laugh at Tom.
  8. Instead, they painted the fence.
  9. Tom was happy because he had a lot of things that his friends gave him. Also the fence was painted.

**C. Role play: Act out the scene between Tom and Joe.**

**Additional activities**

Have a discussion with the class and encourage the children to chat. Ask them: e.g.  
*Are you ever naughty at home? Do you ever take fruit from the fruit bowl without asking? What jobs do you have to do at home? Do you have to paint the house or fences or walls? Do you have to sweep the floor? Do you have to wash or dry the dishes?*

**UNIT 13 LESSON 4**

**Student learning outcomes:**

Students will:

- study and practise have to / do not have to / mustn't
- read and understand an email
- write sentences about school rules
- study the phonic pattern -idj (rhymes with bridge)

**Suggestions and answers**

**STUDY CORNER**

- Read the examples aloud to the class. Tell the class that they must match a sentence on the left with one or more examples on the right.

**C. Do it.** — You have to finish my homework.

**Don't do it.** — You mustn't miss the bus.

**It's not necessary.** — We don't have to go to school tomorrow. / Mum doesn't have to cook supper today. I'm cooking it!

**A. Read the email that Sandra sent to Saira about her school rules.**

1. Read aloud the email while the children follow silently in their books.
2. Go through the chart and explain the symbols to the children.
3. Let the children work in pairs to complete the chart for Sandra, while you write the chart on the board.

<b>A.</b> Sandra doesn't have to learn a foreign language.	Sandra has to do homework.
Sandra doesn't have to wear a uniform.	Sandra has to do sports.
Sandra has to be on time for lessons.	Sandra doesn't have to swim.
Sandra mustn't run up the stairs.	

**B. Work with your partner and make sentences about Sandra. Then ask each other.**

1. Get individuals to come to the board and write the correct symbol on the board.
2. Get the individual to make the correct sentence. Correct if necessary and get choral and individual repetition.
3. When the chart is complete, put the class in pairs. The children look at the board and make sentences about Sandra.

**C. What about your school? Complete the 'YOU' column on the chart. Write seven sentences about your school rules in your notebook.**

1. Put the children into pairs to complete their answers.
2. Get pairs to tell the class the answers.

**C.** Answers depend on the children.

**D. Phonic pattern /idj/ (rhymes with 'bridge')**

1. Go through the words in the box to check the meanings.
2. Go through the words again and do listen-and-repeat.

**D.** In alphabetical order:

baggage	cabbage	damage	language	luggage	manage (v)
message	package	passage	village		

## UNIT 13 LESSON 5

### Student learning outcomes:

Students will:

- develop their reading skills
- study and practise further verbs for the senses

- write sentences about themselves in the past tense
- write a diary entry for last Saturday

### **Preparation for the lesson**

Tell the children to read the story in Lesson 3 again before this lesson.

### **Suggestions and answers**

#### **A. Read the diary entries and choose the best one.**

1. Read the 3 diary entries aloud, while the children follow in their books.
2. Get the children to write down the answer (A, B or C) in their notebooks.
3. Ask the class for their answers. Do not confirm the correct answer until several individuals have had the chance to respond.

**A.** Aunt Polly wrote 'A' in her diary.

#### **B. Complete these diary notes about Saira, Imran and Nadia. Use 'sounded', 'looked', 'didn't sound' and 'didn't look'.**

**B.** 1. sounded                      2. didn't look, looked, didn't sound                      3. sounded, looked

#### **C. Make sentences about yourself.**

Able children can write fuller answers and give reasons for their feelings.

**C.** Answers depend on the children.

#### **D. What did you do last Saturday? Answer these questions, like the examples. Add your own details.**

Able children can write fuller answers and give reasons for their feelings.

**D.** Answers depend on the children.

# Family emails

## UNIT 14 LESSON 1

### Student learning outcomes:

Students will:

- read, understand and practise a dialogue
- practise telling the time with the 24-hour clock
- develop their listening skills

### Suggestions and answers

#### A. Pre-reading: Read the dialogue and choose the correct answer.

1. Tell the children to look at the picture on page 84 and get them to tell you who they can see. Ask them to tell you what they think is happening.
2. Read the dialogue aloud, while the children follow in their books.
3. Ask individuals for their answers. Get them to give reasons for their answers by referring to lines in the dialogue.
4. Get the class to practise the dialogue in pairs. Encourage them to sound worried, pleased and excited.

**A.** Mariam's mother is now feeling better than before.

#### B. Answer the questions.

- B.**
1. No.
  2. Yes.
  3. She's eating more this week.
  4. Dadi is planning to come and stay with her daughter at the beginning of March. She is planning to book her plane ticket next week.

#### C. Do you know the 24-hour clock?

1. Get the children to look carefully at the clock. Then read the rubric and the explanation below.
2. Ask the children some questions, like these:
 

Q: *What time is 18.30?*  
A: *6.30 in the evening.*

Q: *What time is 21.45?*  
A: *9.45 in the evening.*

Q: *What time is 23.55?*  
A: *11.55 at night.*

Q: *What time is 2.30, using the 24-hour clock?*

A: 14.30.

Q: What time is 5.15, using the 24-hour clock?

A: 17.15.

Q: What time is 8.00, using the 24-hour clock?

A: 20.00.

**D. Dadi is at the airline office and wants to book a ticket. Listen and fill in the Booking Form.**

1. Talk about the Booking Form while you copy it onto the board. At the same time, get the children to copy the form into their notebooks.
2. Check/Explain the meaning of single/return ticket. Point out that surname is another word for family name.
3. Explain the situation.
4. Read aloud the script on page 131 of the Students' Book. The children fill the Booking Form in their notebooks.
5. Check the answers in the following way. Read the dialogue again. Ask the class to stop you when they hear some information. Write up the information on the Booking Form on the board.

D. FROM: Karachi

DATE: 11th March

TO: Lahore

TIME: 15.15

SINGLE / RETURN TICKET

FAMILY NAME Maniar

FIRST NAME Naila

**UNIT 14 LESSON 2**

**Student learning outcomes:**

Students will:

- practise adjectives for feelings
- revise and practise spelling patterns -ight / -ite

**Suggestions and answers**

**A. Match the adjectives (1–8) to the situations given below.**

1. For each numbered picture, ask the class what they can see. Ask simple questions like Who can you see in the picture? What is she/he doing? How does she/he look?
2. Present the vocabulary for each picture, say the word and translate the word if necessary. Do not practise the pronunciation as this is done later.
3. Read aloud the phrases while the children follow in their books.
4. Put the class into pairs and get them to do the matching exercise.
5. Get answers from the class.

## Pronunciation

- Say the adjectives in Exercise A again and get choral and individual repetition.
- Get the class to write the 8 adjectives on the correct line in their notebooks, using this format and these examples, which you should write on the board.
  - a) sounds like /id/: interested .....
  - b) sounds like /d/: bored, tired .....
  - c) sounds like /t/: shocked .....

- A.**
1. worried / have to take an important test.
  2. relaxed / are not worried about anything.
  3. annoyed / miss the bus.
  4. pleased / get good results in an English test.
  5. surprised / get a phone call late at night.
  6. frightened / feel that they are in danger.
  7. sad / feel alone or unhappy.
  8. excited / are going to do something exciting.

## B. Complete the sentences with adjectives from Ex. A, then practise in pairs.

- B.**
1. surprised
  2. worried, relaxed
  3. annoyed
  4. frightened, excited
  5. pleased
  6. sad

## Additional activity

1. Carry out a discussion with the children. Ask the class questions like: When do you get angry / annoyed / frightened / excited / worried? When are you sad / pleased / relaxed?
2. Keep the discussion light and fast. Do not press the children to talk about feelings that are uncomfortable for them.

## C. Spelling patterns: -ight / -ite. Write the words on the correct lines in your notebook in alphabetical order.

- C.**
- |       |   |
|-------|---|
| -ight | bright, fight, frightened, light, might, night, right |
| -ite  | bite, kite, quite, white, write                       |

## UNIT 14 LESSON 3

### Student learning outcomes:

Students will:

- develop their reading skills
- order events in an email sequence
- practise time expressions
- study the theme of Ethics and values
- study and discuss the sub-theme of Respect for elders

### Suggestions and answers

#### A. Mariam is Saira's cousin and lives in Lahore. Read the five emails from Mariam to Saira and choose the correct answers.

1. Spend a little time on the illustration (the top of the email). Point out various features of an email, e.g. *To*, *Subject*, etc. Ask the class if any children have sent or received emails. Get them to chat about their emails.
2. Get the children to read all the emails silently and write the answers to the two questions in their notebooks.

A. Mariam thought that her mother was ill.  
Mariam is very pleased at the end.

#### B. Post-reading: Mark these sentences 'True' or 'False'; correct the false ones and write them in your notebook.

B. 1. F      2. F      3. F      4. T      5. F      6. F      7. T

#### C. What did Saira write in her emails to Mariam? Put these emails in the right order. The first is done for you.

1. Get the class to work in pairs to complete this task.
2. While they are doing this, write the letters a–e on the board in a vertical list.
3. Ask pairs to tell the class their answers. For each pair, write their order on the board, next to the letters a–e. If other pairs disagree, they give their order, which you write on the board. Continue until agreement is reached on the correct order.

C. a. 4      b. 2      c. 5      d. 1      e. 3



## D. Complete these sentences with time expressions from the emails.

D. Note that the number of the email is indicated for each item.

1. Last weekend
2. Right now
3. for a few days
4. this term
5. Yesterday evening
6. This morning
7. At this moment (not in any email in Lesson 3, but would fit in email 5: 'At this moment, I'm a bit feeling happy.')
8. In the evenings
9. Next week
10. On Saturday morning

### Additional activity

Have a short discussion about baby boys and girls, asking these and other questions as you consider appropriate.

Are girls as clever as boys?

Can girls in the cities go to universities and get good jobs? In the past, why did parents hope for a boy?

What do all parents enjoy about their babies, both boys and girls?

## UNIT 14 LESSON 4

### Student learning outcomes:

Students will:

- study and practise the structure 'so + adjective + that'
- write a picture story, including this structure

### Suggestions and answers

#### STUDY CORNER

- Go through the examples in the box.
- Get children to make similar sentences by substituting other words for worried and sleep, e.g. *I was so sleepy that I couldn't study. I was so tired that I couldn't walk. I was so ill that I couldn't go to school. I was so ill that I couldn't eat anything.*

### A. Make sentences using the phrases given below.

- A. 1. We were so worried that we couldn't sleep.
2. Dada was so annoyed that he shouted at the children.
3. Mama was so weak that she couldn't walk very fast.
4. Papa was so excited that he drove to the hospital very fast.
5. The boy was so frightened that he fell off his bike.
6. My brothers were so surprised that they couldn't say anything.
7. I was so pleased that I rang my cousin Saira at once.

### B. Read the story for Picture A. Then write a story for picture B or C. Use the given words.

1. Get the class to look at the 3 pictures carefully. Ask individuals to say what they can see, using *there is/are* and the present continuous tense.
2. Read aloud the model story for picture A, while the children follow in their books.
3. Read aloud the sample answers (see below) for pictures B and C, while the children follow the guide words in their books.
4. Put the class into pairs. They reconstruct the short stories using the guide words.
5. Get pairs to tell their stories to the class. Insist on accuracy and pay particular attention to prepositions and articles. Get individual and choral repetition.
6. For homework, get the class to write a story for one of the pictures. Abler children can write both stories and can also extend their stories with further details.

### B. Sample answers

#### Picture B

On Friday afternoon we were in the park. We were playing a football match. We scored 5 goals.

Our teacher was so pleased that he bought oranges for the whole team.

#### Picture C

Last Sunday we were at the seaside. We were having a picnic lunch under some trees. Suddenly a coconut fell down and landed on the roof of the car.

Dad was so surprised that he spilt his cup of tea.

## UNIT 14 LESSON 5

### Student learning outcomes:

Students will:

- read and understand a personal letter
- study the layout and conventional phrases of a personal letter
- complete a personal letter

## Suggestions and answers

### A. Locating: Find these parts of the letter.

1. Study the format and content of this letter with the whole class.
2. Read aloud all parts of the letter, from the top to the bottom, while the class follow in their books.
3. One by one, read aloud the parts a–g. Get individuals to read aloud the matching part of Saira’s letter. The children mark their Pupils’ Books as they do this.

A.

24 Clifton Row  
(c) Karachi 74–521

Monday, 18th March (g)

Dear Parveen, (f)

I hope you are very well. (a)

My aunt has just had a baby. We were all surprised! At first Grandpa said that he wanted a grandson, but now he is very pleased that he has another grandchild. (d)

Do you have any recent photos of your family? If so, please send me some! (b)

Love, (e)

Saira

### B. Grandpa wrote a letter to his brother Tahir about his new granddaughter. Copy the letter and fill in the gaps.

1. Read aloud the letter to the class while the children follow silently in their books. Do not say the missing words or phrases.
2. Get the children to work in pairs. They read aloud the letter and complete the sentences, but do not write anything.
3. Go over the letter with the class. Get pairs to say their complete sentences.
4. Get the children to copy the letter and fill in the gaps in class, while the missing parts are still fresh in their memories.

B.

Flat 6,  
96 Sarmand Road  
Karachi 74534

Wednesday, 20th March 2020

Dear Tahir,

I hope you are very well. Thank you for your postcard. I’m pleased that your holiday is going well. My daughter Afia has just had her baby in hospital. We are all very pleased! My wife went to Lahore to help Afia. She cooked and looked after the children because Afia was tired and weak.

At first, I was upset because I wanted a grandson. I was sad that it wasn’t a boy. However, Afia’s mother didn’t agree. She is very happy about her new granddaughter. I will send you a photo as soon as possible.

Please give my love to all the family.

Khalid

# Revision and Extension

## UNIT 15 LESSON 1

### A. Mariam and Fahad are talking about their little sister. Read and choose the right verbs.

A. Fahad: **Could** you turn your music down?

Fahad: Why?

Mariam: You **might** wake the baby.

Fahad: Anything else?

Mariam: You **could** help Mama with the shopping.

Fahad: Do I have to do the cooking too?

Mariam: No, you **don't** have to do the cooking. Dadi is doing that this week.

Fahad: What is Mama doing, then?

Mariam: She has **to** look after the baby. She's only one week old, you see.

Fahad: You and I **could** do the shopping together.

Mariam: Good idea! Let's do that.

### B. Circle the correct word to complete the sentences.

B. 1. a    2. c    3. a    4. b    5. a    6. b

### C. Listen to your teacher and complete the sentences in your notebook.

C. Read the full script on page 131 of the Students' Book.

- |   |   |
|---|---|
| 1. Shoes are made of <b>plastic</b> or <b>leather</b> . | 5. Don't touch the <b>flex</b> with wet hands.        |
| 2. He was <b>annoyed</b> that I was late.               | 6. Car tyres are made of <b>rubber</b> .              |
| 3. The children were very <b>excited</b> .              | 7. Don't be <b>frightened</b> ; it won't bite you.    |
| 4. Don't be <b>worried</b> ; it's only a test.          | 8. She wore a <b>woollen</b> hat because it was cold. |

## UNIT 15 LESSON 2

### A. Match the sentence halves, then copy them with the correct punctuation and capital letters.

- A. 1. If you don't water plants, they die.  
 2. You can turn on the fan if you are too hot.  
 3. He was so happy that he jumped up and down.  
 4. She was so tired that she went to bed early.  
 5. You mustn't touch the switch if your hands are wet.  
 6. Draw a picture in your exercise book if you have some coloured pencils.

**B. Choose a word to complete the sentences. Not all the words are used.**

- B.** 1. This      2. week      3. in      4. evening (more commonly 'last night')      5. Next  
6. Yesterday      7. Sunday      8. for      9. At      10. Right

**C. Read the story. Put the verbs into the past simple tense.**

Last night I **woke** up in the middle of the night. I **heard** a strange noise that **sounded** like a monkey. I **went** to the window and looked outside. I **saw** a large animal under the trees. It looked like a bear. I **put** out my hand to turn on the light but I couldn't find the switch. I **touched** something that moved! I was so frightened that I **ran** back to my bed and **switched** on another light. There was something on the wall next to the door. It looked like a stick. Suddenly it **moved** its head and I **saw** that it was a gecko.

**Unit 15 Test**

**Preparation before the test**

1. Each child will need their notebooks to write the answers.
2. You will need a copy of the Record of Assessments on page 179 of this book.

**How to give the test**

1. Read aloud each question and explain what the children have to do.
2. Give them a time limit to attempt the test.

**ANSWER KEY (50 MARKS)**

**A. Write the missing parts of the dialogue. (10 Marks)**

- A.** 1. must/should  
2. mustn't  
3. Have you had  
4. should/must  
5. Have you washed

**B. Rewrite the following sentences, using the word(s) in brackets, to give the same meaning. (10 Marks)**

- B.** 1. Dad was so excited that he dropped the phone.      4. You don't have to write full sentences.  
2. She was too tired to read her book. / She couldn't read her book because she was too tired.      5. Do I have to finish this exercise?  
3. If you want to ask a question, raise your hand.

**C. Choose the correct answer from a, b, c or d. (10 Marks)**

- C.** 1. c      2. d      3. b      4. b      5. c      6. a      7. c      8. b      9. a      10. d

**D. Read the text and answer the questions in full sentences. (10 Marks)**

- D.**
1. They feel raised dots with their fingers.
  2. A microwave oven has Braille dots on its buttons that help blind people.
  3. A bell sounds when the food is ready.
  4. At first, they learn to understand Braille signs for letters, numbers and punctuation.
  5. They have a guide dog that acts as their eyes.

**E. Write a letter to one of your grandparents. Start and finish it in the normal way. Add your address and the date. (10 Marks)**

**E.** Answers depend on the children.

**UNIT 15 LESSON 3 Reading: Why smartphones are smart**

**Student learning outcomes:**

Students will:

- develop their reading skills, particularly scanning for information and phrases
- study and use vocabulary for smartphones and all their functions
- match phrases to pictures
- chat about smartphones and family use
- learn about the theme of Technology
- learn about and discuss the sub-theme of Famous inventions

**Suggestions and answers**

**A. Read the text about smartphones. Write the correct titles for the sections.**

1. Start this lesson by chatting about smartphones with the whole class.  
EITHER: Bring your own smartphone into the class and mime several actions to demonstrate the different functions of smartphones, e.g. finding your way in a strange town, chatting, texting, listening to messages, sending a text-message or an email. Ask the class to guess what you are doing, e.g. *Are you taking a selfie? Are you looking for somebody's house? Are you searching for information about train times?*  
OR: Ask lots of questions about how the children's family members use their smartphones, e.g. *Who in your family has a smartphone? How do people in your family use their smartphone? Who uses their smartphone the most? Who uses their smartphone the least?*
2. Read the rubric and explain the task, e.g. *How many headings are there? (7) How many sections are there? (7)*
3. The children work in pairs and write the correct section headings in their notebooks.

4. Get pairs to tell the class their answers.

- A.**
1. Phone calls
  2. Text-messages
  3. Emails
  4. Camera
  5. Photo album
  6. Address book
  7. Everything else

**B. Find words or phrases in Ex. A for these pictures and write them.**

1. Read the rubric and explain the task, using the example.
2. The children work in pairs and write the correct phrases in their notebooks. Go round the class and help with any difficulties.
3. Get pairs to tell the class their answers.
4. Deal with any vocabulary or language problems that pupils had.

- B.**
1. Keypad
  2. Mobile signal
  3. Selfie
  4. Photo album
  5. Mobile mast
  6. Holiday snap

**C. While she was in hospital, Mrs Dani dictated some text messages. The smartphone made 10 mistakes. Underline them, then write the correct text messages in your notebook.**

1. It's probably easiest to do these three items on the board one-by-one.
2. Write the first item on the board as it appears in the Students' Book.
3. Ask pupils to come up and correct one mistake each on the board. When all the mistakes in that sentence have been corrected, place a huge tick next to it.
4. Repeat this procedure with items 2 and 3.
5. When all the items have been corrected, the children can copy them neatly into their notebooks.

