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OXFORD PROGRESSIVE ENGLISH Teaching Guide

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4

SECOND EDITION



Based on Single National Curriculum 2020

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* The staff of the educational institution has the right to photocopy the revision test papers in this book only, provided that the number of copies does not exceed the number reasonably required by the institution to satisfy its teaching purposes.

Introduction

1. 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 Challenge section at the end of each quarter of the book. **Formative assessment** plays an important role in the revised course. After three 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 Challenge** 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>Fiction <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>Non-fiction <i>Labelled diagrams</i> <i>Poems/Songs/Lyrics</i></p>	<p>Fiction 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>Non-fiction Labelled diagrams / Tables Poems/Songs/Lyrics <i>Instructions</i> <i>Daily diary/journal</i> <i>Dictionary work</i></p>	<p>Fiction 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>Non-fiction 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>Fiction 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>Non-fiction 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>Fiction Folk tale (<i>myth</i>) Fable Realistic story Science fiction Ghost story / <i>Mystery</i> Description (character) Classic children's literature</p> <p>Non-fiction 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>Fiction 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>Non-fiction 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.

	OPE 1	OPE 2	OPE 3	OPE 4	OPE 5
Discussion or Brainstorm	U12 L3 U15 L3	U3 L1, U6 L5 U15 L3	U7 L3 U19 L5	U18 L5	U20 L1
Role-play	U4 L3 U16 L3	U6 L6 U15 L5	U3 L3	U11 L4	U8 L3
Critical thinking	U3 L3 U16 L3	U2 L3 U14 L7	U3 L1	U16 L3 U17 L2	U13 L3 U20 L3
Problem solving	U9 Reading	U15 L6 U17 Check	U9 L2	U11 L5	U16 L5
Inquiry	U13 Check	U2 L2 & 5 U16 L3	U2 L3	U11 L3	U9 L3
Activity	U6 L3 U8 L6	U4 L3	U11 L3	U11 L4	U5 L2
Further reading or internet research	U6 L1	U4 L3 U7 L3	U21 L3 U3 L5	U4 L1	U3 L5
Creativity	U16 L3	U10 L6 U13 Reading	U4 L3	U9 L5	U19 L5
Prediction	U6 L3	U3 L3	U8 L3	U4 L3	U4 L3
Analysis	U6 L4	U11 L3	U2 L1 ER L3	U11 L2	U5 L3 U8 L2
Imagination	U16 L6	U14 L7	U21 L2	U14 L3	U7 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 2, 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 Revision 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
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 4: ALL CLASS TEACHERS SHOULD READ THIS

Each teaching unit has five Lessons.

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 2 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 19, 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 2 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 4 contains:

- One Reading Comprehension text, with exercises.
- Vocabulary exercises (not covered elsewhere in Book 4).
- Grammar and Punctuation exercises (not covered elsewhere in Book 4).

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.

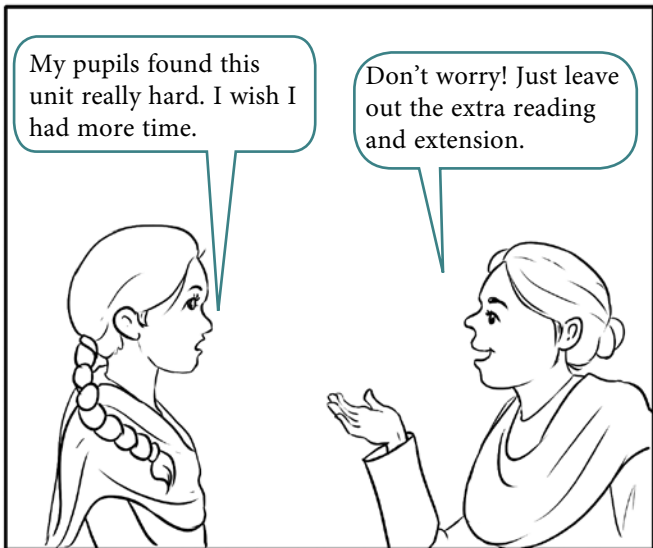
- You can use OPE without the audio-recording, although it will enhance your teaching if you are able to use it.
- A laptop, tablet, or smartphone will be sufficient, especially those ones with inbuilt speakers.
- If the volume is too soft, ask your school to provide you with speakers.

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
SINGLE NATIONAL CURRICULUM ALIGNMENT

Competencies	Standards	Benchmarks	STUDENT LEARNING OUTCOMES
C1 - Oral Communication Skills (Listening and Speaking)	<p>S1 Students understand and articulate widely acceptable pronunciation, stress and intonation patterns of English language for improved communication.</p>	<p>BM 1 Recognize and articulate the basic sounds and sound patterns and stress in words, and basic intonation patterns in statements and questions as they occur in classroom texts.</p>	<p>Pronounce and practice simple words with more silent letters such as 'b' in lamb. (Unit 6 lesson 3, Unit 17 lesson 2)</p> <p>Pronounce and practise long and short vowels and diphthongs as they occur in practice items and sentences in reading lessons and in speech. (Unit 2 lesson 2, Unit 4 lesson 2, Unit 5 lesson 2, 5, Unit 15 lesson 2)</p> <p>Recognize and pronounce with reasonable accuracy, common three-consonant clusters in initial positions. Classify words that begin or end with the same three-consonant clusters, Identify and classify words that begin with vowel sounds. Identify and differentiate the use of 'the' with words starting with consonant and vowel sounds, Pronounce long vowel sounds, /i/ as in 'kite', /o/ as in 'boat', /u/ as in cute. Pronounce short vowel sounds /i/as in bit, /o/ as in cot, /u/ as in sun. (Unit 2 lesson 2, Unit 4 lesson 2, Unit 5 lesson 2, Unit 16 lesson 4)</p> <p>Recognize and practice that ed has three sounds i.e. /d/ /t/, /id/through context. (Unit 7 lesson 1, Unit 18 lesson 5)</p> <p>Recognize and use the conventions to demarcate three and four syllable words, Pronounce the weak form of 'of', 'for', 'or' and 'but' in simple phrases. (Unit 4 lesson 3, Unit 19 lesson 3, Unit 17 lesson 5)</p> <p>Produce in speech and practice appropriate patterns of rhythm, stress and intonation of English language by listening to stories and poems read aloud in class. (Unit 2 lesson 2, 5, Unit 3 lesson 2, 4, Unit 4 lesson 1, 2, Unit 7 lesson 2, 5, Unit 8 lesson 2, Unit 13 lesson 3, Unit 16 lesson 3, Unit 21 lesson 3)</p>
	<p>S2 Students use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both informal and formal settings.</p>	<p>BM 1 Use linguistic exponents 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, routine social courtesies and some communicative functions according to the age, gender and status of the addressee. (Unit 2 lesson 1, Unit 8 lesson 5, Unit 12 lesson 1, Unit 16 lesson 3, Unit 20 lesson 3)</p> <p>Use appropriate expressions in conversation to:</p> <ul style="list-style-type: none"> • express regret • express likes and dislikes • express needs and feelings • express opinions • seek permission to do something • show ability/ inability to do something • respond to instructions and directions. (Unit 3 lesson 1, Unit 4 lesson 1, Unit 5 lesson 1)

		<p>BM 2 Demonstrate the social and academic conventions and dynamics to communicate information/ideas through role plays, discussion and conversations.</p>	<p>Demonstrate conventions and dynamics of oral interactions in group to:</p> <ul style="list-style-type: none"> • introduce self and others • engage in conversation • take turns • use polite expressions to seek attention • agree/ disagree politely • lead and follow • express needs and feelings • express joy, sadness and anger • describe local events (Unit 2 lesson 1, Unit 3 lesson 1, Unit 5 lesson 1, Unit 8 lesson 1, Unit 9 lesson 1) <p>Practice and use appropriate tone and non-verbal cues for different communicative functions. (Unit 10 lesson 4, Unit 13 lesson 5, Unit 18 lesson 2)</p>
<p>C2 - Reading and critical Thinking Skills</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 digraphs, silent letters, and inflections in words and comprehend words, sentences and paragraphs as meaningful units of expression.</p>	<p>Articulate and practice words containing digraphs, tri-graphs, and silent letters. (Unit 2 lesson 2, lesson 4, Unit 9 lesson 2, Unit 11 Reading ii, Unit 14 lesson 2, Unit 15 lesson 2)</p> <p>Recognize specific parts of words including common inflectional endings and compound words. (Unit 8 lesson 2, Unit 7 lesson 2, Unit 12 lesson 2, Unit 18 lesson 5, Unit 19 lesson 4)</p> <p>Read aloud for accurate reproduction of sounds of letters and words. Read silently for comprehension. (Unit 2 lesson 3, Unit 4 lesson 2, lesson 4, Unit 8 lesson 2, Unit 10 lesson 5)</p> <p>Apply punctuation rules to assist in developing accuracy and fluency through reading aloud. (Unit 5 lesson 4, Unit 21 lesson 2)</p> <p>Recognize and understand that: In a paragraph, sentences join to make sense in relation to each other through transitional devices.</p> <ul style="list-style-type: none"> • Identify paragraph as larger meaningful unit of expression representing unity of thought. (Unit 14 Lesson 5) <p>Identify and recognize the function of:</p> <ul style="list-style-type: none"> • pronouns • pronouns i.e. subjective, objective • transitional devices (next/then /again) <p>Highlight relationships between sentences in a paragraph (Unit 21 Lesson 6)</p> <p>Recognize the cases of pronouns, i.e. subjective, objective, possessive. (Unit 21 Lesson 6; Unit 12 Lesson 4)</p> <p>Highlight relationships between sentences in a paragraph. (Unit 14 Lesson 5)</p>

		<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 a series of events in a picture or an illustration. (Unit 14 Lesson 4)</p> <p>Explain position and direction on a picture, illustration or a map. (Unit 2 Lesson 3, 4; Unit 7 Lesson 1; Unit 6 Lesson 5; Unit 19 Lesson 2)</p> <p>Read and use symbols and directions in a picture/story map. Locate specific information in a clock (quarter to and quarter past). Locate specific information in a calendar and a class timetable. Recognize how information is presented in a pie chart and bar graph. Read to compare information given in a pie chart and a bar graph. (Unit 6 Lesson 5; Unit 19 Lesson 2)</p>
		<p>BM 4 Gather and use information for a variety of purposes using various aids and study skills.</p>	<p>Use alphabetical order to locate words in a dictionary for increase in vocabulary and aid in comprehension of texts. (Unit 5 Lesson 2; Unit 14 Lesson 2; 19 Lesson 2. Dictionary also provided in the end of the book)</p> <p>Identify and utilize effective study skills e.g. brainstorming ideas, using illustrations and note-taking. (Unit 10 Lesson 5; Unit 14 Lesson 4; Unit 15 Lesson 4; Unit 17 Lesson 5; Unit 18 Lesson 5; Unit 19 Lesson 5)</p> <p>Use textual aids such as table of content and glossary for greater comprehension of texts. (Dictionary is provided at the end of the book)</p> <p>Read simple keys/legends on maps (Unit 6, Lesson 5; Unit 19 Lesson 2)</p> <p>Read tables and charts in textbooks. (Unit 6 Lesson 5; Unit 11 Lesson 2; Unit 13 Lesson 4; Unit 15 Lesson 4; Unit 19 Lesson 2)</p>
<p>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.</p>		<p>BM 1 Describe basic elements of stories and simple poems and express personal preference giving reasons.</p>	<p>Recite poems with actions. (Unit 9 Lesson 5; Unit 21 Lesson 3)</p> <p>Recognize briefly story elements;</p> <ul style="list-style-type: none"> • tell when and where the story is set • describe the characters in a story • express (Unit 14 Lesson 1; Unit 18 Lesson 1) <p>Retell a story in a few simple sentences. (Unit 7 Lesson 3; Unit 8 Lesson 1)</p>

<p>C3 - Formal and Lexical aspects of Language</p>	<p>S1 Students enhance their vocabulary for meaningful and effective communication.</p>	<p>BM1 Build vocabulary through simple affixes, compound words, converting parts of speech, classify words into different categories; and use with correct spelling, vocabulary from the textbooks, extended environment and media.</p>	<p>Classify into different categories, and use more naming, action and describing words, from pictures, signboards, advertisements, labels etc. in their immediate and extended environment. (Unit 8, Lesson 4; Unit 19, Lesson 4)</p> <p>Create a short poem using the suggested rhyming words. (Unit 19 Lesson 5)</p> <p>Use appropriate expressions in conversation to: • express regret, likes and dislikes, needs and feelings and opinions • show ability/inability to do something • respond to instructions and directions. (Unit 2 Lesson 5; Unit 3 Lesson 1, 2; Unit 4 Lesson 1; Unit 7 Lesson 3; Unit 12 Lesson 5; Unit 13 Lesson 5; Unit 14 Lesson 3; Unit 18 Lesson 5)</p> <p>Make anagrams from simple one/two syllable words. Provide the missing letter in simple two/three syllable words. (Unit 6, Lesson 4)</p> <p>Identify in text and change part of speech in a given word. (Unit 2 Lesson 4; Unit 6 Lesson 2, Test; Unit 7 Lesson 4; Unit 9 Lesson 2; Unit 10 Lesson 2; Unit 11 Test, Lesson 6; Unit 12 Lesson 4; Unit 13 Lesson 1; Unit 18 Lesson 4; Unit 19 Lesson 4; Unit 20 Lesson 4)</p> <p>Locate, provide and use words similar and opposite in meaning. Locate, identify, differentiate between, and use some simple pairs of words including homophones. (Unit 16 Lesson 4)</p> <p>Recognize and locate some compound words from various text sources e.g. butterfly, football, bus stop, homework, classroom and white board. (Unit 12 Lesson 2)</p> <p>Break up some common compound words into words they are made of. Locate difference between the two parts of a compound word. Use common compound words in speech and own writing. Recognize meaning of common adjectives in relation to each other e.g. huge-big. (Unit 14 Lesson 4, Unit 9 Lesson 1 talks about similar verbs)</p> <p>Use some common similes in speech and writing using “like” and “as ___ as”. e.g. as black as coal, Organize vocabulary items learnt in class and from the extended environment (including media) in a notebook according to parts of speech and word family. (Unit 2 Lesson 4; Unit 4 Lesson 2; Unit 5 Lesson 2, 5; Unit 10 Lesson 2; Unit 14 Lesson 2; Unit 17 Lesson 2)</p> <p>Recognize alphabetical arrangement of words in a glossary or a dictionary. (Unit 5 Lesson 2; Unit 14 Lesson 2; Unit 20 Lesson 2, Dictionary provided at the end of the book)</p> <p>Spell some words studied in class both orally and in writing. Take dictation of words studied in class. (Unit 2 Lesson 5; Unit 5 Lesson 3, 5; Unit 6 Lesson 1; Unit 7 Lesson 2; Unit 10 Lesson 5; Unit 11 Lesson 1; Unit 14 Lesson 3, 5; Unit 16 Lesson 1; Unit 21 Lesson 1)</p> <p>Apply spelling change in plural form of regular and irregular nouns and regular verb forms. (Unit 2 Lesson 4; Unit 5 Lesson 2; Unit 7 Lesson 4; Unit 11 Lesson 1; Unit 13 Lesson 1, 5, Unit 15 Lesson 2; Unit 21 Lesson 2, List of Irregular Verbs given on page 143)</p>
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	<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>NOUNS: Recognize and use some naming words as collective nouns, Identify countable and uncountable nouns, Demonstrate use of some nouns form immediate and extended environment as countable and uncountable nouns, Change the number of regular and irregular nouns. Recognize and use nouns with no change in number, Classify and change the gender (masculine, feminine, neutral) of more nouns from immediate and extended environment, Classify more nouns as common and proper nouns (names of people, pets, places, mountains, lakes, rivers, etc.) (Unit 15 Lesson 2, In Unit 5 Lesson 2 students are required to sort the plural nouns, Unit 20 lesson 2, Unit 3 lesson 2, and Unit 2 lesson 2)</p> <p>PRONOUNS: Illustrate use of pronouns learnt earlier. Recognise and use:</p> <ul style="list-style-type: none"> • I, we, you, they, it, etc. as subjective case • Me, us, you, them, it, etc. as objective case, and • Mine, ours, yours, them, etc. as possessive case of personal pronouns. (Unit 21 Lesson 6; Unit 12 Lesson 4) <p>Practice use of words my, our, your, his, her, etc. to show possession. Recognize and practice that pronouns agree with their nouns in gender and number. Distinguish between and use the pronouns as subject, object and for possession. (Unit 13, Lesson 1; Unit 9 Lesson 1)</p> <p>Recognize and use sentences beginning with words that point to something, i.e. this, that, these, those, it, etc. to describe picture(s), object(s), person(s), place(s), thing(s) etc. (Unit 13, Lesson 1)</p> <p>Illustrate the use of question words learnt earlier. Identify and use question words when, how many, and how much, etc. (Unit 21 Lesson 3)</p> <p>ARTICLES: Recall some more rules for the use of a, an and the. Choose between a or an and the before words that start with mute consonant letters. (Unit 21 Lesson 6; Unit 19 Lesson 5)</p> <p>Identify and use the definite article ‘the’. Differentiate between use of definite and indefinite articles. (Unit 21 Lesson 6)</p> <p>VERBS: Recognize and use more action verbs from extended environment including other academic subjects in speech and writing, Recognize helping verbs as aiding the main verbs. (Unit 2 Lesson 4; Unit 7 Lesson 4; Unit 11 Lesson 1, 4; Unit 13 Lesson 1, 5; Unit 14 Lesson 2; Unit 21 Lesson 1, 2)</p> <p>Identify the use of verbs be, do, -ing and have along with their negative forms as helping verbs. Distinguish between be, do, and have as main and helping verbs. (Unit 3 Lesson 4; Unit 7 Lesson 2, 4; Unit 11 Lesson 1; Unit 21 Lesson 1)</p> <p>Identify and make simple sentences with the verbs be, do, -ing and have a main and helping verbs. Illustrate use of different positive and negative forms of the e, do and have with their corresponding pronouns (I, we, you, he, she, it, they) (Unit 11 Lesson 1; Unit 21 Lesson 1)</p> <p>Illustrate the use of can /cannot and, may/may not. Identify and use should/should not to express permission and prohibition. (Unit 3 Lesson 2, 4; Unit 17 Lesson 3)</p> <p>Recall, articulate and use forms of more common regular and irregular verbs, i.e. base, s/es, present participle -.ing), past, and past participle forms, and forms of be, do, and have regular verbs. (Unit 2 Lesson 4; Unit 3 Lesson 4; Unit 7 Lesson 2, 4; Unit 11 Lesson 1, 4; Unit 12 Lesson 4; Unit 13 Lesson 1, 5; Unit 14 Lesson 2; Unit 20 Lesson 2; Unit 21 Lesson 1, 2)</p>
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		<p>TENSES: Illustrate the use and structure of previously learnt tenses in their speech and writing. (Unit 2 Lesson 5; Unit 3 Lesson 4; Unit 7 Lesson 4; Unit 8 Lesson 4; Unit 11 Lesson 1; Unit 12 Lesson 4; 12 Lesson 1, 5; Unit 14 Lesson 2; Unit 19 Lesson 4)</p> <p>Recognize and use the structure of Past Continuous Tense for actions that were in progress at some time in the past by giving and a descriptive background to a narrative/recountal. (Unit 3 Lesson 4; Unit 7 Lesson 4; Unit 8 Lesson 4; Unit 11 Lesson 1; Unit 13 Lesson 2)</p> <p>Recognise and use the structure of future simple tense for expressing actions in future. (Unit 13 Lesson 4)</p> <p>ADJECTIVES: Classify adjectives of quantity, quality, size, shape, colour and origin. Recognise and use adjectives of origin. Articulate, identify and use degrees of regular adjectives (Unit 6 Lesson 5; Unit 9 Lesson 2; Unit 11 Lesson 6; Unit 13 Lesson 2; Unit 14 Lesson 2; Unit 20 Lesson 2)</p> <p>ADVERBS: Recognize that an adverb qualifies verbs, adjectives and other adverbs. Identify and use simple adverbs of manner and time. (Unit 11 Lesson 6; Unit 16 Lesson 5; Unit 19 Lesson 4, 5)</p> <p>WORDS SHOWING POSITION (prepositions): Use some words showing position, time, and movement.</p> <p>JOINING WORDS (conjunctions): Demonstrate use of and, or and but (Unit 16 Lesson 5; Unit 18 Lesson 4)</p> <p>Recognize the function of more joining words. Use words such as first, second, next and then to show a sequence. (Unit 16 Lesson 5; Unit 18 Lesson 4)</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>CAPITALIZATION: Use capitalization according to the rules learnt earlier. Recognize and apply capitalization to the initial letter of proper nouns: names of holidays, special events, and groups. (Unit 20 Lesson 4)</p> <p>PUNCTUATION: Use punctuation according to the rules learnt earlier. Recognize and use full stop with some abbreviations, apostrophe with contractions and hyphen with common compound words. (Unit 5 Lesson 4; Unit 14 Lesson 3; Unit 16 Lesson 5; Unit 20 Lesson 4; Unit 21 Lesson 6) Punctuation rules present on page 141 and 142, *Punctuation rules specifically mention not to use full stop on some abbreviations (style issue))</p>
	<p>BM 3 Recognize and use simple sentence structures and appropriate sentence types to write meaningful paragraphs.</p>		<p>SENTENCE STRUCTURE: Recall and practice that sentences comprise of Subject + Predicate, Make simple sentences by using SV (subject and verb) and SVO (subject, verb, object) pattern, Demonstrate the use of subject-verb agreement according to person and number. (Unit 2 Lesson 4; Unit 5 Lesson 4; Unit 7 Lesson 4; Unit 8 Lesson 4; Unit 12 Lesson 4; Unit 15 Lesson 4; Unit 19 Lesson 4, 5)</p> <p>TYPES OF SENTENCES: Identify and practice making simple sentences t show instructions, commands, requests and strong feelings. (Unit Lesson 4; Unit 6 Lesson 2; Unit 9 Lesson 4; Unit 12 Lesson 4; Unit 2 Lesson 1; Unit 20 Lesson 1, 3)</p> <p>Recognize the function of more wh forms used in questions. Respond to and ask more wh questions. Respond to, and ask simple questions starting with do, does and did. (Unit 5 Lesson 3; Unit 9 Lesson 4; Unit 11 Test; Unit 12 Lesson 3; Unit 13 Lesson 5; Unit 14 Lesson 5; Unit 15 Lesson 1; Unit 15 Lesson 5; Unit 16 Lesson 3; Unit 17 Lesson 5; Unit 18 Lesson 1, 5; Unit 19 Lesson 2; Unit 20 Lesson 3; Unit 21 Lesson 2, 3, *Questions present after each text)</p>

<p>C4 - Writing Skills</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 and analyze meaningful and effective sentences and a paragraph using different writing techniques.</p>	<p>Write multi-syllable words with correct spelling. (Unit 2 Lesson 5; Unit 3 Lesson 5; Unit 5 Lesson 1, 3, 5; Unit 6 Lesson 1; Unit 8 Lesson 2; Unit 10 Lesson 5; Unit 11 Lesson 1; Unit 12 Lesson 1; Unit 14 Lesson 3; Unit 16 Lesson 1; Unit 19 Lesson 1; Unit 21 Lesson 1)</p> <p>Use the reading texts as models for their own writing. Make sentences by replacing words and phrases in given sentences. (Unit 2 Lesson 5; Unit 3 Lesson 2; Unit 4 Lesson 5; Unit 6 Lesson 4, Test; Unit 9 Lesson 5; Unit 10 Lesson 1, 5; Unit 13 Lesson 5; Unit 14 Lesson 5; Unit 17 Lesson 5)</p> <p>Write sentences of their own using correct capitalization, punctuation, and spelling. (Covered in all units)</p> <p>Use some strategies to gather ideas for writing, such as brainstorming, mind mapping, etc. (Unit 2 Lesson 5; Unit 3; Lesson 1, 2; Unit 4 Lesson 2; Unit 4 Lesson 5; Unit 5 Lesson 3; Unit 6 Test; Unit 8 Lesson 3, 4; Unit 10 Lesson 5; Unit 13 Lesson 5; Unit 14 Lesson 3; Unit 17 Lesson 3, 5; Unit 19 Lesson 5; Unit 20 Lesson 4, and 5)</p> <p>Write a guided paragraph using ideas gathered and organized through various strategies. Recognize that: • a simple paragraph comprises a group of sentences that develop a single main idea • the main idea of a paragraph is given in the topic sentence • other sentences in the paragraph support the topic sentence (Unit 2 Lesson 5; Unit 9 Lesson 5; Unit 10 Lesson 5; Unit 14 Lesson 5; Unit 18 Lesson 5)</p> <p>Use the above organizing principles of paragraph writing to write a meaningful and guided paragraph. Use appropriate conjunctions e.g. and, but, or, and because to join sentences within a paragraph. (Unit 14 Lesson 5)</p>
		<p>BM 2 Write short, descriptive, narrative, expository and argumentative paragraphs and stories for academic and creative purposes.</p>	<p>Classify items (e.g. vocabulary) required for a given task/topic. (Unit 2 Lesson 2; Unit 4 Lesson 2; Unit 17 Lesson 2)</p> <p>Write a paragraph to describe/show sequence in a picture/series of pictures. (Unit 7, Lesson 4)</p> <p>Recognize the function of different question words and key words to write appropriate short answers. (Unit 2 Lesson 4; Unit 3 Lesson 3; Unit 7 Lesson 1, 4; Unit 8 Lesson 3; Unit 10 Lesson 3; Unit 12 Lesson 4; Unit 14 Lesson 1; Unit 18 Lesson 2, *Questions given after each text)</p> <p>Complete a simple paragraph using the given words, phrases, sentences. Write simple descriptive and narrative paragraphs. (Unit 4 Lesson 5; 6 Lesson 2, 4; Unit 8 Lesson 2; Unit 9 Lesson 5; Unit 10 Lesson 5; Unit 13 Lesson 5; Unit 14 Lesson 5; Unit 15 Lesson 2; Unit 17 Lesson 5; Unit 18 Lesson 4; Unit 20 Lesson 2; Unit 21 Lesson 5)</p> <p>Use appropriate vocabulary and tense to write a simple paragraph by:</p> <ul style="list-style-type: none"> • giving description of a person/object/ place • narrating an activity from immediate surroundings • explaining a process or procedure • writing an expository paragraph explaining a process or procedure. (Unit 2 Lesson 5; Unit 3 Lesson 1; Unit 4 Lesson 1; 8 Lesson 5; Unit 10 Lesson 5; Unit 13 Lesson 5; Unit 17 Lesson 5) <p>Identify the elements of a story:</p> <ul style="list-style-type: none"> • Plot-Beginning, middle and end of a story with conflict & resolution • Human, animal, imaginary characters and their roles • Setting. • Write a guided story using the elements of story writing. Write a short passage, anecdote, fable, etc., for pleasure and creativity. (Unit 10, Lesson 5) <p>Identify and write the central idea of a given poem in simple language. List rhyming words and write a poem. (Unit 5 Lesson 5; Unit 9 Lesson 5; Unit 19 Lesson 5; Unit 20 Lesson 5)</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>	<ul style="list-style-type: none"> • Read short notes written for different purposes to write short notes of their own to friends and family members. (Unit 8, Lesson 5) <p>Write short informal invitations to friends, family members and teachers to demonstrate the use of the following conventions:</p> <ul style="list-style-type: none"> • Purpose • Date and Time • Venue • Name of addressee and sender. (Unit 8 Lesson 5) <p>Write guided replies accepting the invitation. Demonstrate the use of conventions of letter writing:</p> <ul style="list-style-type: none"> • Address • Date • Salutation • Body • Closing. (Unit 8, Lesson 5) <p>Write a guided informal letter. (Unit 8 Lesson 5, Unit 3 Lesson 2; Unit 16 Test)</p> <p>Write short texts in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context.</p>
		<p>BM 4 Revise and edit word order, spelling and punctuation.</p>	<ul style="list-style-type: none"> • Revise written work for correct • Spelling and punctuation • Pronoun antecedent agreement • Subject-verb agreement • Tenses. Revise written work for layout, legibility and vocabulary. (Covered in all Tests in OPE Book 4, and in previous books)
<p>C5 - Appropriate Ethical and Social Development</p>	<p>S1</p>	<p>Guidelines</p>	<p>Students need to be acquainted with the importance of making sustainable lifestyle choices, acquiring greater environmental awareness, and being aware of safety and security measures. (Unit 2, Unit 3, Unit 4, Unit 11 Reading I, Unit 12, Unit 15, Unit 20)</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. (Unit 4, Unit 5, Unit 6 Reading, Unit 7, Unit 8, Unit 9, Unit 10, Unit 11 Reading ii, Unit 13, Unit 19)</p> <p>Students need to be fostered with a sense of peace and social cohesion. (Unit 3, Unit 10, Unit 11 Reading I)</p>

OXFORD PROGRESSIVE ENGLISH 4 SINGLE NATIONAL CURRICULUM THEMES

UNIT	THEMES	SUB-THEMES	TEXT TYPES
Unit 1 – Role models An incident from the life of Hazrat Muhammad رسول اللہ محمد ﷺ	8. Role models: Hazrat Muhammad رسول اللہ محمد ﷺ	<ul style="list-style-type: none"> Incidents from the life of Hazrat Muhammad رسول اللہ محمد ﷺ 	
	19. Avoiding social evils	<ul style="list-style-type: none"> Avoid telling lies Avoid tale bearing 	
The Holy month of Ramadan	7. Festivals and cultural events	<ul style="list-style-type: none"> Religious/Cultural festivals in Pakistan 	Email
A long walk	1. Ethics and values	<ul style="list-style-type: none"> Courage 	Short article
	15. Crisis awareness and management, risk reduction	<ul style="list-style-type: none"> Safety at street (evacuation plans) 	
Unit 2 – The sea	5. Nature	<ul style="list-style-type: none"> Ocean: marine life 	Cartoon
Unit 3 – Earth watch	5. Nature	<ul style="list-style-type: none"> Hills, rivers, lakes, plains, deserts, mountains, etc. 	Magazine article
	9. Environmental education	<ul style="list-style-type: none"> Understanding and appreciation of natural environment Use of clean drinking water Plantation of trees 	
	16. Participatory citizenship	<ul style="list-style-type: none"> Obeying rules and regulations Being a responsible and helpful citizen Effects of littering and damaging surroundings 	
Unit 4 – Jungle stories	5. Nature	<ul style="list-style-type: none"> Hills, rivers, lakes, plains, deserts, mountains, etc. 	Classic children's story
	9. Environmental education	<ul style="list-style-type: none"> Understanding and appreciation of natural environment 	
Unit 5 – English-speaking countries	3. Self, people, places, and globe	<ul style="list-style-type: none"> My world My country 	Country quiz
Unit 6 – Reading: The Story of English	12. Education and employment	<ul style="list-style-type: none"> Good study habits 	Information text
	3. Self, people, places, and globe	<ul style="list-style-type: none"> My world 	
Unit 7 – Let's visit Earth!	10. Travel and transport	<ul style="list-style-type: none"> Taking a tour 	Science fiction diary
	11. Technology	<ul style="list-style-type: none"> Famous inventions 	
Unit 8 – Weddings	7. Festivals and cultural events	<ul style="list-style-type: none"> Cultural festivals in Pakistan 	Modern story
Unit 9 – Young talents	8. Role models	<ul style="list-style-type: none"> Notable people as role models: National and international 	Biography
	6. Gender equality and equity	<ul style="list-style-type: none"> Importance of female education Gender balanced roles in domestic setup Gender balanced access to basic needs 	
Unit 10 – The magic tablet	1. Ethics and Values	<ul style="list-style-type: none"> Respect/Regard for family Politeness Responsibility Tolerance 	Fantasy
	11. Technology	<ul style="list-style-type: none"> Amazing inventions/discoveries 	

UNIT	THEMES	SUB-THEMES	TEXT TYPES
Unit 11 – Reading (i): Save our seas	5. Nature	• Hills, rivers, lakes, plains, deserts, mountains, etc.	Article
	9. Environmental education	• Making sustainable lifestyle choices • Understanding and appreciation of natural environment	
	16. Participatory Citizenship	• Being a responsible and helpful citizen • Effects of littering and damaging surroundings (Avoid using plastic bags etc.)	
Reading (ii): The Hare and the Tortoise	20. Sports	• Sportsman spirit	Modern version of a fable
Unit 12 – Life-saving	17. Health and personal safety	• Benefits of appropriate sanitation and hygiene	Newspaper article
	1. Ethics and values	• Respect/Regard for family	
Unit 3 – Howzat?	20. Sports	• Different sports • Sportsman spirit/teamwork	Autobiography
Unit 14 – Alice’s adventures	18. Life skills	• Good behavior • Sharing • Practicing personal etiquettes • Taking/Handling responsibility • Curiosity and learning	Classic children’s story
	21. Adventure	• Taking a tour	
Unit 15 – The natural world	9. Environmental education	• Understanding and appreciation of natural environment	Fact file
	13. Dignity of labour	• Helping at home and school	
Unit 16 – Reading: Nomads	3. Self, people, places, and Globe	• My world	Travel article
	2. Peaceful Co-existence / Peace education	• Recognizing the presence of ethnic and religious groups in society	Poem
Unit 17 – The haunted house	1. Ethics and values	• Respect/Regard for family	Ghost story
	6. Gender equality and equity	• Gender balanced roles in domestic setup	
Unit 18 – Have you ever been in a film?	14. Media	• Media as a source of general information • Types of media	Newspaper article
Unit 19 – Round the world	4. Patriotism / National pride	• Showing/Exhibiting patriotism through deeds	Biography
	6. Gender equality and equity	• Importance of female education • Gender balanced roles • Gender balanced access to education	
	10. Travel and Transport	• Taking a tour	
	11. Technology	• Amazing inventions/discoveries	
Unit 20 - Take care!	• Health, personal safety and drug education [17.]	• Playing sports • Avoid befriending strangers	• Instructions
Unit 21 - Reading (i): What a laugh!	• Life skills [18.]	• Curiosity and learning • Taking responsibility	• Poems and jokes
Reading (ii): Study skills	• Education and employment [12.]	• Good study habits	• Quiz, report, article

Role Model

All answers are highlighted in grey.

UNIT 1 LESSON 1

Student learning outcomes

Students will:

- read with understanding an anecdote
- discuss the difference between good and bad behaviour
- complete a gapped summary
- study the theme of Role models

Suggestions and answers

A. Read the text.

1. Before beginning the text, ask children what they think the words 'role model' mean.
2. Ask a few children to give examples of their role models.
3. Ask what characteristics a role model should have. Write down the adjectives that the children supply on the board.

B. Complete the gapped summary given below.

1. Note that the answers are given in the original passage. Allow children to read the passage again and find the missing words in the gapped summary themselves.

B. city, stones, angel, punish, cruelty, forgiven, blessed, kind, politely, need, forgive

UNIT 1 LESSON 2

Student learning outcomes

Students will:

- read the first part of a personal email to get a general idea
- scan the second part of a personal email to obtain detailed information about fasting during Ramadan
- chat in a class discussion, sharing personal experiences about Ramadan
- study the theme of Festivals and events

Suggestions and answers

A. Read Mona's email about Ramadan. Does she want to—explain / forgive / share / complain?

1. Introduce the topic by talking about the artwork. Ask general questions, e.g. 'What can you see in the photo? What parts of the mosque are visible? Why is a new moon important in the Islamic calendar?' Do not conform answers yet.
2. Ask the children to look at the text. Ask general questions, e.g. 'What kind of text is it? (an email) Who is it from? (Mona) Who is it to? (Beth)'.

3. This is an opportunity for children to skim-read a text fast to get a general idea. Let them read the email fast in silence and then answer the comprehension question.
4. Then read the text yourself aloud with plenty of expression, checking comprehension, e.g. *'fast/fasting'* as you do this.

A. Mona wants to share her experiences of Ramadan with her e-pal Beth.

B. Discuss with your teacher: Which groups of people do not need to fast during Ramadan? Make a list. Then read and find out.

1. Read aloud the rubric. Make sure that students have their notebooks ready.
2. Get the class to shut their books. Students work in pairs to make a list of groups of people who do not have to fast during Ramadan.
3. Ask pairs to read out their lists. As they do this, write the information on the board, whether it is right or wrong. Do not correct the answers yet.
4. Read aloud the text with plenty of emphasis and lively intonation. Tick the groups listed on the board that are in the text. Discuss any other groups that students listed, but which are not in the text.
5. Discuss why it is important that these specific groups do not have to fast. Discuss the general topic of health and wellbeing, both physical and mental.

B. Adults who are ill or travelling; the very young; the very old; people who are mentally ill

C. Chat with your teacher: Which information could you add to this email? How would you describe your own personal experiences?

1. Let students contribute their own ideas on this topic. To help them, you could write topic headings on the board, e.g. *feel hungry/thirsty, bedtimes (early/late), breakfast customs in the family, making family visits after breakfast, etc.'*
2. After talking about general topics, invite students to tell you any family stories / anecdotes that they remember from Ramadan.

C. Answers depend on the children.

Additional activity:

Ask children to compose a brief email about Ramadan to an e-pal about their individual experiences of Ramadan. They can adapt Mona's email to express themselves, but they should not copy out whole sentences from the text.

UNIT 1 LESSON 3

Student learning outcomes

Students will:

- read a short article, which includes a story
- discuss plans about a journey which runs into difficulties
- discuss and choose the best title for a story
- study the theme of Ethics and Values, and the meaning of courage

Suggestions and answers

A. Read the first part of the text. Why were the passengers in danger?

1. Concentrate on the artwork to establish the context and circumstances of a story.
2. Ask lots of questions, e.g. *'What can you see in the picture? What kind of vehicle can you see? (minibus) Is it in the town or in the countryside? Where exactly is it? (in a ditch) Why will it be difficult to move the minibus? (the minibus is heavy, the snow is deep, the minibus is in a ditch)'*
3. Read aloud the first part of the text with lots of excitement and lively intonation. Make the story sound dramatic!
4. Answer the comprehension question.

A. The passengers were in danger because the weather could get worse, the snow could start falling heavily, an old woman couldn't walk, and a woman was on her way to hospital with her baby (either the woman or the baby was ill, but the text doesn't state).

B. How do soldiers help people in times of need?

B. Answers depend upon children.

C. Discuss and choose the best title for the story from the following.

1. Read aloud the rubric and the four possible titles.
2. Discuss each title in turn. Invite students to give their own opinions, with their reasons.

C. Answers depend on the children. Here are some ideas that children might discuss.

- | | | |
|-------|----|---|
| Title | a) | The driver's offer to walk and get help is only a small part of the article and a small part of the story. |
| Title | b) | The best title. 'The driver walked bravely through the deep snow.' He walked for six hours and became cold and tired. |
| Title | c) | This is a 'common sense comment'. It does not mention the courage of the driver, or the long walk. |
| Title | d) | The text mentions soldiers in the first paragraph, then briefly again in Part 2. More important to the story are the driver and his passengers. |

All answers are highlighted in grey.

UNIT 2 LESSON 1

Student learning outcomes:

Students will:

- revise the present simple tense for exchanging personal information
- study and practise tag questions (present simple tense)
- develop their speaking skills

Suggestions and answers:

A. Read the dialogue. Number the topics in the box in the order in which they are discussed in the dialogue.

1. Tell the children to read the words in the box.
2. Read the introduction aloud. Ask the children *What kind of sports do you do at a Seaside Activities Camp? (swimming, diving, boating, sailing, volleyball, basketball, cricket, hockey)* Encourage the children to chat, but do not correct their mistakes, as the purpose here is to encourage oral fluency.
3. Read aloud the task for the exercise: the children have to listen and number the topics in the right order, in pencil in their books.
4. Tell the children to follow the dialogue silently in their books while you read it aloud. Read the dialogue with enthusiasm.
5. Get the class to tell you the order of the topics.
6. Read the dialogue again. This time, stop after each section and ask questions to check that the children understand the main points of the dialogue, e.g. *Where does Dan live? How old is Dan? What sports does Dan play?*
7. Tell the class to close their books while you read the dialogue again. This time, stop after each line and get the class and individuals to repeat it.

A. 1. home 2. school 3. ages 4. sports 5. family

B. What about you? Ask a friend the same questions.

1. Get one child to ask another child questions across the class (in open pairs). Do this several times.
2. Put the class into pairs (closed pairs) and get them to ask each other and reply. Make sure that each child has the opportunity to ask and answer.

C. Now read this dialogue and answer the following question.

1. Follow a similar procedure for the second dialogue as in Exercise A.
2. Explain the situation by asking *Who was asking the questions in the first dialogue? (Harry) Who is asking the questions in the second dialogue? (Dan)*

3. Read aloud the comprehension question: the children have to listen and circle the correct answer in their books.
4. Tell the children to follow the dialogue silently in their books while you read it aloud. Read the dialogue with enthusiasm. Harry should get more and more annoyed as the dialogue continues.
5. Get the class to tell you the answer.
6. Read the dialogue again. This time, stop after each section and ask questions to check that the children understand the main points of the dialogue, e.g. *Is Harry ten years old? Does Harry go to primary school? Does Harry live in Ramsgate?*
7. Tell the class to close their books while you read the dialogue again. This time, stop after each line and get the class and individuals to repeat it.

C. Dan has a bad memory.

Additional activity:

You can practise the second dialogue in a similar way to the first one. Get one child to ask another child questions across the class (in open pairs). Do this several times. Encourage children to create new questions. Put the class into closed pairs and get them to ask each other and reply. Make sure that each child has the opportunity to ask and answer.

UNIT 2 LESSON 2

Student learning outcomes:

Students will:

- study and practise vocabulary for the seaside
- categorise the vocabulary as 'places' and 'living things'
- identify digraphs and trigraphs
- recognise silent letters
- revise the phonic patterns 'ea' and 'oa'

Suggestions and answers:

A. Listen to your teacher and find these words. Then listen and repeat.

1. Ask the children what they can see in the pictures.
2. Go through the pictures one by one. Present the vocabulary in the pictures, but do not do any oral practice yet. Do not hesitate to use translation if necessary. Ask them if the words are for places or living things.
3. Do listen-and-repeat with the vocabulary from page 136 of the Student's Book; 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. Sort the words from Ex. A into two groups. Write them in your notebooks.

1. Put the children into pairs to complete their answers.
2. Get pairs to tell the class the answers.

- B.** a) **Places:** beach, coast, seabed, bay
 b) **Living things:** crab, whale, shark, shellfish

C. Your teacher will read these pairs of words aloud. Notice the difference in pronunciation. Repeat them after her.

1. Explain to the children that they need to focus on the pronunciation of the words that are going to be read out loud.
2. Write each pair of words on the board before reading them out loud.
3. Make sure the class is silent and each child can hear clearly before beginning the listening exercise.
4. Read the words out loud in pairs. Can children recognise the difference in each pair's pronunciation?
5. Once all the words have been read out, ask children to come to the front of the class in pairs. Child A can read the first word in a pair, and Child B can read the second. Check to see if the children are pronouncing the words clearly, and if there is a distinct difference in pronunciation of the two words.
6. If children want, they can search for the meanings of both words in the dictionary for clearer understanding.

D. Read these words aloud. Pay special attention to the sound of 'th' in them.

1. Explain that digraphs refer to two letters that make one sound. Mention that digraphs can be made up of combinations of vowels or consonants.
2. Explain to the children that they need to focus on the pronunciation of the words that are going to be read out loud.
3. Write each word on the board before reading it out loud.
4. Make sure the class is silent and each child can hear clearly before beginning the listening exercise.
5. Read the words out loud in a clear manner. Can children recognise the 'th' sound in each word?
6. If children want, they can search for the meanings of the words in the dictionary for clearer understanding.
7. Once all the words have been read out, write the digraphs 'sh', 'ch', and 'wh' on the board.
8. Ask the children to think of words that can come under each heading.
9. Once at least three to four words have been provided by the class, read the words out loud. Help children focus on the pronunciation of the digraph in each word.

E. In these words the underlined letters are silent. Read the words aloud.

1. Check to see if children recognise the concept of silent letters before beginning the exercise.
2. Write each word on the board before beginning its pronunciation.
3. After each word is spoken out loud, ask children if they can identify which word is silent.
4. Once the exercise is over, ask the children if they can think of more words with silent letters. If they can't think of any, call out random words and ensure that there is one word after every three with silent letters. See if children can spot the word with the silent letter.
5. Ask the children to write any more words with silent letters that they can think of in their notebook.

F. Phonics: ea and oa sounds. Sort the words in the box into two groups as shown below.

1. Read aloud the rubric and the examples.
2. Get the children to work individually and to write the words on two lines in their notebooks.
3. As the children complete their work, they can compare their lists in pairs and spell the words aloud.

- F.**
1. Words with 'ea' sounds: beach, dream, mean, peach, reach, seat, stream, team
 2. Words with 'oa' sounds: boat, coast, load, road

UNIT 2 LESSON 3

Student learning outcomes:

Students will:

- develop their reading skills in a strip cartoon narrative
- study and practise vocabulary for diving
- practise their speaking skills, with an oral summary of the story
- study the theme of Nature

Suggestions and answers:

A. Read the cartoon and answer the questions.

1. Tell the children to look at the pictures on pages 6 and 7.
2. Help them to tell you that it's a cartoon and it's about diving.
3. Get the children to look at each picture in turn and ask them questions about it, e.g. *How many people are on the boat? What are the boys doing in picture 1? In picture 2, what is Jake putting on?* Don't correct language mistakes here.
4. While you are doing this, teach the children some words that they will need for the reading: *an echo-screen, the seabed, an airline, a cabin, an octopus*. Get the class to repeat these words.
5. Read aloud the comprehension questions and check that the children understand them.
6. Tell the children to follow silently in their books to find the answer, while you read the story aloud or play the Audio Recording.
7. Get the class to tell you the answers.

A. Max and Jake are looking for a sunken ship.

They find treasure in the sunken ship: gold plates and silver cups.

B. Scanning: In which picture ...

1. Read the questions aloud.
2. Put the children into pairs to find the correct pictures. They write the numbers in their notebooks.
3. When they finish, get pairs to tell you the answers.

- B.**
- | | |
|---|--------------|
| a) picture 1 | b) picture 5 |
| c) picture 6 (he feels something on the back of his neck) | d) picture 8 |

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

1. Help individuals to read the questions aloud. Check that the class understand the questions.
2. Put the children into pairs to help each other to read the story again and to write the answers in their notebooks.

3. Go around the pairs and help as necessary.
4. Ask pairs to answer the questions. With each one, get them to tell you which picture has the answer and to read aloud the relevant sentence.

- C.**
- | | |
|--|---|
| 1. They are looking for a sunken ship. | 5. A phone line. |
| 2. It's about 80 metres below. | 6. Because it's very dark. |
| 3. About 40 minutes. | 7. Because it's a giant octopus and it's very strong. |
| 4. An airline. | 8. It was more important to come up safely. |

D. Scanning: Complete the sentences with words from the story.

1. Read each sentence aloud and get 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 books or you can ask them to copy the complete sentences into their notebooks.
3. Go around the pairs, helping as necessary.

- D.**
- | | | | | |
|-------------|-----------|----------------|------------|----------|
| 1. sunken | 2. seabed | 3. diving suit | 4. cabin | 5. boxes |
| 6. cupboard | 7. mask | 8. octopus | 9. surface | |

E. Role-play: Act out the story of Max and Jake. One person can be the storyteller.

1. Divide the class into groups of three and check which child in each group will read which part.
2. Get one group to act out picture 1 to the class.
3. Put the class into groups to act out the complete story.
4. Ask for volunteer groups to act in front of the class.

UNIT 2 LESSON 4

Student learning outcomes:

Students will:

- study and practise the subject-verb-object pattern
- develop their writing skills
- revise and practise four different forms of verbs
- change parts of speech

Suggestions and answers:

A. Make sentences using the words in the table. Pay attention to the subject-verb-object pattern.

1. Write this sentence on the board: *A kid swims in the bay.*
2. Demonstrate on the board how you can have a different word order, to give the same meaning: *There is a kid swimming in the bay.*
3. Read a few of the sample sentences aloud yourself. Point out that *there is* is used with singular nouns and *there are* with plural nouns, in the usual way.
4. Ask for examples from the class. After each sentence ask the class if it is correct.
5. Let the children work in pairs. They write the sentences in their notebooks. Go round and help where necessary.

A. Sample answers

- There is a kid swimming in the bay.
- There are two girls playing on the beach.
- There is a man sleeping near the lake.
- There are some children hopping under the tree.

B. Make sentences for the pictures using phrases from the box.

1. Go through the pictures one by one. Get the class to say what they can see, using *there is/are* and the present continuous tense. Teach the new word *skipping*.
2. Get a child to read the example sentence *There are some boys playing football in the playground*.
3. Ask for the remaining sentences from the class. After each sentence ask the class if it is correct.
4. Let the children work in pairs. They write the sentences in their notebooks. Go round and help where necessary.

- B.**
1. There is a woman painting a picture in the classroom.
 2. There are some children doing exercises outside the school.
 3. There is a man selling ice cream in the street.
 4. There are some boys playing football in the playground.
 5. There are some girls skipping in the park.

C. Complete the missing forms of the given verbs:

1. Write the different forms of verbs given as examples on the board.
2. Discuss each form with the children and encourage them to think of more examples that they can add to the list.
3. Additional exercise: Split children into small groups and give them simple verbs. Ask them to split the verbs into the four different forms.
4. Write the verbs on the board and ask each group to give their answers.
5. Check each answer as you write it down and correct it if necessary.

- C.**
1. keeps, keeping, kept, kept
 2. flies, flying, flew, flown
 3. bakes, baking, baked, baked

D. Change parts of speech in the given base words by adding 'ly', 'ful' and 'er':

1. Revise the concept of parts of speech and ask children which ones they remember.
2. Conduct an oral exercise where you name a part of speech and children give examples of each.
3. Explain to children the concept of base words, and how we use endings in connection with base words.
4. Write a few examples of base words with their endings on the board and allow children to read the examples carefully.
5. Do the exercise orally with the class before children write the answers in their notebook.

- D.**
1. safer (also acceptable: safely)
 2. wonderful
 3. gladly

UNIT 2 LESSON 5

Student learning outcomes:

Students will:

- develop their listening and reading skills
- study *is/are* for + verb with *-ing* (for purpose)
- complete a free writing task (completing a story)

Suggestions and answers:

A. Listen to your teacher and fill in the missing words.

1. Revise the word *octopus*. Ask *How many arms and legs does an octopus have? (eight)*.
2. Get the children to tell you some things that the octopus is doing in the pictures, e.g. *It's walking. It's drawing. It's helping the boy. It's playing the drum.*
3. Ask the children to listen while you read the poem aloud. They write the missing words in pencil in their books.

A. land, sand, hand, band
night, tight, bright, bite

B. Retelling: Close your books and write down the actions that you can remember.

1. Put the children into pairs. Tell them to write in their notebooks all the things that they can remember, e.g. *drawing in the sand*.
2. Go round the pairs and help as necessary.

C. Guided writing.

1. Free writing may be difficult for some children at this level, so help them by writing these questions on the board, with suggestions in brackets if required.
2. The children can copy the questions during class-time, and write their stories for homework.
3. Note that the tense used is the narrative present tense.
When does Jack dive for the second time? (the next day / in the afternoon)
Does Jack go into the cabin on the sunken ship again?
Does Jack see the octopus this time?
Does he see another animal?
How do Jack and Max bring the boxes to the surface?
What do they find in the boxes? (gold plates, silver cups, silver knives, etc.)
Do they wash and dry all the pieces of treasure?
When do they sail back to the port? (the next morning)
4. Note that the aim of this exercise is to assess the children's writing skills at the beginning of the school year. Make a list of general and individual weaknesses (e.g. spelling, punctuation, handwriting, articles, etc.).

Earth watch

All answers are highlighted in grey.

UNIT 3 LESSON 1

Student learning outcomes:

Students will:

- learn and practise a dialogue
- practise their speaking skills
- study and practise the present continuous tense

Suggestions and answers:

A. Read the dialogue.

1. Tell the children to look at the pictures on page 10.
2. Get them to tell you what they can see in the picture (*Hassan is mending his bike; Raza is playing basketball*). Don't correct language mistakes here.
3. Read aloud the comprehension question above the dialogue and check that the children understand it.
4. Tell the children to follow the dialogue silently in their books to find the answer while you read it aloud.
5. Get the class to tell you the answer.
6. Read the dialogue again. This time, stop after each section and ask questions to check that the children understand the main points of the dialogue, e.g. *What should Hassan do on Saturday? What's wrong with his bike? What's happening on Monday?*
7. Tell the class to close their books while you read the dialogue again. This time, stop after each line and get the class and individuals to repeat it.

While-reading: They are going to play basketball on Saturday. Hassan is going to do some work on Saturday.

B. What are Raza and Hassan *doing* this week?

1. Write the two example sentences on the board. If necessary using the children's language, explain the difference between the present continuous (for fixed arrangements in the future) and *going to + verb* (for plans in the future, involving yourself and/or other people).
2. Get the class and individuals to repeat the sentences.
3. Help individuals to make sentences from the other phrases about Raza and Hassan. Get them to pay attention to the missing words, e.g. *articles*.
4. Put the children into pairs to practise saying the sentences to each other.

B. On Saturday, Raza is playing in a basketball match.
 On Monday, he is going swimming with Nabeel.
 On Tuesday, he is playing football.
 On Wednesday, he is going shopping with Amir.
 On Sunday, he is having a party!

On Saturday, Hassan is revising for a test.
 On Monday, he is helping Baba clean the car.
 On Tuesday, he is helping Dada with the gardening.
 On Wednesday, he is going (to go) to the school library.
 On Sunday, he is writing the football match report.

C. Act out the dialogues, changing the words in italics.

1. Get the class to read the dialogue silently, then ask two children to read the dialogue aloud.
2. Ask another pair to read the dialogue aloud and help them to change the words in italics for other suitable words.
3. Do the same with two more pairs of students across the class.
4. Put the class into pairs to practise the dialogue with different words. Go around the pairs and help as necessary.

D. Discussion: Do you like homework? Is there any way homework can be made interesting and enjoyable? Discuss in groups.

1. Write the question on the board before beginning the exercise.
2. Seat children in groups of 4.
3. Encourage children to think of points related to the topic before they begin the work.
4. Ask each group to write their points down.
5. One representative from each group can come to the front of the class, and talk about what their group thought about the topic.

D. Answers depend upon the children.

UNIT 3 LESSON 2

Student learning outcomes:

Students will:

- study and practise vocabulary for conservation
- develop their reading skills
- develop their writing skills: writing a letter using past forms of verbs

Suggestions and answers:

A. Fill in the blanks with *should* or *shouldn't* and match the pictures to the sentences.

1. Tell the children to look at the pictures. To revise some of the keywords, help the children to tell you what is happening in each picture, e.g. *A hunter with a gun is about to shoot a deer.*
2. Read the two sentences for item 1 aloud.
3. Help individuals to make similar sentences for the remaining items. Get the class to repeat each sentence.

- | | | | |
|--|----------|--|----------|
| A. 1. We shouldn't kill wild animals. | A | 3. We should collect rubbish. | F |
| We should protect them. | | We shouldn't throw it into the street. | C |
| 2. We shouldn't cut down trees. | D | 4. We should conserve water. | E |
| We should plant lots of young trees. | B | We shouldn't waste it. | |

B. Read Alizeh's letter to a friend. Complete the letter using the past forms of the verbs in brackets. The first one is done for you.

1. Revise past forms of verbs before beginning the exercise.

- B.** 1. brought 2. asked 3. would 4. left
5. came 6. found 7. asked 8. saw
9. felt 10. helped 11. came 12. stopped

UNIT 3 LESSON 3

Student learning outcomes:

Students will:

- develop their reading skills
- study and practise vocabulary for conservation
- discuss conservation in general and in the local environment
- study the theme of Nature

Suggestions and answers:

A. Mr Bate publishes a magazine about conservation called 'Earth Watch'. Here are two articles from this month's magazine.

1. Write these comprehension questions on the board at the start of the lesson: *Why is the woman feeding the baby ape with a bottle of milk? Where does the water for the village come from?*
2. Tell the children to look at the pictures on pages 12-13. Use these pictures to teach key words, e.g. *an ape, timber, a trench*. Teach the new meaning of *spring* (a place where water comes out of the ground).
3. Tell the children that they are going to read about two different projects in Africa.
4. Tell the children to look at the pictures in Ex. A and tell you what they see, e.g. *A woman is watching some apes in the trees*.
5. Ask the class to guess from the pictures what the two projects are about. Do not correct language mistakes here and do not say if the guesses are right or wrong.
6. Tell the children to read the two texts quickly, then tell you the answer to the comprehension questions on the board.

- A.** The baby ape lost its mother. Hunters killed her.
It comes from a spring in the hills.

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

1. Get individuals to read the questions for Text 1 aloud.
2. Tell the class to read Text 1 carefully to find the answers.
3. When they finish, put the children into pairs to discuss their answers. Go around and help as necessary.
4. Get pairs to tell you their answers. Do not worry about language mistakes here, as long as the class can understand the pairs.
5. With each answer, ask individuals to read aloud the part of the text that shows the answer.
6. Do the same with the questions for Text 2.

Text 1

1. Elaine studies apes, and her husband protects them; they both love apes.
2. The hunters kill the apes to sell the meat.
3. Because Titch is too small to eat leaves, fruit, etc.

Text 2

1. The water comes from a spring in the hills.
2. 11 kilometres
3. The villagers won't walk 11 kilometres to collect water.
4. They will be able to grow fruit and vegetables.

C. Scanning: Match the numbers from Text 1 with these pictures.

1. Get the children to tell you what they can see in the pictures, using *there is / are* and the present continuous, e.g. *A truck is carrying timber. There is some meat for sale on a market stall.*
2. Tell the children to read Text 1 again and do the matching exercise.
3. Put the children into pairs to discuss their answers. They write the numbers with the matching pictures in their notebooks. Go round and help as necessary.
4. Get pairs to tell the class their answers. Write them on the board so that the children can check their answers.

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

D. Match the phrases in italics from Text 2 with these pictures.

Follow the same procedure as for Ex. C above.