- C.**
1. I shall be here for one more day, I think. You are right, it's not a good idea to hurry home.
  2. It's not very quiet in the hospital. I hear all kinds of noises all through the night. I know the nurses are doing their work while I'm trying to sleep.
  3. I ate a big supper yesterday. I knew it was silly, but I was so hungry that I couldn't stop! I only slept for six hours.

## UNIT 15 LESSON 4 Vocabulary

### Student learning outcomes:

Students will:

- study and practise transitive and intransitive phrasal verbs
- study and practise nouns ending in *-ation -sion -ssion -cian*.

### A. Complete the dialogue with the phrasal verbs in the right tense.

1. Read aloud the dialogues while the pupils follow silently in their books. This will help slower readers keep pace with your speed of reading.
2. When you read this kind of gapped dialogue aloud, knock your knuckle loudly on the desk to indicate each missing word.
3. The children work in pairs and write the gapped words in their notebooks.
4. Check the answers with the class.

**A.** 1. Imran: Papa, will you **ring up** my PE teacher?

Papa: **Hang on** a moment. I need to **switch** my phone **on**. OK, it's on now. Why? What's the problem? Imran: My ankle still hurts, so I can't play sports tomorrow.

2. Papa: Oh dear! I'll ring him now. It's ringing. Can you **turn down** the TV, Saira? Please! ... He didn't **pick up** the phone so I left a message. Maybe he'll **ring** us **back** later this evening.

3. (*phone rings*) Saira? Yes, **hang on**, she's here. (*later*) Saira: Lovely to chat! I'll have to **ring off** now. Supper's ready. Bye. (*she puts down the phone.*)

4. (*later*) Papa: I'm off to bed. I'm **turning** my phone **off** now. I don't want any buzzes or beeps during the night. Mama: And make sure you **charge** it **up**! You forgot to do that last night. Papa: OK! I'll do that now. Phone off, charger on, time for bed!

### B. Complete the words in these sentences using *-ation -sion -ssion -cian*.

1. To save time, go though the example and all the items with the class. Get them to repeat the target words after you, in order to get the correct word-stress.
2. Then put the children into pairs. They work together and write the correct target words in their notebooks.

- B.**
1. magician, exclamation
  2. electrician, technician, information
  3. invitation, permission
  4. comprehension, extension
  5. multiplication
  6. dictation, punctuation
  7. Discussion, expression, education



## UNIT 15 LESSON 5 Grammar

### Student learning outcomes:

Students will:

- practise positive and negative imperatives using *Do / Always / Don't / Never*
- revise and practise common prepositions
- practise question forms in the Present perfect tense

### A. Complete the Safety Advice. Start each sentence with 'Do' or 'Always' / 'Don't' or 'Never' and add the missing words.

1. Go through the first two items of the exercise with the class.
2. Put the children into pairs to complete their answers. They write the full sentences in their notebooks. They should not have any problems with the common vocabulary in this exercise.
3. Ask pairs to tell the class the answers.

- A.**
1. **Always** wear light-coloured clothing **in** the street **at** night.
  2. **Don't** ride your bicycle **in** the street **at** night without lights.
  3. **Don't** lean **out of** the window when travelling **by** train or bus.
  4. **Always** wear a seat-belt when you are **in** a car **or** taxi.
  5. **Never** jump **into** rivers **or** canals; there could be metal objects **in** the water.
  6. **Never** give your medicine **to** a friend who is ill.
  7. **Don't** leave a sharp knife **in** a bowl of soapy water **in** the kitchen; somebody could cut herself.

### Teacher's Note:

The answers in the Answer Key are the suggested answers. The alternatives are not wrong. 'Always' and 'Never' are firm instructions. 'Do' and 'Don't' are advisory.

### B. Practise the questions in pairs. Then write them in your notebook.

1. Go through the first two items of the exercise with the class.
2. Put the children into pairs to complete their answers. They write the questions in their notebooks. If they are not sure of the Past Participle forms of the irregular verbs, they should check these in the Irregular Verbs section at the back of the Students' Book.
3. Ask pairs to tell the class the answers.

- B.**
1. Have you seen them?
  2. Have you tried it?
  3. Have you eaten them?
  4. Have you taken it?
  5. Have you heard her?
  6. Have you met him?
  7. Have you found them?

# The invitation

## UNIT 16 LESSON 1

### Student learning outcomes:

Students will:

- read, understand and practise a dialogue
- revise the meaning and use of *too* + adjective
- revise the use of *shall* for offers
- revise and practise plural nouns for pairs of things
- develop their listening skills

### Suggestions and answers

#### A. Pre-reading: Read the dialogue and answer the questions.

Write extra comprehension questions on the board at the start of this lesson: *What does Mujeeb need and why? Who is going to go shopping?*

1. Tell the children to look at the picture on page 98 and get them to tell you who they can see. Ask several general questions: *Who can you see in the picture? Where are they? What is Mujeeb wearing? What is Mrs Rashid doing?*
2. Read the dialogue aloud, while the children follow in their books.
3. Ask individuals the answers to comprehension questions. Do not confirm the correct answers until several children have responded.
4. Get the class to practise the dialogue in pairs. Get them to use lively intonation.

**A.** Mujeeb needs a pair of trainers because his present trainers are too tight. His mum is going to go shopping with him.

#### B. Practise shopping dialogues with these words.

1. Point out that the five words are often used in the phrase *a pair of ...s*.
2. Read aloud a dialogue with a child.
3. Get two children to read another dialogue aloud. Do this several times with different words, e.g. *sunglasses, scissors, etc.*
4. Put the class into pairs and get them to practise the dialogues.

#### C. Listen and underline the correct words or phrases.

1. Tell the children to look at the box on page 98. Read aloud the rubric, the introduction and the phrases in the box.
2. Explain what the children have to do: they have to listen to the dialogue and circle the correct words and phrases in their Students' Books.
3. Read aloud the dialogue on page 131 of the Students' Book.
4. Check the answers in the following way. Read the dialogue again. Ask the class to stop you when they hear an answer.

- C.** Mujeeb bought a pair of trainers at a store called M&P in the centre of Islamabad. They cost 1,500 rupees. Hassan would like some new trainers.

## UNIT 16 LESSON 2

### Student learning outcomes:

Students will:

- study and practise plural nouns with *-fs / -ves*
- complete short narratives, based on a picture

### Suggestions and answers

#### A. Listen to your teacher and find the words. Then listen and repeat.

1. Give the class time to look at the pictures and read the captions silently.
2. Read aloud the first part of the script on page 132 of the Students' Book. Pause after each word so that the class has enough time to find and point to the word.
3. If you like, quickly check any meanings by translation, e.g. *chiefs of police*.
4. Do listen and repeat with the words in the correct order.

#### B. Match the singular words below with the plurals in Ex. A. Write them in pairs in your notebook, in alphabetical order.

- B.** Answers are clear in the Students' Book.

#### C. Complete the sentences with a singular or plural noun from Exercises A and B.

To help with the correction stage, get the class to number the blanks 1–10.

1. Get the class to look at the top picture carefully. Ask questions about it, using foreground and background (new words). Get individuals to say what they can see, using *there is/are* and the present continuous tense.
2. Read aloud the top text, but do not say the missing words.
3. Get the children to work in pairs and fill in the gaps. Check their answers, by getting individuals to read out their complete sentences.
4. Repeat the procedure for the bottom picture. Draw attention to the time of year (winter).

- |           |           |            |          |         |            |
|-----------|-----------|------------|----------|---------|------------|
| <b>C.</b> | 1. roofs  | 2. wives   | 3. knife | 4. loaf | 5. leaves  |
|           | 6. loaves | 7. shelves | 8. chief | 9. loaf | 10. wolves |

### Additional activity

Write these singular nouns on the board and check comprehension. Ask the class to provide the plurals and add them to the board. Get the class to copy the pairs of nouns into their notebooks.

*life / lives, half / halves, scarf / scarves, thief / thieves*

## UNIT 16 LESSON 3

### Reading: The Invitation (Part 1)

#### Student learning outcomes:

Students will:

- develop their reading and listening skills
- study vocabulary for social interaction
- number sentences in the right order for a narrative
- give an oral summary of a story
- chat about good and bad behaviour
- chat about possible developments of a story
- learn about the theme of Ethics and Values
- learn about and discuss the sub-theme of respect and regard for other people and elders

#### Suggestions and answers

#### A. Listen to your teacher and fill in the gaps in pictures 1–12. Then answer these questions.

*Which children had better manners? Which had worse manners?*

*Which children were kind to the old man?*

1. Ask the children to look briefly at the pictures on pages 100 and 101. Don't ask lengthy questions about each picture. Instead, say, 'I'm going to read you a story. Listen to the story and follow the pictures.'
2. Read aloud the comprehension questions and check that the children understand them.
3. Ask the children to read silently from their books to find the answers while you play the Audio Recording, or read the text aloud.
4. Ask the class to tell you the answers to the comprehension questions.

- A.** Ed and Sophie had better manners.  
Jonny and Wendy had worse manners.  
Ed and Sophie and some of the other children were kind to the old man.

#### Exercise A (continued)

1. Tell the children to listen again and fill in the blanks in their notebooks.
2. Play the audio-recording again, or read the audio-script again. Pause after each section (Numbered 1–12). Then give the children time to write the missing words in their exercise books.
3. Go over the answers with the whole class.

### Answer Key (Listening Gap fill)

1. buy these **presents** for me.
2. What a nice **invitation!** / thank her and be **polite**
3. She's old and **boring!** / she might give us some nice **presents**
4. I'll play a **trick** on them!
5. Why don't you give some river **grasses**
6. Thank **goodness!**
7. That's **better!** / Jonny and Wendy are **politer** than before.
8. I'll take a rest at the end of the **garden**
9. What a **horrible** old man! / I can't help you **carry** your sticks / I'll make him drop his **sticks!**
10. Now he has to **pick** them up
11. We can **help** you / I **hope** you haven't far to go.
12. Jonny and Wendy are so **different** now!

### B. Number these sentences in the correct order of Pictures 1–6.

1. Help individual children to read the sentences aloud.
2. Point out that sentence (d) is the start of the story. Write (d) on the board.
3. Ask the class for the next sentence. Write down the number of whichever sentences are suggested. Then ask the class to decide which of these is the correct answer. Write the sentence number on the board.
4. Continue with the remaining sentences.
5. Ask the children to write the sentences in the correct order in their notebooks. This can be done in class, or for homework.

**B.** The correct order is: d g b f a e c

### C. Scanning: Choose the correct words to complete these sentences.

1. Read the first sentence aloud and ask the class to give you the missing word.
2. Put the children into pairs to complete the exercise. They can write the missing words in their notebooks or you can ask them to copy the complete sentences.
3. Go around the pairs, helping as necessary.

- C.**
1. gift
  2. polite
  3. penny / sixpence
  4. boring
  5. trick
  6. horrible
  7. gather
  8. reward

#### D. Predict: What will happen next? What will Mrs Bridge do?

1. This is an opportunity to analyze and discuss the moral themes of the story. If you haven't already read Part 2 of the story, read it now before the discussion phase.
2. Ask some general questions, e.g. *Which children behaved well at the lunch table (all of them) Which children behaved kindly towards the old man? (Ed and Sophie) Which children behaved unkindly towards the old man? (Jonny and Wendy)*
3. Ask some specific questions, e.g. *Did Mrs Bridge watch the children in the field? Do you think she likes good behaviour? What might she do next?* While you listen to the children, do not respond to their ideas, but ask questions, e.g. *'Do you agree? Do you think that is right or wrong? Do you think that might happen?*

### UNIT 16 LESSON 4

#### Student learning outcomes:

Students will:

- study and practise the structure *not much / many*
- revise plural nouns without -s
- write sentences about pictures using the structure *not much / many*

#### Suggestions and answers

#### STUDY CORNER

Go through the example sentences in the box. Explain that *not many* is used with plural nouns with -s or without -s. *Not much* is used with singular uncountable nouns. Give examples of countable/uncountable nouns to the children e.g. countable nouns: *pens, books, pencils, etc.*; uncountable nouns: *sugar, paper, flour, etc.*

#### A. Make sentences using the correct word.

- A. There aren't many sheep on their farm.  
There aren't many oranges on their trees.  
There isn't much salt in this soup.  
There aren't many fish in that lake.  
There isn't much fruit in the shop.  
There aren't many deer in the mountains.  
There isn't much meat in the market.

#### B. Use 'not much' or 'not many' and the word in brackets to answer the questions.

1. Go through the exercise with the class.
2. Get the children to practise the dialogue in pairs.

- B.**
1. I don't have much time.
  2. Because she doesn't have many friends.
  3. Because I don't have much money.
  4. Because there isn't much space in my book.
  5. Because there aren't many people here.

**C. Make sentences for the pictures with 'not much' or 'not many'.**

1. Get the children to say what they can see in the pictures. Discuss whether the nouns are countable or not.
2. Put the children into pairs to complete their answers. They write the full sentences in their notebooks.
3. Get pairs to tell the class the answers.

- C.**
1. She hasn't bought much fruit.
  2. They haven't caught many fish.
  3. He hasn't cut down many trees.

## UNIT 16 LESSON 5

### Reading: The Invitation (Part 2)

#### Student learning outcomes:

Students will:

- develop their reading and listening skills
- revise vocabulary for social interaction
- give an oral summary of a story
- chat about good and bad behaviour
- chat about possible developments in a story
- discuss the theme of Respect and Regard for family, neighbours, peers

#### Teacher's Note:

Start this lesson with an oral summary: get the children to tell you the story so far.

1. Ask the class to cover the texts on pages 100 and 101 and look at the pictures.
2. Build up the story sentence by sentence and correct any mistakes as you go along. Accuracy is important for this exercise, especially for the Past Simple tense.
3. At the end, if you like, put the children in pairs. They should keep the text covered, look at the pictures, and tell the story to each other.

**A. Pre-reading: Read the story and answer the questions.**

*Which children received presents?*

*Which children received no presents?*

1. Ask the children to look at the picture on page 103.
2. Ask them questions about it: e.g. *Where are the children and Mrs Bridge now? What else can you see in the picture?*
3. While you are doing this, teach the children some words that they will need for the reading text: *painting set, picture*.
4. Read aloud the comprehension questions and check that the children understand them.
5. Ask the children to read silently from their books to find the answer while you play the Audio Recording, or read the text aloud.
6. Ask the class to tell you the answers.

**A.** Ed received a scooter; Sophie received a painting set; the other children who helped the old man received presents too; Jonny and Wendy received no presents.

**B. Evaluation: Discuss these questions.**

1. What did the four children tell their parents that evening?
2. Do you think that Jonny and Wendy will act better in future?
  1. In this stage, the class can continue to discuss the theme of respect and regard for family, neighbours, peers.
  2. Ask the first question, then ask further questions, e.g. *Which children told the truth? Did any children tell a lie?* There are no correct answers. Ask children to give reasons for their answers, e.g. *Why? Why not?*

**C. Listen to the summary of Part 2. Then help your teacher write the important words and phrases on the board.**

1. Play the audio-recording or read aloud the summary without stopping.
2. Read it aloud again, this time stopping to write on the board the words which children think are important, e.g. *brought, placed*, etc.
3. Get the children to copy the words and phrases on the board into their notebooks.

**D. Summarise: Write a summary, using words from Ex. B and also your own ideas.**

**D.** Answers depend on the children. They can also look back at the picture in order to remember further details. They should not copy full sentences from the story.



# The maze

## UNIT 17 LESSON 1

### Student learning outcomes:

Students will:

- read, understand and practise a dialogue
- develop their listening skills for directions
- practise giving directions in a maze

### Preparation for the lesson

If you are able to make an enlarged photocopy, by a process of repeated arrangements, of the map in Ex. B, this will help you to check responses to your directions.

### Suggestions and answers

#### A. Pre-reading: Read the dialogue and answer the question.

1. Tell the children to look at the picture on page 104 and get them to tell you who they can see. Ask several general questions: *Who can you see in the picture? Where are they going?*
2. Read the dialogue aloud, while the children follow in their books.
3. Ask individuals the answers to the comprehension question. Do not confirm the correct answers until several children have responded.
4. Get the class to practise the dialogue in pairs. Get them to use lively intonation.

**A.** Nobody. Dan thinks he knows the way to the centre of the maze, but in fact he doesn't.

#### B. Listen to your teacher and follow the directions from Point X. Where do you come out of the maze – at Entrance A or Entrance B?

1. Get the children to look carefully at the plan of the maze. Get them to find the starting point X next to the tree, also the 2 entrances.
2. Read the script on page 133 of the Students' Book aloud while the children trace the path with pencils.
3. Get the children to tell you whether they came out of the maze at Entrance A or B.

**B.** You come out of the maze at Entrance A.

#### C. Mark the way from Entrance A to Entrance B using a pencil. Then give directions to a friend. Use the phrases given below.

1. Tell the children to trace the way from Entrance A to Entrance B in their Pupils' Books.
2. Practise the instructions in the box. Do listen and repeat.
3. Put the class into pairs. Let them work together to practise giving the directions.

**C.** Directions depend on the children, as there are alternatives.

## UNIT 17 LESSON 2

### Student learning outcomes:

Students will:

- study and practise vocabulary for shapes
- describe the shapes of common objects
- study the spelling of words with silent letters

### Suggestions and answers

#### A. Listen to your teacher and find the shapes. Then listen again and repeat.

1. Give the class time to look at the pictures and read the captions silently.
2. Read aloud the first part of the script on page 133 of the Students' Book. Pause after each word so that the class has enough time to find and point to the word.
3. Do listen and repeat with the words in the correct order.

#### B. Ask and answer, as in the examples.

##### B. *Sample answers*

An egg is an oval.

A biscuit can be a square, a rectangle, a circle or a triangle. A table can be a square, an oval, a rectangle, or a circle.

A window can be a square, a rectangle or a circle. An arch is a semi circle

#### C. Point to things in the classroom and then write sentences to describe them.

1. Demonstrate the activity to the class. Make sentences and get the class to guess what you are looking at.
2. Get individuals to make sentences and get other children to guess.
3. Alternatively, play a team game: get Team A to make sentences while Team B guesses the object. Keep the score on the board.

#### D. Say the words and underline the silent letters. Then write the words on the correct lines in your notebook.

Read the words aloud with correct pronunciation. The children should listen carefully and then repeat after you.

- D. Silent 'w': write, wrong, writer, whole, who,  
Silent 'b': debt, doubt, climb,  
Silent 'l': half, talk, could, would, should, palm, calm,  
Silent 'gh': night, fight, light,

## UNIT 17 LESSON 3

### Student learning outcomes:

Students will:

- develop their reading skills
- read a narrative with understanding and answer multiple choice questions
- discuss a story
- write a description of a part-human monster and draw a picture
- study the theme of Ethics and values
- study the sub-theme of Bravery

### Suggestions and answers

#### A. Pre-reading: Read the story and answer these questions.

1. Get the class to look carefully at the pictures and tell you what they can see.
2. Tell the class that the 4 things are connected to the story.
3. With faster classes, you can read out three possible scenarios for a story and ask the class to choose the best one. Then they read the story in their books.
  1. *Theseus tied up the monster with a ball of string and put it in his boat and took it home.*
  2. *Theseus found a monster. He was so frightened that he escaped in a boat.*
  3. *Theseus found the monster in a maze, killed it and went home in his ship.*
4. Read the story aloud while the children follow silently in their books.
5. Get individuals to answer the questions.

**A.** Theseus went to the island of Crete.  
He went in his ship.  
Ariadne gave Theseus a ball of thread.  
Theseus went to the maze.  
Theseus found and killed the Minotaur.

#### B. Post-reading: Read the story again and choose the correct answer.

**B.** 1. b      2. c      3. c      4. b      5. a

#### C. Describe the Minotaur with words from the story.

**C.** 1. body      2. bull      3. horns      4. hooves      5. sharp

#### D. Discuss these questions.

- D.**
1. Because he had to send seven young men and women to the island of Crete.
  2. She and Theseus had become friends.
  3. Because it was big and strong and because it ate humans.
  4. Because he had killed the Minotaur.
  5. None.

**E. Write a description of your own monster. Make it part-human and part-animal/ bird. Draw a picture too.**

The children could share ideas first. They make pictures of their own monster and write descriptions, e.g. *It has the head of a.....and the body of a.....* .