- D. a) putting in supports to hold up the pipe b) cut through the rock
c) digging long trenches

E. Discussion: What do you think? Should we ...

1. Present the questions and speech bubbles.
2. Encourage the children to chat and answer the questions. Do not worry about language mistakes here, as long as the children can understand each other.
3. Extend the discussion to the local environment if you like. Talk about relevant aspects, e.g. *tree-planting in the countryside, recycling of rubbish in the towns, energy and water conservation everywhere!*

Additional activity

Present this Earth Watch Fact File to the class:

Did you know that:

- apes are 96-98% the same as humans?
- in 5-10 years time, some types of ape may have disappeared?
- apes can learn sign language?
- apes can do simple maths?
- apes can use simple tools?

UNIT 3 LESSON 4

Student learning outcomes:

Students will:

- use the correct future tense to complete sentences
- use the words 'may' or 'may not' to express or deny permission
- use the words 'can' or 'cannot' to express ability

Suggestions and answers:

A. Simple future tense represents an action which will happen in the future. Fill in the blanks with the correct future tense:

1. Give a few examples to the children of sentences which represent a future action.
2. Explain that the word 'will' is used before the verb to represent something that will happen in the future.
3. Allow children to work in groups and provide examples of future sentences before beginning the exercise.

1. will earn 2. will travel 3. will meet 4. will adore 5. will help

B. Words such as may / may not are used to express and deny permission. Fill in the blanks using *May* or *May not*:

4. Explain to the children how the word 'may' is used to express permission.
5. Call out a few examples yourself, then ask children to provide a few simple examples to confirm if they have understand.
6. Ask children which word is used when we are denying permission. Use the word 'may not' in a few examples.

1. May 2. May 3. may not 4. may not

C. The word can is used to express ability or to say something is possible. The word cannot is used to when we don't have the ability to do something. Fill in the blanks using *can* or *cannot*:

7. Explain to the children how the word 'can' is used to express ability.
8. Call out a few examples yourself, then ask children to provide a few simple examples to confirm if they have understand.
9. Ask children which word is used when we are unable to do something. Use the word 'cannot' in a few examples.

1. cannot 2. can 3. cannot 4. can

UNIT 3 LESSON 5

Student learning outcomes:

Students will:

- develop their listening and reading skills
- study technical pictures
- complete a report on a water storage system

Preparation before the class

If possible, make an enlarged photocopy of the pictures in Ex. A. This will enable you to hold it up in class and correct the matching exercise in Ex. A.

Suggestions and answers

A. Mr Burki has designed a rainwater storage system for villages without tap water.

Scanning: Find the pictures below to match these statements.

1. Tell the children to look at the pictures on page 15 and tell you what they can see. (*A man is putting a roof on a house. It is raining. A child is getting water from the water tank. A cow is standing near the water tank.*) Don't correct language mistakes here. Use the pictures to revise/teach words like *cement, tank, storage system*.
2. Get individuals to read the sentences aloud. Check that the children understand them.
3. Read the task aloud. The children have to find parts of the pictures for the sentences; they write the picture letter in pencil in their books next to the correct sentence. Explain that some of the sentences do not have a matching picture.
4. Read each sentence aloud. Pause after each one so that the children have enough time to mark their books.
5. Check the answers with the class. Use phrases to refer to the picture, e.g. *on the left, in the middle, on the right, on the left/right of the tank*.

A. 1. D 2. C 3. D 4. A 5. B 6. D

B. Listen to your teacher's report on the water storage system and complete the report, using phrases from Ex. A.

1. Read the rubric and explain the task.
2. Get individuals to read the first parts of the sentences aloud. Ask the class to guess how each sentence is completed, but do not confirm the answers.
3. Get the children to write No.s 1-10 in their notebooks.
4. For each sentence, read out the first part of the sentence that is printed in the book. Then say 'Write' and dictate the rest of the sentences from the script on page 136 of the Student's Book.
5. Check the answers on the board.
6. Get the children to write the complete report in their notebooks for homework.

- B.**
1. I live in a small village. Before, we never had enough water.
 2. In the monsoon season, the rain ran into the ground.
 3. One day, Mr Burki came to our village. He said we should build a rainwater storage system.
 4. So my father made a water tank from cement.
 5. My uncle put a new roof on our house.
 6. He fixed a pipe between the roof and the tank.
 7. Now we have enough water for all our needs.
 8. The animals can't get into the tank.
 9. They can't make the water dirty.
 10. Now our lives are better and healthier than before.

Jungle stories

All answers are highlighted in grey.

UNIT 4 LESSON 1

Student learning outcomes:

Students will:

- study and practise a dialogue
- study and practise vocabulary for literature study
- discuss favourite books
- develop their listening skills

Suggestions and answers:

A. Read the dialogue.

1. Follow the same procedure for Unit 3, Lesson 1, Ex. A.
2. Ask questions to ensure that the students have understood the dialogue.

While-reading: The stories are about different animals that lived in the jungle. If the author changed one single word of a story while reading it aloud to his daughter, she stopped him and said, 'You must tell the story JUST SO!'

B. Match the words to their meanings.

1. Go through this exercise with the class. Point out the pronunciation of the words *characters*, *author*.
2. Put the children into pairs and get them to test each other. Demonstrate it with an individual:
Child B (book open): *What is the word for 'the writer of the story'?*
Child A (book closed): *'Author'*.

After the five questions, they switch and Child A asks the questions.

B. title:	the name of the story
plot:	the events in a story
characters:	the people in the story
setting:	the place where the story happens
author:	the writer of the story

C. Brainstorming: Discuss your favourite book with the class.

1. Get the children to chat about their favourite books. Do not correct language mistakes here. Write difficult words and names of titles and authors on the board as they occur.
2. Ask the children which books they are reading in English at the moment. Encourage them to read simple stories in English, like *The Jungle Book*, *Gulliver's Travels*, *Around the World in Eighty Days*.

D. Listen to your teacher talk about the 'Just So Stories'. Underline the correct information. Some lines have more than one correct answer.

1. Read the rubric and introduction aloud in order to explain the task.
2. Explain that the children must listen to the talk and circle the right information.
3. Read the script on page 136 of the Student's Book aloud with clear pronunciation.
4. Get the class to tell you their answers. If some children do not have the answers, read aloud that part of the script again.
5. If you wish, turn to the script on page 136. Read the script aloud again while the children follow it silently in their books.
6. Encourage the children to read this script aloud at home to their parents.

D. Date of book	1902
Name of writer	Rudyard Kipling
Lived from	1865–1936
The author's job	poet, writer, newspaper reporter
The author lived in	Asia
The author spoke	Urdu, English

UNIT 4 LESSON 2

Student learning outcomes:

Students will:

- study and practise vocabulary for the jungle
- develop their listening skills
- revise and practice speaking aloud with stress on capital letters
- write sentences with the new vocabulary
- chat about different types of places in Pakistan

Suggestions and answers:

A. Listen to your teacher and find these words. Then listen, repeat, and write the words in your notebook.

1. Present the vocabulary in the pictures, but do not do any oral practice yet.
2. Using the script on page 136 of the Student's Book, read the words aloud in random order. Pause after each word so that the children have time to find and point to it. This procedure encourages them to associate the written word and its pronunciation.
3. Do listen-and-repeat, saying the words in the correct order for pictures 1–8.

B. Complete the sentences using the words from Ex. A.

1. Go over the exercise, getting individuals to read sentences and complete them.
2. Put the class into pairs and get them to read aloud the complete sentences.

B. 1. seeds	2. roots	3. Vines	4. nut
5. jungle	6. cave	7. Berries	8. marsh

C. Read the given words, from the dialogue in Ex. A on the previous page, aloud with stress on capital letters.

1. Read out the words yourself first to ensure that children understand how stressing on words is meant to happen.
2. Allow children to think of other examples where stressing on words can occur.
3. Ask volunteers to come to the front of the class and read the words out loud one by one.

D. Write sentences using one word from Ex. C in each sentence, using correct capitalization, punctuation, and spelling.

D. Sample sentences:

I really like reading.

She took a different path home yesterday.

The sound of the crash was very sudden.

E. Talk about places in Ex. A that you can find in Pakistan. Form groups of three or four and take turns to speak. Add these too: *mountains, deserts.*

E. Answers depend upon children.

UNIT 4 LESSON 3

Student learning outcomes:

Students will:

- develop their reading skills
- study vocabulary for the jungle
- describe the characters in a story
- read a story for interpretation
- chat about animals and language in children's stories
- give an oral summary of a story
- chat about possible developments of a story
- study the theme of Nature and Environmental Education

Suggestions and answers

A. Read the story and answer the questions.

1. Ask the children to look at the pictures on pages 18 and 21.
2. Ask the children to look at each picture in turn and ask them questions: e.g. *Who can you see in the picture? What is he wearing? What else can you see in the picture? Where is the fisherman now? What animal can you see? If you met an animal like that, what would you do? How would you feel?*

Note: As you progress through OPE Book 4, you can broaden the types of questions that you ask the class. Don't just ask factual questions about the things that they can see: ask them to use their imagination too. Do not correct language mistakes here.

3. While you are doing this, teach the children some words that they will need for the reading text: *vine fruits, to button, tummy, crumbs*.
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 characters are: a fisherman who only eats cake, and a rhino with bad manners.

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

1. Ask the class to look at Ex. B and help individuals to read the questions aloud.
2. Check that the class understands the questions e.g. they must understand the meaning of bad manners. Ask children, 'Can you give me an example of good manners? / bad manners?'
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. Encourage them to use their imagination; some answers depend on the children and how they interpret the story (see Answer Key).
5. Ask pairs to share their answers with the class.

B. Example answers:

1. He picked the fruits and nuts, and dried the vine fruits himself.
2. He was a vegetarian, or vegan. Although he was a fisherman, he didn't like the taste of fish; plus, cakes don't go bad in hot weather, though they may go dry.
3. He uses capital letters for names, e.g. Rhinoceros, and also phrases e.g. Every Last Crumb, which are important in the story.
4. He knocked over the stove (and didn't say 'Sorry'), then he ate all the cake (without being invited).
5. He was afraid of the rhino; he knew that the rhino had bad manners; the rhino was bigger and heavier.
6. The rhino takes off his skin, which buttons underneath, and goes swimming.
7. He was throwing crumbs onto the rhino's skin, and rubbing them into the corners.
8. Maybe the rhino won't notice the crumbs; maybe the rhino WILL notice the crumbs and get VERY ANGRY.

Note: See how easy it is to capitalize the occasional word or phrase for emphasis. You can do this when writing on the board in class, for humour.

C. Scanning: Find words and phrases in the story with similar meanings. They are in a different order.

1. Read the rubric aloud and ask the class to give you the answer to item 1.
2. Let the children work in pairs to complete the exercise. They can write the words in their notebooks

3. Go around the pairs, helping as necessary.
4. Ask different pairs to tell the class their answers.

- C.**
- | | |
|--------------|---------------------|
| 1. crumbs | 2. swiftly |
| 3. tummy | 4. every last crumb |
| 5. to button | 6. a heat wave |

D. Critical thinking and discussion: Many people have written stories about animals who can talk. Discuss these ideas in the class.

1. Read aloud the rubric and the sentences. Check the meaning of *communicate*, which includes verbal and non-verbal communication.
2. Go through the items one by one, with the whole class. In this type of exercise, communication is key, so don't correct children's mistakes unless they impede communication.

D. Answer key (other ideas are possible):

1. Ask children to give you examples of their favourite books in which animals talk.
2. Humans can train pets and horses through simple often-repeated orders.
3. For example, birds can sing a) to declare their territory, b) to search for a mate, c) to warn of danger.
4. Probably this is true.
5. see answer to Question 3.
6. Apart from birds, some 'higher mammals' show intelligence and memory, e.g. elephants, dogs, horses, chimpanzees.

UNIT 4 LESSON 4

Student learning outcomes:

Students will:

- study the difference between *facts* and *opinions*
- develop their reading skills
- study reported speech (present statements)
- develop their speaking skills (reporting facts and statements)

Suggestions and answers

STUDY CORNER

- Go through the example sentences in the box and get choral and individual repetition.
- Check that the children understand the differences of meaning in the left-hand column, translating if necessary.
- Point out that the structure of both sentences is the same; both are in the present simple tense. Therefore, the difference between a *fact* and an *opinion* is in the content (ideas) of the sentence. Say: *If you want to give an opinion, you can say 'I think that panthers are beautiful.'*

A. Analysis: Read the text about panthers. Write *F* where you think the sentence is a fact. Write *O* where you think the sentence is an opinion.

1. Tell the children to look at the picture and say what they can see and what is happening.
2. Read the introduction aloud: Saira has looked up the word 'panthers' on ...
3. Read the rubric aloud and explain the task. Read out the first two sentences yourself. Point out that the example answers are placed in brackets after the relevant sentence.
4. Go through the text, reading it aloud sentence by sentence and asking for answers as you go. Explain vocabulary like *leopard*.

A. 'Panthers are large, wild cats, like leopards, but they are black. (**F**)
I think they are beautiful animals. (**O**) They live in Africa and parts of Asia, such as China. (**F**)
There are very few panthers in the world, (**F**) so we shouldn't hunt them (**O**).
Panthers don't live in big groups, (**F**) they usually live alone in the forest or jungle. (**F**) Panthers
hunt small deer. (**F**) They also eat small cows and goats (**F**) and they catch wild dogs too. (**F**)
Sometimes they attack humans and eat them. (**F**) I think they are frightening! (**O**)
In some ways, panthers are like tigers: they live alone, they hunt at night and they can swim
very well. (**F**) Panthers can climb trees, but tigers can't. (**F**) Sometimes a panther (or a leopard)
climbs a tree with a dead animal in its mouth, (**F**) then it sits in the tree and finishes its meal. (**F**)
Panthers are lucky animals! (**O**) They hunt, but no animals hunt them.' (**F**)

STUDY CORNER

- Go through the example sentences in the box and get choral and individual repetition.
- Read the note aloud. Tell the class not to use a capital letter in the middle of the sentence for the beginning of the fact or the beginning of the opinion.

B. Game. Read the text again silently. Close your books. Report one of Saira's facts or opinions to win a point for your team.

1. Organize the class into 2 teams. Write a scoreboard for Teams A and B on the board.
2. Make sure that all books are shut.
3. Get a child from Team A to report a fact (for one point). If there is a mistake, the other team can correct it for an extra point.

UNIT 4 LESSON 5

Student learning outcomes:

Students will:

- develop their reading skills
- read a story for detail
- complete a summary of a story
- write their own reading journal about a book they have read

A. Read Part 2 of the story 'How the Rhinoceros got His Skin'. Then choose the correct word in these sentences.

1. Ask the children to look at the picture on page 21.
2. Ask them questions: e.g. *What can you see in the picture? What is the rhino doing? Why is he rubbing his side against the tree? Where is the fisherman now? How would you feel if you had lots of cake crumbs under your skin?*

Note: As in Lesson 3, you can broaden the types of questions that you ask the class. Don't just ask factual questions about the things that they can see: ask them to use their imagination too. Do not correct language mistakes here.

3. While you are doing this, revise/teach some words that they will need for the reading text: *buttons, tummy, crumbs; to tickle, ticklish, wrinkles, folds.*
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. In the end, the rhino looked *different*.
In the end, the rhino had a *worse* temper than before.

B. Copy and complete the reading journal using the words in the box.

1. Explain the purpose of a 'reading journal':
*a) It tells the reader about a book that you have read.
b) It summarizes a part, but not all, of the story. c) It describes some of the characters. d) It tells the reader about things which you liked or did not like.*

Note: Usually, the purpose of a reading journal is to encourage people to read the story.

2. Read aloud the gapped sentences. When you read a gapped sentence aloud, knock your knuckle loudly on the desk to indicate each missing word.
3. Let the children work in pairs and write the missing words in their notebooks.
4. Ask different pairs for their answers. They read the whole sentence aloud, including the missing word(s).

- B.**
1. *This is a story about a fisherman who lives in the **jungle** beside the Indian Ocean. In the beginning, he climbs a tree because he is **afraid** of the **rhino**. The **rhino** eats his cake, so the fisherman gets **angry**.*
 2. *There are only two characters in the story – the fisherman, who eats only cake, and the **rhino**, who has very bad **manners**.*
 3. *In the next part of the story, the rhino takes off his **skin** to go swimming. The fisherman puts cake **crumbs** inside the rhino's **skin** while it is lying on the **beach**.*
 4. *To find out what happens next, you'll have to read the story, as I mustn't give away the **ending**.*
 5. *I like the fisherman, because he thinks of a clever way to **annoy** the **rhino**.*
 6. *I don't like the **rhino**, because he eats the fisherman's cake and has no **manners**.*

C. Creativity: Write your own reading journal about a story that you have read recently. Use the phrases in italics from Ex. B to help you.

1. Prepare for this writing task in class.
2. Tell the children to sit in silence for sixty seconds. They all have to think of a book for their writing journal. They can write down the title in their notebooks if they wish.
3. Demonstrate with two or three good students how they can use the framework (scaffolding) from Ex. B for their own personal writing journal. Get these students, with your help, to read aloud parts of the framework, giving details of their book.
4. This is a good opportunity for personal guided writing. After corrections, get students to write out their Reading Journals in notebooks and display them on the classroom walls or school corridors.

English-speaking countries

All answers are highlighted in grey.

UNIT 5 LESSON 1

Student learning outcomes:

Students will:

- study and practise a dialogue
- revise and practise words/phrases for 'tea'
- develop their listening skills
- ask and answer about mealtime routines

Suggestions and answers:

A. Read the dialogue.

1. Write this comprehension question on the board before you start the dialogue: *Who is still asleep? Why?*
2. Follow the same procedure for Unit 3, Lesson 1, Ex. A.
3. Ask questions related to the pictures. Ask the children whether they like tea, what do they like having with tea, etc.

A. Nadia's father is still asleep, because he arrived home from Australia late last night.

While-reading: He is going to have breakfast.

B. Tick the phrases for 'tea' that you use at home. Tell the class what they mean.

1. Read aloud the phrases for tea and check/teach the meanings of any new ones, e.g. *green tea is drunk in China, without milk or sugar.*
2. Let the children work in pairs. They read aloud a phrase and tick its box if they use the phrase at home. Write a list of the phrases 1-9 on the board while they are doing this.
3. Conduct a survey. Ask the children to hold up their hands if they use phrase Number 1 at home. Count the hands and write the total on the board.
4. Continue with the other phrases.
5. Point out which was the most common phrase and which was the least common phrase in your class.
6. This procedure introduces the children to the features of a survey, where answers are noted individually, and are later collected.

B. Answers depend on the children.

C. Listen to your teacher and complete the column about Ricardo's father. Then complete the columns about yourself and your partner.

1. Read the first sentence of the rubric. Explain that they are going to hear some information about Ricardo's father and his meal times and bed times. Ask the children to guess some possible times, e.g. *'I think he has (breakfast) at 7 o'clock.'*
2. Read the script on page 136 of the Student's Book aloud, slowly and clearly. Pause after each section so that the children have enough time to write the answers in the first column of their books.
3. Read it again and get them to stop you when they hear an answer. Write the answers on the board so that they can correct their answers.
4. Read the second sentence of the rubric. Practise the question forms in the two speech bubbles. Note that *on/at the weekend* are both correct.
5. Direct their attention to the first column. To demonstrate, ask some questions (as in the speech bubbles below) to individual children and allow them to write their answers. Let the whole class complete the first column for themselves.
6. Get a child to ask another child the question in the left-hand speech bubble: *What time do you have breakfast during the week?* He/She writes down the answer. Do this a few times.
7. Get pairs of students to ask and answer across the class with the right-hand speech bubble: *What time do you have breakfast at the weekend?* He/She writes down the answer.
8. Put the class into pairs and get them to ask and answer, writing down their partner's answers.
9. Do a report-back stage to conclude this oral activity. Ask for the earliest breakfast time, the latest dinner time and the latest bedtime on the weekends, e.g. *Who has the earliest breakfast time at the weekend?* Get children to report about their partner, e.g. *Farooq has breakfast at 7 o'clock at the weekend.*

	Ricardo's father
Breakfast	3 in the morning
Lunch	12 noon
Dinner	6 in the evening
Bed time	8 in the evening

UNIT 5 LESSON 2

Student learning outcomes:

Students will:

- study and practise words that have come into English from other languages
- practise guided writing
- study unstressed words in pronunciation
- study and practise plural nouns ending in *-os* and *-oes*.

Suggestions and answers:

A. Use alphabetical order to find the words below in a dictionary. Then, match the words to their meanings.

1. Explain to children the concept of alphabetical order, with close attention paid to the beginning of words.
2. Show children a dictionary and help them find the words through the alphabetical orders of the words.
3. Read the rubric aloud and get the children to look at the table and the words in the left-hand column. Do listen-and-repeat with these words.
4. Ask for any other words common to English and Urdu that they know.
5. Get individuals to read aloud the meanings in the right-hand column. Help them with any difficult words or phrases, e.g. *on one level*.
6. Get the children to look at the example. Then put them in pairs. They work together to match words and meanings. Check the answers with the class.

- A.**
1. **bungalow**: a house on one level
 2. **chutney**: a spicy sauce made from fruit or vegetables
 3. **shampoo**: a liquid that you use to wash your hair; (also a verb)
 4. **jungle**: a thick forest in a hot, wet country
 5. **khaki**: green-brown or yellow-brown colour
 6. **punch**: a drink made from five different fruit juices
 7. **verandah**: a platform at the side of a house, with roof and floor, but no walls
 8. **pyjamas**: a loose jacket and trousers that you wear in bed

B. Complete the text with words from Ex. A.

1. Read aloud the text. When you read a gapped text aloud, knock your knuckle loudly on the desk to indicate each missing word.
2. Deal with any questions about vocabulary.
3. Put the children into pairs to help each other. They read the text again and write the missing words in their notebooks. This activity helps the children to learn the spelling of new words.
4. Go around the pairs and help as necessary.
5. Ask pairs to give the answers. They read aloud the whole sentence, not just the missing word.

B. One evening, Farah was staying in the jungle. She was sitting at a table on the **verandah** outside her **bungalow**, eating a dish of lamb curry and mango **chutney**, and drinking a glass of fruit **punch**. She was wearing old **khaki** trousers, sandals, and a shirt.

C. Read the following phrases and sentences out loud. These unstressed words are underlined.

1. Read out the sentences yourself first to ensure that children understand how stressing on words is meant to happen.
2. Allow children to think of other examples where stressing on words can occur.
3. Ask volunteers to come to the front of the class and read the sentences out loud one by one.

D. Dictionary work: Plural nouns ending in 'os' and 'oes'.

Follow the same procedure as in Unit 2, Lesson 2, Ex. F.

- D. Words that end in 'os': photos, pianos, radios
Words that end in 'oes': buffaloes, echoes, heroes, mangoes, mosquitoes, potatoes, tomatoes, tornadoes, volcanoes

TEACHER'S NOTE:

Mangos and *mangoes* are both used as plural nouns.

UNIT 5 LESSON 3

Student learning outcomes:

Students will:

- develop their reading skills
- expand their general knowledge about countries
- develop their listening skills (listening for specific information)
- write a country summary, based on a model
- study the theme of Self, people and places

Suggestions and answers:

A. Listen to your teacher and write the missing information in the quiz below.

1. Read the rubric. Tell the children to write their answers in their notebooks.
2. First read the information in the boxes, without giving the missing information. Read from the Student's Book. Explain new phrases like: *aboriginal people (the black settlers who reached Australia about 50,000 years ago)*.
3. Then read the script on page 136-137 of the Student's Book. Pause after each section so that the children have time to write.
4. Check the answers with the class and write them on the board.

B. Read the questions in the quiz and tick the answers that you think are correct.

1. Get the class to cover page 25 while they do this exercise. Get them to look at the pictures on page 24. Ask them: *Which country can you see in the pictures on the left? / in the middle? / on the right? (United Kingdom, Pakistan, Australia)* Explain that they are going to do a geography quiz on these three countries.
2. Read the rubric aloud. In this exercise, the children guess their answers first, then check them later.
3. To save time, the children circle the letters of their answers in pencil in their books.
4. Read the sentences for the first item aloud. Give the children time to circle their answers.
5. Continue with the remaining items, explaining unusual words, e.g. *area, population, desert, insect, kangaroo, shark, koala bear*.
6. Check the answers in the following way. Read the script on pages 136-137 of the Student's Book aloud. Pause after each section and ask for the correct answer. If there is disagreement, read the section again. Write the answer on the board.

- B.** 1. **a** (largest) 1. **c** (smallest) 2. **b** (largest) 2. **a** (smallest) 3. **a** 4. **b** 5. **a**
6. **a** and **b** (c has only 1 dangerous snake)
7. kangaroos – **a**; sharks – **a, b, c**; koala bears **a**; deer – **b** and **c**

C. Ask your partner the questions starting with 'wh' in the quiz in Ex. A. Do not read out the information in the answers.

1. Demonstrate the activity with a child like this, using the examples.
Teacher (with book open): *Which country is the largest ...?*
Child (with book closed): *Australia is the largest and ...*
2. Put the children into pairs. Child A asks the questions for 1-7 and Child B replies. Then they switch.

D. Read the country summary for Australia.

Children read the summary. If necessary, use translation where necessary.

E. Write the summary about Australia, using the information given in Ex. D.

E. Answers depend upon children.

F. Read these words aloud, with the stress on the letters in capital letters.

1. Read out the words yourself first to ensure that children understand how stressing on words is meant to happen.
2. Allow children to think of other examples where stressing on words can occur.
3. A pertinent example can be the names of the children, which each child can call out loud themselves.
4. Ask volunteers to come to the front of the class and read the words out loud one by one.

UNIT 5 LESSON 4

Student learning outcomes:

Students will:

- identify requests and sentences expressing strong feelings
- make sentences about science and directions
- write an 'Advice to Visitors' leaflet

Suggestions and answers

A. A request is when you ask someone to do something for you. A strong feeling expresses emotions such as joy, surprise, or disbelief.

Can you identify which sentences below are requests and which ones indicate strong feelings?

1. Ensure that children understand the difference between requests and feelings before starting this exercise.
2. Ask for a few examples of expressions of feelings that you might exhibit in daily life, such as 'I'm hungry!' Share a few examples yourself if children haven't grasped the concept.
3. Then ask for a few examples of requests, such as 'Can you please help me?'

1. Request 2. Feeling 3. Request 4. Feeling

B. Instructions tell us how to do something, for example, heat water on the stove. Commands tell someone to do something, for example, put on your coat because it is cold outside. Make sentences for their pictures with the help of given words. The first one has been done for you.

1. Go through the pictures one by one. Get the class to say what they can see, using *there is/are* and the present continuous tense. Check/Teach the new words *steam, freezer*.
2. Help individuals to make the sentence for each picture and get the class to repeat it.

- B.**
1. When you place the pot on the stove, it heats the water
 2. When you put water in the freezer, it turns to ice.
 3. When you throw water onto a fire, it goes out.
 4. When you arrive at a crossroads, go straight on.
 5. When you reach the end of the road, go over the bridge.
 6. When you get to the station, get off the bus.

C. The examples below are instructions and commands. Write the 'Advice to Visitors' leaflet in your notebook, adding do/don't, with correct punctuation.

1. Read the first example aloud. Point out that there are two clauses, the 'when' clause and the main clause. Write the first example, correctly punctuated on the board. Say: *If the 'when' clause comes first, you write a comma after the 'when' clause and before the main clause.*
2. Read the second example aloud. Ask the class: *Which clause comes first, the 'when' clause or the main clause? (the main clause)* Write the second example, correctly punctuated on the board. Say: *If the main clause comes first, you don't write a comma after the main clause and before the 'when' clause.*
3. Put the children into pairs to help each other. They write the sentences in their notebooks.
4. Go around the pairs and help as necessary. Insist that the commas, where they appear, are in the correct position and neatly formed.

- C. 1 Don't walk on the beach when it's dark.
2. When you are walking in the city centre, do cross the street at the traffic lights.
3. Don't drink water from streams when you are in the mountains.
4. Do carry a torch when you are walking in the hills at night.

UNIT 5 LESSON 5

Student learning outcomes:

Students will:

- develop their reading skills
- develop their pronunciation of words with similar sounds
- develop their listening skills
- complete a poem

Suggestions and answers:

A. Read and underline the syllables in each line that have the same vowel sound. The first line is done for you.

1. Get the children to talk about the picture and say what they can see.
2. Read the poem aloud while the children follow in their books.
3. The children read the poem to each other in pairs and underline the other syllables in each line that have the same sound. Go around the pairs while they do this and help as necessary.
4. Do listen-and-repeat, getting the class to repeat each verse after you. Get them to exaggerate the similar sounds.

A. The nurse was reading **verses** and feeling **worse** and **worse**,
'I **drew** a **blue moon** while it **grew** and **grew**,' she sang.
Children were picking **flowers** by the **tower** for **hours** and **hours**.
'I feel my **knees** hurt when I **kneel**,' one said. 'When's our next **meal**?'
Women rang the bell **in** the well, as the **fisherman** tried to sell **fish**.
'**Yesterday** I **read** my book in **bed** in my **red** nightshirt,' one **said**.
'**Could** you **look** for my coat, the one with the **hood**?'
She **stood** still and then **put** one **foot** on the pile of **wood**.
Hungry monkeys were **running up** and down the trees.
'They **must** be looking for **honey** or **money**!' one said.
I **saw** a **poor** man who **fought** hard and then **caught** his foot in the **door**,
He **taught** me not to say any **more**.

B. Write the words with the same vowel sound in your notebook.

B. See the answers to Ex. A.

C. Listen to your teacher and complete the poem.

1. Read aloud the poem from the Student's Book, without saying the missing words, while the children follow silently in their books.
2. Read the complete script on page 137 of the Student's Book with vitality and humour.
3. For each line, read out the first part of the line that is printed in the book. Then say 'Write' and dictate the rest of the line.
4. Check the answers on the board.

Additional activity

Get the children to learn the poem by heart. Say the first two lines and get the class and individuals to repeat them.

Do the same with the remaining lines.

Get the class to say the whole poem with their books shut. Get them to say the poem to their parents at home.

Revision and Extension

All answers are highlighted in grey.

UNIT 6 LESSON 1

Revise the previous units with the children before attempting the exercises in this unit.

All answers are highlighted in grey.

A. Mrs Bate is asking Dan about his plan for the weekend. Read the dialogue and choose the best phrases.

- A. 1. **Mrs Bate:** What are you **doing** on Saturday?
 2. **Dan:** I'm **playing** in a volleyball match in Stratford. (better, but both are possible)
 3. **Mrs Bate:** How are you **getting** there? (better, but both are possible)
 4. **Dan:** The coach is **leaving** from the school at midday.
 5. **Mrs Bate:** Are you **coming** home in time for supper? (avoid: going to come)
Dan: Oh yes!
 6. **Mrs Bate:** Are you **going to win**?
Dan: I hope so. I think we're better than the other team!

B. Mrs Burki is asking Imran about his plans for the day. Read the dialogue and choose the best phrases.

- B. 7. **Mrs Bate:** What are you **going to do** after lunch?
 8. **Imran:** I'm **going to do** my homework. Then I'm **going to help** (better, but both are possible) Dadi with her shopping.
 9. **Mrs Bate:** That's kind of you. When are you **going to revise** for your test?
 10. **Imran:** Tomorrow. There's a football match this evening. So I'm **going to watch** that!

C. Circle the correct word to complete the sentences.

- C. 1. b 2. c 3. b 4. a 5. c

D. Spelling. Listen to your teacher and complete the sentences.

- D. The full script is on page 135 of the Student's Book.

UNIT 6 LESSON 2

A. Add the tag questions.

- A. 1. You have two sisters, **haven't you**?
 2. You live in Lahore, **don't you**?
 3. You don't read many books, **do you**?
 4. You haven't got a bicycle, **have you**?
 5. Your mother is an artist, **isn't she**?
 6. Your father isn't at home this week, **is he**?
 7. Your father travels a lot, **doesn't he**?

B. Rearrange the following to make grammatically correct sentences.

Before students begin this exercise, point out that the transitional word 'then' (in brackets, in item 3) is not used in the re-written sentences.)

- B.**
1. When a tiger grows old, it hunts people instead of animals.
 2. When the zebras cross a river, crocodiles attack them.
 3. When rainwater runs off the roof, it flows through a pipe into a tank.
 4. There are some birds flying in and out of the cave.
 5. There are two people sleeping under the tree.
 6. A goat is eating the vegetables in my garden.
 7. Some boys are looking for crabs on the beach.

C. Decide whether to use 'should' or 'should(n't)'.

- C.**
1. She says we should bring a water-bottle and a packed lunch.
 2. She says we shouldn't bring mobile phones.
 3. She says we should wear joggers and sports trousers.
 4. She says we shouldn't go walking on our own.
-
1. He says we should put our rubbish in the bin.
 2. He says we shouldn't swim in the river.
 3. He says we shouldn't feed the horses.
 4. He says we should meet by the coach at five o'clock.

Unit 6 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 189.

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. aren't you?
 2. are you doing
 3. Would you like to / Will you
 4. should revise for
 5. are going to

B. Rearrange the following to make grammatically correct sentences. (10 Marks)

- B.** 1. When you heat water, it turns to steam.
2. Get off the bus when you get to the station.
3. You go to primary school, don't you?
4. There are some children playing basketball in the playground.
5. There is a whale swimming in the bay.

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

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

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

- D.** 1. They didn't explore the Vietnamese jungle for 40 years because it was a war-area.
2. They were expecting to find a rhino because they had seen its tracks.
3. They found six rhinos, five kinds of deer, and a monkey.
4. They discovered new large animals about 100 years ago.
5. They are still discovering new kinds of forest frogs and insects.

E. Write an adventure story about an expedition which you did. (10 Marks)

- E.** Answers depend on the children.

UNIT 6 LESSON 3

Student learning outcomes:

Students will:

- develop their reading skills
- study vocabulary to describe a language
- chat about their knowledge of the English language
- learn about the theme of language in education

Suggestions and answers:

A. Read the text and answer the question.

From which parts of the world did the English language come?

1. Before children read the text, chat with the class about the English language. Ask questions like these: *In which countries do people speak English? (List them on the board) In which country do you find the greatest number of English speakers? (USA).* While you do this, correct any errors in the pronunciation of languages or countries.
2. Teach the children some words that they will need for the reading text: *Latin, French, Germany.*
3. Read aloud the comprehension question and check that the children understand it.
4. Ask the children to read silently from their books to find the answer while you read the text aloud.
5. Ask the class to tell you the answer.
6. Answer any questions that children have about the text or the vocabulary.

A. English comes from North Germany, Italy (Latin), and France (French). Words come from the east (the Old World) and from North and South America in the west (the New world).

B. Scanning: Where does the word 'English' come from? Mark these statements True (T) or False (F). Then read the text and check your answers.

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 2. T 3. F (you can talk about Englishes) 4. T

UNIT 6 LESSON 4

Student learning outcomes:

Students will:

- study and practise vocabulary of French origin
- study and practise vocabulary of Latin and Greek origin
- practise the pronunciation of new words in this lesson

A. Words of French origin. Repeat the words in the brackets in Ex. B after your teacher.

1. Get the children to listen and repeat the words after you. To save time, you can use translation to teach the meanings of the new words.

Note: If you are unsure of the pronunciation of these words, check the audio clips in 'Oxford Online Dictionary'.

B. Use the given words to complete the sentences.

1. Read aloud the rubric and the example.
2. Read aloud the sentences. Pause to check again the meaning of words that may be unknown.
3. Then let the children work in pairs and complete sentences 2-5. Finally, check the answers with the class.

- B.**
1. brochure, chef, chalet
 2. unique, technique
 3. mosque, picturesque
 4. antique, boutiques
 5. colleagues, dialogue, league

C. Match the words of Latin and Greek origin with the meanings.

1. Get the children to listen and repeat the words after you. To save time, you can use translation to teach the meanings of the new words.

Note: If you are unsure of the pronunciation of these words, check the audio clips in 'Oxford Online Dictionary'.

- Then let the children work in pairs and match the items and the meanings. They write their answers in their notebooks.
- Finally, check the answers with the class.

C. 1. e 2. f 3. c 4. b 5. a 6. g 7. d

D. Complete the sentences by adding 'ch' or 'sc'.

- Read aloud the rubric and the example.
- Read aloud the sentences. Pause to check again the meaning of words that may be unknown.
- Then let the children work in pairs and complete sentences 2-4. Finally, check the answers with the class.

- D. 1. ascent, scenery
 2. chemist, fascinating, science
 3. stomach, ache
 4. characters, chorus, echo

UNIT 6 LESSON 5

Student learning outcomes:

Students will:

- study and practise points of the compass, e.g. *east, north-east*
- practise simple comparatives and superlatives

A. Locating: Find these rivers on a map of Pakistan. Then complete the sentences using the words in brackets or the river names.

- Bring into the classroom a large wall-map of Pakistan (one which shows the rivers)
- Go through the exercise with the class.
- Ask individual children to complete the first two items aloud as examples for the whole class.
- Put the children into pairs to complete their answers. They write the full sentences in their notebooks.
- Ask pairs to tell the class the answers.

- A. 1. The Indus is the ninth **longest** river in Asia.
 2. The Indus is the **longest** river in Pakistan and flows from the **north** to the **south**.
 3. The **Jhelum** is **longer** than the **Ravi**.
 4. The **Zhob** is 410 kilometres long and flows from the **west** to the **east**.
 5. The **Sutlej** is 550 kilometres long and flows from the **north-east** towards the **south-west**.

B. Complete these sentences from a travel brochure, using the correct forms of the adjectives in brackets.

- Go through the exercise with the class.
- Ask individual children to complete the first 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.

- B.**
1. busier, more polluted
 2. emptier
 3. noisier
 4. more beautiful
 5. calmer

Let's visit Earth!

All answers are highlighted in grey.

UNIT 7 LESSON 1

Student learning outcomes:

Students will:

- study and practise a dialogue
- revise the past continuous and study the past continuous (interrupted)
- study and practise verbs for flying
- develop their reading and speaking skills

Suggestions and answers:

A. Read the dialogue.

1. Start by getting the class to look at the pictures in Ex. B and introduce the word *spaceship*. Ask questions about the spaceship in the pictures, e.g. *Is it in a town or outside a town? Is it flying, circling or landing?* Get the children to see that it is doing all of these things.
2. Write a comprehension question on the board so that the children have a task for the first reading: *How many people saw the spaceship?*
3. Then follow the normal procedure for a dialogue (See suggestions for Unit 3, Lesson 1, Ex. A.)

While-reading: Fahad and Maryam.

B. Scanning: Find suitable verbs from Ex. A for the pictures below.

1. Put the children in pairs. Tell them to read the dialogue again and find suitable verbs for the pictures.
2. Explain that some verbs are used for more than one picture.
3. The children read the dialogue in pairs and write the verbs in a list in their notebooks. Go round the class and help as necessary.

B. a) appeared b) flew c) flew d) flew
e) hovered f) circled g) landed h) took off

C. Retelling: Use the pictures in Ex. B to tell the story in your own words.

1. Go through the pictures one-by-one with the class. Get individuals to make sentences. Correct if necessary and get choral and individual repetition.
2. Get the children to work in pairs. They cover the dialogue, look at the pictures, and tell the story in their own words.

UNIT 7 LESSON 2

Student learning outcomes:

Students will:

- study and practise vocabulary for space
- develop their listening skills
- revise and practise the spelling of the *-ing* form

Preparation before the class

Try to obtain a chart/diagram to present the solar system in large format. A globe is always useful to show rotation of the Earth and the movements of the moon in orbit around the Earth.

Suggestions and answers:

A. Listen to your teacher and find the words in the diagram. Then listen and repeat.

1. Get the children to look at the diagram and tell the class what they can see.
2. Work through the script on page 137 of the Student's Book. Pause for children to find the word in their books. Give them time to repeat each sentence out loud.

B. Use words from Ex. A to complete the sentences below.

1. Get individuals to read the sentences and complete them.
2. Put the class in pairs and get them to read the completed sentences aloud.

- B.** 1. Sun 2. moon 3. planets 4. Earth
5. satellites 6. space shuttle

C. Spelling patterns: 'ing' forms. Add *-ing* to the verbs in the box and complete the email below.

1. Get the class to look at the email format. Ask them questions, e.g. *Who is writing the email? Who is the person writing to? What is he writing about? What's the subject of the email?*
2. Go through the email with the class, but do not give any answers yet. Explain the meanings of: *jet plane, rescue helicopter.*
3. Get the children to work in pairs and complete the email. They write the verbs in their notebooks. Go round while they are doing this, but without helping. You will see how well they can do this exercise, and whether the class and all individuals are able to spell the *-ing* forms of verbs correctly.
4. Go through the answers. Get children to write their verbs on the board and check with the class whether these are correct.

C. Dear Imran,
Yesterday Rizwan and I had an exciting time. We spent half a day on the hill near the airport. I was **sitting** and **watching** the planes. Rizwan was **lying** in the grass and sleeping. A jet plane was **taking** off when we arrived. Another plane was **circling** the airport. A light under the plane was **flashing**. A third plane was **flying** towards the airport. Smoke was **coming** out of one of its engines.

A rescue helicopter was **hovering** over the airport.
Hope you're well.
Best wishes,
Fahad.

UNIT 7 LESSON 3

Student learning outcomes:

Students will:

- develop their reading skills
- practise giving an oral summary of a story
- study the theme of Travel and transport

Suggestions and answers

A. Where have the aliens landed?

1. Get the children to look at the pictures in Ex. A and say what they can see. Use the pictures to teach the new words *alien*, *earthling* (an alien's word for a human).
2. Explain that the aliens are putting on their earth-suits so that they will not frighten the earthlings.

A. Planet Earth

B. Look at the pictures. Say what is happening.

Tell the class to look at the pictures in Ex. C and say what they can see, using *there is/are* and the present continuous tense.

B. Sample answers

1. A train is coming out of a tunnel.
2. A woman is hanging clothes on a washing line outside her house.
3. A boy is dancing in the school playground.
4. A man is washing his car.
5. Some boys are playing football on the beach. A boy is about to eat a sandwich, which a large seabird (called a 'gull') has taken in its beak.
6. A family is watching TV at home.

C. Read the diary. When did the alien see these people?

1. Explain that everything on planet Earth is very strange for the aliens when they first arrive.
2. Read the text aloud while the children follow in their books.
3. Let the children work in pairs to do the matching exercise in their notebooks, as in the example for the sandwich-eater.

C. The sandwich-eater:	Saturday	The TV-watchers:	Sunday
The car-washer:	Friday	The schoolboy:	Thursday
The housewife:	Wednesday	The train-traveller:	Tuesday

D. Translate.

1. Do a second reading of the text while you do this task with the class.
2. Read the two lists aloud. Explain that the aliens and earthlings use different words for the same thing, as in the example.
3. Read the texts aloud one-by-one. The class should stop you when you say a word from the list of Alien English. The individual that stops you should then find a matching word/phrase from the English list.

D. Alien English

a worm
a feeding station
sell clothes outdoors;
ear-heaters
a small house
a sandy street
an important box
a shaking body

English English

a train
a train station
dry their clothes
earphones
a car
a beach
TV
dancing

E. Answer these questions in British English.

Follow procedure as in Unit 2, Lesson 3, Ex. C.

1. at the station
2. she wanted to dry them
3. he was listening to music and dancing
4. he thought the car was the man's house
5. the boy's sandwich

F. Retelling: Retell the story in your own words.

1. Get the children to cover the texts while they do this task, to stop them reading.
2. Get the children to use alien English while they retell the story.

UNIT 7 LESSON 4

Student learning outcomes:

Students will:

- study and practise the past continuous tense (interrupted)
- complete a diary, using the past continuous and past simple tenses
- finish a diary in their own words (speaking and writing)

STUDY BOX

- Copy the sentence from the Study Box onto the board.
- Using the children's language if necessary, explain to the children that *the boy was eating a sandwich for a long time, then a bird suddenly took it.*

- Point out that the long action is *was eating* (past continuous). The short action is *took it* (past simple). The two parts of the sentence are connected by *when*, which comes before the short action (past simple).

Suggestions and answers

A. Make sentences for these pictures with the help of the given words.

1. Point out that a comma is not required after the first clause when the second clause begins with *when*. (See Answer 1)
2. Point out that a comma is required after the first clause when the first clause begins with *While*. (See Answer 2)

A. Sample answers

1. I was listening to some music when an alien took my mp3 player.
2. While he was washing his car, a spaceship flew over his house.
3. I was waiting for the train when I saw some flashing lights.
4. While he was sitting in the park, an alien took his photo.
5. She was hanging some clothes on the line when she heard a noise.
6. While we were playing football, a spaceship landed on the football ground.

B. Complete this diary about a visit to another planet. Put the verbs into the past simple or past continuous tense.

Children work in pairs to complete the exercise.

B. I was **sleeping** under a tree when it **started** to rain; so I **ran** into the town. While I **was running** down the street, an alien **took** my photo. As the alien **was taking** my photo, a monster with six legs **came** towards me. I **ran** into a park and **jumped** into the lake. The monster **could not** swim. While I was **swimming** in the lake, a fish **bit** my foot!

C. Finish the diary in your own words.

1. For the last part of the diary, ask the children questions about what they can see in the pictures. Help them to make sentences using the two past tenses.
2. Get them to write the sentences in their notebooks.

C. Sample answers

1. While we were coming back to Earth, we landed on the moon.
2. We took lots of photos.
3. Then we took off again.
4. While we were flying back to Earth, we wrote our diaries and slept.

UNIT 7 LESSON 5

Student learning outcomes:

Students will:

- develop their listening and reading skills
- study information about the planets in the solar system

- practise the pronunciation of the planet names
- write e-cards from space, following a model

Suggestions and answers

Additional Activity: Pronunciation

1. Start the lesson with the pronunciation of the planets. Tell the class to look at the box with the planets' names in the box in Ex. B. Read the script on page 137 of the Student's Book aloud and give the children enough time to find the planet in the box and point to it.
2. Do listen-and-repeat. Read the names of the planets aloud and get the class to repeat them, starting on the top line from left to right, and continuing along the bottom line from left to right.

A. Listen to your teacher and find the planets. Then listen and repeat the names in order from one to eight.

1. Get the children to draw a diagram in their books, showing the planets in their correct positions along a line, starting with the Sun on the left, the closest planet Mercury next to it, and the furthest planet Neptune on the extreme right of the line.
2. Draw the Sun on the board on the left and label it below. Tell the children what they have to do.
3. Dictate the text below, which is not in the Students' Book Listening Exercises. Pause after each named planet so that the children have time to write; they can copy the spelling from their books.

A. Teacher's script

The Sun is our star. Nearest to the sun is Mercury. Next comes Venus. Go a little further from the sun and you come to Earth — Planet Earth, that's where we live! Next comes Mars and after that Jupiter. Saturn is next and after that is Uranus. Go further out into space and you come to Neptune.

B. How big are the planets? Listen and match the sizes. Then check your answers.

1. Tell the children to look at the fruit given below the planets' names. Go through them one by one, giving the pronunciation and getting choral and individual repetition. Get the children to look carefully at the pictures and find one grape, one raisin, and one pomegranate seed. Use translation if necessary.
2. Explain that the size of the planets is compared to the size of different fruit. Read the introduction in the script on page 137 of the Student's Book.
3. Tell them what they have to do: they have to draw lines to match the fruit and the planets. Explain that some planets are the same size, and match the same fruit.
4. Do the rest of the listening activity in the usual way.
5. At the end, tell the children to find the script on page 137 and do listen-and-repeat. Get the children to read this text aloud to their parents at home, to show them what they have learnt.

C. E-cards from Outer Space. Read the e-cards and answer these questions.

Inform children that Pluto had been part of the solar system for a very long time. Based upon further discoveries and research, Pluto was no longer considered a planet as with effect from 2006.

- C.**
1. Grandma — Mercury — hopes to be home for tea
 2. Grandad — Venus — looked but didn't see the family
 3. The writer — Earth — waving to everyone
 4. Grandpa — Neptune — looking forward to being home
 5. Mum — Mars — reading her future in the stars
 6. Dad and Uncle Jim — Jupiter — they like the place
They didn't visit Saturn and Uranus

Additional activity

Get the children to choose 3 planets and to write an e-card from each one. They should use the 2-sentence formula from Ex. C for a model. Tell them that it is not necessary for the e-cards to rhyme.

Weddings

All answers are highlighted in grey.

UNIT 8 LESSON 1

Student learning outcomes:

Students will:

- study and practise a dialogue
- revise and practise the use of *will/shall* for different functions
- make up new dialogues

Suggestions and answers

A. Read the dialogue.

1. Use the picture to present the situation. Get children to say what and who they can see, and what they are doing (*The family is having supper; they are talking about an invitation which they have received to Saima's wedding*).
2. Write comprehension questions on the board so that the children have a task for reading: who is getting married next month? Who is going to the wedding?
3. Then follow the usual procedure for a dialogue, as detailed in Unit 3 Lesson 1, Ex. A.
4. Point out the tag question in the last line of the dialogue: *I will DO ... + shall I?*

While-reading: Saima, Auntie Bushra's daughter.
The whole family.

B. Match the replies to the requests/offers.

1. Get individuals to read aloud all the requests and all the responses.
2. Check/teach any new vocabulary, e.g. *a lift, starving*.
3. Go through the example with the class.
4. Let the children work in pairs to do the matching exercise.
5. Get pairs to tell their answers to the class.

B. 1. Will you come to supper on Friday?	I'm, sorry, I'll be away that day.
2. Will you keep your music low this evening?	I promise! You won't hear a thing!
3. Shall I buy a present for her?	Yes. How about something for her house?
4. Will you buy me some more sugar?	I'm sorry, I'm not going near a shop.
5. Would you like a lift home?	No thanks. I'll walk.
6. Do your homework or I won't let you watch TV.	OK, OK! I'll do it now.
7. Shall I make some puris for you?	Yes, please. I'm starving.

C. Make up new dialogues by replacing the words in italics in Ex. B with words of your own.

1. Get individuals to make requests and give their responses across the class. Do this for items 1 – 7.
2. Put the class into pairs and let them practise new requests and responses.
3. Get them to write their new requests and responses for homework in their notebooks. Collect them and mark them.

C. Answers depend on the children.

UNIT 8 LESSON 2

Student learning outcomes:

Students will:

- study and practise vocabulary for weddings
- write a description of a wedding
- develop their listening skills

Suggestions and answers

A. Listen to your teacher and find the words. Then listen and repeat.

1. It is best to give the class the vocabulary for this exercise first, then practise the pronunciation later. Use translation if necessary.
2. Do listen and find. Read out the words/phrases from page 137 of the Student's Book in random order, and let the children find the words and point to them.
3. Then do listen-and-repeat, reading aloud the words/phrases in order, starting at item a).

B. Write a descriptive paragraph about a wedding that you have attended. Describe the festivities, the food, and what you liked most about the wedding.

1. Engage the children in a discussion about the topic before they begin writing.
2. Write down some words on the board during the discussion to aid as writing points, such as *yummy, delicious, colourful, clothes, wonderful, etc.*

B. Answers depend upon the children.

C. Auntie Bushra ordered some wedding invitations. Here she is talking to the printer. Listen to the dialogue and correct the mistakes.

Read aloud the invitation which is printed in the Student's Book. Explain that 'cordially invite' means 'warmly invite'. The full script is on pages 137-138 of the Student's Book.

C. Mr and Mrs Fazali cordially invite you to the wedding reception of their daughter Saima with Mr Ilyas Akmal on Saturday 14th May at 12.30 at the Hilltop Hotel, Kohat.

UNIT 8 LESSON 3

Student learning outcomes:

Students will:

- develop their reading skills
- practise an oral summary of a story
- identify and locate story elements
- study the theme of National pride

Suggestions and answers

A. Pe-reading: Look at the pictures and discuss what you think happened in the story.

1. Tell the children to look at the pictures on pages 44-45.
2. Help them to tell you that it's a story about a wedding.
3. Get the children to look at each picture in turn and ask them questions about it, e.g. *Who is getting married in the top picture? What is she wearing? Who is doing her hair?* Do not correct language mistakes here.
4. Make sure that the children observe certain things in the pictures, e.g. *Ilyas, the groom, is wearing a white tunic while his friend Latif, who is the best man, is wearing a pink tunic.* On page 45, there are people waiting outside the Marriage Hall in both the lower pictures.
5. While you are doing this, teach the children some words that they will need for the reading: *a flood, guests.* Get the class to repeat these words.

A. Answers depend on the children.

B. Skimming: Read the story and answer the questions.

1. Read the comprehension questions aloud and check that the children understand them.
2. Tell the children to read silently from their books to find the answer, while you read the story aloud.
3. Get the class to tell you the answers.

B. The wedding ceremony was at the Marriage Hall at the Hill Top Hotel (next to the river). Latif went to the Marriage Hall at the Hill View Hotel (on Kamaris Road).

C. Post-reading: Answer the questions.

1. Help individuals to read the questions aloud. Check that the class understands the questions.
2. Put the children into pairs to help each other to read the story again and write the answers in their notebooks. Help them where necessary.
3. Ask pairs to answer questions aloud.

- C.
1. He noticed the bad weather when he was driving home.
 2. At the hotel.
 3. Because there was a flood.
 4. Near the hotel.
 5. Because it was raining so hard.
 6. Because he was in the Marriage Hall and about to get married.

D. Look at the table below. It may help you to build an account of the story.

Setting	Where and when did the act take place
Characters	Who were the people in the story
Beginning	How did it start? / What happened first
Middle	What was the problem or the need?
Ending	What happened at the end of the story?

Read the story 'Where are you?' again. Can you find all these elements? Share your findings with a friend.

1. Allow the children to read the story again for this exercise.
2. It is enough for the children to orally call out the answers to each row.
3. Working in pairs, children should write the answers in their notebooks and then exchange their answers with their friend.

D. Answers depend upon the children and can vary. Allow answers to vary for characters, problems identified, etc.

UNIT 8 LESSON 4

Student learning outcomes:

Students will:

- study the past continuous (simultaneous)
- describe scenes at a wedding (past continuous simultaneous)
- discuss the topic of weddings in Pakistan
- write about a Pakistani wedding, answering guide questions

Preparation before the class

If possible, bring into the class large pictures of a Pakistani wedding from a magazine. Alternatively, personal photos may be suitable.

Suggestions and answers

A. Describe the picture. What is happening at the wedding?

1. Tell the children to look carefully at the picture and to tell you what they can see. They should use *there is/are* and the present continuous; they will get the opportunity to practise the past continuous in Ex. C.
2. They can describe the taxi in the picture, but it does not form part of the story.

- A.**
1. There is a man taking some photos.
 2. There are two people eating and talking to each other.
 3. There is a man taking some food from a dish (on the table) for himself.
 4. There are two birds taking a bird-bath in the fountain.
 5. There is a taxi waiting by the side of the road.

B. Listen to your teacher and point to the right scenes in the picture.

1. Do a brief listening activity using the script on page 138 of the Student's Book.
2. Read the sentences aloud and give the children time to point to the activities.
3. See if the children can notice that the sentences being read aloud are in the past continuous tense.

STUDY CORNER

- Write the sentence from the box on the board. Explain that both the actions were happening together at the same time. Revise the spelling of the *-ing* form of the two verbs.

C. Write five similar sentences in the past continuous tense.

1. This exercise follows on from the Study Corner.
2. Get individuals to make sentences about the wedding scene in Ex. A, using the same sentence structure as in the Study Corner. Do this as a whole-class activity. Elicit from the students some sentences. Write these on the board and get the whole class to check and correct them orally.
3. Get the children to write their sentences in their notebooks either in class or for homework.

C. Answers depend on the children.

D. Talk about traditional weddings in Pakistan. Describe what happens at:

Get the children to chat about weddings in Pakistan. Do not correct language mistakes here. Have the discussion in the present simple tense; the children will have the opportunity to talk and write about weddings in the past simple and past continuous in Ex. E.

E. Answer the following questions about a Pakistani wedding that you attended.

Get the children to chat about a wedding in Pakistan that they attended. You can correct language mistakes here as the children will go on to write about their experience at the wedding. Get the children to describe their weddings using the past simple and past continuous.

UNIT 8 LESSON 5

Student learning outcomes:

Students will:

- study the format and layout of a written invitation
- study and practise common functions for invitations
- write, accept, and refuse invitations to a birthday party

Suggestions and answers

A. Complete the invitation.

1. It is sufficient at this level for children to write simple invitations in simple English. Writing invitations is a skill which can be practised again and extended at secondary level.
2. Read aloud the incomplete invitation to the class, without filling in the blanks.
3. Let the children work in pairs to complete their invitations.
4. Go through the answers, accept alternatives and explain why wrong answers are wrong.

A. Dear Laila,

I'm having a birthday party **on** 5th December.

Please **will** you come?

The party will be **at** my house.

It will **start** at 5 p.m. and **finish** at 8 p.m.

I **hope** you can come.

Love,

Kiran

B. Writing your own invitation.

B. Answers depend on the children.

C. Accepting an invitation. Choose the correct words to complete the letter.

C. 1. Thank, to 2. would 3. am, to 4. See

D. Refusing an invitation. Put the sentences in the best order.

1. Again, it is sufficient at this level for children to refuse simple invitations in simple English. Refusing invitations is a skill which can be practised again and extended at secondary level.
2. Read aloud all parts of Ex. D to the class, as they appear in the book.
3. Let the children work in pairs to number the sentences in the correct order.
4. Go through the answers. Explain that refusing invitations follows a similar pattern, i.e. thanking (e), refusing (c), giving a reason (b), sending good wishes for the party (d), looking forward to meeting soon (a).

D. Dear Omer,

- e** Thank you very much for inviting me to your birthday party.
- c** But I'm very sorry, I can't come. (Better: I'm very sorry, but I can't come.)
- b** I'm going to be away that weekend.
- d** Hope you have a wonderful party!
- a** See you soon.
Best wishes,
Bilal

Young talents

All answers are highlighted in grey.