## UNIT 17 LESSON 4

### Student learning outcomes:

Students will:

- revise and practise defining relative clauses with *who / that / which*
- study and practise defining relative clauses with *when / where*
- complete sentences with defining relative clauses

### Remember!

- Read aloud the examples in the Remember! box. Make sure that the children do not use commas when punctuating defining clauses.
- Point out that the alternative relative pronouns in each example sentence are correct.

### Suggestions and answers

#### A. Quiz. Answer these questions.

1. Read aloud the questions and the choices while the students follow silently in their books.
2. The children work in pairs and write the answers in their notebooks.
3. Get pairs to tell the class their answers.

- A.**
1. a mobile (phone) / a smartphone / an iPod, a torch
  2. a nurse/doctor, an engineer/a builder, a fisherman
  3. a café / a restaurant, a hospital, a hairdresser's
  4. a cinema, a hospital, a post office
  5. a baker's, a butcher's, a chemist's / a pharmacy

### STUDY CORNER

- Point out that *where* is used for places.
- Point out that *when* is used for times.
- Ask individuals to think of alternative sentences.

### Sample sentences

That is the shop / town / city / village where you can buy sweets / go swimming / go to a football match / go fishing.

I remember the day / time / year / weekend when we got lost / had a picnic / lived near the sea / stayed with our cousins.

**B. Circle the correct word for sentences 1–5 and then complete sentences 6–10 in your notebook.**

1. Put the children into pairs to complete their answers.
2. Get pairs to tell the class the answers.

**B.** 1. who      2. that      3. that      4. where      5. when  
Answers for 6–10 depend on the children.

**UNIT 17 LESSON 5**

**Student learning outcomes:**

Students will:

- develop their reading skills
- read and understand a moral tale
- practise using extreme adjectives
- rewrite a story with different adjectives

**Suggestions and answers**

**A. Pre-reading: Read the story and choose the correct word.**

1. Get the class to look carefully at the pictures for the story. For each picture ask the class what they can see and what is happening.
2. Read aloud the comprehension question.
3. Read aloud the story while the children follow silently in their books.
4. Ask the children to answer the question.
5. If you like, tell the children the end of the story:

*From that day on, he often gave advice to other people in the village. People started to call him 'The Wise Man'. But he never told anyone that his wise ideas came from a bird.*

6. Children could write their own 'Wise sayings' (proverbs, etc.) on cards for a classroom display.

**A.** Nobody came to help the farmer.

**B. Mark these sentences 'True' or 'False'.**

**B.** 1. F    2. F    3. T    4. F

**C. Rewrite the sentences using the given words to replace the words in italics.**

**C.** 1. tiny, freezing    2. shouted    3. upset    4. pleased    5. boiling, huge

# The Wizard of Oz

## UNIT 18 LESSON 1

### Student learning outcomes:

Students will:

- read, understand and practise a dialogue
- ask for permission and respond
- develop their speaking skills

### Suggestions and answers

#### A. Pre-reading: Read the dialogue and answer the question.

1. Tell the children to look at the picture on page 110 and get them to tell you who they can see. Ask several general questions: *Who can you see in the picture? Where are they? What is Mama wearing? What is Nadia doing?* (walking into the bedroom with a pile of books)
2. Read the dialogue aloud, while the children follow in their books.
3. Ask individuals the answers to the two comprehension questions. Do not confirm the correct answers until several children have responded.
4. Ask the children further questions: *What does Dan want to take? (his mobile) Can he take it? (No, he can't.) What does Emma want to take? (some books) Can she take some? (Yes, but only two.) What does Nadia want to do? (go and see her friend Aisha) Can she do this? (Yes, but she must be back by 6.00.)*
5. Get the class to practise the dialogue in pairs. Get them to use lively intonation.

**A.** They are going to Sri Lanka. They are leaving early tomorrow morning.

### Additional activities

Group work/Pair work — tell the children that they are going on a holiday. What four or five things will they pack other than clothes and why?

### STUDY CORNER

- Do not spend time teaching the structure, as this is familiar. Point out the differences in the responses on the right: *Yes, of course* is enthusiastic; *Well, yes, all right* is a reluctant agreement; *Sorry, you can't* is a refusal; *No, definitely not* is an emphatic refusal.
- Teachers may wish to know the difference between current ways of asking for permission: *Can I ...?* is polite and acceptable.  
*Could I ...?* is tentative and more polite than *Can I ...?*  
*May I ...?* is commonly used by children to ask their teachers/childminders for permission.

**B. Ask for permission and reply. Practise in pairs.**

1. To make it easier to refer to the pictures, number them 1–6 from left to right.
2. Get the children to look carefully at the pictures. Take time to talk about them with the children. Point out the dangers shown in some of the pictures, e.g. 5 (*go climbing*) and 6 (*go boating*).
3. Practise with the class first. Ask individuals and get them to respond to you.
4. Ask a child to ask another child across the class (open pairs). Do this several times.
5. Put the class into pairs and let them practise. Make sure each child gets a chance to ask and a chance to respond.

**B. Sample answers**

- |   |   |
|---|---|
| 1. Can we go swimming?<br>Sorry, you can't. | 4. Can we go riding?<br>Well, yes, all right. |
| 2. Can we go fishing?<br>Yes, of course.    | 5. Can we go climbing?<br>No, you can't.      |
| 3. Can we go cycling?<br>Yes, of course.    | 6. Can we go boating?<br>No, definitely not.  |

**UNIT 18 LESSON 2**

**Student learning outcomes:**

Students will:

- study and practise vocabulary for transport
- ask questions about methods of transport
- revise and practise prepositions in a travel narrative

**Suggestions and answers**

**A. Listen to your teacher and find the words. Then listen and repeat.**

1. Give the class time to look at the pictures and read the captions silently.
2. Read aloud the first part of the script on page 133 of the Students' Book. Pause after each word so that the class has enough time to find and point to the word.
3. Do listen-and-repeat with the words in the correct order.

**B. Ask and answer. What can you fly/drive/ride?**

Point out that the question is about being the driver (or similar), not a passenger.

- B.** You can fly a helicopter and a jet.  
You can drive a coach, a car, a minibus and a jeep.  
You can ride a motorbike and a bicycle.

### C. What do you use to ...?

#### C. *Sample answers*

What do you use to -  
travel to another country? (a jet)  
ride to the sports ground? (a motorbike, a jeep)  
fly to the top of a mountain? (a helicopter)  
travel across a desert? (a jeep, a motorbike)  
travel by road to another city? (a coach, a minibus)  
go to school? (a minibus, a bicycle, a car)  
go shopping in a town? (a car, a minibus)

### D. Read about the Nadia Khan's holiday. Underline the correct words.

D. Last week we came back to Bannu from a holiday in Sri Lanka.  
We went by coach from the town to the airport and were in time for our plane. When we were on the plane, we relaxed and watched a film.  
From Multan Airport, we went by minibus to Bannu. My uncle could not meet us because his car was not working. So we took a bus and then finished our journey in two autos.  
When we reached home, we were exhausted!

### E. Tell the class about some of your journeys.

1. Start the chat by talking about one of your journeys.
2. Then allow children to talk about their journeys. Ask a few questions, but do not correct their mistakes. Encourage other children to ask them questions. Students can bring photos of a place they visited, talk to the class, write about it, make a class display, etc.
3. The purpose of this 'chat phase' is to encourage fluency, so that children become more confident speakers and do not worry about making mistakes.

## UNIT 18 LESSON 3

### Student learning outcomes:

Students will:

- develop their reading skills
- order events in a narrative
- revise vocabulary for houses
- discuss ideas for the next part of the story
- study the theme of Self, people and places
- study and discuss the sub-theme of Taking responsibility

### Suggestions and answers



**A. Skimming: Read the story fast to get an overview, then answer these questions.**

1. Get the class to look carefully at the pictures and tell you what they can see. Use the first picture to teach the word *cyclone*. If you have a world map, show the state of Kansas in the USA; the city is Kansas City. Explain that cyclones are common in that part of the USA.
2. Tell the children to study the second picture. Use the second picture to teach the word *cellar*.
3. Read the story aloud while the children follow silently in their books.
4. Get individuals to answer the questions.

**A.** At the start of the story, Dorothy's house was in Kansas.  
At the end of the story, it was near some little houses with blue doors.

**B. Put the sentences in the correct order.**

**B.** f c a g d b e

**C. Post-reading: Read the story again and answer the questions.**

1. Uncle Henry, Aunt Em and Toto the dog.
2. Under the house.
3. They went down to the cellar.
4. Dorothy went to get the dog, which was under the bed.
5. She was with Toto the dog.
6. She was in the sky for many hours.

**D. Scanning: Complete the sentences with one word. Some words are from this story.**

<b>D.</b> 1. buildings	2. cellar	3. cyclone	4. walls
5. roof	6. ground	7. floor	8. doors

**E. Predict: What will happen next? Discuss your ideas in class.**

1. Suggest some ideas to the class and ask them to agree / disagree with you. First, ask the class where Dorothy landed:  
Is she by the sea / in a town / in the country? Can she see shops and houses?  
Are the houses big or small?  
Are the people who live in the houses big or small? Are the people friendly or not?  
Is Dorothy in danger?  
Who is Dorothy going to meet? Some animals? Some people? Some children?
2. This will help to motivate them to read Part 2 of the story. If you prefer, do this stage at the beginning of Lesson 5.

**UNIT 18 LESSON 4**

**Student learning outcomes:**

Students will:

- study and practise adjective order

- revise the past simple forms of common irregular verbs
- study and practise the spelling pattern *-ful*

### Suggestions and answers

#### STUDY CORNER

- Read the examples in the box. Get the children to label the first example Type A and the second example Type B.
- Point out that in the first example the first adjective describes size and the second adjective describes colour. Point out that in the second example the first adjective describes colour and the second adjective describes material.

#### A. Make phrases from the table.

**A.** Answers depend on the children. There are many possibilities.

#### B. Write the simple past forms of these verbs.

Revise some irregular past forms before doing this exercise.

**B.** bought, drank, wore, lost, ate

#### C. Write sentences in the past simple, using the guide words.

1. Put the children into pairs to complete their answers.

Get pairs to tell the class the answers.

2. Dictate these further sentences to the class:

*He ate a large pink-and-white ice cream*

*He bought a blue-and-white cotton T-shirt.*

*She wore a beautiful green skirt.*

*She ate a huge hot bowl of soup.*

- |  |  |
|--|--|
| <b>C.</b> 1. She bought a tiny bar of chocolate. | 3. He wore a brown leather jacket.         |
| 2. She drank a large hot cup of tea.             | 4. She lost her green-and-white nylon bag. |

#### STUDY CORNER

Spelling: Adjectives ending in *-ful*

Point out to the class the spelling of these example adjectives.

#### D. Circle the correct word. Write the phrases in your notebooks.

- |                        |              |            |              |
|------------------------|--------------|------------|--------------|
| <b>D.</b> 1. wonderful | 2. colourful | 3. careful | 4. forgetful |
| 5. helpful             | 6. powerful  |            |              |

### UNIT 18 LESSON 5

#### Student learning outcomes:

Students will:

- develop their reading skills
- read the continuation of a story with understanding

- discuss a narrative
- write their own ideas about a narrative

### Suggestions and answers

#### A. Skimming: Read Part 2 of the story fast to get an overview, then answer the questions.

1. Start the lesson with an oral resumé. Get the children to tell the first part of the story. They can look at the pictures in Lesson 3, but they should not read the text.
2. Read aloud the comprehension questions, then read the story aloud while the children follow silently in their books.
3. Get individuals to answer the questions.

**A.** Dorothy met some small people called the Munchkins. They were pleased because the house fell on the witch and killed her.

#### B. Listen to your teacher. Are the sentences 'True' or 'False'? Write your answers in your notebook.

1. These sentences are in the script on page 133 of the Students' Book.
2. Read each sentence aloud slowly to the class.
3. Ask those children who think it is true to put up their hands. This way you can see how many children have got the right answer.

- B.**
1. The Munchkins didn't thank Dorothy. **F**
  2. The Witch of the East killed Dorothy. **F**
  3. The Witch of the East is now dead. **T**
  4. The Witch of the East landed on the roof of Dorothy's house. **F**
  5. They could see the witch's hands under the house. **F**
  6. The shoes disappeared in the hot sun. **T**
  7. The Munchkins gave the witch's feet to Dorothy. **F**

#### C. Brainstorm then write about a witch's shoes.

1. Read aloud the rubric and the sentences. Give the class time to think about them.
2. Give some examples yourself, to show the structure, e.g. *I think that a witch's shoes help you run faster. For example, if a monster is chasing you, you can escape if you are wearing a witch's shoes.*

I think that a witch's shoes help you see in the dark. For example, if you are lost in the forest at night-time, you can find your way home if you are wearing a witch's shoes.

# Life in the open

## UNIT 19 LESSON 1

### Student learning outcomes:

Students will:

- read, understand and practise a dialogue
- study and practise the present continuous tense for future time
- develop their speaking and listening skills

### Suggestions and answers

#### A. Pre-reading: Read the dialogue and answer the question.

1. Tell the children to look at the picture on page 116 and get them to tell you what they can see. Ask several general questions: Which room is this? What can you see in the picture? Is the time before supper or after supper?
2. Read the dialogue aloud, while the children follow in their books.
3. Ask individuals the answers to the comprehension question. Do not confirm the correct answers until several children have responded.
4. Get the class to practise the dialogue in pairs. Get them to use lively intonation.

**A.** Mr Burki is cooking supper this evening.

### STUDY CORNER

Read the example. Point out that the time and place are fixed. Point out that the tense is the present continuous, but the time is the future. (This is a common structure for talking about fixed plans in the future.)

#### B. Use these verbs: 'have', 'play', 'come', 'go' to ask and answer questions.

1. Practise the questions and answers for all the days with the whole class.
2. Then put the class into pairs and let them practise. Each child should have the chance to ask and answer.

- B.** What are Dadi and Dada doing on Tuesday?  
They are coming to supper at 6.30.  
What is Mr Burki doing on Wednesday?  
He is flying to Lahore.  
What are Saira and Imran doing on Thursday?  
They are going on a school trip.  
What is Nadia doing on Friday?  
She is having a dance lesson at 4 o'clock.  
What is Imran doing on Saturday?  
He is playing football at 2 o'clock.

**C. What about your plans? Tell your friend what you are doing this week.**

1. Practise with the class first. Ask individuals and get them to respond to you.
2. Ask a child to ask another child across the class (open pairs). Do this several times.
3. Put the class into pairs and let them practise. Make sure each child gets a chance to ask and a chance to respond.

**C.** Answers depend on the children.

**D. Listen to your teacher and complete the table.**

1. Introduce the situation. Tell the class that they are going to listen to a dialogue between Mr Burki and his friend.
2. Read aloud the rubric, the introduction and the phrases in the box.
3. Explain that the children must listen and circle the (type of) transport that Mr Burki is going to use.
4. Read aloud the dialogue on page 133 of the Students' Book while the children circle their answers in their books.
5. Check the answers.

**D.** Mr Burki is travelling by plane, by train and on foot.

## UNIT 19 LESSON 2

### Student learning outcomes:

Students will:

- revise and practise purpose clauses with 'to'
- study and practise vocabulary for living in the open
- tell a joke and practise variations

### Suggestions and answers

### STUDY CORNER

Read aloud the examples. Point out that the first example contains a comma between the phrases, but the second example does not.

**A. Imagine that you are on an island. Find uses for these four objects.**

1. Get the class to look at picture A carefully. Ask questions about it, using *foreground* and *background*. Get individuals to say what they can see, using *there is/are* and the present continuous tense. Chat about ways the children can use the object if they were stranded on an island.
2. Do the same with pictures B–D.
3. Read aloud the example. Read some more examples from the answers shaded in grey below.
4. Get children to make sentences for the four objects. Correct them if necessary and get choral and individual repetition.
5. Finally, get the children to work in pairs and talk about the objects in the same way.
6. You can get them to write 2 sentences in their notebooks for each of the objects. They can do this in class or for homework.

**A. You can use**

- |  |                                       |
|--|---------------------------------------|
| a sheet to make a shelter.                     | a cooking pot to collect rainwater.   |
| a cooking pot to cover food.                   | a sheet to carry fruit.               |
| a cooking pot to cook soup.                    | a sharp knife to cut up fish.         |
| a fishing rod and line to collect fruit.       | a sheet to climb a tree.              |
| a cooking pot to wash clothes.                 | a cooking pot to catch crabs.         |
| a sharp knife to open shellfish.               | a fishing rod and line to catch fish. |
| a fishing rod and line to make a clothes line. | a sharp knife to open coconuts.       |

**B. Read this joke. Use different words instead of the ones in italics to make new jokes.**

1. Read aloud the joke.
2. Do a chorus drill: take the part of A, while the class is B. Divide the class in two sections; one half is A and the other half is B.
3. Get the class to underline these phrases: *a bright green shirt, the elephants, elephants, it works*.
4. Invite individuals to make up new jokes with different words.
5. At the end, invite each child to write their favourite joke, from this activity, in their notebooks.

**B. Sample answer**

- A. Why do you always wear bright green trousers?  
B: To keep the tigers away.  
A. But there aren't any tigers.  
B: You see, they work!

## UNIT 19 LESSON 3

### Student learning outcomes:

Students will:

- develop their reading skills
- study and practise vocabulary for animals, birds and their habitats
- complete comparisons
- practise quantifiers, e.g. *very few*
- write a description about mountains
- study the theme of Nature
- study the sub-theme of Curiosity and learning

### Suggestions and answers

#### A. Where do these animals and birds live? Write the headings above the right sections.

1. Get the class to talk about the 4 pictures on pages 118–119. Get them to tell the class what they know about these animals and birds, before they read the texts.
2. Get them to read the 4 texts fast, in order to do the first task. Set a time limit for this first, fast reading.

**A.**    A. Desert      B. Mountain      C. Lake      D. Grassland

#### B. Scanning: Complete the sentences with words from the texts.

Tell the class to read the texts again, slowly and carefully, in order to find the words.

**B.**    1. loads                      2. camel                      3. butter, cheese  
      4. webbed                    5. worms, dead animals    6. claws, beak

#### C. Complete the comparisons.

**C.**    1. yak                            2. hair, hair                    3. wings  
      4. beak                        5. weather                      6. hump

#### D. Read the description and circle the correct words and phrases.

**D.**    Deserts are **dry** places where **very little** rain falls. There are very **few** plants and **no** trees. Some deserts are very **hot** during the daytime and very **cold** at night. There are very **few** big animals in the desert because there is so **little** food. Snakes live in holes during the **day** and come out at **night** when it is cooler.

#### E. Write a description of the mountains. Use the guide words and phrases.

1. Read aloud the sample answer below, while the children follow the guide phrases in their books.
2. Ask individuals to make sentences. Correct them if necessary and get choral and individual repetition.
3. Finally, get the children to work in pairs and talk about mountains in the same way.

4. You can get them to write their descriptions in their notebooks in class or for homework. Abler children can add extra details.

**E. *Sample answer***

Mountains are places that are very high up. They are cold during the day and very cold at night. There are lots of plants, but not many trees. There are very few animals in the mountains because there is so little food. Deer, wolves and yaks live in the mountains.

**Spelling patterns for homework: -le**

Check/Teach the meaning of these words in class. Then get the children to learn them for homework. Test them the next day.

**Single consonant + -le**

jungle, purple, candle, double, fable, needle, noodle

**Double consonant + -le**

bubble, little, paddle, riddle, saddle



# Revision and Extension

## UNIT 20 LESSON 1

**A. Dadi and Dada are talking about their plans. Read the dialogue, then choose the correct verbs.**

**A.** Are we doing    don't we take    bought    Shall    Can    don't have to    can buy

**B. Choose the correct word(s) to complete the sentences.**

**B.** 1. a                    2. c                    3. b                    4. c                    5. a

**C. Listen to your teacher and complete the sentences.**

**C.** The full script is on page 133 of the Students' Book.

## UNIT 20 LESSON 2

**A. Choose a word to complete each sentence. Not all the words are used.**

**A.** 1. when            2. which            3. cotton            4. who            5. where  
6. green            7. entrance            8. Why            9. much

**B. Copy and complete the text. Add the correct punctuation.**

**B.** The witches looked up at the sky. A house was coming down from **the** clouds. They ran **back** inside their little houses, then they looked **out** of their windows. A very large girl was coming out of **the** big house. She **looked** worried. Then she ran back into **the** house. A minute later, she came **out** again. This time she was carrying **a** large dog in her arms.