UNIT 9 LESSON 1

Student learning outcomes:

Students will:

- study and practise a dialogue
- revise requests
- revise and practise phrases with *make/do*
- develop their speaking skills

Suggestions and answers

A. Read the story.

1. Use the picture to present the situation. Get children to say what and who they can see, and what they are doing (*Imran is standing in the doorway and talking to Grandpa, who is doing the crossword puzzle in the newspaper*).
2. Write the following question on the board:
'Granpa wants/doesn't want Imran's help.'
3. Follow the usual procedure for a dialogue, as detailed in Unit 3 Lesson 1, Ex. A.

While-reading: Grandpa accepts Imran's offer of help. He asks Imran to fetch the dictionary, and also to make him a cup of tea.

B. Write 'make' or 'do'. The dialogue may help you.

Discuss the answers with the children before they write in their books.

- | | | |
|-----------------------------|-----------------------------|-----------------------------|
| B. 1. Do a crossword | 4. Do my best | 7. Make tea |
| 2. Do anything | 5. Make a suggestion | 8. Do something else |
| 3. Make a mistake | 6. Do nothing | 9. Make an excuse |

C. How many of these things can you do or make?

1. Get the children to ask each other these questions across the class. However, they don't mark their books yet.
2. Get the children to work individually; they mark their books, putting a cross if they can't do a particular thing, and putting a tick if they can do it.

C. Answers depend on the children.

D. Discussion: Talk about your partner.

1. Get all the children to swap their books with their partners.
2. Get individuals to tell the class about their partner, as shown in the example.

UNIT 9 LESSON 2

Student learning outcomes:

Students will:

- study and practise adjectives for abilities
- study the formation of adjective endings *-y -ic -al*
- revise and practise degrees of ability
- analyse adjectives with same meanings
- develop their speaking skills

Suggestions and answers

A. Match the noun in Ex. A 1) with adjectives in A 2).

A. sport — sporty; art — artistic; music — musical; fun — funny; athlete — athletic

B. Use the adjectives in Ex. A 2) to complete these sentences.

B. 1. athletic 2. artistic 3. musical 4. sporty 5. funny

C. Use the adjectives in Ex. A 2) in sentences of your own.

Simple sentences with the verb *to be* are enough to practise meaning, e.g. *My father is musical. I'm not very sporty.*

C. Answers depend on the children.

D. Complete the table. Use the choices given in the box.

1. Go through the table with the children. Point out that the phrases in the box are on a scale from very good on the left to not very good on the right.
2. Point out that we say (informal): *'She's OK at running.'* We write (formal): *She's quite good at running. / She can run.*
3. Get the children to fill in the box for themselves first: they write phrases from the box on the lines of the table.
4. Point out that we use a general question to ask about abilities: *Are you good at ...?*
5. Demonstrate how to question one's partner and write down the answers.
 - (a) Get Child A to ask Child B a question e.g. *Are you good at art?*
 - (b) Get Child B to reply.
 - (c) Make sure that Child A pauses to note Child B's answer on the table in the column **Your friend**.
6. After demonstrating this with several pairs of students, put the children into pairs and let them ask each other and record their partner's answers.

E. Analyse common adjectives having the same meaning. For example, huge—big, small—tiny. Can you think of more examples?

1. Allow children to discuss what these words mean before you give your own definition.
2. Encourage them to think of more examples and write them in their notebooks.
3. Put the children in pairs and ask each pair to read out the examples they have thought of.

E. Answers depend upon the children.

F. Discussion: Tell the class what you and your friend are good at.

Invite children to tell the class about themselves and their partner, e.g. *I'm average at art, but Imran says he's very good (at it).*

Additional activity

Present these common spelling patterns on the board. Check the meanings with the class. Get individuals to make short simple sentences as they did for Ex. C. Get the children to learn these words for homework. Give a spelling test the following day.

-ing: *interesting, frightening*

-ic: *artistic, magic*

-ful: *beautiful, wonderful*

-al: *musical, comical*

-y: *funny, pretty*

UNIT 9 LESSON 3

Student learning outcomes:

Students will:

- develop their reading skills for understanding and detail
- learn to choose a suitable title
- study and practise vocabulary for biographies
- study the themes of Male/Female role models and Gender Equality

Suggestions and answers

A. Read the biographies of a sports champion, a climate-change activist, and a chess player.

1. Ask the children to look at the pictures on pages 50 and 51. Ask general questions, e.g. *Do you recognize any of these young people? What sports and hobbies do they practise? Generally in the world, can boys and girls do the same kinds of things at work and play?* Encourage a positive attitude to gender equality, in line with the theme of this unit.
2. There are no pre-reading questions in this Lesson; the children approach each biography 'cold' with only a picture to give a few clues about the people.

Note: This often happens in real life; we pick up a text and skim-read to find out information.

Say to the class: *'Read the three biographies to get a general idea. Then tell me what they do.'*

3. Ask the children to read silently to find out information about the three young people, while you play the Audio Recording, or read the text aloud.
4. Ask the class to give you the names, nationalities and special interests of the three young people. Write the information on the board, with these headings:
NAME **NATIONALITY** **SPECIAL INTEREST**
5. Chat with the class briefly about the young people, e.g. *'What surprised you? Do you know people who do the same sport / who have the same interest?'*
6. Do not go into details here. Detailed reading follows in the next exercise.

B. Critical thinking: Choose one of the two titles for each text (not in order). Discuss your choice of titles.

1. Read aloud the titles.
2. Chat with the class about the titles. There are no correct answers. Ask children general questions, e.g. 'Why do you think that's a good title? Which title do you prefer? Which title is the better headline, in your opinion?'

B. Text 1 + title 3 Text 2 + title 1 Text 3 + title 2

C. Post-reading: Find the answers to these questions in the three biographies.

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 and vocabulary, like 'professional, climate change'.
3. Put the children into pairs to help each other to read the texts again and to write the answers in their notebooks. Say, 'Find the information as fast as possible. You don't have to read every word!'
4. Go around the pairs and help as necessary.
5. Ask pairs to answer the questions.

C. 1. Ain 2. Ayesha 3. Greta 4. Ain
5. Ayesha 6. Ain 7. Ayesha 8. Greta

D. Scanning: Complete the sentences with words from Ex. A. They are not in order.

1. Read aloud the rubric and check that the children know what to do. Do item 1 with the class, as an example.
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. climate 2. coach 3. confidence 4. encourage 5. medal
6. passion 7. proud 8. recall 9. took up

UNIT 9 LESSON 4

Student learning outcomes:

Students will:

- develop their listening skills
- study and practise the use of *could* for past abilities
- write about the past abilities of themselves and a friend
- use pronouns in sentences

Suggestions and answers

A. Listening. Your teacher will tell you about four young people; each has two special abilities. Complete the information in the table.

1. Read the rubric and explain the task. The children have to match the person on the left to the activity in the right-hand column, and write the age in the right-hand column.

2. Get the children to look at the example. Explain that they should write the age of the person on the same line as the activity. If you prefer, you can get the children to copy the table into their notebooks before they do the listening exercise.
3. Read the script on page 138 of the Student's Book aloud. Give the children time to do the activity as you read out the descriptions.
See the answers for Ex. B.

B. Write complete sentences about the information that you have matched in the table above. Use He or She in the second sentence.

Put the children in pairs and get them to frame sentences. Check that the sentences are grammatically correct.

- B.** Maryam could use a computer when she was five. She could search the Internet when she was six.
Imran could swim when he was four. He could dive when he was six.
Saira could read Urdu and English when she was four. She could write English when she was five.
Fahad could ride a donkey when he was four. He could ride a horse when he was seven.

C. Make questions from the given words. Answer them as shown in the box.

1. Get the children to practise the question-form first. Get choral and individual repetition of the Example question, and practise the questions with items 1 - 6, e.g. *Could you swim when you were 7 years old?* Help the children to ask the same question with different ages, e.g. *Could you swim when you were 5 years old?*
2. Explain, with translation if necessary, the different answer forms.
3. Get individuals to ask and answer questions across the class. Do this several times.
4. Put the children into pairs to ask and answer questions. Go round and help as necessary.

C. The questions depend on the children.

D. Write about a friend and yourself.

1. First, do this orally. Get several children to report to the class their answers from Ex. C.
2. Then they can write their sentences in their notebooks in class or for homework. Able children can write more than four sentences, and can expand their answers too to give extra details.

D. The answers depend on the children.

E. Complete the sentences with 12 words from the box.

E. I, they, me, them, her, we, it, he, your, her, you, she

Additional activities

Spelling patterns for homework: *-al*

Check/Teach the meaning of these words in class. Get the children to learn them for homework. Test them the next day.

Suffix + *-al*: *accidental, animal, chemical, final, local, magical, medical, musical, national, personal*

UNIT 9 LESSON 5

Student learning outcomes:

Students will:

- develop their reading skills
- read with understanding and interpretation of a humorous poem
- learn a poem by heart
- recite a poem with correct sentence stress and intonation
- write a poem, using the scaffolding provided

Suggestions and answers

A. Skimming: Read the poem.

Write these comprehension questions on the board at the beginning. Tell the class to number the lines of the poem, in pencil in their Student's Books as follows: 1 5 10 15 18.

What couldn't the boy do at the beginning?

What could he do at the end?

A. The boy couldn't whistle at the beginning. He could whistle at the end.

B. Post-reading: Is this good news or bad news for the poet?

B. 1. good news 2. bad news 3. bad news

C. Read the sentences about the poet's brother. Write 'T' for true, and 'F' for false.

1. Read the sentences aloud. Check that the children understand them.
2. Tell the class that they must give reasons for their answers. They need to give the line number of the poem where the answer is.
3. Let the children work in pairs. They mark the items in their notebooks.
4. Go through the answers with the class.

C. 1. T 2. F (only quite good, not excellent) 3. T 4. F 5. T 6. F

After Ex. C, get the class to recite the poem in chorus.

1. Point out the rhyme scheme:

Verse 1: six – tricks; writer – fighter; faces - laces

Verse 2: tried – cried; do it – through it; O – blow

Verse 3: trouble is – practises; long – on and on; blows - goes

2. Get the class to recite the poem in chorus with a strong rhythmic stress:

My **brother** is **almost six**,
He's **good** at **maths** and **magic tricks**,
He's **quite** a **neat writer**,
He can **hop** and **jump** and **make** funny **faces**,
He can **do** his **buttons** and **tie** his **laces**,
He is a **fearless fighter**.

D. Discussion: What about people in your family? Who whistles / sings / hums / practises music? Does she/he go on and on? Describe it.

1. Encourage the children to chat about family members, using the present simple tense (for habits and routines). Make sure that several children have the opportunity to chat. Encourage speakers to self-correct if they make simple errors and slips in English.
2. Give an example; talk about somebody anonymous and imaginary in your family, e.g. *'My niece is learning to play the violin. At first I thought that the terrible sound was coming from the house next door. It sounded like a cat in great pain. It went on and on and on. Finally, my niece came into the room and sat down with us at the table for lunch. Did you like my violin tunes?' she asked me. 'Tunes?' I replied.*
3. Invite children to talk about their family members. Remind them that they can be funny.

Additional activity

Get the children to write an 8-line poem like the model in Ex. A.

The first verse (4 lines) should be similar to verse 2 and should show what the boy/girl couldn't do at the beginning. The second verse (4 lines) should be similar to verse 3 and should show what the boy/girl could do at the end.

Prepare for this in class. Ask the class to suggest different activities, e.g. *scoring a basket in basketball, playing the guitar, doing a handstand*. Write these suggestions on the board.

For each of the suggested topics, ask for things that happened at the beginning and things that happened at the end.

The final table could look like this:

<i>Scoring a basket</i>	<i>Playing the guitar</i>	<i>Doing a handstand</i>
<i>threw it too hard threw it too gently fell over dropped the ball</i>	<i>didn't tune the strings dropped the guitar broke fingernails sang out of tune</i>	<i>fell over broke an arm broke the furniture</i>
<i>scored baskets did 'high-fives' shouted</i>	<i>learnt a new song every day played the same song day after day</i>	<i>went upstairs and downstairs on his/her hands walked to school on his/her hands</i>

The Magic Tablet

All answers are highlighted in grey.

UNIT 10 LESSON 1

Student learning outcomes:

Students will:

- study and practise a dialogue
- revise and practise suggestions
- develop their listening and reading skills

Suggestions and answers

A. Skimming: Read the dialogues.

While-reading: Lal Suhanra National Park

B. Post-reading: Answer these questions.

1. Combine these two exercises, so that children will have a task for the first reading.
2. Follow the usual procedure for a dialogue, as detailed in Unit 3, Lesson 1, Ex. A.
3. Ask the children what they would take with them for a day out. Ask for ideas for '*something to play with*' e.g. *a football, a volleyball net, a frisbee, a cricket bat and cricket/tennis ball.*

- B.**
1. They are going to Bahawalpur.
 2. They are leaving at 9 o'clock.
 3. They are taking food, water, cold drinks, and something to play with.

C. Creativity: Read this dialogue. Write your own, replacing the words in *italics* with those in the box below. Choose a nice place for your day out.

1. Read the rubric and the dialogue aloud.
2. Get a pair of children to read the dialogue aloud across the class. Get the children to read aloud the dialogue in closed pairs. They change roles and do it again.
3. Go over the substitution phrases in the box. Get class repetition of the vocabulary if you wish.
4. Go through the dialogue again.
5. Ask individual children to suggest alternatives from the boxes below.
6. Get pairs of children to have a dialogue across the class using the substitutions.

UNIT 10 LESSON 2

Student learning outcomes:

Students will:

- study and practise adjectives with prefixes *-un -dis -in, -mis*
- identify and separate masculine, feminine, common, and neutral words

Suggestions and answers

A. Add prefixes 'un-, dis-' to the root words. Write the words on the correct line.

1. Work through the words in Ex. A with the whole class, using the board.
2. At the end, there will be many new words on the board, on the correct lines. Translate any words that the children are not familiar with.
3. Repeat these words in chorus, one by one. Point out that each word has the stress on the **second syllable**.

- A. a. uncover, unlike, unkind, unwell, untidy
b. discover, dislike, distrust

B. Use words from Ex. A in the right form to complete the sentences.

- B. 1. discovered 2. untidy 3. dislike
4. unkind 5. distrust 6. unwell

C. Add prefixes 'in-, mis-' to the root words. Write the words on the correct line.

1. Work through the words in Ex. C with the whole class, using the board.
2. At the end, there will be six new words on the board, on the correct lines.
3. Repeat these words in chorus, one by one. Point out that each word has the stress on the **second syllable**.

- C. a. inelegant, invisible, inactive
b. misuse, misspell, misread

D. Use words from Ex. C in the right form to complete the sentences.

- D. 1. invisible 2. misread 3. misspell
4. inelegant 5. misuse 6. inactive

E. Write these words on the correct line.

- E. 1. man, boy, son, fisherman
2. woman, girl, daughter, policewoman
3. person, child, parent, worker
4. river, hill, pizza, mango

UNIT 10 LESSON 3

Student learning outcomes:

Students will:

- develop their reading skills
- read and understand overt and covert meaning
- number sentences in the right order for a narrative
- chat about possible developments of a story
- study and discuss the theme of Values

Suggestions and answers

A. Pre-reading: Cover the text and look at the pictures. What do you think happens in the story? Then read it.

Write the following question, on the board for the students (taken from the While-reading box) to answer:

How did Ali get into the wood? What things did he find there?

A. Ali got into the woods while playing with his mother's tablet. He found people, food, and drink, after which he slept.

B. Post-reading: Number the sentences in the correct order.

1. Help individual children to read the sentences aloud.
2. Point out that sentence f) is the start of the story. Write **1 f** 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 the sentences in the correct order in their notebooks. This can be done in class, or for homework.

B. The correct order is: 1. f 2. g 3. a 4. b 5. d
 6. h 7. c 8. e

C. Mark the sentences true (T) or false (F). Correct the false ones in your notebook.

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. They must also tell the class where in the text they found the information.

C. 1. F 2. T 3. F 4. T 5. T
 6. F (there is no information in the text that the fruit was poisonous) 7. F

UNIT 10 LESSON 4

Student learning outcomes:

Students will:

- develop their reading skills
- chat about possible developments of a story
- chat about possible dialogues which might be developed in a story
- discuss ways in which family members should communicate
- write a plan for a story ending
- write their own story ending
- study and discuss the theme of Values

Suggestions and answers

A. Skimming: Read the three different endings 1, 2, 3 for the story in Lesson 3.

1. Ask the children to look at the pictures on page 58.
2. Ask the children to look at each picture in turn and ask them questions: e.g. *Who can you see in the picture? What is Ali wearing? Who else can you see in the picture? Where is Ali now? If you were Ali / Ali's sister / Ali's mother, how would you feel?*

Note: As you progress through OPE Book 4, you can broaden the types of questions that you ask the class. Don't just ask factual questions about the things that they can see; ask them to use their imagination too. Do not correct language mistakes here.

3. While you are doing this, teach the children some words that they will need for the three paragraphs: *prince, to hiss*.
4. Read aloud the rubric. Ask the children to read silently from their books while you play the Audio Recording, or read the paragraphs aloud.
5. Go straight on to Ex. B and the discussion questions.

B. Critical thinking: Discuss these questions. Then choose your preferred ending and give your reasons.

1. Do the questions one-by-one with the whole class. Get a pupil to read aloud a question, then invite suggested answers.

Note: This is a good opportunity for the children to discuss ethics and family behaviour. Make sure that each child has an opportunity to speak. Encourage each speaker to face the class and speak clearly and audibly.

This is also a good opportunity for you, the teacher, to model good listening skills. Listen attentively.

2. At the end, you can ask the class to vote on their preferred ending, saying, *'How many of you prefer Ending 1? Hands up!'* Write the number of votes on the board.

B. Suggested answers:

1. 3 2. 2, 3 3. 3 4. 2, 3

Generally, you should first apologize; later, you can explain.

Additional writing activity

Write an ending for the story, using your own ideas.

1. You need to prepare for this composition in class. 80-100 words is a good target length for their short ending.
2. Ask the class, *'Are you going to base your composition on Ending 1, 2, or 3? Are you going to include a dialogue between Ali and his mum, or his dad, or his sister?'*
3. Give the children five minutes. They write down a title, a short plan, a few notes, a few key words in their notebooks.
4. If they are going to write their story-endings for homework, at least they will be able to start with some ideas of their own.

UNIT 10 LESSON 5

Student learning outcomes:

Students will:

- develop their reading skills
- study and learn a poem
- study word order in a poem
- discuss dreams, and relate a personal dream
- write about a personal dream

Suggestions and answers

A. Pre-reading: Listen to your teacher, read the poem and fill in the missing words. Then answer the question.

1. At the start, explain to the class that this is a poem about dreams.
2. Ask the children to look at the pictures on page 59.
3. Ask the children to look at each picture in turn and ask them questions: e.g. *'What can you see in the picture? What is the boy doing? What do you think that the boy is dreaming? How do you think the boy is feeling? Relaxed? Contented? Anxious? Why?'*

Note: As you progress through OPE Book 4, you can broaden the types of questions that you ask the class. Don't just ask factual questions about the things that they can see; ask them to use their imagination too. Do not correct language mistakes here.

4. Read aloud the rubric. Ask the children to listen silently while you play the Audio Recording, or read the poem aloud. They write down the missing words in their notebooks.
5. Ask for the missing words and write these on the board. Explain that 'the Land of Nod' is an idiom for being asleep.

'To nod one's head' means 'to agree'. 'To nod off' means 'to fall asleep'.

- A.** The writer is asleep during lines 3-12 of the poem.
The writer is awake during lines 1-2 and 13-16 of the poem.

The full text of the poem is printed on page 138.

B. Post-reading: Read the poem again. What does the writer remember from his dreams? Put a tick next to the correct ones.

- B.** 2 3 5 6 7 9 (the writer remembers that he heard music, but cannot remember the music)

Note that item 4 (friends) is missing; there are several phrases to say that the writer is alone: 'all by myself, with none to tell me, all alone'

Additional activity: Word; order

Change the order of the words.

1. Point out to the class that some of the sentences have the word order of a poem, instead of usual word order.

2. Write these sentences on the board:

At home among my friends I stay → *I stay.....*

All by myself I have to go → *I*

Try (as) I (like) to find the way → *I*

I never can get back by day → *I can*

Help the children to change the word order of the sentences.

Answers to Additional activity

At home among my friends I stay → *I stay at home among my friends.*

All by myself I have to go → *I have to go all by myself.*

Try (as) I (like) to find the way → *I try to find the way.*

I never can get back by day → *I can never get back by day.*

C. Creativity: What about you? How many things from Ex. B have you dreamt about? Tell the class about a dream that you have had. Then write a paragraph for homework. Use the writing frame and past continuous and past simple tenses.

1. You need to prepare for this composition in class.
2. Read the rubric aloud. Write the sentence-starters on the board.
3. Then invite a few children to talk about their dreams, using the sentence-starters.

Note: This is a good opportunity for the children to speak freely about their dreams. Make sure that each child has an opportunity to speak. Encourage each speaker to face the class and speak clearly and audibly.

This is also a good opportunity for you, the teacher, to model good listening skills. Listen attentively.

4. Six sentences, using the writing framework, is a good target length for their compositions.

Revision and Extension

Revise the previous four units with the children before attempting the exercises in this unit. All answers are highlighted in grey.

UNIT 11 LESSON 1

A. Change the verbs in brackets to past continuous tense or past simple tense.

A. While we **were changing** into our wedding clothes, it **started** to rain. Saima **was driving** to the hotel. When she **saw** the road was flooded, she took a different road. It **began** to rain even harder. For ten minutes, while all the guests **were waiting** in the hotel, Saima **was sitting** in the car outside.

Latif forgot the rings, so I **drove** to the hotel, while Latif **ran** back to the hotel to get them. Then he went to the wrong hotel and **waited** with the rings, while I **waited** at the right hotel, but without the rings!

B. Choose the correct word to complete the sentences.

B. 1. c 2. b 3. b 4. c 5. a

C. Listen to your teacher and complete the sentences.

C. The full script is on pages 138-139 of the Student's Book.

UNIT 11 LESSON 2

A. Read the dialogue and choose the correct word.

A. **Dadi:** Are you **doing** well at school this term, Nadia?

Nadia: I'm **doing** OK. I came third in the maths test. I only **made** five mistakes, and I can **do** a handstand and **do** crosswords.

Dadi: What else can you **do**? Can you cook?

Nadia: A little.

Dadi: Let's **make** some pizzas for lunch.

Nadia: Can I **make** a suggestion? Why don't you **do** the cooking, Dadi? You're better at it than I am.

Dadi: I think you're **making** an excuse. I know you can cook a little.

Nadia: OK Dadi! I'll **do** my best!

B. Remove the full stops and join the sentences using 'when'.

- B. 1. Imran could dive when he was six years old.
 2. Nadia could swim when she was five years old.
 3. Maryam could use a computer when she was five years old.
 4. Fahad could ride a horse when he was seven years old.
 5. Emma could read English books when she was six years old.
 6. Dan could play hockey and football when he was nine years old.
 7. Dada could drive a car when he was 18 years old.
 8. Dadi could speak Arabic when she was 16 years old.

C. Make up a dialogue with the suggestions from the box.

C. Answers depend on children. Check that the sentences in the dialogue are grammatically correct and make sense.

Unit 11 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 Assessments on page 189.

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. could take
 2. Why don't we have / Shall we
 3. Shall we take
 4. Can't we take
 5. Let's buy

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

- B.
1. We were driving home when a spaceship landed.
 2. While he was reading in the garden, he saw a spaceship.
 3. While Papa was making a speech, the children were playing.
 4. I could ride a horse when I was seven years old.
 5. She couldn't swim when she was living in London.

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

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

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

- D.
1. He was looking for coins in a field.
 2. His instrument showed that there were more metal things in the ground.
 3. He wanted to show the coins to the police and the museum director.
 4. They found little pieces of cloth, and the metal lock and corner pieces of the box.
 5. He received the money because he had called the museum service at once.

E. Write a description in your diary for one of the following: a) a party b) a wedding c) an alien party. Join together your answers to these questions to write your description. (10 Marks)

E. Answers depend on the children.

UNIT 11 LESSON 3

Student learning outcomes:

Students will:

- develop their reading skills
- study vocabulary for plastic waste
- chat about the problem of plastic waste
- chat about ways of reducing plastic waste
- study the themes of Nature, Environmental Education, and Participatory Citizenship

Suggestions and answers

A. Pre-reading: Read the article and answer the question.

What kinds of creatures die from eating plastics?

1. Ask the children to look at the picture on page 64.
2. Ask the children questions about it: e.g. *What can you see in the picture? Where was the photo taken? Who is the person in the picture? What is she worried about?* Do not correct language mistakes here.
3. While you are doing this, teach the children some words that they will need for the reading text: *albatross, dolphin, turtle, to hatch*.
4. Read aloud the comprehension question and check that the children understand it.
5. Ask the children to read silently from their books to find the answer while you read the text aloud.
6. Ask the class to tell you the answer.

A. Sea-birds

B. Complete the sentences with words from the box.

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.

- B.**
1. chain
 2. people, water
 3. pieces
 4. eat, die
 5. plastics, plastic

C. Evaluating: Read the different actions that people are taking today. Number them in order of importance. Then discuss your answers with the class. (There are no correct answers.)

1. Read aloud the rubric. Check that the children understand the task (*choose the kind of action that they consider to be the most important*).
2. Ask the children to read silently from their books while you read the text aloud.
3. Check with the class the meaning of some words in the reading text: *straws, equipment, snorkel, plastic soup*.

4. Ask the children to work in pairs. Each pair decides on their three most important things to do. Set a time limit of 2 minutes for this task. They note their three preferred actions in their notebooks.
5. Ask some pairs to tell the rest of the class their preferred actions. Ask them, e.g. *Why did you choose that action? Why is it important for you?*

D. Activity: Your teacher will ask the class to choose a Follow-up Project.

1. Write on the board the titles of these **Three follow-up-projects** (see below).
2. Read aloud the details of each project. Ask questions to check that the children understand the projects.
3. Invite questions from the children. Get children to ask you questions, e.g. *Should we do the project at home or at school? How long will it take? When can we start? When must we finish? How do we display our results in the school?*

Project A.

Ask your teachers to organize a **Pond-dipping Experiment**.

- Take samples of water from any water source close to your school, for example, a pond / lake / canal / river / the sea.
- Separate the plastics from the water, then weigh them.
- Photograph the plastic waste.
- Use the photos on your poster.

Project B.

Make a poster for your school with a strong heading and slogan, for example:

"Would YOU like to eat this for lunch??" (Add a photo of plastic waste on a riverside beach.)

Project C

Write a report about your local area of Pakistan. Describe the **cleanest** and the **dirtiest** water source. Write an Action Plan, and suggest things that you should do.

UNIT 11 LESSON 4

Student learning outcomes:

Students will:

- develop their reading skills, including prediction
- number sentences in the right order for a narrative
- study phrasal verbs in a narrative
- chat about common proverbs and their relevance
- give an oral summary of a story
- learn about the themes of Life Skills education

Suggestions and answers

Pre-reading task 1.

Look at the pictures. Who won the race in the traditional story?

Ask the children to outline the story, sentence by sentence so that several children have the chance to speak. Insist on accuracy here, as they summarize the story in the Past simple tense. Keep a straight face! [*The story in Lesson 4 is different from the well-known fable by Aesop.*]

Pre-reading task 2.

Read and find the answer.

Who won the race?

1. Write the comprehension question on the board.
2. Ask the children to read silently from their books to find the answer while you read the story aloud.
3. Ask the class to tell you the answer.
4. Ask the children this question: *In what ways is the story in Lesson 4 different from the traditional story?*

Answer Key:

The hare won the race. The tortoise got angry because he always wins the race (in the traditional story).

A. Post-reading: Put these sentences in the right order.

1. Help individual children to read the sentences aloud.
2. Point out that sentence 'b' is the start of the story. Write 'b' 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. They can do this in class, or for homework.

A. The correct order is: b g e c f a d

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

1. Ask individuals to read the questions aloud.
2. Check that the class understands the questions.
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.

- B.**
1. at six in the morning
 2. a) beautiful b) the sun was hot
 3. they were old friends; she wanted to exchange news
 4. she wanted to check out the fields and see if there was any food
 5. because the sun was hot
 6. he decided to finish the race first and eat a salad after the race
 7. the tortoise expected the traditional ending to the story

C. Scanning: Complete the sentences with verbs and verb phrases from the story.

1. Ask individuals to read the sentences aloud.
2. Do the first two sentences with the class as examples.
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 give you the questions.

- C.**
1. set off
 2. ran on
 3. grown up
 4. check out
 5. let me know
 6. get out
 7. take it easy

D. Discuss. Which three of these proverbs does the hare agree with? Which one does the tortoise agree with?

- D.** The hare agrees with proverbs a) c) d).
The tortoise agrees with proverb b), the traditional proverb for this story. But possibly the tortoise might change his opinion in future, after losing this race.

Match the proverbs to their meanings.

- D.** 1. c 2. a 3. d 4. b

UNIT 11 LESSON 5

Student learning outcomes:

Students will:

- study and practise words ending in *-ar -er -or*.
- study and practise words ending in *-ar -er -ure -ion*.

A. Problem Solving: Complete the words using the suffixes –ar –er –or.

- A.** a) visitor
b) similar
c) doctor
d) character
e) jaguar
f) weather
g) grammar
h) waiter
i) rotor
j) motor
k) driver
l) particular

B. Complete the puzzle and find the hidden word.

1. To help the children, write these word endings on the board:
Words ending in *-ar -er -ure -ion*
2. Let the children do this exercise in pairs, so that they can help each other.

- B.** 1. daughter
2. television
3. leisure
4. vision
5. occasion
6. collision
7. pleasure
8. painter
9. decision
10. sugar

Hidden word: **helicopter**

UNIT 11 LESSON 6

Student learning outcomes:

Students will:

- study and practise the use of adverbs in context
- study and practise the use of possessive personal pronouns

A. Choose one of the adjectives in brackets. Change it into an adverb to complete the sentence sensibly.

- A.** 1. dramatically
2. tidily
3. gently
4. hungrily
5. musically
6. humbly

B. Use the possessive personal pronouns given in the box in the sentences below.

1. Do all the items on the board with the class to make sure they understand the concept.
2. Then get the children to copy the sentences into their notebooks with the correct spellings.

- B.**
1. Mine
 2. Hers
 3. Yours
 4. Ours

All answers are highlighted in grey.

UNIT 12 LESSON 1

Student learning outcomes:

Students will:

- study and practise a dialogue
- revise verbs with two objects
- develop their listening and reading skills

Suggestions and answers

A. Read the story.

1. Follow the normal procedure for a dialogue (see suggestions for Unit 3, Lesson 1, Ex. A).
2. Teach the meanings of *kidney* and *operation*, using translation if necessary.
3. To present more information about the importance of kidneys, you can turn to page 73 and read to the class the first three bullet points up to ... *at least one kidney*.

While-reading: Ariba has got a problem with her kidneys. She is going to have an operation. Her sister Zainab is going to give her one of her kidneys.

B. Post-reading: Answer these questions.

Follow a similar procedure as in Unit 3, Lesson 3, Ex. B.

- B.**
1. Ariba has got a problem with her kidneys.
 2. Her twin sister Zainab.
 3. The same age; she is Ariba's twin.
 4. They are both going to have an operation.

C. Listen to your teacher and fill in the information about Ariba on the hospital form.

1. Go over the form with the class. Explain that when you go into a hospital, you have to fill in a Patient Record Form.
2. Read the rubric aloud in order to explain the task. Explain that the children must listen to the dialogue and write the information. Get them to copy the form into their notebooks so that they will have more space to write.
3. Read the script on pages 138 and 139 of the Student's Book aloud with clear pronunciation.
4. Get the class to tell you their answers. If some children do not have the answers, read aloud that part of the script again.
5. If you wish, turn to the script on pages 138 and 139. Read the script aloud again while the children follow it silently in their books.
6. Let the children practise the dialogue in pairs.

Family name: Mumtaz	Address: Flat 14
First name: Ariba	128 Nishtar Road
Date of birth: 12th April 2010	Karachi 74300
Male / Female	Tel. No. 5259632

UNIT 12 LESSON 2

Student learning outcomes:

Students will:

- study compound words
- study and practise vocabulary for parts of the body

Suggestions and answers

A. Compound words are those words that are made by joining two words, for example, eyelash is made up of the words eye and lash. Identify compound words in the list. Which words are they made of?

- | | |
|---------------|----------------|
| 1. Eye + Lash | 2. Fore + head |
| 3. Eye + Brow | 4. Eye + lid |
| 5. Eye + ball | |

B. Test each other. Point to a part of the body and ask your partner.

1. Demonstrate with a child: Touch a part of your body and ask a child, as in the example speech bubbles.
2. Get children to ask each other across the class and reply.
3. Put the class into pairs.

C. Complete the sentences with words from Ex. A.

Get the children to read each sentence aloud. Put them in pairs and complete the sentences. Check the answers with the class.

- | | | |
|-----------|--------------|-------------|
| C. | 1. Eyebrow | 2. Forehead |
| | 3. Eyebrow | 4. Eyelid |
| | 5. Eyelashes | |

Additional activity

Play the game 'Simon says' with the class. Give instructions like these:

(Simon says) Touch your forehead with your wrist.

(Simon says) Touch your chin with your left hand.

(Simon says) Touch your left hip with your right hand.

(Simon says) Touch your right knee with your left ankle.

(Simon says) Touch your shoulder.

Touch your forehead. (Any student who touches his/her forehead is 'OUT', because the teacher gave an order WITHOUT the words 'Simon says'.)

UNIT 12 LESSON 3

Student learning outcomes:

Students will:

- develop their reading skills
- study vocabulary for medical operations, and kidney donors
- number sentences in the right order for a narrative
- give an oral and written summary of a story
- chat about blood, and its importance
- study the theme of Health

Suggestions and answers

A. Read the newspaper article and answer the question.

1. Follow the standard procedure for Lesson 3 Reading activity as detailed in Unit 2, Lesson 3, Ex. A.
2. Use the pictures to teach the words: *disease, transplant, operation, recovery/recover* before the children read the text.

A. Two people—Ariba and her sister Zainab.

B. Post-reading: Put the sentences in the correct order.

B. 1. d (because it happened in 1960) 2. b 3. b 4. f 5. a and e (at the same time)

C. Post-reading: Answer the questions.

- C. 1. For about 18 months.
2. No.
3. No, but it was a bit frightening at first.
4. They held up messages that Ariba could read through the window.
5. No, she can't play sports or swim for another two months.
6. (Count the years from 1960 to the present year.)
7. Yes.

D. Inquiry: Read about the kidneys and answer the following question.

Read aloud the bullet points that give information about the kidneys. Encourage the children to ask you questions when they don't understand. Be prepared to use translation if necessary, e.g. *waste matter, liquid, identical twin*. Explain that identical twins are born when one egg splits in the mother's body and 2 babies are born from the same egg at the same time.

D. They are very important. Nobody can live without at least one kidney. Zainab is going to give one of her kidneys.

E. Scanning: Read the sentences. Write 'T' for true or 'F' for false. Change the false sentences to make them true.

E. 1. F 2. T 3. T 4. F 5. T 6. F

F. Write an email to a friend about Ariba. Answer the following questions.

The children can do the task for homework.

F. Sample answer

Dear ... ,

I have just visited Ariba in hospital.

She looked much better than she looked last month.

She has just had a kidney transplant operation.

Ariba's identical sister, Zainab, gave Ariba one of her kidneys.

I think this is a happy story, because Zainab saved Ariba's life. Possibly, Ariba will start swimming and playing sports again after a wait of two months.

UNIT 12 LESSON 4

Student learning outcomes:

Students will:

- study sentences which are commands
- study and practise verbs with two objects
- develop their reading skills
- study and practise reflexive pronouns

Suggestions and answers

A. A command is an order that you have to follow. Make similar sentences from the table.

1. Tell the children to look at the table in their books. Explain that *Give me the letter* means the same as *Give the letter to me*. Do not do more explanation than this, as this will be done in Ex. B.
2. Read out some sentences from the **Sample answers** below. Pause so that the children have time to find the words and phrases as you do this.
3. Get individuals to make sentences from the table.
4. Put the class into pairs. Get them to make as many sentences as possible. Go round and help as necessary.
5. Get the children to write 5 sentences in class or for homework.

A. Sample answer

Tell us a story.

Take him a cup of tea.

Read me the letter.

Pass me the newspaper.

Lend me 10 rupees.

Give them some fruit.

Send her an email.

Bring me a book.

STUDY CORNER

- Write the sentences on the board. Explain the meaning of *lend* and *borrow*.
- Ask the class to change the first sentence and keep the same meaning: *I lent Harry my calculator*.
- Ask the class whether they can change the second sentence and keep the same meaning; they can't! Explain that you cannot say *I borrowed Alice a book*, only: *I borrowed a book from Alice*. Point out that all the verbs in the table in Ex. A are *giving verbs*, not *taking verbs*.

B. Rewrite these sentences so that they read differently, but mean the same.

1. Write the first example sentence on the board. Show how the sentence is changed into the second one, using arrows.
2. Go through sentences 1-5 with the class.
3. Write the next example for sentence 6 on the board: *My mother takes a hot meal to my grandmother every Saturday.* Show how the sentence is changed into the second one, using arrows.
4. Go through sentences 6-10 with the class.
5. Put the children into pairs. They practise sentences 1-10 orally.
6. Get the children to write the new sentences 1-10 in their notebooks for homework.

- B.**
1. I lent my tablet to Ariba.
 2. We took some books and magazines to Zainab in hospital.
 3. Dadi and Dada sent a really nice birthday card to Zainab.
 4. We gave an extremely expensive box of chocolates to the nurses.
 5. I told the whole story about the operation to all my family.
 6. My mother takes my grandmother a hot meal every Saturday.
 7. The shopkeeper showed my grandfather several types of shoes.
 8. At 3 p.m., the cook served all the guests a delicious lunch.
 9. After lunch, I read my nephew, aged 3, a story.
 10. He liked it so much that I lent him the book.

C. Write sentences for the pictures in the simple past tense using the given words.

1. Draw simple pictures and speech bubbles on the board to present the difference between *myself* and *for myself*.
2. Draw a picture of a girl holding up a dress with the speech bubble '*I made this dress myself*'. This means that she made the dress and nobody else made it.
3. Draw a picture of a girl holding up a hat with the speech bubble '*I bought this hat for myself*'. This means that she bought the hat and she, not anyone else, will keep it and wear it.
4. Go through the exercise with the class. Get the children to write the sentences for homework in their notebooks.

C. We painted the walls ourselves.
They grew the vegetables themselves.

They built a hut for themselves.
We cooked supper for ourselves.

UNIT 12 LESSON 5

Student learning outcomes:

Students will:

- develop their reading skills
- study vocabulary for blood donors
- give an oral summary of a story
- chat about blood, and its importance
- study the theme of Health

Suggestions and answers

A. Read the two dialogues, then answer these questions.

1. Ask the children some general questions about blood, e.g. 'Do humans have blood in their bodies? What about birds / animals / fish? (yes) What about plants, fruit, mushrooms, trees? (no) Does blood go round and round your body? (yes) What pumps the blood round your body? (your heart)'. Do not correct language mistakes here.
2. While you are doing this, teach the children some words that they will need for the reading text: *give blood, needle, blood donor, blood donor session (when many people give blood at the same time)*.
3. Read aloud the comprehension questions and check that the children understand them.
4. Ask the children to read silently from their books to find the answers while you read the dialogues aloud.
5. Ask the class to tell you the answers.

A. Uncle Umar gave the blood.

The Aga Khan Hospital in Karachi got the blood.

B. Read and discuss the questions.

1. Read aloud the comprehension questions and check that the children understand them.
2. Go through the questions one-by-one with the whole class. When children give an answer, they must point to a word or phrase in the dialogue where they found the information.
3. Take the opportunity to discuss the ethical and moral themes while you go through the questions, particularly Questions 5 and 6.

- B.**
1. Asad hated needles and couldn't stand the sight of blood.
 2. Uncle Umar doesn't say he was pleased, but we can deduce that he was pleased: the procedure was quick, and he knows where his blood has gone.
 3. He is going to the hospital again because his blood is a rare blood group. Only 13% of the population have 'O negative' type blood.
 4. Possibly
 5. It is easier to give blood than to give a kidney.
 6. Answers depend on the children. (In the UK, 17 is the minimum age for giving blood.)

Howzat?

All answers are highlighted in grey.

UNIT 13 LESSON 1

Student learning outcomes:

Students will:

- study and practise a dialogue
- revise and practise *will* for prediction
- study and practise vocabulary for sports matches
- revise and practise possessive pronouns

Preparation before the lesson

You need to bring into the classroom a large open-top cardboard box, a pair of sunglasses and a pair of scissors for the activity in Ex. C.

Suggestions and answers

A. Read the story.

Follow the normal procedure for a dialogue (See suggestions for Unit 3, Lesson 1, Ex. A).

While-reading: Sohail thinks his team will draw the match.

B. Complete the table with verbs from the dialogue. Write the base form and the simple past tense of the verbs.

Us / the other team	We ... the match.	We ... the other team.
5 – 0	win / won	beat / beat
5 – 5	draw / drew	draw with / drew with
0 – 5	lose / lost	lose to / lost to

C. Which ones are yours?

STUDY CORNER

1. Go through the sentences in the box and get choral and individual repetition. Point out the singular and plural forms.
2. Divide the class into two teams.
3. Give the box to Team A and let them collect things from their team and put them in the box. Make sure that they include plural nouns as well, e.g. *scissors* and *glasses*, which you can lend to the team if necessary.
4. Hand the box to Team B. Members of Team B take out objects one by one and try to find the owner, as shown in the example speech bubbles.

UNIT 13 LESSON 2

Student learning outcomes:

Students will:

- study and practise vocabulary for sports equipment
- study and practise adjective order
- write sentences in the past continuous

Suggestions and answers

A. Look at the pictures. Which sports equipment is used for hockey, cricket, or both? Write 'H' for hockey, 'C' for cricket or 'H+C' for both. Then listen to your teacher and check your answers.

1. Get the children to chat about the games of cricket and hockey. Ask some general questions, e.g. *When did you last play? Where did you play? Who did you play with? Which of the two games do you prefer? Which game are you better at?*
2. Let the children work in pairs and write the letters under the pictures.
3. Read the script on page 139 of the Student's Book and let the children check their answers. Find out if any children got 8 answers right, 7 answers right and so on.

A. 1. C	2. H	3. H	4. H (goalkeeper) + C
5. C	6. H+C	7. H (goalkeeper) + C	8. H (goalkeeper) + C

B. Write a sentence for each sport in Ex. A, talking about the sports equipment required.

Get the children to work in pairs and write the sentences in their notebooks, while you go round and help as necessary.

A. Sample answers

Cricket players need bails, stumps, pads, a bat and ball, boots, gloves, and a helmet. Hockey players need a stick and ball and boots. A goalkeeper in hockey also needs gloves, pads, and a helmet.

STUDY CORNER

- Write the example sentences on the board in a table as follows, and explain the rules of adjective order. Keep this table on the board for the next exercise.

C. Use the words in the table to make adjectival phrases.

1. Explain, with reference to the table from Study Corner, that column 1 describes 'size' or the object generally, column 2 describes 'colour', column 3 describes 'material' or 'purpose'.
2. Read aloud some of the phrases from the **Sample answers**, slowly, so that the children can follow in their books.
3. Get individual children to make phrases from the table.
4. Finally, put the class into pairs. The children make phrases; go round and help as necessary.
5. Get the children to write at least 5 phrases from the table in their notebooks.

C. *Sample answers*

- an expensive white cricket helmet
- a large brown cricket bat
- a cheap orange plastic football
- a large grey tennis racket
- a heavy black hockey stick

D. Write sentences in the past continuous. Put the adjectives in the correct order.

1. Go through the exercise with the class.
2. Put the children into pairs. They say each sentence and then write it in their notebooks.

- D.
1. She was wearing bright orange socks.
 2. He was carrying his new white cricket pads.
 3. He was buying some cheap nylon football shorts.
 4. She was washing her new green hockey shirt.
 5. He was cleaning his large leather football boots.
 6. She was making some smart green cotton trousers.
 7. He was buying some new white cricket gloves.

UNIT 13 LESSON 3

Student learning outcomes:

Students will:

- study vocabulary for cricket
- develop their listening and reading skills
- study and practise vocabulary for sports
- write a story about a hockey player
- study the theme of Sports and sportsmanship

Suggestions and answers

A. Look at the pictures. Listen and find the words. Then listen and repeat.

1. Write the phrases for the pictures in random order on the board.
2. Get the children to look carefully at the pictures. Get them to say what they can see and what the people are doing.
3. Do listen-and-repeat with the vocabulary, in order from left to right.

B. Skimming: Read the story and answer the question.

Follow the standard procedure for a Lesson 3 Reading activity as detailed in Unit 2, Lesson 3, Ex. A.

- B. In the first cricket match, Anwar (the author) scored 124 runs and took 6 wickets. In the second match, Anwar scored 231 runs, took three catches, and stumped another three batsmen.

C. Post-reading: Read the story again and answer these questions in your notebook.

Follow a similar procedure as in Unit 2, Lesson 3, Ex. 3.

- C. 1. Because Anwar's team won their final match and he played well.
2. A big motorbike.
3. Sometimes life kicks you in the face.
4. Not a lot of words.
5. Stand close to the wicket, stand farther back from the wicket, run to the stumps while the batsmen are running.
6. A runner.
7. Because he played very well.
8. He learnt never to feel sorry for himself.

D. Complete the sentences with words from the story.

Put the children in pairs to complete the sentences. Check the answers later.

- D. 1. captain 2. century 3. umpires 4. coach
5. wicketkeeper 6. shot 7. catches

E. Creativity: Write a similar story about a hockey player. Use the words or phrases that your teacher gives you.

1. Get the children to number the paragraphs of the text in Ex. B, 1 – 10.
2. Do Part 1 of this writing exercise in class. Explain the task: the children are going to write a similar story about a hockey player.
3. Write these phrases on the board:
The happiest day in my life / the worst day in my life.
I / captain / hockey team
win / final match / score 6 goals
next day / car / hit me / while / walk to school
4. Ask the children which paragraphs in Ex. B provide the model for this writing task (Paragraphs 1-3).
5. Help individuals to make sentences, using the guide words. When a sentence is satisfactory, get the class and individuals to repeat it.
6. Get the children to write the start of the story in their notebooks.
7. Prepare for Part 2 of the writing task, which can be done for homework, but needs preparation in the class.
8. Read aloud these parts of a similar story about a hockey player.
9. Then dictate the phrases underlined. The children must write down the phrases and the paragraph numbers in their notebooks. This will help them to follow the model for their story.

Paragraph 7

Get these pads on, and these gloves. You will need this helmet too.

I want you to become a goalkeeper.

Paragraph 8

Goalkeepers don't stand in goal all the time. Sometimes they stand in the goal and sometimes they stand further out. When they need to save a goal, they run out of goal to hit the ball. Mr Imran showed me how to push off with my strong leg and keep running.

Paragraph 10

I had my best ever goalkeeping experience. No team managed to score a goal against us!

We drew one match and won all the others.

UNIT 13 LESSON 4

Student learning outcomes:

Students will:

- practise predictions with *will*
- revise and practise comparatives
- develop their listening skills

Suggestions and answers

A. Pre-reading: Look at the pictures of the two teams. Who do you think will win?

1. Get the class to look closely at the pictures for 'Swimming'. Get them to read aloud and repeat the speech bubbles above.
2. Get the class to look at the pictures for each sport in turn. Ask the questions in the left-hand column and invite answers from the class.
3. Put the children into pairs and get them to practise the questions and answers. It does not matter if students disagree about the competitors in the artworks, and about their predictions; uncertainty is part of communication practice.

A. Sample answers

I think Team A will win the swimming competition. I think Team A will win the basketball match.

Why?

They've got longer arms and bigger feet.

I think Team B will win the football match.

Why?

They are thinner and fitter.

I think Team A will win the cycling race.

Why?

They have stronger legs.

Why?

They are taller and thinner.

I think Team B will win the gym competition.

Why?

They are stronger and train harder.

I think Team A will win the 400 metres race.

Why?

They have longer legs and run faster.

B. Listen to your teacher and tick the correct answer.

1. Explain that the children must listen to a dialogue about a match and tick the right answers. Point out that one question has 2 correct answers.
2. Read the script on page 139 of the Student's Book aloud with clear pronunciation.

3. Get the class to tell you their answers. There are some 'false answers' in the script. If children get the wrong answers, read that part of the script again. Emphasize important words like *hope*, which is not the same as *think*.
4. At the end, tell the children to turn to the script on page 139. Read the script while the children follow silently in their books. Then do listen-and-repeat. Then put the children into pairs and let them practise the dialogue.

B. 1. c 2. a and b 3. c 4. c

Additional activities

Spelling patterns for homework: *-ment*

Check/Teach the meaning of these words in class. Get the children to learn them for homework. Test them the next day.

Suffixes + *ment*

agreement, equipment, experiment, government, improvement, instrument, measurement, movement, payment, punishment

UNIT 13 LESSON 5

Student learning outcomes:

Students will:

- develop their writing skills
- discuss memories in preparation for writing
- practise writing autobiographical paragraphs

Suggestions and answers

Teach the new words *biography* and *autobiography*. Talk about the differences between the two. For example, the writer of an autobiography can talk about her/his own feelings very easily.

A. Change the verbs in brackets to the past simple tense.

A. Answers depend on the children.

My happiest memories: did, gave

My saddest memories: could, went, had

B. Write similar sentences for the ages of 6, 8, and 10 in your notebook.

B. Answers depend on the children.

C. Use the past tense of the verbs in brackets to complete these memories.

Go through the exercise with the class. Then get the children to copy out the complete paragraphs in their notebooks.

C. Answers depend on the children.

The happiest day of my life: played, tried, scored, won

The worst day of my life: got, could, found, became

D. Tell the class about your answers to these questions.

1. This exercise is important preparation for the writing task in Ex. E.

2. Spend enough time on this exercise and give the children enough opportunity to talk about their own experiences.

E. Write about two experiences of your own. Use the phrases in italics from Ex. C.

1. Tell the children to write about a competition or match in '*The happiest day of my life*' as this practises match vocabulary and comparatives which the class studied in this unit.
2. Tell the children to write about a personal experience in '*The worst day of my life*'. This encourages them to write about their feelings and to use vocabulary like: *worried, upset, sad*, etc. which they have studied.

Alice's Adventures

All answers are highlighted in grey.

UNIT 14 LESSON 1

Student learning outcomes:

Students will:

- read an introduction to a story
- develop their listening and reading skills
- study and practise *too + ADJECTIVE to*

Suggestions and answers

A. Listen to the introduction. Then read the letter.

1. Introduce the topic of the unit by asking the children if they know about the book called *Alice's Adventures in Wonderland*, often shortened to *Alice in Wonderland*. Ask the children how much they know and what happens in the story. This will show you how fast or how slow you should go when dealing with the story.
2. Get the children to look carefully at the picture and say what they can see. Ask questions, e.g. *Who is the girl in the boat? Where are they? What season of the year is it? What are the two men doing?*
3. Then read the Introduction on page 82 of the Student's Book.
4. Deal with the text (a letter from Alice to her son, written when Alice was much older). Note that 'Mr D' is short for Mr Dodgson.

B. Read the letter again and answer the questions.

1. 5: 3 children and 2 teachers.
2. He was telling a story.
3. It started with a white rabbit.
4. In the boat and under some trees.
5. We do not know from the text whether he finished the story during the picnic. However, later he finished the story because he wrote it all down.
6. Alice.

STUDY CORNER

- Read the sentences aloud. Point out the idea of impossibility:
She was not well enough to go and didn't go.
He was too sleepy to finish and didn't finish.

C. Write two sentences about each picture using the opposite words given below.

Get the children to look carefully at the pictures. Ask questions about each one and get the children to tell you what they can see and what the people are doing.

C. Sample answers

1. She was too slow to catch the bus. She wasn't fast enough to catch the bus.
2. She isn't tall enough to reach the bag on the luggage rack. She is too short to reach the bag on the luggage rack.
3. They are too weak to lift the picture. They are not strong enough to lift the picture.
4. He was too frightened to ride the horse. He was not brave enough to ride the horse.

UNIT 14 LESSON 2

Student learning outcomes:

Students will:

- study and practise phrasal verbs (inseparable)
- develop their listening skills
- study and practise adjectives beginning with *in-* / *im-* / *un-*

Suggestions and answers

A. Problem solving: Match the sentences to the pictures.

1. Note that the meaning of the phrasal verbs cannot be deduced from the combination of verb and particle. Therefore, it is essential that the children understand the meaning of each phrasal verb from the situation.
2. Read all the sentences aloud. Then read the first sentence and get the class to find a matching picture. Then read aloud the sentence again and explain the meaning, e.g. by asking concept questions: *Let's call on Grandpa. Are we going to visit him? (yes) Is he expecting us? (no)*

A. 1. D 2. G 3. C 4. F 5. B 6. E 7. A

STUDY CORNER

- Read aloud the first sentence, which is correct. Do not read aloud the second sentence, which is incorrect. Point out that the verb and particle must be together, not separated.

B. Complete these sentences in the past tense, using the given verbs.

B. 1. called 2. started 3. damaged 4. fed
5. recovered 6. found 7. started

C. Dictionary work: Adjectives beginning with *in-* / *im-* / *un-*. Use the dictionary to check the meaning of the words in the box. Sort them into three groups as shown below and use them in sentences of your own.

C. **in-:** informal, incomplete, inexpensive, incorrect
im-: impatient, imperfect, impossible, impolite
un-: unfriendly, uncertain, unhappy, unpopular

UNIT 14 LESSON 3

Student learning outcomes:

Students will:

- develop their reading skills
- do a dictation and insert speech marks into a dialogue
- chat about personal dreams
- study the theme of Curiosity and learning

Suggestions and answers

A. Skimming: Read the story and choose the correct word in the answer.

Follow the standard procedure for a Lesson 3 Reading activity as detailed in Unit 2, Lesson 3, Ex. A.

A. Alice grew smaller very quickly.

B. Scanning: In which picture ...?

Follow procedure as in Unit 2, Lesson 3, Ex. B.

B. a) 4 b) 1 c) 3 d) 2

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

1. A little gold key.
2. A small door that was about 20 centimetres high.
3. Yes.
4. On the little glass table.
5. It tasted like chocolate and oranges and hot sweet coffee.
6. She was very small; only twenty-five centimetres high.
7. (Answers depend on the children.)

D. Close your book. Listen to your teacher and write Alice's words with the correct punctuation.

1. Spend some time on the example. Write it on the board, without capital letters and without punctuation, like this: *what a wonderful garden*
2. Get children to come up and add, progressively, capital letters, a question mark, and finally speech marks. Point out that the final speech mark must come after the question mark.
3. Dictate the sentences in the script on page 139 of the Student's Book, pausing after each one so that the children have time to write.
4. Do not correct them immediately. Instead, put the children into pairs and get them to check their work together, paying particular attention to the speech marks.
5. Write a sentence on the board, without speech marks. Then get a child to come up and add the speech marks in the correct places. Repeat this procedure for the remaining sentences.

E. Discussion: What about you? Have you ever dreamt of being very big or very small? Of flying or falling? What happened and how did you feel? Tell the class.

1. Get the children to chat about their answers to these questions. Do not correct language mistakes here.

2. In addition, you can ask these questions: *If you found a bottle that looked strange, would you drink it? If you found something to eat that looked strange, would you eat it?* Balance the discussion between Alice's sense of adventure and the need to be careful with unknown things to eat and drink.

UNIT 14 LESSON 4

Student learning outcomes:

Students will:

- revise and practise *not enough* and *too much/many* + NOUNS
- develop their listening skills

Suggestions and answers

A. Mrs Loony is preparing a strange tea party. Listen to your teacher and complete her list of things to do.

1. Prepare for the idea of a strange tea party by getting the children to look briefly at the picture in Ex B. Ask a few questions, e.g. *These people are coming to a strange tea party. Are there a lot of people or just a few? Are there a lot of teapots on the table or just a few? Are there a lot of bottles of cola on the shelves, or just a few?* Explain: *It's a very strange tea party.*
2. Read the rubric and introduction aloud in order to explain the task.
3. Explain that the children must listen to Mrs Loony and write the numbers next to the food and drink. Check again the pronunciation and meaning of the familiar word: *guests*.
4. Read the script on page 139 of the Student's Book aloud with clear pronunciation.
5. Get the class to tell you their answers. If some children do not have the answers, read aloud that part of the script again.
6. If you wish, turn to the script on page 139. Read the script aloud again while the children follow it silently in their books.
7. Encourage the children to read this script aloud at home to their parents.

A Strange Tea Party	Number of guests: 80
Buy:	Make:
a) 220 cartons of juice	d) 39 packets of tea
b) 1350 bottles of Milo	e) 13 packets of sugar
c) 2 bottles of milk	a) 4 sandwiches
	b) 906 little cakes
	c) 900 biscuits

B. Look at the picture. Tick the sentences that you think the guests will say at the party. Write some more sentences about the party in your own words.

1. Get the children to work in pairs; they read the sentences and tick boxes.
2. Get pairs to tell the class the answers.

B. Sample answers: 1 5 6 7

There are too many plates.
 There aren't enough cups.
 There aren't enough chairs.
 There aren't enough tables.

C. Complete these sentences.

Take this opportunity to remind the class of common quantities of food. Write on a split-board:

Something small	A piece of something large
A chocolate	A piece of chocolate
A little cake	A piece of cake

Then get the children to complete the sentences.

1. Mrs Loony bought too many bottles of Milo.
2. Mrs Loony bought too much tea.
3. Mrs Loony didn't buy enough milk.
4. Mrs Loony didn't buy enough packets of sugar.
5. Mrs Loony made too many biscuits and little cakes.
6. Mrs Loony didn't make enough sandwiches.

UNIT 14 LESSON 5

Student learning outcomes:

Students will:

- develop their listening and reading skills
- study a back cover of a story book
- write a back cover for 'Alice'.

Preparation before the class

Bring into the classroom a copy of a simplified reader that you can show the class when you do Ex. C. Try to find one which has a back cover which includes a quotation from the story and a summary of it.