Slowly, the witches came out **of** their houses. '**Where** have you come from?' they asked. 'I've come from Kansas,' answered **the** girl. 'My name's Dorothy. How can I get **back** to Kansas?' she asked.

**C. Imagine: Talk about these things with a friend, as in the example.**

**C. Sample answers**

You can use sticks to make a hut / catch animals / make a tent,  
but you can't use sticks to collect rainwater.

You can use a pan to cook rice / catch (small) animals / collect rainwater,  
but you can't use a pan to make a tent.

You can use a net to catch fish / catch animals,  
but you can't use a net to cook rice.

You can use a sheet to make a hut / make a tent / make a (sailing) boat,  
but you can't use a sheet to open shellfish.

You can use a tree to make a hut / make a table / make a boat,  
but you can't use a tree to collect rainwater.

You can use a knife to make a hut / make a tent / open shellfish,  
but you can't use a knife to cook rice.

**Unit 20 Test**

**Preparation before the test**

1. Each child will need their notebook to write the answers.
2. You will need a copy of the Record of Quarterly Assessments on page 179 of this book.

**How to give the test**

1. Read aloud each question and explain what the children have to do.
2. Give them a time limit to attempt the test.

**ANSWER KEY (50 MARKS)**

**A. Write the missing parts of the dialogue. (5 Marks)**

- A.**
1. are you playing
  2. Shall I / Do you want me to
  3. Can I go / May I go / Could I go (round)
  4. you can't.
  5. definitely not/certainly not.

**B. Rewrite the following sentences, using the word(s) in brackets, to give the same meaning. (5 Marks)**

- B.**
1. She doesn't have much time to play sports.
  2. I like the trousers that you bought today.
  3. I haven't met the actor who lives in that house.
  4. I prefer cafes where they play music.
  5. We loved the time when we lived in Lahore.

**C. Choose the correct answer from a, b, c or d. (10 Marks)**

C.	1. c	2. a	3. d	4. b	5. d
	6. b	7. a	8. b	9. c	10. c

**D. Read the text and answer the questions in full sentences. (10 Marks)**

- D.
1. If you don't hang your food from trees at night, rats will come and eat it.
  2. You should choose a dry place, not under trees and not near a river.
  3. You should change your clothes if you become wet and cold.
  4. You should not walk in the middle of the day in summertime.
  5. In hot weather, you should drink 5–8 litres of water a day.

**E. Write a story of an exciting camping trip in the hills. You can answer these questions. (10 Marks)**

- E. Answers depend on the children.

**UNIT 20 LESSON 3 Reading: What became of them?**

**Student learning outcomes:**

Students will:

- develop their reading skills
- learn to understand and appreciate poems
- notice and practise word-stress in a poem when reciting
- chat about wild animals and pets
- learn about the theme of Nature
- study and discuss the sub-theme of Taking care of animals

**Suggestions and answers**

**A. Pre-reading: Read the poem and answer the question.**

1. Ask the children to look at the picture on page 124. Ask the children a few general questions, e.g. *What kind of a poem do you think it is?*
2. Read aloud the comprehension question.
3. As there is no audio-recording for this unit, read the poem with plenty of enthusiasm and clear diction. Pay attention to the word stress and the rhyming scheme. The children follow silently in their books.
4. Ask the class to tell you the answer.
5. For homework, the children can learn the poem by heart. It is always useful to learn poems that have a clear rhythm and rhyming scheme by heart.

- A. At the end of the poem, the writer was sad. (I saw them both go with pain.)

**B. Underline the correct words/phrases to complete the sentences.**

1. You can do this short and simple exercise with the whole class
2. Ask for suggestions for item 1. Write them on the board.

3. Work through the remaining sentences on the board.
4. The children copy the correct sentences from the board into their notebooks.

- B.**
1. Both the rats were black.
  2. Both his rats were black.
  3. I've just seen both rats.
  4. Both of them.
  5. Neither of them was seen again.

**C. Discuss this question. What do you think happened to the two rats?**

1. Chat with the class informally about the two rats in the poem and discuss the question. Allow the children to express their opinions and develop ideas.

**D. Read the second poem and answer the questions.**

1. Ask the children to look at the picture on page 125. Ask the children a few general questions, e.g. *What kind of a mouse do you think it is? Quiet / Noisy? Active / Sleepy? How old is the owner of the mouse?*
2. As there is no audio-recording for this unit, read the poem with good rhythm and clear diction. Pay attention to the word stress and the rhyming scheme. The children follow silently in their books.
3. Go through the answers with the class.
4. For homework, the children can learn the poem by heart. It is always useful to learn poems that have a clear rhythm and rhyming scheme by heart.

- D.**
- a. They lived together in one house.
  - b. Verse 2.
  - c. The youngster, thought his mouse would die.
  - d. So ... he bought another one in his stead.

**E. Answer the questions about the two poems.**

1. Let the children discuss their answer in pairs.
2. Go around the pairs and help as necessary.
3. Ask pairs to tell the class their answers.

- E.**
1. The rats are wild; the mouse is tame.
  2. The rats
  3. The rats are bigger.
  4. The poem about the rats.
  5. In both poems

**F. Discuss: Which is your favourite poem? Why? Which animal/animals would you like to keep at home? Why?**

Allow the class to chat about their reasons and their own ideas. Ask them to give reasons for their ideas.

**UNIT 20 LESSON 4 Vocabulary**

**Student learning outcomes:**

Students will:

- study and practise adjectives and adverbs ending in *-ful / -fully, -less / -lessly*

**A. Complete the word table with the missing adjectives and adverbs.**

- A.**
1. Adjective + *-ful*: wonderful, painful, useful, thoughtful
  2. Adverb + *-fully*: wonderfully, painfully, usefully, thoughtfully

**B. Complete the word formation table.**

1. Complete the table on the board, with the children's help. Explain unknown words as you do this.
2. Get the children to copy the table from the board into their notebooks.

- B.**
1. Adjective + *-less*: powerless, careless, painless, endless, needless, faultless
  2. Adverb + *-lessly*: powerlessly, carelessly, painlessly, endlessly, needlessly, faultlessly

**C. Complete the sentences with words from the table in Ex. B.**

1. Read aloud the incomplete sentences and answer questions.
2. Put the class into pairs and get them to do the completion exercise. Check the answers with the class.

- C.**
1. careless, faultlessly
  2. painless
  3. endlessly
  4. powerless
  5. carelessly, needlessly

**UNIT 20 LESSON 5 Grammar**

**Student learning outcomes:**

Students will:

- practise the use of the definite and indefinite article in a descriptive text about animals.
- revise and practise the past simple forms of common irregular verbs.

**A. Articles: Read the text to get a general idea. Then write the articles 'a / an / the' in your notebook.**

1. Chat about kangaroos in general and ask a few questions, e.g. *Have any of you seen kangaroos in the zoo? / in real life? Where? How do they move? Which countries do they live in? (Australia)*
2. Read aloud the text while the pupils follow silently in their books. This will help slower readers keep pace with your speed of reading. They will also learn the correct pronunciation of 'pouch'.
3. When you read this kind of gapped text aloud, knock your knuckle loudly on the desk to indicate each missing word.
4. The children work in pairs and write the missing words in their notebooks.
5. Check the answers with the class.

- A.**
1. **The** kangaroo is **an** animal that lives only on **the** continent of Australia. It has two short arms with claws, and two powerful back legs. It moves about by hopping on its back legs.
  2. When a baby kangaroo is born, it is as small as a man's thumb and weighs only **a** few grams. It is blind and hairless. It immediately climbs up **the** mother's tummy and into **the** pouch.
  3. When you meet **a** kangaroo in **the** open, look carefully. You might see a little head and two short arms hanging out of **the** pouch. **A** baby kangaroo that still lives with its mother is called **a** 'joey'.

**B. A scientist is answering questions about animals in Australia. Write the answers in your notebook using the words in brackets and the List of Irregular Verbs on page 136.**

1. Go through the exercise and the example with the class.
2. Put the pupils into pairs. They do the exercise orally.
3. Check the answers with the class. If necessary, write the target verbs in the Past Simple Tense on the board.
4. The pupils complete the sentences in their notebooks.

- B.**
1. We saw about 50 wild camels.
  2. They ran extremely fast.
  3. They ate the tops of bushes and wild grasses.
  4. We saw two snakes one evening.
  5. The snakes hid in holes in the ground during the daytime.
  6. We took 120 litres of drinking water in our jeep.
  7. We swam in the river, once.
  8. We ate rice and meat.
  9. We caught two deer.
  10. The meat wasn't tasty.

# Lesson Plans

## Unit 1

**Objectives:** to introduce students to dialogue; develop learners' listening skills and help them understand how families relate to each other; practice vocabulary for family; improve pronunciation; understand reported/direct speech; use punctuation correctly; write a paragraph about family and practice vocabulary for a song.

## Day 1

Lesson 1 Ex. A

**Starter activity:** to break the ice in first class after vacation, have students call out their first and last names one by one. Then, students talk about how they spent their summer vacation.

- Next, teacher to ask students to observe picture on page 2 and take feedback on what is happening. Once teacher receives correct answer – family having supper – select 2 students to read dialogues of Saira and Mr B (teacher to call out the roles). Teacher to start narration. Specified students to read the dialogues.
- Ask students what they understand by dialogue. Once you receive feedback, explain this.

**Teacher's exposition:** dialogue is a conversation that happens between two or more people. We have conversations daily with different people. You start your day by having a dialogue with your parents or siblings and on the way to school. At school, you have dialogues with your friends and teachers. Without dialogues, people would not be able to understand each other.

Call one student to the board. Ask him/her these questions and accept responses. What day is it? What did you have for breakfast today? How many siblings do you have? How old are they?

- Ensure that students have understood what dialogue is. Explain the words: artist, colleague and engineer. Then, students to read the dialogue on their own and write answer to given question. Further mention how Burki family is connecting with each other. Elucidate that each family member has his own roles/duties/responsibilities to fulfill. A social unit, such as a family, cannot survive without fulfilment of duties towards each other. For instance, both Mr and Mrs Burki are working to ensure well-being, maintenance and education for their family.
- For Ex. B, ask students to correct you when you mention statements from the listening exercise on page 128 of SB. This is to demonstrate how to write/say correct sentences. For example if it's Monday, say, "Today is Tuesday." Let students correct you. [There are only 5 students in this class. There is no Principal at this school. We do not have a playground at the school.]

**Brain break:** To give a break to your students so that they don't get overwhelmed, get them up and moving. Play **Simon Says**. Ask students to get up and follow your instructions. Pause for each statement to let students perform the task. **Simon Says:** clap your hands; jump 5 times; stretch your arms; hop 3x on left foot; hop 3x on right foot; give neighbour 1 high-five. Teacher can use her own ideas if applicable.

- **Ex. C** - Explain family tree to students. **Teacher's exposition:** Family tree shows how members in one family are related to each other. Each family member is of different ages. Demonstrate by drawing a tree on the board. At the top of the tree, write Great grandfather and Great grandmother. Draw a downward arrow and write Grandfather and Grandmother; followed by father and mother then brother and sister.
- Moving on, have students read the dialogue again and answer questions for Ex. C in textbooks. When all students are done, ask ages of each child from the book, one at a time.
- For Ex. D, call 2–3 students to the board to talk about their siblings. Prompt them by asking further questions, such as: *how old is he/she; how do you spell his/her name; is he/she studying or working, etc.*

**Assessment for Learning (AFL):** Thumbs up thumbs down: ask students to raise their thumbs upward if they understand what dialogue is. For those who don't, clarify their confusions. You could also ask some students if they can define the roles of their parents and what their professions are.

**Homework:** Ask students to read the comprehension passage 'What I learned about granddad.' Students to look up difficult words in online dictionary and write meanings in a notebook, for discussion in next class.

## Day 2

### Lesson 2

- Teacher to ask students to recall what dialogue is and why it is important. **Teacher's Exposition:** Dialogue alone may not be effective if we don't know how to pronounce words correctly. Other people would not be able to understand what we are saying. This is why it is important for our speech to be clear.
- Now write these words on the board: *bowl, telephone, envelope, home, cone, none*. Have students mention these words one-by-one, then ask them to call out the odd word, in which the 'o' sound is dissimilar with the rest – *none*.
- Now, mention that you are going to slowly read out the words from Ex. A. Ask students to circle the words that are the odd ones out – *rocket* and *donkey*.
- When done, ask students, "What did we learn about family trees?" Then ask these questions: What am I to my mother/father? [*Daughter*] What am I to my brother? [*Sister*] What am I to my Uncle/Aunt? [*Niece*]
- **Pair work:** for Ex. B, students to review family tree from Lesson 1 and attempt Exercises B and C. Clarify any confusions that come up. Check answers with whole class.
- Ask the question given as example in Ex. D. Let students answer. Also, ask students to come up with their own questions about Burki and Dani families. Allow them to select another student who would answer their question.
- Ask students to cover the answer given at the bottom of the page. Then read the riddle aloud. Give students a few minutes to reflect on the answer then check with class.



**Brain Break - 5-4-3-2-1:** Have students stand up and perform five different movements in descending order. Pause in between each task to let students do it. Do five jumping jacks, spin around four times, hop on right foot three times, hop on left foot two times, give your neighbour one high-five.

### Lesson 3

- Students to read the comprehension passage. Explain *biography*. **Exposition:** Biography is an account of a person's life events that are described in detail and chronological order. It is written by another person. Autobiography is different – the person himself writes about his life events.
- Elucidate that chronological order means the exact sequence in which events happened, one after the other or what happened next. Ask students to review the passage and underline some facts about his life. Then ask students whether this character's life was easy. Explain that there is no easy way out in life. Life is a struggle and one needs to overcome challenges to become successful and live a stable life.
- Emphasize the character traits of granddad. Ask students about any three traits to define him and why he was an inspirational personality. Explain words that describe granddad – *honourable, hard-working, honest, etc.*
- For Ex. B, explain that facts are truth or reality about something. Here, students need to write about life of Granddad.
- For Ex. C, explain that if a statement is true or verified in the passage, they write T; if a statement does not match with facts given in passage, they write F.
- Coming to Ex. D, explain that the given statements are meanings of the words given in bold in the passage. Have them attempt the exercise then verify the answers with the class.

**Homework:** Ex. E.

**AFL - Muddiest points:** Ask students what they found challenging in today's class. Clarify confusions.

## Day 3

### Lesson 4

- Write this statement on the board. Draw brackets underneath the sentences and write labels as shown.

*Samia remarked, "I will start reading Harry Potter this weekend."*

**Dialogue tagline**

**Dialogue**

- **Teacher's Exposition:** Dialogue here shows what is being said. Dialogue tagline shows who said the dialogue. Tagline depends on how the dialogue was said. For example, for questions, the tagline could be 'asked' or 'questioned'. If something is said loudly, the tagline could be 'shouted', 'yelled' or 'cried out.' Write these statements on the board and have students guess the correct answer. Circle it.

*"When will you do your homework?" asked/said mother. [Asked]*

*"I will play basketball after completing homework," said/cried Ali. [Said]*

- Ask students to attempt Ex. A individually.
- When all done, move to Ex. B. Explain that the students need to replace the italicized words from Ex. A with words given in Ex. B word bank. Read aloud sentence 1 from Ex. A, then the example in Ex. B. Select a child to give alternate answer for sentence 2 and get **choral repetition** for it. Repeat for other sentences.
- For Ex. C, demonstrate answer for item 1 on board. [*Nadia was talking quietly to her friend.*] Sort students into **pairs** and complete the rest of the exercise in notebooks.

**Brain break - Blink and Snap:** Students to stand up and blink left eye while snapping right hand's fingers 5x. Then blink right eye and snap with left hand's fingers 5x. Repeat this alternating process 10x.

- For Ex. D, write given statement on the board and ask students to help you place punctuation correctly.  
i had omelette cereal and two toasts for breakfast [*I had omelette, cereal, and two toasts for breakfast.*]  
Ask students to complete the rest of Ex. D as H.W. Also ask them to bring a family photo in their diaries.

#### Day 4

- Teacher to read Ex. A aloud and students to follow-up in their textbooks. Go steadily to allow students to comprehend what is said. Then, students to attempt Ex. B. When all done, discuss answers as a whole class activity. Correct wrong answers individually.
- Next, ask students to paste family photo in their notebooks and write at least 4 sentences about their families.
- For Ex. D: Read aloud the first line and ask students to repeat it. Repeat process for second verse. Ask individuals to repeat first 2 lines together. Do the same for other lines. Finally, get the class to **chorally repeat** the entire song.

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## Unit 2

**Objectives:** *develop listening skills of learners; practise dialogue and tone; learn about the purpose of bridges and how they connect us; use suffixes correctly and brainstorm words using -ck; develop reading skills; practise conjunctions and punctuate a short story.*

### Day 1

#### Lesson 1

- **Starter activity:** Ask students to take a look at the title 'We must find water' and think about these prompt questions – *Why is water important in our daily lives? What different purposes do we use water for? Why is it important to NOT waste water?* Give students 3 minutes to contemplate their answers and take input.
- Next, call out 2 students to act out Mrs B and Mr B. Note that role-playing may have other students protest because they want to take a certain role. Just handle the students by saying that everyone will get a chance as this entire book has dialogues, etc. have the 2 students performing the roles of Mr and Mrs Burki stand up and read the dialogues aloud, in a lively tone.

- When done, ask questions from Ex. B, one by one and let one student answer. Ask students to focus on materials mentioned in this dialogue.

**Exposition:** There are structures all around us that are built from materials. Classroom desks and chairs are made from the material – wood. The furniture in your house is made from wood. The clothes you wear are made from cotton, silk, satin or nylon. My board marker is made from plastic. Here, bridge is composed of stone and steel. These are elements that help strengthen the foundation of a bridge; otherwise imagine what would happen if the bridge was weak.

- Next, talk briefly about bridges to build their knowledge. Get them to imagine different practical uses of bridges. Ask them: where have they seen bridges? mention names of those bridges, if they know any. What does a bridge do for people? Why do we build bridges? **Teacher's exposition:** The purpose of bridges is to help you cross over difficult paths. Bridges make it easier for you to cross difficult passages, for example, water bodies or busy roads. Bridges are important for busy roads because they allow people to go into different directions of the city, without causing accidents. Not all bridges are the same. There are seven different types of bridges, depending on the place. You have bridges that are shaped like arches (*draw arch, given below, on board*) and suspension bridges, which have cables attached in different places to support their heavy weights.



- Explain how each side of the arch is built meticulously to support large bridges. Moving on, read the dialogue for Ex. C, from Listening Exercise on page 128 in SB, loudly and go steady. Explain that Nadia is asking her librarian about availability of certain books. Some are available, some borrowed and others missing. Students must tick the correct answer in the correct column to indicate whether a book is available for borrowing or not.

**Brain break:** Identify the object – in this activity, teacher calls out a colour/trait, for example, something blue or something shiny, and students are supposed to name the object that applies. Check the colours/traits that apply to your class and customize your activity accordingly. Ask: can you help me find something that is white, something that is wooden, etc.

- Since Ex. D is about books, discuss the immense importance of reading books so that students gradually develop the habit. Give a head start by writing this quote on the board:

*The man who does not read has no advantage over the man who cannot read.- Mark Twain*

- Don't expect everyone to answer correctly. Accept correct answers, then elaborate further by explaining the meaning. A man who CANNOT read is an illiterate person. The person who DOES NOT read is educated but chooses not to read books. Since this person, despite being educated, does not read books, is in fact no different from an illiterate person, because he does not have knowledge, skills or creativity that books provide.
- Mention that books are important for improving our language fluency. They give us knowledge about the world. Through books we learn about different places and people.

They also help us improve our creativity. Now get them to talk about the questions given in Ex. D. End the lesson by encouraging others to start reading a book and make a diary of the books they have read. A chart paper about the importance of reading, on the bulletin board also catches the students' eyes and might make a difference. You can have a poster about benefits of reading on your bulletin board.