Suggestions and answers

A. Read Part 2 of Alice's story and choose the correct words in the sentences.

1. Start the lesson by asking the children to give a) an introduction to the story, from Lesson 1 b) an oral summary of the story in Lesson 3. They can look at the pictures in these lessons, but should not read any of the texts.
2. Follow the usual procedure for a reading text. See Unit 2, Lesson 3.

A. Alice ate the cake and grew bigger. Alice didn't manage to get into the garden.

B. Post-reading: Read the story again. Mark these sentences true (T) or false (F). Change the false sentences to make them true.

B. 1. F 2. F 3. T 4. F 5. T

C. The back cover of a book can have two paragraphs. Listen and complete this paragraph from the back cover of the book 'Matt Doolin'. Then listen again and check your answers.

1. Let the children read through the book cover text and think of alternatives. Explain to the class that a book cover can be in the simple present.
2. Do not confirm their answers. Read the text on page 139 of the Student's Book aloud and let them check their answers.

C. Matt is fifteen and is leaving **school** in a few weeks' **time**. He **wants** to work with animals, and would like to get a **job** on a farm. But his parents say he's too **young** to leave home and that he must **stay** in the town and get a **job** in ship-building, like his father.

D. **Synthesizing: Create a back cover for 'ALICE'. Choose a paragraph to quote from Part 1 or Part 2 of the story. Answer these questions to make the second paragraph.**

Abler children can expand their answers and write more detail than provided in the sample answer.

D. **Sample answers:**

Alice follows a white rabbit down a rabbit hole and ends up in a strange world.

When she eats a small cake she grows bigger and bigger.

But when she drinks from a bottle she becomes smaller and smaller.

She finds a small door into a beautiful garden but can't go through because she has grown too big.

Things become stranger and stranger in Alice's Wonderland.

The natural world

All answers are highlighted in grey.

UNIT 15 LESSON 1

Student learning outcomes:

Students will:

- revise and practise weights and heights for people
- revise and practise comparatives
- study and practise comparatives with *(not) as ... as / almost as ... as*
- compare physical differences in the class

Suggestions and answers

A. Activity: Complete the table for 'You'. Then ask your partner questions and complete their part.

1. Read aloud the questions and teach the pronunciation of *height* and *weight*. Get choral and individual repetition of the questions.
2. Demonstrate the activity by asking questions to several individuals in the class. As they reply to your questions, get them to write down their answers in the 'You' column.
3. Get all the children to complete the 'You' column.
4. Get several children to ask their partners the same questions. As they get replies to their questions, get them to write down the answers in the 'Your partner' column.
5. Put the class into pairs. They ask each other questions and write down the answers in the 'Your partner' column.

Answers depend on the children.

B. Check and tick.

1. For this exercise, a certain amount of physical activity is involved.
2. Read the questions aloud and teach the new phrase *hand span* (*the distance between the outstretched thumb and little finger*).
3. Demonstrate with a child. Read the first question aloud and measure your hand spans together. Yours is likely to be the wider! Get the child to tick the *Your partner* box.
4. Check the answers to the other questions, e.g. by placing your feet side by side for the question *Who has bigger feet?*, and by standing back-to-back for the question *Who is taller?* Get the child to tick the *Your partner* box for these two questions.
5. The child may have longer hair than the teacher, in which case she/he ticks the *You* box.
6. Put the class into pairs. They read the questions, measure, and tick the boxes.

Answers depend on the children.

C. Now share with the class the information that you have collected.

1. Get children to read aloud the speech bubbles and get choral and individual repetition.
2. Get pairs to report the information that they have noted to the class.
3. Get the children to write 7 sentences reporting the results from Exercises A and B.

Answers depend on the children.

STUDY CORNER

- Use the board to teach the meanings for the 3 sentences. Write the 3 sentences on the board.
- Read the first sentence aloud. Ask *Which animal is bigger?* (the horse). Draw a box around the horse. Get choral and individual repetition of the sentence.
- Read the second sentence aloud. Ask *Which animal is bigger?* (the elephant). Draw a box around the elephant. Get choral and individual repetition of the sentence.
- Read the third sentence aloud. Ask *Which animal is bigger?* (the zebra; it depends on the size of the horse and the zebra, of course, but this is grammar not zoology). Draw a box around the zebra. Ask *Is the zebra a lot bigger than the horse, or a little bigger than the horse?* (a little bigger) Get choral and individual repetition of the sentence.

D. Talk about other students. Compare their hair, their feet, and their fingers.

1. Get children to practise the *(not/almost) as ... as* comparative forms. They make true statements to the class about their partners and classmates.
2. Turn this into a team game. Ask Team A to make a statement; they gain a point if the sentence is correct and the information is true. Team B can get a bonus point if they can correct Team A's incorrect statement.
3. Then Team B makes a statement.
4. Remember to avoid comparisons which might cause embarrassment to children who are larger/heavier than average or shorter than average.
5. Get the children to write at least 5 sentences for homework using the *(not/almost) as ... as* comparative forms.

Answers depend on the children.

UNIT 15 LESSON 2

Student learning outcomes:

Students will:

- revise and practise plural nouns ending in *-os / -oes*
- complete stories with singular and plural nouns

Suggestions and answers

A. Choose and write the correct word for each picture.

Accept the different pronunciations for *tomato*. Check the correct pronunciation for *mosquito*; *k* as in *mosque*, not *kw* as in *quick*.

- A. 1. buffalo 2. mosquito 3. radio 4. piano
 5. volcano 6. tornado 7. tomato 8. potato

B. Match the plural nouns below with the singular nouns from Ex. A. Write them in pairs in your notebooks.

Note that the plural forms *mosquitos*, *tornados*, *volcanos* are also correct.

For the sake of consistency, we suggest that the *-os* plural form is taught only for *pianos* and *radios*.

B. The answers are clear in the Student's Book.

C. Complete the stories with singular and plural nouns from Ex. B.

- C. 1. The boys were digging up **potatoes** in a field half-way up the side of the **volcano**. In the evening, they stopped work and put the bags of **potatoes** in the buffalo cart. Then they set off downhill towards their farm.
 Half-way down the hill, the **buffalo** sniffed the air noisily and snorted. Then it started to walk faster. The boys looked up. Clouds of smoke were coming out of the top of the **volcano**.
2. Dorothy was cooking and listening to the **radio** in her aunt's kitchen. That morning there was a concert of **piano** music. Dorothy was cutting **tomatoes** for a salad.
 Aunt Emily had a headache. She was lying in her bedroom under the **mosquito** net. Just then, the music stopped and an announcement came on the radio: 'In the State of Kansas there is a **tornado** warning. Everybody must go down to their cellar at once.'

UNIT 15 LESSON 3

Student learning outcomes:

Students will:

- develop their reading skills
- write notes from a reading text
- study ways of describing animals
- study the theme of Understanding and appreciation of the natural environment

Suggestions and answers

A. Read and answer the question.

1. Get the class to look at the photos of the 3 bears carefully. Read the question for this exercise. Get the children to chat briefly about the pictures, what they can see, where the bears are, and what they are doing. Do not confirm any information while they are doing this.
2. If possible, get the names of the 3 bears from the children. Write them at the heads of 3 columns on the board, like this:

Polar bear	Panda	Grizzly bear
What do you know? <i>It lives near the North Pole.</i>	What do you know?	What do you know?
What are you not sure about? <i>Does it live near the South Pole?</i>	What are you not sure about? <i>What does it eat?</i>	What are you not sure about?

3. Get the children to tell you what they know about these 3 different kinds of bears. Write this information in the top sections of the columns, as in the example. Do not confirm this information yet.
4. Ask the class what they would like to know about these bears. Write their questions in the bottom sections of the columns, as in the example.
5. Tell the children that you are going to read them a text about these 3 kinds of bears. Read the text aloud while the children follow in their books.
6. At the end of the reading, get the children to answer the question for Ex. A.
7. Then refer to the table which you drew on the board. Ask: *What information have we found out? Have we found the answers to any of our questions?* Encourage the children to, first, refer to the sentence/question on the board, and second, identify and read aloud the relevant sentence from the text.

A. The polar bear lives near the North Pole.
 The grizzly bear lives in the western parts of Canada and the United States.
 The panda lives in China.

B. Scanning: Complete the information box.

1. Go through the information box with the class. Explain that they should guess some of the answers.
2. Get them to copy the table into their notebooks so that they have more space to write.
3. Let the children work in pairs. They read the text again, searching for the information that they need to complete the box. While they are doing this, you can copy the table onto the board.
4. Get answers from pairs and write this information on the box on the board. As you do this, check with the rest of the class whether it is correct. Where guesses are involved, ask for several guesses, write them on the board and agree the best guesses with the class.

Facts	Polar bear	Grizzly bear
Lives ...	near the north pole	in the western parts of Canada and United States
Lives for ... years.	30 - 40	about 20 years
Weight of male (kilos)	445 kilos	345
Weight of female (kilos) <i>(Make a guess)</i>	233 kilos (half the size)	270 <i>(a guess)</i>
Eats ...	seals	animals, fish, grasses, leaves, insects, nuts, berries

STUDY CORNER

- Get children to read the sentences from the Study Corner. Get choral and individual repetition.
- Explain that these are ways of making general comments about animals. Do not attempt to explain the differences between them, as this will come later in the *Oxford Progressive English* course, Books 6-8.

C. Read the story. What did the boy with trainers want to do?

1. First get the class to look at the picture of the bear and the two boys in Ex. D. Ask them to say what they can see and what they think is happening.

2. Take this opportunity to explain words that the children will come across in the story, e.g. *ranger, wide open space*.
3. Read the story aloud. Get the children to answer the question.
4. Get them to practise telling the story in their own words. Ask them to tell the story to their parents using their own words.

C. He wanted to run faster than his friend.

D. Mark these sentences true (T) or false (F). Change the false sentences to make them true.

- D.**
1. F – the boys knew there were bears in the hills.
 2. T
 3. F – They saw a bear when they came to a wide open space between two forests.
 4. T
 5. F – The boy took off his boots and put on his trainers.
 6. T

UNIT 15 LESSON 4

Student learning outcomes:

Students will:

- study and practise the structure *about/almost/not as ... as*
- talk about and compare animals, using facts from an information box
- write a paragraph about a kind of animal, using facts from an information box

Preparation before the class

- If possible, bring in large photos from a magazine of a crocodile and an alligator, particularly a photo of an alligator that shows its hidden fourth tooth on the lower jaw.
- If possible, bring in photos of all the animals in Ex. A.

Suggestions and answers

A. Make sentences from the table.

1. Tell the children to look at the table. Go through the animal vocabulary in column 1 of the table and check the meanings.
2. Get the children to look at the table. Read out some sentences from the **Sample answers** below. Pause so that the children have time to find the words and phrases as you do this.
3. Get individuals to make sentences from the table.
4. Put the class in pairs. Get them to make as many sentences as possible. Go round and help as necessary.
5. Get the children to write 5 sentences in class or for homework.

Sample answers

- A.** A donkey is almost as big as a yak.
A horse is not as tall as a camel.
A goat is about as heavy as a sheep.
A sheep is not as tall as a donkey.
A camel is not as fast as a horse.
A yak is not as heavy as a buffalo.
An ox is about as strong as a buffalo.
A buffalo is not as fast as a camel.

B. In your notebooks, write 6 or more different types of sentences about your friends and family members. Use phrases from the table in Ex. A.

1. It may be possible to omit this exercise, especially if you spent a lot of time on the same structure in Unit 15, Lesson 1, Ex. D.
2. Encourage children to write neutral sentences about their classmates, not ones which point out embarrassing differences such as height or weight.

Sample answers

- B.** A is almost as fast as B.
C is as tall as D.
E is not as strong as F.

C. Use the information from the boxes to talk about crocodiles and alligators.

1. Get children to read aloud the speech bubbles above the table. For each one, ask where we can find the information in the table.
2. Go through the whole table, reading aloud the phrases and making sentences from them. Explain the meaning of words, e.g. *marsh, worms, frogs*.

D. Write a fact file for either crocodiles or alligators. Use 'bullet points' for your fact file. The fact file in Lesson 3 may help you.

1. Explain the task: children should write a fact file about either crocodiles or alligators. Able children can write about both animals and also compare them.
2. Point out the function of the 'bullet point' (which is used to set out information in a number of separate points). Tell the children to go back to Lesson 3 of this unit and count the number of bullet points.
3. Get them to write their fact files for homework. Encourage them to find, cut out, and paste a photo or two of the animals that they are describing.

Additional activities

Project work. Children can also produce posters with pictures for their animals, once they have corrected the fact files that they wrote. Put these up on the classroom walls.

UNIT 15 LESSON 5

Student learning outcomes:

Students will:

- develop their listening and writing skills
- make their own animal quiz

Suggestions and answers

A. Answer the questions. Make a guess if you're not sure. Then listen to your teacher and check your answers.

1. Go through the pictures and get the children to tell you what they can see. Provide them with the animal names in English if they have forgotten.
2. Read the rubric aloud and explain the task.
3. Read the questions aloud and answer any queries that the children may have. Do not let them write yet.
4. Do the quiz. Read the questions, pausing after each one so that the children have time to think and circle their answers. No conferring is allowed between children!
5. Read the script on pages 139 and 140 of the Student's Book aloud and get the children to mark their own quiz. Write the answers on the board, so that these are clear. Children score one point for each correct answer.
6. Get the children to turn to the script on pages 139 and 140. Read the script aloud while they follow silently in their books. Do listen-and-repeat with some of the questions.

A. 1. a 2. b 3. a 4. a 5. a 6. c 7. c

B. Creativity: Team game: Make your own Animal Quiz.

1. Read the instructions for the quiz aloud.
2. Get children to read the speech bubbles. The full question on the left-hand side is: *Which is the heaviest animal on land? a) A camel b) An elephant.*
3. For the quiz, help children to make up their own questions by writing these adjectives on the board: *long, short, heavy, light, big, small, dangerous, fast, slow.*
4. If the children want to, they can look up information on the Internet before doing this quiz in class.
5. Alternatively, skip the research stage and let the children make up their own questions and answers. Get the children to work in pairs and write their questions. They will have to use their imagination and guess the correct answers for the questions that they will write.

Revision and Extension

Revise the previous four units with the children before attempting exercises in this unit. All answers are highlighted in grey.

UNIT 16 LESSON 1

A. Choose the correct words to complete the sentences.

- A. 1. **A:** Somebody broke **into** Hanif's flat last week.
B: Poor man! Let's call **on** him and see how he is.
2. **A:** Is your father getting **over** his operation?
B: Yes. My mother is looking **after** him at home.
3. **A:** Look! I came **across** this shirt in a cupboard upstairs.
B: Excuse me, but it doesn't go **with** your trousers at all!
4. **A:** When did your brother take **up** chess?
B: About five years ago. He's really good now.
5. **A:** Can we go for a bicycle ride?
B: Yes, but keep **to** the path. Don't cycle in the road.
6. Mama is staying in bed today. She's fighting **off** a cold.

B. Choose the correct word to complete the sentences.

- B. 1. b 2. a 3. c 4. a 5. b 6. b 7. c

C. Listen to your teacher and complete the sentences.

- C. The full script is on page 140 of the Student's Book.

UNIT 16 LESSON 2

A. Put the words in the correct order to make sentences.

- A. 1. He wore a big orange football shirt.
 2. He brought his expensive white cricket boots.
 3. She bought a wonderful brown leather jacket.
 4. She made some beautiful white cotton trousers.
 5. A goat is about as big as a sheep.
 6. A camel is almost as fast as a horse.
 7. A donkey is not as big as a yak.
 8. A buffalo is about as heavy as a camel.

B. Using the words in brackets, rewrite the sentences to give the same meaning.

- B.**
1. She was too tired to run faster.
 2. She isn't old enough to go to school.
 3. He couldn't pick the mangoes because he wasn't tall enough. He wasn't tall enough to pick the mangoes.
 4. Alice was too big to get through the door.
 5. Take a cup of tea to your father.
 6. He bought them lots of presents.
 7. Tahir lent his dictionary to his friend.
 8. Papa passed her the bowl of fruit.

C. You are asking questions about a zoo. The zoo is not very good! Complete the dialogue in your own words with *too* / *enough*.

C. Sample answers

There aren't enough cages for all those birds. I think they have too many crocodiles to fit into one small pool. I don't think they have enough polar bears. I'm too frightened to go and see it. That's too much!

Unit 16 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 190.

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 there / Will there be
 2. will have enough
 3. too many / lots of
 4. enough
 5. will
 6. it will rain

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

- B.**
1. Let's send them an email.
 2. Can you pass her the bowl of fruit?
 3. She isn't old enough to go to school.
 4. Dada is too old to play football.
 5. There was a young man who forgot the wedding jewellery.

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

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

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

- D. 1. June usually wears her hair down.
2. All the children in both classes knew about the change, but the teacher didn't know.
3. The friend had coffee with Mandy on Saturday morning.
4. She took her twin sister's bus ticket because she was in a hurry.
5. The bus driver let Liz onto the bus because she looks like her sister.

E. Problem solving: Write a letter to a newspaper about a problem in your town. Answer the questions, using the phrases in brackets. (10 Marks)

- E. Answers depend on the children.

UNIT 16 LESSON 3

Student learning outcomes:

Students will:

- develop their reading skills
- practise skim-reading
- read and study a poem about a bird
- study vocabulary for beasts of burden
- chat about animals in general
- chat about their own experiences with animals
- learn about theme of Self, people and places, and also Nature

Suggestions and answers

A. Scanning: Match the paragraphs with these titles.

1. Read aloud the Introduction. Explain the meaning of *'nomad(s)'*. Ask a few questions, e.g. *In which countries might you find nomads? As always, children might know more than you suspect, e.g. through watching travel programs, personal trips, etc.*
2. Read aloud the headings in Ex. A. Explain if necessary the meaning of words and phrases, e.g. *beasts of burden, dairy, leather, silk, silk roads*.
3. First reading of the text: this is a fast, skim-reading exercise. Tell the children to complete the task individually, so that every child has to make an effort. Set a time limit for this task. Children at this level need twice the time that you, the teacher needs, so time yourself! They write their answers to the matching exercise in their notebooks.
4. Tell the children to check quickly their answers in pairs, then they tell the rest of the class. Deal with any problems or queries.
5. Now the class can do a second reading. Read the text aloud, clearly, in a lively interested manner. Pause to deal with any questions.

- A. A. Nomads: The First Travellers
- B. Silk Roads
- C. Beasts of Burden
- D. Meat, Dairy, and Leather
- E. Greetings
- F. Horses for War and Sport

B. Problem solving: Puzzle.

No notes, no answer key, for obvious reasons!

Get the children to copy the drawings into their notebooks and show their parents. It's good to encourage students to take the role of teachers, from time to time.

C. Discussion. Read the questions about sections A-F silently; think of possible answers for Pakistan. Your teacher will ask you additional questions about each section.

Here are some additional questions. Many of the answers will depend on the children.

1. (A) Where can you go in the hot summer to escape the heat?
Example answers: You can go to the mountain areas in the Swat Valley, or the Gilgit Region. My family sometimes goes to Gilgit.
2. (B) Where does silk come from?
How is it made? Which clothes can be made from silk?
3. (C) Which of the animals in this lesson have you seen? Which have you ridden?
Which are the fastest animals (horses), and which are the slowest (oxen or yaks)?
Which animals are used on farms to pull carts? (oxen, horses, donkeys, camels sometimes)
4. (D) Which are your favourite milk products that you eat most days?
Which animals produce the milk?
5. (E) Which of the animals in this lesson do you imagine are a) the most valuable (horses, camels)? b) the least valuable (sheep, goats)?
6. (F) Which of these sports have you seen a) in real-life? b) on TV? Horse-racing / Camel racing / Show Jumping (with horses)
Which of these sports (list on the board) do you imagine could be a) the most dangerous? b) the least dangerous?
polo, show-jumping, horse-racing, donkey riding

D. Read the poem and underline the correct answers.

1. Get the children to look at the picture and translate the title into their first language. Ask questions, e.g. *Have you seen similar birds in a zoo, in an aviary, or in the wild?*
2. Teach the children some words that they will need for the first line of the poem: *clasp, crag, crooked.*
3. Ask the children to read silently from their books while you read the text aloud.
4. Go through the questions one-by-one with the whole class.
5. Get the children to learn the poem by heart.

D. Answer Key:

1. The poem describes the eagle as awake and standing, then flying.
2. The 'azure (blue) world' describes both the sky and the sea.
3. The sea is 'wrinkled' because it is rough.
4. The 'mountain walls' are steep and high.
5. A thunderbolt falls lightning-fast.
6. In lines 1–4: kr-sounds are crag, crooked; kl-sounds are clasps, close.
7. In lines 1–2: l-sounds are lonely, lands.

UNIT 16 LESSON 4

Student learning outcomes:

Students will:

- recognise and practise homophones
- study and learn words with prefixes *anti-*, *auto-*

A. Cross out the incorrect homophones. Copy the correct sentences in your notebook.

A. Answer Key:

1. I enjoyed the **scene** at the end of the film.
2. Do the maths **sum**, then **write** the answer.
3. Would you like a **plain** cake or **one** with icing?
4. Don't walk on the **road** in **bare** feet.
5. The girl over **there** with **fair hair** is my sister.
6. Pull the **reins** to the left and the horse will turn.
7. The **brakes** on **our** cycles don't work. **They're** broken.

B. Write the missing prefixes *anti-* or *auto-* to complete the words.

1. anti-clockwise
2. autobiography
3. antiseptic
4. anti-pollution
5. autographs
6. automobile
7. antibiotics
8. automatically

UNIT 16 LESSON 5

Student learning outcomes:

Students will:

- practise using transitional words
- practise using common conjunctions

A. Write the complete story in your notebook, using the following transitional words: first, next, then, again, and at last. The first one has been done for you.

A. Answer key:

1. **Next**, Papa was coming out of our house when he saw a long-haired man go into our neighbours' house.
2. **Then**, Papa came back indoors and said to my Mama and Mama's friend, 'Our neighbours are on holiday until Saturday. Watch their house carefully. He may be a thief.'
3. **Again**, the same thing happened. We all noticed the man's large bag. Everybody in the street was watching the house and looking out for the long-haired man.
4. **Next**, Saturday arrived and our neighbours' car was back in their driveway. Papa went to see them and asked, 'Is anything missing from your house? A man was coming and going while you were away.' Our neighbour laughed, 'That man was a work colleague of mine,' he said. 'He came in every day to feed our children's fish while we were away.'
5. **At last**, Papa gave us some advice. He said, 'Tell your neighbours if anybody is going to enter your house while you are on holiday.'

B. Use the conjunctions to join the clauses in the writing frame. Write the sentences in your notebook.

B. Answer key:

1. Our friends told us about their plans before they went on holiday.
2. Papa did not recognize the man so he told his wife.
3. The man always carried a shoulder-bag when he visited.
4. Papa called on the neighbours after they returned from holiday.
5. The stranger visited every day because he was feeding the children's fish.

The haunted house

All answers are highlighted in grey.

UNIT 17 LESSON 1

Student learning outcomes:

Students will:

- study and practise a dialogue
- study and practise reported orders
- study and practise vocabulary for buildings
- develop their speaking and reading skills

Suggestions and answers

A. Read the story.

1. Get the children to look carefully at the picture of the house and say what they can see. Use the picture and the title of the unit to teach the words *haunt/ed, ghost, attic, basement*.
2. Follow the normal procedure for a dialogue (see suggestions for Unit 3, Lesson 1, Ex. A.).
3. After reading the dialogue aloud, ask the class some extra comprehension questions, e.g.
 - How many floors were there in the house? (4)*
 - How many rooms did Gran show them? (11)*
 - Which parts of the house did Gran tell them not to go into? (basement, attic)*
 - How did Gran describe the basement?*
 - How did Gran describe the attic?*
 - What were the steps to the basement like?*
 - What were steps to the attic like?*

While-reading: Dad said that the house was haunted. Gran says the house isn't haunted, so maybe he was lying.

B. Look at the pictures showing Gran's commands and requests. Write complete sentences about each one. (✓) is for 'do it'; (✗) is for 'don't do it'.

1. Write the example sentences on the board.
2. Ask the class which other words can be used instead of *told* (*asked; ordered is less suitable*). Point out that *asked* is less strong and politer than *told*.
3. Go through the exercise with the class.
4. Get the children to work in pairs and do the exercise orally.
5. Get the children to write the reported orders in their notebooks.

- B.**
1. She told them to put on their slippers.
 2. She told them not to go up to the attic.
 3. She told them to keep the gate closed.
 4. She told them not to pick the flowers.
 5. She told them to take their bags upstairs.
 6. She told them not to light fires.
 7. She told them not to climb onto the roof.
 8. She told them not to waste water.

UNIT 17 LESSON 2

Student learning outcomes:

Students will:

- study and practise vocabulary for parts of houses
- develop their listening skills
- study and practise the spelling of words with silent letters

Preparation before the class

If possible, make an enlarged photocopy of the picture onto A3 paper and mount this on cardboard. This will enable you to point to various things in the picture so that the children can see them.

Suggestions and answers

A. Listen to your teacher's guided tour of the house. Match the words on the right to the picture.

1. Give the class time to look carefully at the picture.
2. Read the words on the right aloud. Ask the children to identify those words that are familiar. Do not hesitate to use translation here, as it can save time. If children are unsure of the words, do not give the answers, but see if they can deduce them while doing the listening activity.
3. Read the script on page 140 of the Student's Book aloud, while the children follow the guided tour with their fingers.
4. Check the answers like this: read the script and get the class to stop you when they hear one of the words on the right. Check the location with the class, then continue.

A. Answers are clear in the Student's Book. Note that the carvings are at the sides of the staircase.

B. A film company wants to make a film in a castle. Listen to the telephone conversations. Copy and complete the table.

1. Take time to explain the situation, saying: *Sometimes a film company wants to make a film in a very large house or a very large castle. First, they have to find out all about the house or castle. They might ring up the owner and ask for information.*
2. Read the rubric and check that the children know what they have to do. Read the script on page 140 of the Student's Book aloud. They listen and write down the details. They can write in their books in pencil, as they have to write only numbers, apart from the bottom line where they have to write one or two words.

	Ballymore Castle	Dudley Castle
Rooms downstairs	6	12
Bedrooms	4 + 4 = 8	8
Bathrooms	4 + 1 = 5	1
Toilets	2	2
Attic / Basement	Attic	Attic and Basement

C. Say the words and underline the silent letters. Then sort them out into six groups, as shown below. Use each word in a sentence of your own.

- C.** Silent 'k': knight, knee, know
 Silent 'b': thumb, debt, lamb
 Silent 'h': hour, honest
 Silent 'n': column, autumn
 Silent 't': listen, often, castle
 Silent 'g': sign, foreign, foreigner
 Sentences depend upon students.

UNIT 17 LESSON 3

Student learning outcomes:

Students will:

- develop their reading skills
- study and practise vocabulary for houses
- make up an ending for a story
- study the theme of Gender equality

Suggestions and answers

A. Skimming: Read Part 1 of the story and answer the question.

1. Get the children to look carefully at the picture and say what they can see. Use the picture to teach the word *moonlight*.
2. Follow the standard procedure for a Lesson 3 Reading activity as detailed in Unit 2, Lesson 3, Ex. A
3. After reading Part 1 of the story aloud, ask the class some extra comprehension questions, e.g.
 - Who wanted to look for the ghost on the first evening?*
 - What furniture did they find in the attic?*
 - What happened to the light?*
 - Why do you think Andy couldn't move his foot?*
 - What do you think the rumbling noise was?*
 - What frightened the children most?*

A. Andy and Holly went up to the attic but got frightened.

B. Read Part 2 of the story and answer the question.

1. Follow the standard procedure for a Lesson 3 Reading activity as detailed in Unit 2, Lesson 3, Ex. A
2. After reading Part 2 of the story aloud, ask the class some extra comprehension questions, e.g.
Who wanted to look for the ghost on the second evening?
What was the matter with the door at the top of the attic staircase?
What was the matter with the floorboards?
Why were the pipes rumbling?
What was the white thing in the attic?
Was Beth frightened while she was in the attic?

B. Beth went up to the attic but didn't get frightened.

C. Complete the sentences with words from the story. They are not in the correct order.

The children work in pairs to complete the exercise.

- C.**
1. jerking
 2. creaking
 3. spells
 4. flashed
 5. whispered
 6. sneeze
 7. rumbling
 8. floorboards
 9. rotten

D. Make sentences from the table. Use your own ideas too. Write your best sentences in your notebook.

1. Read aloud the phrases and the example sentence from the Student's Book. Teach the meaning of 'cobwebs'.
2. Ask for other sentences from the class. When a pupil suggests a sentence, write it on the board and ask the class to confirm that it is correct.
3. Ask pupils to write some sentences in their notebooks for homework.

D. Example answers:

In some ghost stories, people:

- can hear strange laughter.
- see frightening shapes.
- can feel horrible cobwebs.
- can smell unpleasant animals smells.
- see strange shapes.
- drink bitter fizzy drinks.

1. For Part 1, divide the class into groups of four (Narrator, Andy, Holly, Ghost).
2. For Part 2, divide the class into groups of three (Narrator, Andy, Holly, Beth).