**H.W:** Students to read comprehension passage in Unit 2 Lesson 3 and attempt Ex. B and D. Look up words in bold in the dictionary and write word meanings for the next class.

## Day 2

Lessons 2 and 3

- **Recall:** For this lesson, have students recall what was discussed about bridges the previously and what their importance is in our lives. Now mention that there are different types of objects that we use daily, such as tables, chairs, etc. We use different materials such as metal, wood or plastic to make chairs and tables. Different objects have different purposes. Chairs are used for sitting on. The kitchen counter, which is made from marble, is used to place or store things. Ask students to come up with relevant examples.
- For Ex. A, give students the instructions and proceed as specified; make sure every student gets their answers correct.
- Sort students into pairs and have them complete the blanks. When all are done, verify answers with the whole class and point out correct answers.
- Next, give students 3 minutes to think about the materials that their school building is made of. For Ex. C, accept correct responses and record them on the board.
- Explain Ex. D. **Exposition:** Suffixes are letters that come at the end and can change the meaning of root words. For example (write on board): *painful [full of pain] vs. painless [without pain]; useful [having value] vs. useless [without value]; plentiful [abundant; in great quantity]; penniless [without money]*. Ask students if they want to share their examples. Write correct responses on the board.
- Now mention that in today's class, you are going to work with words that end with -ck. Write words that end with -ck on the board: *snack; check; neck; truck; luck*. Record correct responses from students on the board. Let them note answers. Mention that letters -ck could have vowels before them. Draw a table like this on the board. Take correct answers and note them on board, after giving first example.

-ack	-eck	-ick	-ock	-uck
Quack	Neck	Kick	Clock	Duck

- Once everyone is clear, have students complete the crossword in textbook. Then check answers with whole class.

**Brain break:** let students stand up and stretch, requesting them to be as civilized as possible and not disturb the class. Have them jog – staying in the same place – 10 times. Stop for five seconds. Repeat the process 5 times. This should give them an uplift.

- Ask students to open their H.W. Ask questions in Ex. B one by one; accept correct answers. Then, ask them to re-read the comprehension. Meanwhile, teacher to write following prompt questions for class discussion and understanding.

- 1) What do you understand by the term climate change? [*Change in temperature of earth. Due to human activities, the earth is becoming hotter every year. That is why rivers are drying out, ice caps are melting fast, etc.*]
- 2) Why were animals hungry?
  - Students attempt Ex. C, without copying the questions, in notebooks.
  - For Ex. D, explain that the words for given blanks are in bold in the passage. Instructor can read aloud the sentences and have students call out the right answer.

### Day 3

- For Lesson 3, Ex. E, sort students into groups of four for the role-play. Go to each group to discuss ideas. When time is up, call each group to the board to act it out.
- When all groups are done playing their part, let the students settle down. Mention that today they are going to work with conjunctions. **Teacher's exposition:** Conjunctions are those words that connect sentences or parts of sentences together. [Students to note down definition in notebook]. For example, I cannot have ice cream because I have a sore throat. I will read Roald Dahl's books and watch movies. Ahmed's mother got tired so he offered to help her with work. I can play basketball this weekend but not next weekend.
- Ask students to come up with their own examples for each conjunction. Let them attempt Lesson 4, Ex. A **individually**.
- Sort them into pairs to complete Ex. B. Remind them to just write the answers – to save time.

**Brain break:** Thumb war. Let the students remain with their pair and play thumb war with each other. Instructions: the pairs enclose each other's fingers, leaving the thumb. They start the game at the count of 3 and wrestle to pin down opponent's thumb. The person to hold down opponent's thumb should count till 10.

- Explain Ex. C. Let students attempt it on their own.

**H.W.** Research about climate change. Note points for discussion in next class. Teacher can customize this task.

### Day 4

#### Lesson 5

- **Starter activity:** request students to listen carefully to your sentences and call out the correct conjunction.
  - 1) I have never been to Disneyland \_\_\_\_\_ I heard it's an exciting place. [but]
  - 2) She is staying at the hospital \_\_\_\_\_ her mother is ill. [because]
  - 3) Her mother is ill \_\_\_\_\_ she is staying at the hospital. [so]
  - 4) I will have milk, egg, \_\_\_\_\_ toast for breakfast. [and]
- Students to read Part 2 of comprehension in Ex. A and think about why Turkey had underground cities.
- When they are all done reading, open the floor to discussion with these prompt questions: where were these underground cities? why were they there? what was the

purpose? [Don't expect perfect answers]. Receive answers first. Then move on to exposition.

**Teacher's explanation:** Turkey's underground cities were built to protect inhabitants of cities from foreign enemies. During wars, thousands of people could move underground to protect their families and livestock. People remained there in secret. These cities could be accessed through caves and tunnels. Cappadocia, in Turkey, has the largest underground city – Derinkuyu. [If feasible, teacher could show pictures of Derinkuyu on Google.]

- Students to attempt Ex. B individually. Explain that if a statement is true, write T; otherwise write F for false.
- Ask students to read the passage again. Attempt Ex. C in notebooks.

**Brain break:** Skip Counting game. Teacher to call out number that should be skipped, while students count. For example, you could call out 3. Therefore, relevant students to say 'skip' on number 3 and multiples of 3. Student at the front to start with 1, student behind to continue with 2, the next student should say 'skip', and the next student to continue with 4. For those who don't say 'skip', have them stand at the board to indicate they are out. Repeat the game as required.

- Ex. D: students to write about climate change using their H.W points, in their own words:
  - 1) What is climate change?
  - 2) How is it changing the planet?
  - 3) What can be done to resolve it?

Teacher can write a few points on the board after discussion of climate change. Students to write 3 brief paragraphs about climate change, in groups of four, using the prompts above.

**Wrap-up:** Ask students one thing they could do to prevent global warming.

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### Unit 3

**Objectives:** practise dialogue; learn about countries, nationalities and flags; develop listening and reading skills; match text to pictures, practice adverbs of time, manner and frequency; write adverbs about oneself; study, punctuate and write a poem.

### Day 1

#### Lesson 1

- Start the class with the following prompt questions: can anyone tell me what an email is; what is it used for; have you written an email? After receiving correct answers, ask: any idea what people did before email was invented? [People wrote letters]. Emphasize the difference between letters and email. **Exposition:** letters were written on a piece of paper and sent to other people via post office. Sending a letter outside the city could take a few days; while sending to other countries could take several weeks. Letters are still in limited use today because they hold special value, which cannot be attained from an e-mail. However, e-mails are common modes of communication because sending an email is just a click away. You can send an email to your family or friend, who could be living far away from your country, within seconds. Fact check: about 2.8 million emails are sent every second.

- Now select two students to stand up and speak aloud dialogues of MR B and Man. When done, ask students to read again silently, on their own and answer questions in Ex. B, individually, in their textbooks. One-word or one-line answers to be given. Then check answers with whole class to see everyone has agreed.
- Moving on to Ex. C, explain the rubric given and select one student of your choice to answer one question each. The selected student to read the original dialogue first then the alternate dialogue, using the words/phrases from word bank. When the student gets it correct, ask the whole class to repeat the alternate sentence. Start off by writing this example on the board:

Oh. I'm looking for a post office. I need to send a parcel.

- Ex. D: Teacher to ask students to think over why countries have flags. What is the importance of Pakistani flag? **Exposition:** Flags help identify a country to the rest of the world. They are national symbols that indicate to other countries that a certain land belongs to a certain country. It shows that a country is free. Imagine what would happen if countries had no flags – other countries who want power or more land would feel free to attack a country without flags, to claim the land, thus, no peace.

*[Instructor: if you want to build students' knowledge about flags here, coordinate with IT teacher to give you a print out of countries and their flags – graphically illustrated. Provide one print out each to every student and ask them to paste it in their notebooks for future reference.]*

- Read the passages from listening exercise on SB page 128, aloud. Have students record responses for Ex. D in their textbooks.

## Lesson 2

- Students should have a degree of knowledge about what constitutes a country – flags, people, nationalities, language, etc. Get students to reply to these prompt questions, before your exposition. Write this on the board: how can you tell which country a person belongs to? For example, how can others identify us as Pakistanis? How would a foreigner identify us as Pakistani? Let students brainstorm for 2 minutes. *[Language we speak – mother tongue, dress, name, pattern recognition in names, etc.]*
- Explain Ex. A to the students. Then proceed with your speaking part. Go steadily so that students understand and can record responses in their textbooks. Repeat your part so that students can double-check their answers.
- For Ex. B, you could ask the following questions or customize them. Let students answer and accept correct responses. 1) Where do Bangladeshi people live? 2) Who lives in Afghanistan? 3) Where do Chinese people live? 4) Who do you think lives in Nepal? 5) Where do Iranian people live? 6) Where can you find British people?
- For Ex. C, ask or customize following prompt questions. Select one student to give answer. Accept correct responses. Then ask that question again and have the whole class repeat the answer. 1) What is Pakistan's national language? 2) Where is Chinese spoken? 3) Who speaks Nepalese? Where? 4) Where is Sindhi spoken? 5) Where is English spoken? 6) Where do people speak Pashto?
- Write down these interesting facts on the board. Once done, have one student each read aloud one fact to the class. Then have them write the facts in their notebooks.

Mandarin Chinese is the most widely-spoken language in the world.

South Africa has 11 official languages.

English language has over 200,000 words.

There are over 7,000 languages in the world.

Bilingual means being able to speak 2 languages fluently. Multilingual means ability to speak more than 2 languages fluently.

- **Individual work:** Explain Ex. D then ask them to write responses in textbooks individually.

**Wrap-up:** depending on remaining class time, ask 3–5 students to come to the board and talk about their names, countries and mother tongues. Teacher to go first to demonstrate example: My name is \_\_\_\_\_. I belong to Pakistan. My mother tongue is Urdu/Sindhi/Pashto or whatever applies. Get students to demonstrate themselves in the same manner.

**H.W:** Students to read Lesson 3 Ex. A comprehension passage and attempt Ex. A and B in textbooks.

## Day 2

### Lesson 3

- Check H.W answers with class. Ask students to raise their hands if they want to speak.
- For Ex. B, call out Picture A, B etc, one by one. Those who want to volunteer should raise their hands to answer.
- Ask students to read the email again and answer questions in Ex. C. Once everyone is done, double-check answers with the whole class, asking one student to answer each question.
- Read the sentences aloud and let students answer the questions.

### Lesson 4

- Start off this lesson by explaining adverbs. Write the following words on the board and ask students what these words have in common. [-ly]

Usually, gently, carefully, slowly, verbally.

The correct answer is –ly. Point out that adverbs may end in –ly, still adverbs can be used for more purposes. First, they change another adjective or verb. For example: quick-quickly; sad-sadly; happy-happily. Secondly, adverbs tell us how, when and where an action took place. For example: Although I jog daily, I couldn't run yesterday due to stomach sickness. I complete 10 miles per hour.

Move on to explain that adverbs could be a single word or have more than one word. Explain with the following examples on board:

When: Students got up when the bell rang.

Where: They went to the playground.

How much: They go to the playground every day.

- **Pair work:** Sort students in pairs. Read the rubric for Ex A aloud. Ask students to attempt fill-in-the-blanks' passage. When done, verify answers with each pair.
- Ask students to attempt Ex. B the same way, then discuss answers with the class.



**Brain break:** *Would you rather ...?* questions: Teacher to ask a question and volunteers can answer. Find list of possible questions below:

- Would you rather be a magician or superhero?
  - Would you rather go abroad or travel within your country?
  - Would you rather blow balloons or swing on a swing?
  - Would you rather have summer or winter?
  - Would you rather be able to create a new holiday or sport?
  - Would you rather be able to read very fast or write very fast?
  - Would you rather be good at studies or sports?
  - Would you rather live near the mountains or ocean?
- **Individual work:** Have one student read the rubric for Ex. C aloud. Solve the first question on the board. [Last Saturday, we went to the seaside for the day.] Students to work on the rest **individually**, by just writing the answers.
  - When complete, move on to Ex. D by mentioning a statement about yourself. For example, I wake up at 5.30 in the morning and have breakfast before leaving for school. Then ask students to write one answer each in response to given questions.

**Wrap-up:** if there is time remaining, teacher could wrap up the session by writing this question on the board and having volunteers raise their hands to answer.

***If you had to carry objects from your school to the mountain, what would you take and why?***

### Day 3

Lesson 5

**Pre-reading activity:** Students to look up difficult words from the poem, in the dictionary and note down meanings. Use those words in sentences.

- **Starter activity:** have six students sitting in a row, read 2 lines of the poem each, aloud.
- Explain that *verse*, in literature, is a single line of poetry. Two lines – couplet. Now ask: could anyone tell me what this line would be – ‘and molly was chased by a horrible thing’? [Verse] Now read any 2 lines and ask students what that would be. [Couplet]
- Students to now read the poem by themselves and match the verses to their pictures. When done, discuss answers with whole class and accept correct responses.
- Explain the poem briefly, before asking questions. This poem is about four children who go to the beach to play. This is what children do, so this poem is about childhood. They find a shell, starfish, crab and stone. Now write these questions on board and ask students to brainstorm for discussion.

*Which child took something home? Why? [May. She wanted to remember her time at the beach.]  
Which child got chased? Which child found a shell?*

Now move on to deeper questions. Do not expect perfect answers. The task is to help them prepare to analyse poetry in higher grades.

*Why did the children decide to do different things? [They were different people and had different hobbies/likes/dislikes. This shows that we are all unique. What one likes might be boring to another person.]*

Why would anyone choose to go to the beach? [The beach is a vast, open place where we can do different things and discover new objects – shells, etc.]

- Sort students into **pairs** to attempt Ex. B in textbooks. When complete, discuss answers with whole class.
- Before starting Ex. C, explain **alliteration** – repetition of consonant sound. Ask students to find an example from the poem. Explain **rhyme** – where the ending words have the same sound, for example, stone-alone. Ask pupils to find the rest. Write them on board.
- Ex. C: Now read the poem aloud and have students underline words that sound the same.

**Brain break:** This or that game. Teach to ask each child a question and accept the response. Here is a list you could use. You can add more questions that apply to your students.

Cat or dog? TV or DVD? Ice cream or Juice? TV or books? Toast or bun? New clothes or new phone? Football or basketball? Nice bedroom or nice bicycle? Burger or sandwich? Online shopping or at store? Tablet or computer? Intelligence or humour? Park or beach? Popcorn or candy? Train or plane? Travel abroad or locally? Meat or vegetables? Save or spend? Ocean or mountains?

[Note to instructor: depending on class size, these questions might not be enough. You can research more and add them to the list, whatever applicable.]

- Explain Ex. D and have students write the poem with correct punctuation in their notebooks.
- Ex. E: free writing. Write the words from word bank on the board and underline them. Ask for more suggestions from students and write them on board. They could suggest names of people, places and activities. Fill the board with suggestions. Then students could write these suggestions in their notebooks and complete the poem at home.

**H.W:** Complete the poem. Start revising previous units to prepare for Revision Unit 5. Note down questions for clarification in next classes.

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## Unit 4

**Objectives:** *practise dialogue; practise expressions for suggestions; develop listening skills; practise names of animals; practise vocabulary for parts of animals, practise apostrophe usage; write a parallel story.*

### Day 1

Lesson 1

**Pre-reading for the teacher for class discussion:** Search Google News for latest news reports about animals. Note down anything that would interest students and share with class.

- Write the title 'Animal news' on the board and ask students what they understand by it. Ask whether anyone can share the latest news about animals that they came across. If not, share your research and move on. Sharing interesting facts starts the class off on a good note.
- Select five students to stand up and speak out dialogues of Mr Bate, Sandra, Emma, Mrs Bate and Dan. When done, now ask students to read the dialogue silently and note down

alternate words for italicized words – in their textbooks. Give them some time for this task.

- Ex. B: Instructor to read out the dialogues. Ask students to raise their hands to call out alternate words.
- Next, for Ex. C, ask students to skim through pictures of animals in Lesson 2 and write down the names of missing animals from the dialogue – in textbooks.
- Ex. D: Ask students to write letters A–F – indicating labels for cages – each on a new line, in their notebooks. Then read out the passage from listening exercise on page 129. Go slowly to let students understand and write the correct answers. Read the passage again. Then check answers with the whole class.

### Lesson 2

- Teacher to read aloud names of animals randomly. Let students point to the animal. Repeat once again in a different order and accept correct answers.
- Explain Ex. B. **Exposition:** There are many nouns in English Language that have both singular and plural forms, for example, sugar, trousers, news. Can you help me find nouns like these from Ex. A?  
Students to write answers in textbooks. Check answers with whole class. [*deer, sheep, fish*]
- For Ex. C, ask students to match the pictures of body parts to animals in Ex. A. When complete, call out the body part and students to call out animal.
- Explain Ex. D by running through given examples. **Exposition:** apostrophes are used to show possession – something belongs to someone.
  1. For singular nouns, we write 's or *apostrophe+s*. For example, girl's hat, boy's cat.
  2. For plural nouns that end with s, use only apostrophe, for example: boys' school.
  3. For plural nouns that do not end with s, use apostrophe+s. For example, children's; men's; women's.
- Write given words on the board: monkeys', tigers', snake's, crocodile's, elephant's, bears'.

**Wrap-up:** Ask students to come up with two examples, one using apostrophe+s and one using only apostrophe. Ask those who want to volunteer to come to the board and write their sentences. Read aloud to the whole class.

**H.W:** students to read the reports in Ex. A and D and note meanings of difficult words in a separate notebook – for discussion in next class.

## Day 2

### Lesson 3

- Students to read report from Ex. A and attempt Ex. B. Ask them to put a bracket besides the relevant paragraph and write Picture A, B, C or D. When all done, check answers with the whole class. Call out Picture A and let students answer. Confirm the correct answer once all volunteers have spoken. Repeat the same process for other pictures.
- Students to attempt Ex. C individually, in textbooks. Check answers with the whole class and confirm correct ones.

**Brain break:** Pictionary – sort the class into groups of 4 or 5, depending on class strength. Since this is a brief break, teacher would draw items on the board for each group to guess.

The group that guesses correctly within one minute, wins. Just have one round for this. Suggested drawings: snake, cycle, grapes, apple, bread, book, necklace, octopus, or whatever instructor prefers.

- Sort the students into pairs. Have them read the report in Ex. D. Ask them to number the phrases in Ex. E in correct order in textbooks, then attempt Ex. E in their notebooks.
- Ex. F – read the phrases from listening exercises on page 129. Ask students to write correct words in their notebooks.
- Moving on to Ex. G, explain that the incidents in passages are in the form of articles. **Exposition:** News articles / reports are accounts of real incidents. They answer questions about Who, What, When, Where, Why and How – 5 W's and 1 H. A report tells you who was involved, what exactly happened, when it happened, the place where it happened, the cause behind the incident and how it affected people. Draw attention of pupils to the first article and first clear the points by asking them about 5 W's and 1 H. Repeat for second article. Next, ask them to note how the article is divided into separate paragraphs. Therefore, students could write their report with one paragraph detailing the *Who* part and henceforth for others. The article may also include quotes from eye witnesses.
- Ask students to brainstorm their ideas for the report. Note them on the board and ask students to note them down so that they could use those points to write their report. This task may be completed as H.W.

### Day 3

#### Lesson 4

- Read the rubric for Ex. A aloud and explain what students have to do. Once done, read the phrases from listening exercises on Page 129 and have students correct their answers.
- Ask students to attempt Ex. B individually. Then check answers with whole class and confirm correct answers.
- Remind students how to solve jumbled sentences, writing item 1 and example answer on the board. Then ask them to attempt Ex. C individually.
- For Ex. D, ask each question one-by-one and let students give answers. Confirm correct or nearly correct answers. At the end, a measuring tape could be used to measure the door, a person or window. This could be a refresher for students before moving on.

#### Lesson 5

- Teacher to read the poem aloud. Students to follow silently in their books. Then ask the given question. Let students answer. Accept correct answer.
- Ask students to look at the picture in Ex. B and answer your questions: Where is the elephant? Does it look happy or sad? Is it a baby or an adult elephant? What is it doing?
- Then read the poem aloud without reading correct answers. Sort students into pairs to solve this exercise. Then, check answers with the whole class and confirm correct answers.
- Ask students to look at Lesson 2 and individually select the animal that they are going to write a story on. Give them a few minutes to brainstorm ideas about their personal stories. Ask if there are any confusions clarify and them.
- Students to write their own story and illustrate it, in their notebooks.

## Unit 6

**Objectives:** raise awareness about good habits, with focus on PSHE; study and practise unit/partitive nouns; write plural nouns in accurate categories; develop listening skills; match text to pictures; study and practise food vocabulary; make questions using 'usually'; complete a survey and write instructions for a recipe.

### Day 1

#### Lesson 1

This unit focuses on essential manners, such as sharing with others or politely refusing others. Hence, the purpose of activities for this unit are to promote these good habits among students. These habits are also important aspects of physical, social, health, and emotional skills in education.

- Write 'Food and drink' on the board. Start off the topic with these prompt questions: What are some table manners you follow? Letting elders take food first? Sharing food with others? Not using cell phones at the table? What about saying 'please' and 'thank you'? How many of you actually practise these manners?
- Accept responses and encourage those students who practise good manners. Encourage the rest to follow these manners. Next, have three students stand up at their desks for roles of Sophie, Friend and Steve. Other students to follow the dialogue silently in their books.
- When done, ask students to read the dialogue again, silently, in their books. Then, ask the question given in Ex. A. Ask learners: what are some examples of good manners in this dialogue? More specifically, which words indicate good manners? Explain that Auntie Sophie displayed good manners in the following ways: since her friend dropped her home, she first invited her to come in for lunch. Out of politeness, she then offered tea to her guest. She wasn't stingy or impolite. She offered cake and supper and told her to come again. As a host, this shows her excellent etiquette in hospitality and making the guest feel welcome. Furthermore, note that Auntie Sophie offered ALL that she had, to make her guest feel welcome, determining from the dialogue that no cake or biscuits were left.
- For Ex. B, explain that there is a proper manner for making offers and refusing politely. Kindness goes a long way with others. Friendliness towards others is an important trait. Without good manners or politeness, people would not like you and tend to avoid you. Discuss given questions verbally.
- Write the words 'Yummy' and 'Yuk' on the board. Explain meanings: *yummy* means delicious/delightful/delectable. *Yuk* means disgusting. Teacher to call out one student at a time and ask questions with the help of prompts given in Ex. D. Students to answer either 'yuk' or 'yummy.'
- As a side note, explain that although we do not eat snakes or bugs, at times we may get food that we do not like. Saying 'yuk' openly might appear rude, depending on where the person is. A polite way of refusing it would be to not eat it and saying that you will have something else. This is also an essential etiquette.

**Brain break:** ask students to come up with their own food items and ask either the instructor or call out some other student to say 'yummy or 'yuk'. Give each student a chance. Have fun. Teacher could also come up with his/her own prompts, such as: chicken, broccoli, boiled egg, fried egg, burger, pizza, etc.

### Lesson 2

- Write 'Unit nouns' on board with examples: bag of sugar, carton of milk, cup of tea.  
**Exposition:** These are also called *partitive nouns*. They show a part or quantity of something, not whole. For example, a slice of pizza; a piece of cake.
- Ask students to make phrases with the help of given pictures in Ex. A, individually. Then discuss answers with whole class and write correct answers on the board.
- For Ex. B, explain that students have to come up with phrases using partitive nouns. Start by saying 'I went shopping.' Let students volunteer and continue the rest. Accept correct answers. Correct incorrect answers.
- For Ex. C, explain that plural nouns come in categories. **Exposition:** The rule is to add suffix -s to most plural nouns, such as word-words, noun-nouns, bear-bears, table-tables, chair-chairs, etc. Some nouns require plural suffix -es, such as: box-boxes, class-classes, glass-glasses, fox-foxes, etc. Some plural nouns require adding -ies, such as: bunny-bunnies; country-countries, candy-candies, etc. Some are irregular plural nouns, including: child-children; woman-women and man-men.
- For Ex. D, ask students to listen attentively and note.

**H.W:** Read text given in Unit 6, Lesson 3 and attempt Ex. A. Underline one partitive noun that the text has [*crate of potatoes* in text 2, paragraph 1.]

### Lesson 3

- Discuss **H.W** and accept correct answers for Ex. A.
- Students to sit in pairs and attempt Ex. B. When complete, discuss answers with whole class.
- Students to look at the pictures and answer prompt questions: What is the person cooking; what are the eggs being cooked in; what kind of food is the person grilling; what is the person boiling in the pan.
- Start off activity by saying, 'You can fry, grill or boil meat. You can fry and boil rice but you can't grill it.' Ask students to volunteer by raising their hands and talk about foods in the word bank, until each food is covered. Accept correct responses with, 'Yes, you can'; incorrect responses with 'No, you cannot.'
- Do Ex. D in the same manner.

**Brain break:** students can stand up and stretch themselves. Ask them to jog without moving from their places and stop at the count of 20. Repeat 5 times.

#### Lesson 4

- Students to devise questions with the help of prompts in Ex. A.
- Sort students into **pairs** for Ex. B and Ex. C. Explain that survey is a collection of data/information about life, habits or personality traits. Columns 2 and 3 in Ex. C provide different options. In 2<sup>nd</sup> column, students need to circle their own responses and in the 3<sup>rd</sup> column, students will circle responses of their pair and compare answers with their own answers. Are the responses similar or different? What are some commonalities or differences between YOU and YOUR PARTNER? After completion, have each pair stand up one by one and answer the questions.
- Using these answers, students to write 4–6 sentences about their partner’s responses.

#### Lesson 5

- Students to observe pictures in Ex. A and call out objects presented: eggs, salt, pepper, plate, fork, bowl, and pan. Work with class and demonstrate cooking steps on the board.
- Ex. B is about sentence ordering. Explain that any event or situation takes place in steps or order. For example, when making an omelette, you need to cut vegetables first to mix in egg and cook. You cannot make an omelette then garnish vegetables as that would ruin the taste. Moreover, when explaining transition between one step and another, you use *transition words* to indicate what came next or after one phase. For instance, then, next, firstly/secondly/thirdly/fourthly/fifthly/sixthly, finally, first and foremost, and last but not the least. Write these linking words on the board and let students copy. Give them a few minutes to think over their answers. Raise a finger one by one and call out: Step 1, Step 2...until all steps are covered. Students to repeat the steps in order.
- For Ex. D, have students observe the pictures and make sentences with the entire class – have students do **choral repetition**. Children to write recipes in their notebooks.

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## Unit 7

**Objectives:** *have a discussion about furniture; develop ability to describe everyday objects; label a picture; study how to describe different types of nouns; practise paired/cumulative adjectives and read a moral story.*

### **Day 1**

#### Lesson 1

- Write ‘Houses’ on board and start a class discussion with these prompt questions: what comes to mind when you think of houses? A house is divided into different sections. What are they? What are some belongings that you have at your house? Accept correct responses, such as: a house is a place where a family lives, etc. Sections – bedroom, washroom, kitchen, dining room, lounge, study, roof, etc. Belongings – TV, fridge, books, shelves, bed, sofas, etc.
- Once the concept of houses is clear, have two students stand up to read aloud dialogues of Nadia and Mrs Burki. When complete, ask the given question in Ex. A. Accept correct

answer. Have students read the dialogue silently and underline names of furniture in the dialogue. Check with whole class.

- For Ex. C, again involve the whole class. Instructor to ask interactive questions; students to point out mentioned item and raise up their books to show the instructor. For each answer, students to label the picture. Engage class with these questions: I can see where the bed is – labelled C. What about the desk; can anyone help me find it? [Once pointed out correctly, let students mark it. Then move on to next question.] How about the chair; where is it? Where can I find the cupboard? Where do you see the wooden chest? Can you spot the bookcase? Where did the bedside table go?

## Lesson 2

- Write 'Adjectives' on board with these examples: a hot day; a large cupboard. Ask students to point out adjectives. Underline 'hot' and 'large' on the board. **Exposition:** Adjectives are used to describe nouns, which could be places, people, objects, animals, etc. Draw the table on board and let students note in their rough notebooks. Adjectives to describe:

People	Places	Food	Objects
Friendly	Peaceful	Delicious	Precious
Happy	Exciting	Baked	Clean/Dirty
Cheerful	Ancient	Crunchy	Old
Generous	Modern	Bitter/Sweet	Different

- Instructors can photocopy the list given at the end of this lesson and ask students to paste their copies in notebooks, neatly. Assist them with it.
- Ex. A to be done in the same manner as Lesson 1 Ex. C. Check answers with whole class.
- Explain Ex. B. **Exposition:** in each sentence, there is more than one adjective. These are called *paired/cumulative adjectives*. How do you know which adjective to use first? Adjective order is important so that the sentence makes sense, otherwise it changes the whole meaning. For example, elucidate that *Two large, grey Indian elephants* makes better sense than *Two grey, Indian large elephants*. Write this order of cumulative adjectives on the board: Articles > Quantity/Numbers > Opinion > Size > Age > Appearance > Colour > Origin > Material > Purpose. Adjectives of opinion or attitudes come first, then facts. For example, they bought an adorable brown puppy from the pet store. Similarly: [write on board with tick and cross]:

A big white horse ✓

A white big horse ✗

- Students to attempt Ex. B individually. When done, check answers with whole class.
- For Ex. C, start off the game by saying, 'I can see something big and white.' Let students guess until you get the answer 'whiteboard.' The answer may vary in different schools. It can be customized according to context or as instructor sees fit. Next, let volunteers raise their hands to ask similar questions. Those who want to answer should raise their hands.
- Ex. D – **Exposition:** English alphabet is divided into consonants and vowels. Vowels – a, e, i, o, and u. The rest of the alphabets are consonants.



Instructor to call out words in word bank and spell them out loud, like the given example. Then ask them to attempt Ex. E individually.

**H.W:** Students to read text in Lesson 3 Ex. A and underline adjectives. Attempt Ex. B for discussion in next class.

## Day 2

### Lesson 3

- Ask students to take out their H.W: Start the class with these prompt questions to test their contextual understanding of the text. Assist students. Questions: Why was it difficult to live in the drainpipe? What did the poor woman wish for?
- Discuss Ex. B and accept correct responses.
- **Pair work:** students to read the text again silently and attempt Ex. C in pairs. When done, discuss Ex. D with class. Ask volunteers to raise their hands to give their input.

**Brain break:** I Spy game.

### Lesson 4

- Ask students to observe pictures in Ex. A. Ask them to describe what they see. Instructor to read sentences aloud, one by one. Students to identify correct picture and write answer.  
Ask students to come up with questions about pictures. Volunteers to raise hands and answer.
- Explain Ex. C and ask students to attempt questions in notebooks.

### Lesson 5

- Students to read text in Ex. A. Teacher to read comprehension question aloud. Discuss moral of the story with learners. *Always show gratitude for what you have; you never know what could happen next. Do not take your blessings for granted. If you are grateful, you will always be rewarded with more. Happiness comes from being grateful for what you have.*
- Now ask students to volunteer in describing their rooms, using suitable adjectives. Give a few minutes to brainstorm and ask them to focus on colours, texture, shape, size, etc.
- Students to observe picture in Ex. B. Ask them what they see. After discussion, students to answer questions individually. Discuss answers with class.
- Explain Ex. C to students. Let them come up with ideas and write sentences in their notebooks. Guide them.

**Wrap-up:** Describe Me- Select an object from the class and ask students to come up with describing words. These could be places outside the classroom too. Accept correct answers.

Feelings	Objects	Animals	Personalities	Places	Sounds	Food
Calm	Soft	Black	Smart	Ancient	High	Sweet
Jolly	Hard	Spotty	Creative	Interesting	Low	Bitter
Joyful	Shiny	Wild	Careful	Modern	Sharp	Sour
Peaceful	Smooth	Scaly	Careless	Beautiful	Whistling	Acidic
Lively	Rough	Dangerous	Clever	Peaceful	Noisy	Delicious
Satisfied	Transparent	Tame	Decent	Amazing	Silent	Delectable
Sad	Vintage	Tall	Alert	Enchanted	Shrill	Creamy
Gloomy	Modern	Large	Adventurous	Fresh	Deafening	Baked
Delighted	Rough	Colourful	Adorable	Deserted	Squeaky	Buttered
Excited	Dull	Powerful	Caring	Exciting	Creepy	Caked
Playful	Bright	Ferocious	Confident	Colourful	Creaky	Crispy
Merry	Precious	Slow	Crazy	Clean	Loud	Crunchy
Hopeful	<i>*all colours are adjectives – orange, yellow, green</i>	Fast	Emotional	Polluted	Melodic	Fried
Inspired		Furry	Energetic	Crowded	Harsh	Flavourful
		Small	Kind/Polite	Welcoming	Hissing	Juicy
		Huge	Gentle	Impressive	Thundering	Boiled
		Beautiful	Fun	Noisy	Screeching	Bland
			Strict	Boring		Tasty

## Unit 8

**Objectives:** practise dialogue; develop listening skills; understand safety instructions; practice jargon for four elements; understand science of water; understand riddles; develop reading skills; practice uncountable nouns; write a report in past tense; practice a song; complete a rhyme.

### Day 1

#### Lesson 1

- The concept of four elements would be new to some students; therefore, it is better to start off this topic when students have understood the notion. Write 'The four elements' on board. **Exposition:** the four elements are important for survival in life. These are air, water, earth and fire. Without these, life on earth would die. The focus of this unit is how we use these four elements to sustain life. Let's begin with the dialogue.
- Have five students stand at their desks to read aloud dialogues of Mariam, Mama, Fahad, Baba and Parvin.
- When done, discuss the importance of fire with class. Ask students what we use fire for. **Exposition:** fire is important for us to continue living. We use it to cook food, which we

need to grow and survive. Early people used fire to keep themselves warm in cold season. The first fire was started by rubbing sticks together. This helped them cook their food – animals and plants – rather than eat them raw. Cooking food makes it safer to eat because it kills all germs and can be easily digested. However, we need to be careful with fire because it can be dangerous.

- Students to read the dialogue again, silently. Then read the given question in Ex. A aloud. Have a class discussion for Ex. B. Ask given questions aloud.
- For Ex. C, read the instructions aloud, steadily, and let students write answers. Then discuss answers with class.

### Lesson 2

- Explain that Ex. A shows pictures of objects or places that are composed from four elements. Then students to sort the words in given categories.
- For Ex. B, explain the following on board, with the help of this diagram.

**Gas/Steam**                      ←                      **Water**                      →                      **Ice**

**Exposition:** Our bodies are 60% water. Seventy-percent of earth is made up of water. This shows how vital water is for survival of human beings. We use water to drink, grow crops and generate electricity using hydropower. Water can be in 3 forms – ice, liquid and gas/vapour. When water is frozen, it becomes solid/ice, when the temperature is 0°C. When water is heated at 100°C, it turns into gas/steam.

- Now with the help of the diagram, students to attempt Ex. B individually. Then verify answers with whole class.

**Wrap-up:** Get students to guess answers for riddles in Ex. C.

## Day 2

### Lesson 3

- Revise previous lesson with these prompt questions. Which elements do we need to live? What do we need water for? Water can be used as liquid only – true or false? Why? When a liquid burns, what happens? When a solid melts, what happens?
- Now ask students to observe pictures in Ex. B. Ask them what they see in each picture. Then students to attempt Ex. A individually. For Ex. B, sort students into pairs. Check answers with class.
- Students to attempt Ex. C individually.

**Brain break:** Students to stand up. First person begins with number 1. Next person says next number or next two numbers. Continue till 10. The person saying 10 sits. Count begins from 1 again. Last person standing receives claps.

- Students to attempt Ex. D individually.

**H.W:** Explain Ex. E. Students can attempt it as H.W task.

## Day 3

### Lesson 4

- Students to open their H.W. Teacher to read each sentence aloud and students to answer in choral repetition.
- Now for Ex. A, read the first halves of sentences aloud. Students to raise hands to answers. After each correct answer, let students match the other halves.
- Explain Ex. B. Students to attempt it individually. Discuss answers with class. For Ex. C, recall plural nouns from previous unit and ask students to place words from word bank in relevant categories.
- For Ex. D, instructor to sing the song aloud, leaving out blanks for students to answer. Once all blanks have been answered, class to sing along in choral repetition.

*[If you're **happy** and you know it, clap your hands. (Clap-clap)*

*If you're **happy** and you know it, **clap your hands**. (Clap-clap)*

*If you're **happy** and you know it,*

*And you really want **to show it**.*

*If **you're happy** and you know it, **clap your hands**. (Clap-clap)*

*If you're happy and you know it, bend **your legs***

*If you're happy and you know it, stamp **your feet**. (Stomp stomp)*

*If you're happy and you know it, **shout** Hooray!*

### Lesson 5

- Instructor to read story in Ex. A aloud. Discuss the lesson presented in this story. *[Sultan asked how many grains of sand there were. The wise man asked him to collect all grains of sand from around the world – which shows it was impossible. There are some things that cannot be measured/counted, such as stars, sand, water in the oceans, etc.]*
- Sort students into pairs to answer Ex. B questions. When done, read each verse in Ex. D aloud. Students to answer and note.

**H.W:** Explain Ex. C to students. Ask them to brainstorm ideas and write points in notebook. Assist them. They can write the story at home.

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## Unit 9

**Objectives:** *practice dialogue; understand cardinal and ordinal numbers; study the difference between 'can' and 'shall'; make sentences from pictures using 'can' and 'shall'; write dialogue with correct punctuation; make sentences using contractions; understand playscripts; act out a playscript and write the ending of a story.*

## Day 1

### Lesson 1

- **Recall:** Students to recall from previous session how fire began *[by rubbing sticks together]*. Select two students to read aloud dialogues of Imran and Saira. Then ask the given question in Ex. A. *[Perform in a play]*
- Ask questions in Ex. B aloud. Students to raise hands for answers.

## Lesson 2

- Draw two columns on the board, like below and explain Ex. A to students.

Numeric	Cardinal	Ordinal
1	One	First
2	Two	Second
3	Three	Third

**Exposition:** When writing numbers cardinally, we write one, two and three. The ordinal form of numbers is first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth and so on.

- With the help of the given example for eleventh, students to attempt rest of the questions individually. Then check answers with class by calling out the cardinal form of numbers. Students to **chorally repeat** ordinal forms.
- Leave Ex. B and C for Brain Break. Move on to Ex. D. Explain by writing the following textual form of these numbers on board. Students to attempt Ex. D individually.

50	fifty
75	seventy-five
82	eighty two
99	ninety-nine
100	hundred and one

- Explain Ex. E with the help of the given example. Sort students into pairs to attempt the rest.

**Brain Break:** Ex. B and C.

**Plenary:** Instructor to write following numbers on board and call few students to write answers on the board.

Write ordinal form for the following: 39, 42, 55, 60, 77. Write textual form for the following: 334, 534, 233, 958.

**H.W:** Students to read the playscript in Ex. A and look up meanings of difficult words. Attempt Ex. B. Also remind students to start revising from Unit 6 to prepare for Revision Unit.

## Day 2

### Lesson 3

- Students to open their H.W.
- For Ex. B, recall *sentence ordering* from previous units. Explain that when narrating events, you mention everything in order: what happened first, what came next and all other phases in sequential/chronological order. Ask students to go through the given sentences, then go back to reading the playscript silently and determine the order in which events happened.
- Ex. C includes writing words that are given in bold in the playscript. Let students work individually.

### Lesson 4

- Write 'Can' and 'Shall' on the board. **Exposition:** 'Can' is used to show that you are able to do something. 'Shall' is used to offer help or make suggestions. Eg. He can write neatly. / Shall we read a story book?

- Students to attempt Ex. A individually. Discuss answers with class. For Ex. B, ask students to examine what is happening in pictures and come up with sentences using *Can I* or *Shall I* accurately.
- Write the word 'Contractions' on board and explain. **Exposition:** Contractions are words that are shortened by removing some letters. The letters removed are replaced with apostrophes, e.g.: Have not – haven't; does not – doesn't; did not – didn't; could not – couldn't; cannot – can't. A comprehensive list of contractions is provided at the end of this lesson. Get photocopies and provide one sheet each to every student to paste in their notebooks. Students to use this list and attempt Ex. C individually.
- **Pair work:** Students to work in pairs for Ex. D.

### Day 3

#### Lesson 5

- **Starter activity:** Ask students to come up with contractions and sentences for 'Can' and 'Shall'.
- Learners to read playscript in Ex. A. Instructor to read aloud the given comprehension question and accept correct response.
- **Pair activity:** Ex. B
- With the same pairs, students to attempt Ex. C in notebooks. **Exposition:** To write the ending of a story, consider the plot, development and tone of the story. What has happened so far? What do you think might happen next? Is the story going to end on a happy note or sad note? Now ask students to brainstorm ideas about ending. Note them on the board and let students record their answers, so that they could use those pointers to write their endings.

Word	Contraction	Word	Contraction	Word	Contraction
are not	aren't	she had	she'd	are not	aren't
cannot	can't	should not	shouldn't	cannot	can't
could not	couldn't	that is	that's	could not	couldn't
did not	didn't	there is	there's	did not	didn't
do not	don't	they are	they're	do not	don't
does not	doesn't	they have	they've	does not	doesn't
had not	hadn't	they will	they'll	had not	hadn't
have not	haven't	they would	they'd	have not	haven't
he is	he's	they had	they'd	he is	he's
he has	he's	was not	wasn't	he has	he's
he will	he'll	we are	we're	he will	he'll
he would	he'd	we have	we've	he would	he'd
here is	here's	we will	we'll	here is	here's
I am	I'm	we would	we'd	I am	I'm
I have	I've	we had	we'd	I have	I've
I will	I'll	were not	weren't	I will	I'll
I would	I'd	what is	what's	I would	I'd

I had	I'd	where is	where's	I had	I'd
is not	isn't	who is	who's	is not	isn't
it is	it's	who will	who'll	it is	it's
it has	it's	will not	won't	it has	it's
it has	it's	would not	wouldn't	it has	it's

## Unit 11

**Objectives:** understand dialogue; practise instructions using *must* and *mustn't*; develop listening and reading skills, understand safety rules; practise phrasal verbs; practise vocabulary for electricity; practise conditional sentences; discuss rules of road safety from a picture; write rules for cyclists and pedestrians.

### Day 1

#### Lesson 1

- Write 'Safety first' on the board and discuss with class. **Exposition:** It is important to follow rules of safety because they help you prevent harming yourself and others, in your school, park, zoo, kitchen, fire, swimming pool, etc. if you don't follow rules, you could endanger your life as well as that of others.
- Select two students to read aloud dialogues of Mr Bate and Dan. Afterward, mention that this dialogue typically shows violation of rules before entering a swimming pool. Ask students to underline phrases that indicate violation of rules. Discuss the consequences of overlooking rules of safety in swimming pool area.
- For Ex. B, ask students: Why was it important to follow those rules?
- Ex. C – Have the class pay attention to your instructions. Go steadily so that they have time to go through and number the items in order.
- Ex. D calls for a class discussion. Read the given questions aloud and let volunteers raise hands and answer.

#### Lesson 2

- Class discussion for Ex. A. read the rubric and items a–f in order, one by one. Learners to call out answers and note in textbooks.
- Read the Study Corner aloud. Explain that Study Corner shows proper sentence structure for *phrasal verbs*. **Exposition:** Phrasal verbs are used to show actions. They are a combination of *verb + preposition*, for example: come across, look into, go through, look forward, look up to, ask around, back up, break down, calm down and made up. The words given in Ex. B word bank are a few examples of phrasal verbs that students must use in past simple tense, such as looked into, broke down, looked forward, went through, etc. Sort students into pairs for Ex. B then discuss answers with class.

**Plenary:** students to brainstorm a few rules they have to follow at school, on roads, at the zoo or in the kitchen. Volunteers to stand up and answer. Instructor to correct learners whenever needed and add more to increase awareness of safety.

**H.W:** Students to write three rules of safety for each the following: - house; - electricity; - crossing a road

## Day 2

### Lesson 3

- Write 'Safety in the home' on board and begin a class discussion. Ask students what rules they should follow in the house. Answers can vary for kitchen, washroom or electricity. Volunteers to raise their hands and answer.
- Explain that the items demonstrated in Ex. A are some common objects that they find around the house. These are particular items for which you need to take precaution. Since these items use electricity, you cannot touch them with wet hands or play with them.
- Now ask students to observe the picture on page 69. Ask them what they see and what they think is happening. Mention that the table in Ex. B shows all those rules that are being violated in picture. Then, instructor to read items in Ex. B in order; students to answer and note in textbooks.

When complete, instructor to hold up fingers to indicate 1, 2, 3, etc. Students to read aloud the rules 1–8.

- For Ex. C, explain the difference between *must* and *mustn't*. *Must* is used to express an obligation or duty that needs to be done. It shows the necessity or urgency of doing something. It also shows that something is strongly recommended. For example: You must apply sun block before going out. *Mustn't* is an expression of negative obligation – something must NOT be done or something must be strictly avoided. Example: You must not smoke. Read the rubric and examples for Ex. C aloud. Select one student to answer for rules 1–8 in Ex. B.
- **Individual work:** Coming to Ex. D, explain that *Always and Never* are adverbs. *Always* means all the time; *never* means in no condition or at no time. Further state that Ex. D contains rules that should ALWAYS be followed and some things that should NEVER be done to avoid disastrous consequences.
- **Pair work:** Sort learners into pairs and have them write the past tense for underlined words in notebooks. When complete, discuss answers with the class.

### Lesson 4

- Write *Conditional Sentences* on the board. Explain that these are the types of sentences that indicate situations and their results. These sentences include an *if-clause* and the result. Sentences in Ex. A indicate what must be done to avoid negative consequences. Students to attempt exercise individually. After completion, have one student answer one question each.
- Next, explain for Ex. B that the statements include conditions with *must or mustn't*. Students to attempt Ex. B individually.
- Explain Ex. C to students. This exercise can be given as H.W.

**Wrap-up:** Have students attempt Ex. D. When done, teacher to read the first half, students to **chorally repeat** the complete answer.

## Day 3

### Lesson 5

- **Starter activity:** ask students to recall rules of crossing roads. Have them raise their hands to speak. Then students to observe the picture on page 71 carefully and answer the question in the rubric.



Teacher to then ask questions in Ex. B from class and accept correct responses.

- Have students observe the picture again and raise their hands to speak.  
[Children are playing on the road. A person is dragging a wheel-cart on a busy road. A car did not stop at the red light. Cars on one road are going in two different directions, despite the road being one-way street. Two people are walking on the street, not pavement. One person is running to catch a moving minibus.]
- Ex. D – **pair activity**. Teacher to read aloud rubric and example. Student to attempt rest in pairs. When done, have students do choral repetition for all answers.
  - 1) Do not carry a passenger on your bicycle.
  - 2) Always ride on the left side of the road.
  - 3) Keep both hands on the bicycle at all times.
  - 4) Cross roads when the traffic lights are red.
  - 5) Do not jump onto a moving bus.
  - 6) Never play ball games on the street.

**Plenary:** Students to come up with other rules for drivers, pedestrians and cyclists.

**[Never carry parcels on your bicycle; Always walk on the pavement; Stop at a red light]**

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## **Unit 12**

**Objectives:** *practise dialogue; complete a poem; introduce and practise vocabulary for materials; discuss materials available in the classroom; develop reading skills; study rhymes in poems; write a poem with the help of prompts.*

### **Day 1**

#### Lesson 1

- Write the title 'Poems about people' on board and ask students what they understand by it. You may not get perfect answers. Instructor to explain that by people, the author means those we meet and live with, including our families and the people we meet outside – friends, etc. Then have 3 students stand at their desks to read aloud dialogues of Shopkeeper, Dan and Ricardo. When done, read the comprehension question aloud and accept correct response.
- Ex. B. Start the game by selecting something from your class. Then let students take the lead. Have them raise their hands to speak.
- For Ex. C, have students pay attention to the poem you read aloud. Go slowly to allow students to record answers in textbooks.
- Read the questions in Ex. D, one by one, aloud and allot time to students to note their answers. Then discuss with the class.

#### Lesson 2

- Before starting this lesson, ask these prompt questions and accept correct responses: What is the furniture in this classroom made of? [*Wood*] What are your uniforms made of? [*Cotton*] What is your lunchbox made of? [*Plastic*] Next, instructor to mention words for Ex. A and students to point them out.

- Instructor will read sentences in Ex. B; students will call out and circle the correct answer.
- Sort students into pairs for Ex. C. When all done, have one student from each pair stand up to state their answers.

**Plenary:** Wrap-up the class with Ex. D. Have volunteers raise hands to speak. Instructor can ask questions to initiate discussion.

**H.W:** Students to read 'The Echoing Green' poem on page 74 and note meanings of difficult words, for discussion in the next class.

## Day 2

### Lesson 3

- Instructor will start off by reading background information about the poem on page 74. Ask students what they know about the word 'echo'. Explain that *echo* is the sound that is bounced back to the speaker. This is likely to happen in empty or deserted places. Then explain the phrase 'sounds are repeated or are reflected back'. [*Memories*] Ask students to link the word 'echo' to the poem and what it means here.
- Instructor to read aloud the poem; students to follow silently in their books. Stop at every stanza for explanation. Ask these questions: what is happening, what the speaker/ character is doing. [*sunrise, arrival of spring, beginning of new activities because winter is over.*] After reading the second stanza, ask these prompt questions: who is the character being spoken of here [*Old John*], what is the setting here [*park*] and what the speaker means when he says, 'Such, such...Echoing Green.' [*Speaker is recalling his time as a young person when he had energy to enjoy activities.*] Then initiate class with question: why can't the speaker do these activities now? [*Old age; deteriorating health*]
- Read the third stanza and ask students to reflect on lines: 'The sun does descend', 'our sports have an end', 'Many sisters and brothers...Are ready for rest', 'the darkening Green.' Ask learners what these lines indicate in the context of old people. [*Onset of death, the end of life, eternal rest. Every living thing has to meet its end. Nothing in this life is immortal. We are all mortal beings; everything in life has a short-lived nature – nothing lasts forever.*]
- Ask learners whether they have any confusions and assist them. Move on to reading the questions from Ex. A aloud. Students to call out and underline correct answer.
- **Individual work:** Students to attempt Ex. B individually. Then discuss answers with whole class.

**Brain Break:** Students to stand up and push in their chairs. Stretch. Jog 10 times. Hop 5 times on right leg; repeat for left. Hold nose with right hand and grab right ear with left hand. Switch hands. Repeat 10 times.

- **H.W:** Explain Ex. C to students for H.W.
- Read the poem in Ex. D aloud then ask these questions: who is the speaker [*elder sister*]; why can't her brother talk or look at anything? [*He is an infant*].
- For Ex. E, explain rhyme using the poem *Echoing Green*. Rhyme is when words at the end of phrases in two or more lines are similar to each other. For example, arise-skies; ring-spring; around-sound; seen-green. Ask students to find the rest and note them on board. Hair-care; oak-folk; play-say; joys-boys; seen-green; descend-end; mothers-brothers; nest-rest; seen; green. Ask students to work individually for Ex. E.

- **Pair work:** students to work in pairs for Ex. F. Volunteers could then read out their poems.

### Day 3

#### Lesson 4

- Start off the class with Ex. A to get students into sync with Ex. B. Then select 3 students to perform roles of Friend, Somebody and Nobody. Instructor to read the lines followed by rubric; selected students to read the dialogues aloud. Next, teacher to read question aloud and students to write answers individually.
- **Pair work:** Read the rubric for Ex. C aloud, with example. Sort students into pairs to work through the rest.

#### Lesson 5

- Students to listen to the poem then answer the given questions and Ex. B individually. When all done, discuss answers with class.
- Read the poem in Ex. C out loud, one verse each. Students to call out the answer and note in textbooks. Then have learners attempt Ex. D individually. Once complete, ask each question one by one and call out a student to answer. When receiving the correct response, get the class into choral repetition.
- **Exposition:** Peru is a country in South America. Students can be given **H.W** to research more about Peru and write five facts.

**AFL: Muddiest points** - ask students to skim through the entire unit and ask questions about anything they don't understand. Write those questions on board. Once all questions have been received, start clarifying their queries.

## Unit 13

**Objectives:** *practise dialogue; practise making suggestions; identify specific information after listening to an audio; introduce a story from Mark Twain's Adventures of Tom Sawyer; practise verbs for senses; guess items in a bag; role-play a scene from a movie; understand an email; write sentences about school rules and write a diary entry for previous Saturday.*

### Day 1

#### Lesson 1 – Find the solution

- For Ex. A, repeat the previous process of selecting students to perform roles and asking comprehension question. Ask how the actions presented in this dialogue relate to our five senses. Which senses are being used to perform actions?
- For Ex. B, draw two columns on the board with headings 'Problems' and 'Solutions.'  
**Exposition:** Problems are part of daily life. Each day, we come across either minor or major problems. However, problems have their solutions. Where there is a will, there is a way. Instructor to write following problems on board, in the column, and ask class for suggestions: You planned to meet your friend but it started raining heavily [*You could meet that friend at school*]; You spilled milk on the floor [*Clean it at once so that no one slips*]; You don't understand a topic [*You could search for information videos and articles online with parents' help*]. Next, read the problems for class and let students call out and mark suggestions.

- Ex. C – Instructor to read the dialogue while learners follow in their textbooks and note answers.

#### Lesson 2 – Describe it

- Repeat the same process as before for dialogue in Ex. A and let students answer the question. Ask which senses are being used in this dialogue. Briefly explain the purpose of five senses for Ex. B. **Activity:** Have students close their eyes for 2 minutes and focus on what they feel through their five senses – what they hear, smell, etc. Then ask learners to describe their feelings one at a time, starting with: I smell, I taste, I hear...etc. Afterward, students to individually complete Ex. B.
- Ex. C – Call out the numbers one at a time and let students raise their hands to provide answers.

**Wrap-up:** Instructor to place either his/her bag or a student's bag on the front desk. Have one student each examine the bag for description and write the answer on board. When all students are done, show the bag to the class. Also ask what materials the bag is made from.

**H.W:** Students to read story in Lesson 3 and note meanings of difficult words.

### Day 2

#### Lesson 3 – Inferential questioning

- Start off the lesson with a class discussion, beginning with the given comprehension questions. **Pair work:** Ex. B. Write these prompt questions on the board for a brainstorming session: Mention 3 traits to describe Tom Sawyer; Which materials are mentioned in this story?
- Explain the following elements of story on the board. **Exposition:** We are given a story based on the famous novel by Mark Twain, *The Adventures of Tom Sawyer*. Elements of story: *Introduction* – this could include background story about the characters or what happened in the past. *Action* – this focuses on the events of the story or whatever is happening; how events are progressing in a chronological order; what the main event is. *Problem* – stories present us with problems or issues that characters are facing. They have goals to do something but they are faced with challenges/hardships/obstacles/problems that they need to resolve/overcome to achieve their goals. *Climax* of a story is the turning point or something that happens unexpectedly. After climax comes the *Conclusion/Resolution* which presents us with an ending or solution to the character's problems. Afterward, ask students to work in pairs to put a bracket on paragraphs that indicate each of the elements. Start off by stating an example of *Introduction* that Tom was living with his aunt because his mother had died.
- Next, ask students to focus on the character of Tom Sawyer and tone of the story. Tom was a mischievous kid but he still cared about not disappointing his aunt. The tone of this story is light-hearted and entertaining. Ask students how it makes them feel or what emotions this story evokes. That constitutes the tone of a story.
- For Ex. C, instructor can customize the activity.

#### Lesson 4

- Explain the difference between doing something, not doing something and something not being necessary to do, on board with the help of the following examples. Do it – You

have to attend classes; You have to eat healthy; You have to eat breakfast every day. Don't do it – You should not skip the school bus; you should not delay completing H.W; You should always complete your work before having fun; You should not drink caffeine before bed; You shouldn't stay up late on weekdays. Now have students provide their examples and accept correct responses.

- Read the given rubric and email in Ex. A verbally for class. Explain the chart to students. Read aloud each phrase in the chart and let learners mark answers.
- **Pair work:** Sort students into pairs for Ex. B.
- **Individual work:** Ex. C.

**H.W:** Ex. D.

### Day 3

Lesson 5 – Describe yourself

- Students to open their H.W. Teacher to ask which word comes first, second, third and so on. Make sure the students get their alphabetical order correct.
- Students to read the story in Lesson 3 silently and attempt Ex. A individually. Discuss answers with class.
- Next, teacher to read the sentences in Ex. B. Students to provide and note answers.
- **Individual work:** Ask students to make sentences about themselves, using the prompts in Ex. C. When all done, call out one student to read their sentences to the class.

**Wrap-up:** Students to attempt Ex. D individually. Explain that the given statements are typical of a diary entry. A diary is a personal record of events in a chronological order. In a diary entry, you write about events that happened to you or you participated in, plus your thoughts and feelings about that event. If there is time remaining, volunteers could stand and share their answers with the class.

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## Unit 14

**Objectives:** practise dialogue; practise telling time using 24-hour clock; develop listening skills; practise adjectives for feelings; practise –ight/-ite vocabulary; sequence events from an email in chronological order; write a picture story and understand and complete a personal letter.

### Day 1

Lesson 1

- Write 'Family emails' on the board and initiate class discussion, explaining that emails are modern modes of communication. They replaced letter writing because an email can be sent within seconds to a person at the other corner of the world. Ask students to recall what they studied about emails in earlier chapter. Like letters, emails can also be formal or informal, informal meaning that it could be written to family or friends. In this unit, we shall cover a more detailed email between 2 cousins.
- Reiterate the same process for dialogue in Ex. A. Next, explain that we use adjectives to describe how we are feeling, such as: happy, sad, anxious, tense, excited, nervous, etc. Ask learners to underline adjective for feelings in this dialogue.

- Draw a clock on the board with numbers 1–12 in clockwise order. Explain that a normal analogue clock shows time in the format displayed on board. The time from 12 am to 12 pm is written in 12-hour format – 12:00 am, 01:00 am, 02:00 am and so on. For 24-hour format, we add 12 hours. For instance, 1 pm, in 24-hour format, would be written as 13:00 [Write 13 and rest of the numbers in 24 hour format above the 12-hour format, around the clock.]
- Have students pay attention to the text and fill the form, either in 12-hour or 24-hour format, as specified in the listening exercise. Check answers with class.

### Lesson 2

- Recap with students that there are adjectives for food, people, places, animals, etc. In today's session, the focus would be on adjectives to describe how people feel. Ask students to come up with some adjectives to describe feelings and raise their hands to share input. Accept correct answers.
- Now read the sentences in Ex. A aloud and allot time to students to locate and write the correct answers. Explain that these are adjectives that we sometimes use to describe how we are feeling.
- **Pair work:** Ex. B.
- **Individual work:** Instructor to explain Ex. C. Students to attempt it individually, either as classwork or **H.W.**

**H.W:** Read emails in Lesson 3, Ex. A and answer the comprehension questions for discussion in next class. Underline all adjectives of feelings for discussion in next class.

## Day 2

### Lesson 3

- Students to open their H.W tasks. Discuss adjectives of feelings, from these emails. Have learners read the emails again, inaudibly. When done, read the statements from Ex. B aloud. Students to provide answers.
- **Pair work:** Ex. C and D. For Ex. D, explain that time expressions are used to indicate when an event happened. These are words or phrases to determine when the event happened and in what order. For example, now, then, afterwards, next, last week / previous week, one week ago, next week, nowadays, these days, at present, at the moment, for the time being, later on, meanwhile, etc. are all time expressions. Afterwards, have one student from each pair stand up and provide an answer. Rest of the class can verify their answers.

### Lesson 4

- Write 'Cause and effect/result' on board. **Exposition:** Cause and effect sentences have an action that causes something else to happen. A person or thing makes something happen. Connectors for these sentences are: so, since, because, hence, thus, as a result, etc. For example: Coronavirus spread so people were ordered to stay indoors. Cause – coronavirus; effect – order to remain inside houses. In Karachi, people can't go out at noon because it is extremely hot. Cause – hot weather; effect – stay indoors. Now ask students to identify cause and effect in this prompt: Since he never brushes his teeth, he has 3 cavities. Students can come up with their own examples.

- Now read the first part of sentences in Ex. A aloud. Students to follow in their books, share and mark answers.
- **Pair work:** Ex. B. read the story for Picture A aloud. Explain the rubric. Have students work in pairs to work through the rest.

### Day 3

#### Lesson 5

- In previous classes, we had discussed the purpose of writing letters or emails. Today, we will focus on the format of writing letters. Letters have a format, namely: Sender's address, Date, Salutation [Dear Mr/Mrs/Miss], beginning/introduction, middle, ending and signing off. Draw a rough format like this on board.

76-C, Street 4,  
Khayaban-e-Hilal,  
Phase 5, DHA,  
Karachi.

**Sender's address**

15<sup>th</sup> April, 2020

**Date**

Dear Ameena,

**Greeting/Salutation**

Hope this finds you in good health. \_\_\_\_\_

**[Beginning]**

\_\_\_\_\_ **[Middle]** \_\_\_\_\_

\_\_\_\_\_ **[End]** \_\_\_\_\_

Yours sincerely [*Known person*] / Yours faithfully [*Unknown person*] **Ending**

Name

**Sign off**

- Students to note down the format in notebooks. Ask if they have any confusions. Students to work individually on Ex. A, with the help of the format given. Discuss answers with class.
- **Whole-class activity:** Teacher to read letter aloud. Students to raise hands to share possible answers.

### Unit 16

**Objectives:** practise dialogue; understand meaning and use of too + adjective; practise plural nouns and understand different forms of plurals; develop listening skills; complete short narrative based on a picture; understand structure of not much / not many; act out a shop scene and write a summary.

## Day 1

### Lesson 1

- For Ex. A, repeat the previous strategy from previous lessons and have students answer the comprehension question. Next, have learners underline plural nouns included in this dialogue. Discuss which plural suffix form these nouns have and whether they are irregular plural nouns.
- Moving on to Ex. B, initiate a discussion on the last time a student went shopping and to share his/her experience about whatever they bought. Volunteers to raise their hands and share experiences. This would be followed by two students standing up to read one dialogue each. Afterwards, teacher to allot time to students to work through the dialogues using the words in the word bank. This could be a **group activity**. Each group could be assigned one word each. When all done, one member of each group to read out the dialogue.
- Students to listen to the conversation and underline the correct phrases in textbook. After completion, discuss answers with class.

### Lesson 2

- Teacher to state the given words; students to call out numbers. Repeat twice, this time in a different order. Explain that there are some plural nouns ending in -f that require -ves as plural suffix, such as shelf-shelves. However, we have exceptions here as well, such as roofs and chiefs.
- Coming to Ex. B, briefly elucidate singulars and plurals, with the help of examples. **Elucidation:** mostly, plural nouns end in -s; for example: houses, dogs, books. Nouns ending in s, x, z, ch and sh have -es added to them; such as: box-boxes. Nouns ending in -y have -ies added to them; for instance: city-cities; bunny-bunnies. However, there are irregular nouns that have plural -ves added, such as wolf-wolves; life-lives. Other irregular nouns include: man-men; woman-women; leaf-leaves; calf-calves; goose-geese; tooth-teeth; foot-feet. There are other nouns that are both singular and plural – fish, sheep, deer, news, glasses, jeans, etc.
- Next, have students write the words in word bank in alphabetical order first, in notebooks. Then they write the plural form. After finishing the task, teacher could call out student to write one word with its plural form, on the board. Next learners would write the next word with its plural, in alphabetical order. Assist students with their mistakes.
- **Pair work:** students can attempt Ex. C in pairs. Answers to be discussed with class. This task could also be given as H.W.

**Plenary:** Depending on the time remaining, teacher could write a few singular nouns on board and have one student come to the board to write the correct answer.

## Day 2

### Lesson 3

- Since this lesson and Lesson 5 focus on having good manners, start off the lesson by discussion of manners. Instructor could ask prompts, such as: what do you understand by manners; what characterizes as good manners; how is it like living or dealing with a bad-mannered person? Explicate that no matter where we go or who we are dealing with, our



manners represent a lot about our personality. We are judged by our manners, whether we are eating, meeting new people, having guests, talking to elders, treating old people, sharing our belongings or inviting people. You get respect when you give respect. Do unto others as you would have them do unto you. People will treat you the way you treat them. An ill-mannered person is disliked by others.

- Now explain Ex. A to students and discuss answers with class after completion. Students to attempt Ex. B individually. Again, discuss answers with learners.
- Explain Ex. C. Learners will work through it individually. Teacher could discuss answers after completion.
- **Pair activity:** Students to come up with a creative ending for Ex. D, in pairs. One member of each pair to raise their hands and share their input. Students could brainstorm ideas and share with instructor. Teacher to note those ideas on the board and let students take notes.

### Day 3

#### Lesson 4

- Write 'Not much' and 'Not many' in two columns on the board, with examples.  
**Exposition:** 'Many' is used for countable nouns. For example: there are many apples in the basket, OR, there are not many apples in the basket. Saying there are not much apples or there are much apples is wrong! There are many students in this class OR there are not many students in this class. 'Much' is used for uncountable nouns; for example: How much pocket money did you get this month? I had so much fun playing games with family this weekend. 'A lot of' or 'Lots of' are used to indicate a large quantity of something.
- Students to attempt Ex. A individually. Discuss answers with class. Call out one student to give the answer.
- **Pair work:** Learners to attempt Ex. B and C in pairs. After completion, have each pair stand up and give the answer. Other students to verify correct answer in choral repetition.

**Brain break:** it is beneficial to get the students stand up and to stretch their muscles, rather than sitting in the same position for hours. Get them to stand up and stretch, jog while remaining in the same place, stretch out their legs and place left hand on left knee to bend to the left; repeat process for right side, etc.

#### Lesson 5

- Begin with a brief recap of what the story in Lesson 3 was about and what endings the students had come up with. Learners will read the second part silently. When all done, teacher to ask comprehension questions and accept correct responses. Attempt Ex. B as **whole-class activity.**
- Ex. C to be done as explained. Explain summary writing to students – paraphrasing, writing about only main events, start, middle and end. Then sort students into pairs to work through Ex. D. Once the teacher has checked all summaries, he/she could select students who wrote the best summary – to come to the board and read out their work, on a later date. This can be done for other writing tasks as it helps other students learn and also motivate them.

- **Exposition:** A summary highlights main events or key points of a story. Imagine that you have to tell this story in your own words. Obviously, you would not dictate word for word. You would want to explain only the key points to keep the listener interested. Use these elements to keep your summary concise: Who, What, When, Where, Why and How.
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## Unit 17

**Objectives:** practise dialogue; develop listening skills for directions; learn to give directions; implement vocabulary for shapes; study words with silent letters; discuss a story; write description of an imaginary monster; practise relative clauses with who / when / where / that / which; understand a moral tale.

### Day 1

#### Lesson 1

- Write the title on board and ask students what a maze is and whether they have ever solved maze puzzles. Conduct Ex. A in the same manner as previous lessons.
- Now have students listen to the directions as you speak and follow in their books. When done, ask for the answer and accept correct response. For those who didn't get it right, hold the book up and explain directions. Next, students will do Ex. C individually. Teacher could call out one student to repeat the directions aloud.

#### Lesson 2

- Ex. A – Instructor to call out shapes; learners to call out corresponding numbers. In the same manner, teacher would ask questions from Ex. B, like the examples given, and accept correct responses. Have students raise their hands to answer each.
- Ex. C can be customized according to the teacher. Teacher could point at one relevant object at a time. Students to call out answer. Once the correct answer is received, teacher would write those objects on the board so that students can make sentences later.
- Explain Ex. D rubric. Teacher would say the words aloud and let students figure out the answer. Students to note answers. When all are done, teacher to call out the prompts and get choral repetition for corresponding words. Students to spell out words audibly and state the correct pronunciation.

**H.W:** Students to read story in Lesson 3 for discussion in next class.

### Day 2

#### Lesson 3

- Explain the difference between myth and legend. **Elucidation:** Myth is a story that mainly has gods and supernatural creatures as characters. They may not be based on real facts. Legend could be based on facts about heroes or people who have done great things or seen extraordinary events. The story you will read today is a mythological text.
- Begin the lesson with discussion of the story, using questions from Ex. D. Ask students to underline all elements of a legend and supernatural.
- Students will read the story, again, silently and attempt Ex. B and C individually.

- **Pair work:** Ex. E. First explain the method of writing descriptions, on the board.  
**Exposition:** When describing something, place or person, we focus on sensory imagery – how something looks like, feels like, sounds like, etc. When describing your own monster, you would focus on its features, character traits, appearance, mannerisms, how the character moves, and so on. Since it is a description, use adjectives to refine your writing.
- Teacher to write features of descriptive writing on the board and assist students throughout the writing process. Once everyone is done, encourage students to share their descriptions with the class by reading their texts aloud.

### Day 3

#### Lesson 4

- Ask students to close their books and be prepared for a pop quiz as a **whole-class activity**. Calm them down by informing them that this is not marked work; merely a recap of their knowledge of topics covered so far. Instructor would ask the prompts from Ex. A. Accept correct responses.
- Moving on to Ex. B, explain the difference between that and which, when and where – on the board with the help of examples. **Exposition:** *Who* – is used to refer to people. Example: All those who haven't read the book, please raise your hands. *When* is used to indicate time. Example: remember the time when we went to Disneyland? *That* is used for restrictive clauses or those that do not provide additional information. Example: the watch that you gave me last year got stolen. Use *which* for non-restrictive clauses that provide some additional, interesting information about a subject. Separate the clause using *which*, with a comma. Example: The watch, which you gifted last year, got stolen. Next, teacher will read aloud the sentences 1–5; students will call out and circle the correct answer. Sentences 6–10 to be done individually.

#### Lesson 5

- Students to read the story silently. Discuss the moral with class – *before asking for help, help yourself first. Do your best to help yourself first.*
- Teacher will read sentences from Ex. B. Students will call out the correct answer and note.
- Students will work individually through Ex. C.

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## Unit 18

**Objectives:** *practise a dialogue; ask for permission and respond; develop speaking skills; order events in a narrative; discuss ideas for the ending of story; practise adjective order.*

### Day 1

#### Lesson 1

- Ex. A to be done in the same manner like previous units. Then ask students what they normally take permission for, on daily basis. Volunteers to raise their hands. Work through the study corner by writing portions of the prompts on board. Students to direct the full sentences. Instructor will accept and note correct responses on board. Next, get the class into choral repetition of all sentences.

- **Pair activity:** Ex. B- have the pairs stand up to perform dialogues using the given prompts.

### Lesson 2

- Repeat the procedure of calling out words and students calling out numbers. Then instructor will mention each word one-by-one; students will spell it out. Mention that the pictures show some of the modes of transportation that we use on a daily basis. Some are very fast, while others may be slow. Each mode of transportation has a different purpose, depending on what is being transported and at what distance. The distance determines the mode of transportation. For example, you cannot travel to another country by car because that would take days and is ineffective. We have planes and ships for this purpose. Likewise, it is not possible to take a plane when you have to go to school or someone's house. You use a car or bicycle for that.
- For Ex. B, instructor will call out a student to answer one question each for prompts in Ex. A. Repeat the same procedure for Ex. C.
- **Individual work:** Students to work through Ex. D.

**Wrap-up:** Ex. E.

**H.W:** Read the story in Lesson 3 for discussion in next class. Students to note meaning of difficult words.

## Day 2

### Lesson 3

- Start off the lesson with a discussion of this timeless classic. Ask students whether anyone has read 'The Wizard of Oz'. For affirmative answers, ask some questions about the story, without prompting students to spoil the ending. For those who haven't read it yet, encourage them to borrow this book from the library.
- Ask students to observe the given pictures and describe what they see. Then explain 'cyclone' and the destruction it causes. Also elucidate that Kansas is a state in USA. It is known for some of history's most violent tornadoes. Since Kansas has extreme temperatures in both summer and winter, it is easier for tornadoes to form and wreak havoc on residents.
- Ask comprehension question from class. Then ask the questions given in Ex. C. Also, discuss the elements of story. Ask learners to bracket those paragraphs that indicate an element of a story, with focus on **setting – where the story is taking place**.
- **Pair work:** Ex. B. After completion, discuss the order of sentences with class.
- **Individual work:** Ex. D.
- **Group activity:** Students to work through their ideas in groups. Sort students into groups of 4–5, depending on class strength. Students to note down their ideas. After completion, each group will share ideas with the rest of the class.

### Day 3

#### Lesson 4

- Recap with students that cumulative adjectives do not have comma. When paired adjectives have a comma in between, they are called coordinate adjectives. Then work through Ex. A with the students for each phrase and accept correct responses.
- **Individual work:** Ex. B- check that every child has completed the work. Next, ask for the past participle from the class and record response on the board. Once all words are noted, get the class to spell out each word one by one. Students will attempt Ex. C individually.
- Explain adjectives that end in -ful. Students will then work through Ex. D individually. Ensure that every child has worked through it. Then read the prompt aloud; students to call out correct answer.

#### Lesson 5

- Learners will read the second part of the story in Ex. A, on their own. Then teacher would ask the comprehension question.
  - Execute Ex. B exactly as specified in textbook.  
**Wrap-up:** Discuss Ex. C with class. Write pointers on the board. Students will then write their own sentences. If time runs out, this task could be completed at home.
- 

### Unit 19

**Objectives:** Practise dialogue; understand and use present continuous tense correctly; develop speaking and listening skills; share a joke; gain knowledge and practise vocabulary about animals and birds; write a description about mountains.

### Day 1

#### Lesson 1

- Explain present continuous, with examples, on board. **Exposition:** Present continuous verb tense is used to show that an action is currently happening and might continue happening in the future. The structure of present continuous is: **to be (is / am / are) + '-ing'** verb. Example: I am making pasta this evening. She will start going to a new school next term. Are grandparents coming to our house today? I am reading different books.
- **Whole-class discussion:** Apportion time to students to work through Ex. B. Following completion, call one child each to solve each of the prompts on boards. Once all prompts are walked through on board, get the class to repeat the sentences loudly. For Ex. C, have a few volunteers to share their input.

#### Lesson 2

- **Group-activity:** Sort students into groups of 4–5, depending on class attendance, to work through Ex. A. Allot time to groups. After completion, have each group come to the board and present their ideas. Assist students if they have queries.

**Wrap-up:** it is a good change to end a lesson on a humorous note once in a while. Therefore, after each group has presented, have them work on Ex. B with the same group members. Then one person from each group could stand up to share the joke with class.

**H.W:** Students to research about camels, yak, ducks and vultures, with the help of parents or elder guide. Ask them to note five points about each of them – for discussion in next class. Also attempt Lesson 3 Ex. A for discussion the following day.

## Day 2

### Lesson 3

- Start off the lesson by asking students to share some interesting facts from their research notes, with class. Then discuss H.W and verify answers.
- Students to read the text again, silently. Instructor will then read aloud sentences in Ex. D, without giving answers. Students to call out correct answer and mark them in textbooks.
- **Individual work:** Ex. B.
- **Pair work:** Ex. C and E. Once Ex. C is complete, answers could be discussed with class. Discuss Ex. E on the board first to give students a head-start. First of all, ask students to read the prompts first. Then, have them close their eyes for a few minutes and really visualize the setting of mountains from given prompts. Ask them to focus on the sights, sounds, features, etc, of that setting. They should come up with strong adjectives to describe the imaginary setting. Following this activity, ask them for responses and note them on board. Students can then use the prompts in textbooks and on board to write a creative description. Furthermore, depending on the remaining class time, willing students could come to the board to read out their descriptions.

# End-of-Year Test

Name: .....

Class: .....

## A. Write the missing parts of the dialogue, using the word(s) in brackets.

Saira's teacher (A) is in a shoe shop. She's talking to the shopkeeper (B).

A: I (1) \_\_\_\_\_ (try) some new trainers, please, size 38.

B: (2) \_\_\_\_\_ (look)

at these on the rack? They are all in your size.

A: Mmm, these ones (3) \_\_\_\_\_ (look) good.

But they (4) \_\_\_\_\_ (expensive).

(5) \_\_\_\_\_ (cheap) pair?

... Thank you, can I try these on?

B: Of course. Please take a seat.

A: These (6) \_\_\_\_\_ (feel) great!

They're not too big and (7) \_\_\_\_\_ (small).

B: (8) \_\_\_\_\_ (put them) bag for you?

A: No thanks, I (9) \_\_\_\_\_ (wear) now.

They are so comfortable (10) \_\_\_\_\_

\_\_\_\_\_ (want / take) off!

Functions

10

## B. Rewrite the following sentences, using the word(s) in brackets, to give the same meaning.

1. You can light a bonfire if you've got a dry box of matches. (If you ... )

\_\_\_\_\_

2. Those crocodiles have got sharp teeth. (Look at ...)

\_\_\_\_\_

3. I'm looking for my bag. It is green and large and made of nylon (... bag.)

\_\_\_\_\_

4. The TV was broken, but now it's working. (Somebody ... repair ...)

\_\_\_\_\_

5. Let's ask Ahmed what time he usually goes to bed. (Ahmed, ... usually ...?)

\_\_\_\_\_

Sentences

10





**D. Read the story and answer the questions in full sentences.**

**How the Whale got its Throat**

This is the story of The Man, The Blue Whale and The Little Tiny Fish. The whale lived and swam in the Indian Ocean. The whale was as long as two buses and ate lots of fish. It ate big fish and small fish, tiny fish and shiny fish, flat fish and catfish. It continued eating until there were no more fish in the Indian Ocean. Then it started to get hungry.

'Are there any more fish in the ocean?' asked the whale.

The little tiny fish was a friend of the whale. It always swam next to the whale's left ear, to stay away from its enormous mouth. The little tiny fish replied, 'No! You've eaten them all, Wonderful Whale.'

'Then what can I eat?' asked the whale.

'Have you ever tasted Man?' asked the fish. 'Man is not very big and has lots of bones, but tastes good.'

So the whale criss-crossed the Indian Ocean, looking for the man. At last, on the thirty-eighth day, it found him. The man was sitting on his wooden raft singing to himself. Quick as a flash, the whale ate him and his raft. He swallowed them in one big gulp!

The man didn't like this at all. He fell down a long smelly hole in the dark and landed on the floor of the whale's stomach. At once he began to get very angry. He jumped up and down, and kicked the stomach wall with his foot. 'Let me out!' he cried.

After a few minutes, the whale said to itself, 'This bony man is not, after all, a good meal. He isn't tasty, and he's giving me an awful stomach pain. I think I shall spit him out.'

So the whale swam to an island, opening its mouth to spit out the man. But the man was very clever. Climbing up inside the whale, he pulled his wooden raft behind him so that it got stuck in the whale's throat.

'Aha!' he thought. 'I'll close up the back of the whale's mouth with my raft, so that it can't eat anything big, ever again!'

The whale spat out the man into the sea. And from that day until today, the blue whale can only eat tiny fish as big as a baby's finger.

*Adapted from the story by Rudyard Kipling*





## ANSWER KEY

### Exercise A

- A.** 1. I'd like to try on some new trainers, please, size 38.  
2. Would you like to look at these on the rack?  
3. Mmm, these ones look good.  
4. But they are too expensive.  
5. Do you have a cheaper pair?  
6. These (ones) feel great!  
7. They're not too big and not too small.  
8. Shall I put them in a bag for you?  
9. No thanks, I'll wear them now.  
10. They are so comfortable that I don't want to take them off!

### Exercise B

- B.** 1. If you've got a dry box of matches, you can light a bonfire.  
2. Look at those crocodiles' sharp teeth.  
3. I'm looking for my large, green, nylon bag.  
4. Somebody has repaired the TV  
5. Ahmed, what time do you usually go to bed?

### Exercise C

- C.** 1b 2d 3b 4a 5b 6d 7a 8b 9d 10c

### Exercise D

- D.** 1. The whale's best friend was the little tiny fish.  
2. It wanted to stay away from the whale's enormous mouth.  
3. He jumped up and down, and kicked the inside of the whale's stomach wall with his foot, because he was so angry.  
4. When he escaped from the whale, he pulled his wooden raft behind him so that it got stuck in the whale's throat.  
5. Possibly he always fished from the beach, and never again fished from a raft.

### Exercise E

Answers depend on the children.