Additional activity:

Have a discussion about possible endings for the story. Get the children to read the last sentence again: *At that moment, she saw something flying towards her.* Offer some possible endings, and get the children to respond, or suggest their own.

Beth will get frightened.

Beth will scream and run downstairs.

Beth will scream and fall down the attic stairs and break her leg.

Beth will not get frightened.

Beth will talk to the ghost and ask it to leave the children alone.

UNIT 17 LESSON 4

Student learning outcomes:

Students will:

- revise and practise reporting verbs: *speak, talk, tell, say, ask*
- study and practise a dialogue
- develop their listening skills
- study idioms with *tell*

Suggestions and answers

STUDY CORNER

- Get children to read the sentences in the box aloud and get choral and individual repetition.
- Briefly explain some difference between the 4 types of reporting verbs. Say:
In a) the verbs 'speak' and 'talk' don't have an object (translate).
In b) you 'tell something' or you 'tell somebody to do something'.
In c) you use 'say' to introduce direct speech.
In d) you use 'ask' to introduce direct speech. Or you 'ask something' or you 'ask for something'.

A. Choose the correct verb as you read the dialogue.

This works best if you can read the dialogue aloud to the class with 2 good readers (children).

- A. Doctor:** Hello, Mrs Dani.
Saira: The doctor's **saying** 'Hello'.
Doctor: Open your mouth please.
Dadi: What did he **say**?
Saira: He **asked** you to open your mouth.
Doctor: Good. Close it.
Saira: He **says** you can close your mouth now, Dadi.
Doctor: Does it hurt when you **talk**?
Dadi: What is he **saying** now?
Saira: He is **asking** if it hurts when you **talk**.
Dadi: Of course, it hurts! That's why I'm **talking** as little as possible.
Doctor: While you're ill, you mustn't drink any milk.
Dadi: What is he **telling** me now? I mustn't think?

Saira: He's **telling** you not to drink any milk.
Dadi: But I like milk. When will I get better?
Doctor: **Tell** her she'll feel better in a few days' time.
Saira: He **says** you'll feel better in a few days' time, Dadi.

B. Beth's Gran is talking to her gardener. Listen and write the answers to the questions in your notebook.

1. This is a dictation.
2. Explain the situation to the children. Ask them some questions, e.g. *What kind of things do you ask a gardener? Questions about plants? About birds? About animals? What kind of things can come into your garden and eat the young plants?*
3. Read the script on page 141 of the Student's Book aloud. The children write in their notebooks. To correct it, get the children to work in pairs. They open their books to page 141, where the script has all the correct punctuation. Go round while they are doing this and check that they are correcting their work carefully.

B. The three problems are that there are no figs on the trees, no lettuces in the garden, and something is wrong with the trees.
The gardener went to the dentist and his teeth hurt, so he is talking as little as possible.

C. Phrases with *tell*. Which of the phrases are correct?

- C.**
1. You can tell a **joke**, but you can't tell a **riddle**.
 2. You can tell a **story**, but you can't tell a **poem**.
 3. You can tell the **time**, but you can't tell the **hour**.
 4. You can tell **the** truth, but you can't tell **a** truth.
 5. You can tell **a** lie, but you can't tell **the** lie.
 6. You can tell **a** secret, but you can't tell **the** secret.

(Note: Later in the OPE course, students learn the expression '*the secret*', which means a particular way of achieving a good result, that is the best or only way.)

UNIT 17 LESSON 5

Student learning outcomes:

Students will:

- develop their reading skills
- study and practise descriptive phrases for a narrative
- develop their writing skills
- practise adding descriptive detail to a narrative.

Suggestions and answers

A. Now read the final part of the ghost story and choose the correct answer.

Follow the standard procedure for a Lesson 3 Reading activity as detailed in Unit 2, Lesson 3, Ex. A.

A. The ghost was less happy on the second day than on the first day.

B. Find these phrases in the story. Match them to the questions on the right. Then make a sentence with each phrase.

1. This is a matching exercise.
2. Get children to read the questions in the right-hand column aloud.
3. Read the phrases on the left aloud. Remind them that they must search 4 places to find as many of these phrases as possible—the text in Lesson 1, the 2 texts in Lesson 3, and the text in Lesson 5. This is good practice to search a text rapidly for phrases.
4. Go on to the next task. Read aloud the questions in the right-hand column one by one. Allow the class enough time to find the matching phrase in the left-hand column, so don't ask the first child who puts their hand up.

B. 1. g 2. e 3. b 4. c 5. f 6. a 7. d

C. Use phrases from the box to complete the ghost story.

C. The castle was built of stone, **with** tall towers and a **big** black entrance gate. It was a **windy** night and the **Moon** was shining between the clouds. The ghost was walking **silently** along the castle walls. It was wearing a **long** white coat and its eyes flashed **green and blue** light. A guest came outside and looked around. The ghost made noises of **happy voices** and laughter. It **sounded** like a party. The guest walked **towards** the noise. He turned a corner and stopped suddenly. **In front of** him there was nothing, except a low wall and fields.

D. Creativity: Write an ending for the ghost story in Ex. C in 3-5 sentences, using your own ideas and the words from this unit.

As the first part of the ghost story was given, allow the children to do this as a free writing task. However, say to them: *Finish the story, but don't have a dream ending, e.g. 'I woke up and realized that it was all a dream.'* Explain that dream-endings are too easy; the pupils can use their own imagination and think of unusual endings.

Have you ever been in a film?

All answers are highlighted in grey.

UNIT 18 LESSON 1

Student learning outcomes:

Students will:

- study and practise a dialogue
- study and practise the present perfect tense + *already/yet*
- develop their speaking skills

Suggestions and answers

A. Read the dialogue.

1. Follow the normal procedure for a dialogue (see suggestions for Unit 3, Lesson 1, Ex. A.).
2. Use the picture to teach the word *cheetah*, which is a type of wild cat that lives in Africa.
3. Use the dialogue to focus on the use of *already* and *yet*, which will be practised in Exercises B and C.

While-reading: She's going to make a film about apes in the African jungle next year.

Additional activity

STUDY CORNER

- Do a brief presentation to show the positions of *already* and *yet*, which will be practised in Exercises B and C. Write these sentences on the board:

She has never flown in a plane.

Her brother has already flown in a plane.

Point out that *never* and *already* are placed in the same position.

Write these sentences on the board:

She has not been to Italy yet.

She has not yet been to Italy.

Point out the two possible positions of *yet*.

B. Ask and answer questions about Auntie Bridget.

Encourage the children to include *already* in their answers.

1. She's already made about ten films.
2. She's worked in a zoo.
3. She's already filmed cheetahs and birds.
4. No.
5. Yes, she's already been to Africa twice, to make two films.
6. No, not yet.

C. Ask and answer questions about the pictures. Use question words do, does, and did.

Get the children to look carefully at the pictures. Ask them to tell you what they can see in the pictures before doing the exercise.

C. Sample answers

1. Did she buy her plane ticket? Yes, she did.
2. Did she pack her bag yet? Yes, she did.
3. Does she do the shopping here? Yes, she does.
4. Does she water the plants? Yes, she does.

UNIT 18 LESSON 2

Student learning outcomes:

Students will:

- revise and practise the present perfect tense
- study the contrast between *been to* and *gone to*
- develop their speaking and listening skills

Suggestions and answers

A. Talk about the people in the pictures.

1. Get children to read aloud the speech bubbles. Get choral and individual repetition.
2. Point out the difference between *gone to* and *been to*. Say: *Dan has gone to a party. He hasn't come back yet. Possibly he is still at the party.*
3. *I've been to Africa. I went to Africa and came back and now I'm at home again. So I was in Africa, but I'm not there now.*
4. Go through the exercise with the class. Get choral and individual repetition.
5. Get the children to work in pairs and practise the sentences.
6. Get the children to write the sentences in their notebooks in class or for homework.

- | | |
|------------------------------------|--|
| A. 1. He's been to England. | 5. They've gone to school. (without <i>the</i>) |
| 2. They've gone to Egypt. | 6. He's gone to the doctor. |
| 3. They've been to the library. | 7. They've been to the shopping mall. |
| 4. They've gone to the zoo. | 8. He's been to the South Pole. |

B. Auntie Bridget is telling Dan about her flying experiences. Listen and tick the correct boxes.

1. Read the rubric aloud and go through the phrases in the box. Explain that a *fixed wing plane* is a normal plane, unlike a *helicopter* which has moving wings. A *trainer* is a person who teaches you to fly.
2. Read the script on page 141 of the Student's Book aloud, giving time to the children to fill in the blanks.

She has ...	Yes	No	Not yet
1. had some flying lessons.	✓		
2. flown a helicopter.		✓	
3. flown a fixed-wing plane.	✓		
4. flown with a trainer.	✓		
5. flown solo.			✓
6. got her pilot's license.			✓

UNIT 18 LESSON 3

Student learning outcomes:

Students will:

- develop their reading skills
- study and practise vocabulary for making films
- read a text and make notes
- study the theme of Media

Suggestions and answers

1. Start this lesson by having a general chat about films. Ask questions to the class, e.g. *What film/DVD have you watched recently? What is your favourite film/DVD? Have you heard of Harry Potter or seen any Harry Potter films? What does Harry Potter do?* (He goes to a school and learns how to become a wizard)
2. For the reading of Part 1, write these questions on the board:
 1. *What was the name of the actor, and which part did she play?*
 2. *How many acting tests did she have to do?*
 3. Follow the standard procedure for a Lesson 3 Reading activity as detailed in Unit 2, Lesson 3, Ex. A.

Emma Watson played the part of Hermione Granger.
She had to do two acting tests.

A. Post-reading: Read Part 1 of the story again. Where do these pictures go?

- A. Picture a)** goes with the sentence *he was looking very serious.*
Picture b) goes with the sentence *I did the first audition in the school gym.*

B. Scanning: Now complete these notes about Emma.

B. Name: *Emma Watson* **Film:** *Harry Potter and the Philosopher's Stone*
School: *Dragon School* **Film part:** *Hermione Granger*
Age: *11* **Date of film:** *2001*

For the reading of Part 2, write these questions on the board:

1. *What did Emma do while she was at the studio? (3 things)*
2. *How many films did Emma appear in? At least ...*

At the studio, Emma had to learn her lines, act, and continue her school lessons.
At least three films.

C. Read Part 2 of the story again. Where do these pictures go?

- C. Picture a)** goes with the sentence *we were either having a break.*
Picture b) goes with the sentence *or having lessons.*

D. Scanning: Complete the sentences with words from both texts.

- D.** 1. audition 2. school gym 3. studio
4. film producer 5. queue 6. learn their lines

E. Scanning: Read these sentences. Write (T) for true and (F) for false.

- E.** 1. T 2. T 3. F 4. T 5. F 6. F

UNIT 18 LESSON 4

Student learning outcomes:

Students will:

- develop their reading skills
- study and practise the present perfect tense (a postcard)
- study and practise the use of the conjunction 'or'
- revise and practise common conjunctions in a narrative

Suggestions and answers

A. Read Sandra's postcard and answer the questions.

1. Tell the children to look at the picture on the postcard and tell you what they can see. Use the picture to explain the meaning of fossil: *It is a creature that lived millions of years ago and has turned to stone.*
2. Follow the standard procedure for a Reading activity as detailed in Unit 2, Lesson 3, Ex. A.

A. She likes the sea; she likes looking for fossils. The weather has been wet and windy; the sea is too cold to swim in; she has spent most of her holiday pocket money.

B. Read the postcard again and underline the past participles like *been*. Write them in your notebook.

1. Get the class to look at the underlined example in the text.
2. Read the text aloud while the children follow silently in their books. Get the class to stop you when you come to a past participle. They underline it in pencil in their books.

B. been, swum, gone, found, bought, seen, spent.

STUDY CORNER

Read the sentences in the box aloud and get choral and individual repetition.

C. Change the sentences, using the conjunction *or*.

1. Go through the exercise with the class. Get choral and individual repetition.
2. Get the children to work in pairs and practise the sentences.
3. Get the children to write the sentences in their notebooks in class or for homework.

- C.
1. Sandra doesn't eat fish or drink milk.
 2. She doesn't like swimming or diving.
 3. On her holiday, she didn't go walking or use her bicycle.
 4. She wasn't feeling well or sleeping at night.
 5. She hasn't sent any emails or finished her book yet.

D. Complete Auntie Bridget's diary. Write the conjunctions from the box in your notebook.

1. Tell the children to look at the picture and tell you what they can see. Use the picture to revise the meaning of *hippo*.
2. Ask a few questions, e.g. *On which continent do you find hippos? (Africa) Do you find them in rivers or on dry land? (usually in rivers) Are they dangerous? (yes)*

D. Today we were on the river **when** a hippo attacked our boat. We were filming birds **so** we didn't notice the hippo, **but** it noticed us. The hippo suddenly appeared **and** opened its mouth very wide. It was about to bite the side of our boat, **so** I pushed a long paddle inside its mouth. It made a deep noise **and** swam away, maybe **because** he was hurt, poor thing!

Additional activities

Get the class to write a holiday postcard. Get the children to read Sandra's postcard in Ex. A again before they start.

Get them to base their postcards on answers to these questions, which you should write up on the board:

- *Where are you?*
- *What are you doing?*
- *What has the weather been like?*
- *What have you already done during your holiday?*
- *What haven't you done yet?*
- *What have you bought?*
- *Where have you been to?*
- *Where have people gone to today?*
- *What would you like to do?*
- *What's your holiday like, in general?*

UNIT 18 LESSON 5

Student learning outcomes:

Students will:

- develop their reading skills (a film review)
- study and practise adjectives ending in *-ed* / *-ing*
- write a film review

Suggestions and answers

A. Scanning: Match each film poster to its review.

1. Explain the difference between a poster and a review. Say: *You can find a poster outside a cinema. It is very large. It tells you a little about the film. It tries to persuade you to come inside and see the film. A review is written in a magazine or newspaper. A review is written by a person who has just seen the film. He/She describes the film and says whether it is an excellent film, or quite a good film or a terrible film.*
2. Read both the posters and the reviews aloud. Explain any new words, e.g. *gang, genie, puzzled*.
3. Get the children to work in pairs and do the matching exercise.
4. Get pairs to tell their answers to the class. Do not confirm the right answer until the class has heard from several pairs.

A. a) 3 b) 2 c) 1

B. Match the adjectives ending in *-ing* with the ones ending in *-ed*.

1. Read aloud the adjectives in both columns. Answer any questions about unknown words, e.g. *shocking, puzzling*.
2. Get the children to do the matching exercise in pairs. They match pairs of adjectives and write them in their notebooks.
3. The form and meaning of these adjectives is not difficult, but it is more difficult for children to decide whether to use the *-ing* or *-ed* form.
4. Get the children to read the 3 reviews in Ex. A again. They underline all the adjectives ending in *-ing* or *-ed*.
5. Ask the children to answer some questions:
In Review 1, how did the writer feel? (surprised, puzzled)
In Review 2, how did the writer feel? (surprised)
In Review 3, how did the writer feel, or want to feel? (bored, excited, amused)

B. interesting, interested
frightening, frightened
surprising, surprised
exciting, excited
shocking, shocked
puzzling, puzzled
boring, bored
amusing, amused

C. Use these questions to ask your partner about a film that they have seen. Use your answers to write a film review.

C. Answers depend on the children.

Round the world

All answers are highlighted in grey.

UNIT 19 LESSON 1

Student learning outcomes:

Students will:

- study and practise a dialogue
- study compass points
- develop their listening and speaking skills

Preparation before the lesson

If possible, obtain a large world map or globe to show New Zealand and Dubai. It will also be useful for Lesson 2.

Suggestions and answers

A. Read the dialogue.

Follow the normal procedure for a dialogue (see suggestions for Unit 3, Lesson 1, Ex. A).

While-reading: He went to North Island New Zealand. He was examining some kiwi-fruit trees (because they were diseased).

B. Post-reading: Answer these questions.

B. 1. He flew. 2. He travelled around by jeep. 3. Kiwi-fruit trees. 4. Unhealthy.

Additional activity

STUDY CORNER

Write these sentences on the board:

What is the weather like? What are the people like?

- Ask the children these questions and get them to answer. Remind them that these are useful questions for asking for general information.
- Ask children if they can change the sentences into the past:
What was the weather like? What were the people like?
- Ask the children some more questions and get them to answer, e.g. *What was the weather like yesterday? What were the TV programmes like yesterday evening?*

C. Listen to part of a travel programme about Dubai. What was the traveller's journey like?

Write the answers in your notebook.

1. Point out the location of Dubai on the world map. Ask the children if they have been there or if they know anyone who has been there. Ask them what they know about the place. (It is a large, modern city in the Gulf, with a very large modern airport.)
2. Tell the children to write their answers in their notebooks so that they have room to write. They number their answers 1-4.

3. Follow the usual procedure for a listening comprehension. Read the script on page 141 of the Student's Book aloud. At the end, get the children to turn to the script and read the dialogue in pairs. This will be good preparation for the Role-play activity in Ex. D.

- C.**
1. The weather was sunny and not too hot.
 2. The traveller had Italian and Lebanese food.
 3. The roads were excellent and modern.
 4. They met lots of people who were friendly and funny.

D. Role-play: Role-play an interview with a traveller. Ask about the topics in Ex. C. Choose any country for the traveller's journey.

1. Ask the children to say which countries they have visited, if any. If not, ask them to suggest countries that they would like to visit in their role-play. Write these countries on the board in a column.
2. From left to right, write on the board the topics that were discussed in Ex. C, i.e. *weather, food, transport, people*.
3. Get a child to interview another child across the class. Child A asks questions about the four topics and Child B replies. Do not correct language mistakes at first; it is more important for children to gain confidence in doing this role-play.
4. Do this several times with different pairs of children. If you have a class with lots of orally able children, put them into pairs: one child interviews another, then they switch at the end of the interview.
5. You can ask the children to write an interview in the form of a dialogue, based on their role-play. Four questions and answers are enough; abler children can add fuller replies.

UNIT 19 LESSON 2

Student learning outcomes:

Students will:

- practise vocabulary for compass points
- study geography and do a geography quiz
- develop their listening skills

Preparation before the class.

For this lesson, you will need a large wall-map of the world, or a globe.

Additional activity

At the beginning of this geography lesson, ask children to locate their city on the map/globe. Let them find the nearest big city, mountain, river, etc.

Suggestions and answers

A. Ask and answer questions.

1. Draw the 8 compass points printed on the map in Ex. A on the board. Draw a north-point (an arrow to the north) as well. Translate if necessary. Get choral and individual repetition. Then erase the words so that only the initial letters are left on the map, i.e. NE N NW W SW S SE E. Get repetition of the compass points again.

2. Ask the children to look at the map in their books. Ask them to find and point to the places given in the sample questions below.
3. Then ask the sample questions and get individuals to reply. After each correct answer, get the class to repeat it.
4. Get children to ask each other questions across the class. If the class is confident, they can ask about other countries as well.
5. Get the class to write four questions-and-answers in their notebooks.

A. **Sample questions and answers**

Where is Japan on the map?	Where's Argentina on the map?
It's in the east.	It's in the south-west.
Where is Russia?	Where is Mexico?
It's in the north-east.	It's in the west.
Where is Greenland?	Where is Alaska?
It's in the (far) north.	It's in the north-west.
Where is Antarctica?	
It's in the (far) south.	

B. **Guess the correct answers and circle them. Then listen and check.**

1. Start by helping the children to locate all the places mentioned in the quiz. Point to the places on the world map; the children can mark with an X these places on the map in their books.
2. Read aloud the Quiz questions slowly. Give the children enough time to find the two places in each question and circle their correct answer.
3. To correct this exercise, read the script on page 141 of the Student's Book aloud. Pause after each item and check that the children have understood the correct answer. Write the name of the correct place on the board in a list 1-6.
4. Encourage the children to test their parents' knowledge of geography at home, by reading aloud the script. This is good oral practice.

B. 1. Madrid.	2. Makka.	3. Moscow.
4. Cairo.	5. Sydney.	6. Beijing.

Note:

'Farther' and 'further' are both used for distances, and have exactly the same meaning. For consistency, 'farther' is used throughout this exercise.

C. **Mr Naveed is going on a long trek on New Zealand's North Island. The guide is explaining the route to him.**

C.1 **Listen and follow the route with your pencil.**

1. Point out that the red dots on the map are the starting and finishing points and for changes in direction. They do not indicate the position of villages. The letters A – G indicate the positions of the villages.
2. Read the script on pages 141-142 of the Student's Book aloud, while the children mark in their books.

C.2 Listen again. Write the letters A-G next to the names of places on the right.

C. RAGLAN	D
OTAKI	C
HASTINGS	A
NAPIER	B
FOXTON	F
WAITARA	G
TURANG	E

C.3 Imagine that you are the guide. Explain the route of the trek.

Get the children to work together in pairs. The most important part of this task is to practise giving directions by using compass points.

UNIT 19 LESSON 3

Student learning outcomes:

Students will:

- develop their reading skills
- study vocabulary for space and space exploration
- study two texts for gist and detail
- chat about career opportunities for women
- study the theme of National pride and Gender equality

Suggestions and answers

Reading: *Journey into space*

A. What did Liu Yang first dream of doing? What did she end up doing?

1. Ask the children to look at the pictures on page 116-117.
2. Ask the children to look at each picture in turn and ask them questions about it: e.g. *What is the woman's nationality? What is her job? What kind of training do you need for this job?* Do not correct language mistakes here.
3. While you are doing this, revise or teach the children some words that they will need for the reading text: *crew, spacecraft, astronaut, orbit.*
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 answers while you play the Audio Recording, or read the text aloud.
6. Ask the class to tell you the answers.

A. She first dreamed of becoming a ticket seller on a bus.
She ended up training to become an astronaut.

B. Post-reading: Mark 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.

- B.** 1. F 2. F 3. T 4. F 5. T
 6. F 7. F 8. T

Article: Moon landing is a success

C. Reading for gist. Read the news report to answer this question.

1. Ask the children to look at the picture on page 117. Ask them questions about it: e.g. *What exactly can you see? Where in space is it?* Do not correct language mistakes here.
2. While you are doing this, revise or teach the children some words that they will need for the reading text: *crewed / uncrewed, probe, equipment*.
3. Read aloud the comprehension question and check that the children understand it.
4. Ask the children to read silently from their books to find the answer while you play the Audio Recording, or read the text aloud.
5. Ask the class to tell you the answer.

- C.** The far side of the moon.

D. Reading for detail: Answer these questions.

1. Ask the class to look at Ex. D and help individuals to read the questions aloud.
2. Check that the class understand the questions.
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.

- D.** 1. To examine the soil and rocks on the far side of the moon.
 2. Equipment for examining the soil and rocks, a camera, and a radar satellite which was orbiting the moon.
 3. Via a separate satellite.

E. Match words or phrases in the text to these definitions. They are not in order.

1. Put the children into pairs to complete the exercise. They write the missing words and phrases in their notebooks. This will help them to remember the spelling of new words.
2. Go around the pairs, helping as necessary.

- D.** 1. orbit 2. satellite 3. crewed 4. uncrewed
 5. crust 6. probe 7. on board

Note items 4-5:

Previously, the words 'manned' and 'unmanned' were used. Now, with regard to gender-neutral language, especially in a unit about gender equality, 'crewed' and 'uncrewed' are preferred.

UNIT 19 LESSON 4

Student learning outcomes:

Students will:

- revise and practise adverbs of manner
- study the spellings of adverbs ending in *-ly*, *-ily*, *-ally*
- revise adverbs of manner which have the same form as adjectives
- study and practise the structure '*I heard somebody singing*'

Suggestions and answers

A. Choose the correct endings to change the adjectives in the box to adverbs.

A. Add <i>-ly</i>	quickly, beautifully, badly, quietly
Change <i>-le</i> to <i>-ly</i>	terribly, gently
Change <i>-y</i> to <i>-ily</i>	easily, tidily
Add <i>-ally</i>	magically

B. Write your own sentences in your notebook, using the adverbs from Ex. A.

Help the children to make short sentences easily by writing cue words in random order on the board: *run, play the piano, write, pick up an animal, drive a car, play, sleep, act in a play, find the answer, draw.*

B. Sample answers

He writes terribly.
She drives badly.
She plays the piano beautifully.
She acted magically in the school play last term.

C. Some adverbs have the same form as adjectives. Complete these sentences about a practice space probe, using the adverbs below.

Get the children to work in pairs to complete this exercise.

C. 1. late	2. last	3. fast	4. straight
5. high	6. hard	7. low	

D. Use the words in the table to make sentences.

1. Tell the children to look at the table. Explain that *I heard somebody singing quietly.* means the same as *I heard somebody who was singing quietly.*
2. Get the children to look at the table. Read out some sentences from the **Sample answers.** Pause so that the children have time to find the words and phrases as you do this.

3. Get individuals to make sentences from the table.
4. Put the class into pairs. Get them to make as many sentences as possible. Go round and help as necessary.
5. Get the children to write 5 sentences in class or for homework.

D. Sample answers

I heard some people talking noisily.
 She saw somebody running in the street.
 He noticed Alice running upstairs.
 They watched my friends playing in the garden.
 I heard Roger shouting downstairs.

E. Complete the story in the past tense. Use the words in brackets and also use some of your own. The first one has been done for you.

E. One day, while I was walking along the path by the river, I **heard some children shouting noisily**. I walked on and **saw two boys swimming**. They were both having great fun and making a lot of noise. I **watched the boys playing**. Then I **noticed something else moving**. A pair of eyes was coming through the water towards the boys. I started shouting. 'Look out! Look behind you!' I cried. The boys **heard me shouting** and **saw the crocodile swimming**. They both turned and swam to the river bank. When they reached the river bank, they quickly ran out of the water. 'We are glad that **we heard you shouting**,' they said to me.

UNIT 19 LESSON 5

Student learning outcomes:

Students will:

- read and study a shape poem
- study articles and rhymes in a poem
- write a shape poem about an animal

Suggestions and answers

A. Read the poem and choose the correct words.

1. Demonstrate 'a shape poem' in the form of a balloon. Get children to dictate the poem 'Balloon' to you while you write it on the board. Keep the same line-breaks, but centre the words of each line so that it has a rounded shape, like a balloon.
2. Get several children to read the whole poem. Get them to answer the question.

A. The poem is spoken by the balloon.

B. Find rhyming words in the poem for the words below.

B. 1. tightly, politely 2. run, sun

C. Choose articles for the poem. Then rewrite the poem in your notebook.

- C. 1. As big as a ball 2. As round as the Sun 3. And when the wind blows

D. Write sentences of your own about animals, birds, or fish, using the table in Lesson 4 Ex. D and adverbs from Lesson 4 Ex. A and C.

Go round the class and help students while they are writing their individual sentences. Make sure that the adverbs are spelt correctly.

D. Answers depend on the children.

E. Write a shape poem about an elephant. First discuss your ideas.

Develop the ideas for this shape poem with the whole class. Get suggestions from children and write them on the board line-by-line.

E. Sample answer

1. My tail is as long as a vine.
2. My ears are as big as windows.
3. My trunk is as curly as a question mark.
4. My legs are as thick as tree trunks.
5. My tusks are pointed like spears.
6. My tummy is like a hot-air balloon.
7. My skin is like leather.
8. I eat forests.
9. I drink rivers.
10. I swim with my trunk in the air.

F. Creativity: Share your ideas for another shape poem with the class. Draw the outline shape and write your poem.

1. Get ideas for all or some of the shapes in the Student's Book. Write them on the board in note form.
2. Put the class into pairs. Each pair chooses a shape for their poem. They both write the same poem, while discussing it.

Additional activity:

Here is another poem that you can study and practise with the class. Get the children to learn it by heart and recite it to their parents at home.

A was an ape,
Who stole some white tape
And tied up his toes
In four beautiful bows.
A!
Funny old Ape!

B was a bat,
Who slept all the day,
And fluttered about,

When the sun went away.

B!

Brown little bat!

C was a camel,

You rode on its hump,

And if you fell off,

You came down such a bump!

C!

What a high Camel!

D was a dove

Who lived in a wood

With such pretty soft wings,

And so gentle and good.

D!

Dear little Dove!

By Edward Lear

Take care!

All answers are highlighted in grey.

UNIT 20 LESSON 1

Student learning outcomes:

Students will:

- study and practise a dialogue
- study and practise vocabulary for ailments and remedies
- study and practise conditional sentences
- revise *should(n't)* for advice

Suggestions and answers

A. Read the story.

Follow the normal procedure for a dialogue (see suggestions for Unit 3, Lesson 1, Ex. A.).

While-reading: Dawood is upset because he probably can't swim in the swimming competition on Saturday. The nurse thinks that he has sprained his ankle.

B. Match each problem with two pieces of advice.

1. Start by reading aloud the sentence beginnings in the centre column. Answer any questions about vocabulary.
2. Read aloud the *dos* and *don'ts* in the right and left columns. Answer any questions about vocabulary.
3. Go through the exercise with the class. Then get the children to practise the sentences in pairs.
4. The children should write the sentences in their notebooks for homework.

- B.**
1. If you have a headache, you should take a painkiller. You shouldn't play any sport.
 2. If you burn your fingers, you should put them in cold water. You shouldn't put butter on them.
 3. If a dog bites your hand, you should wash it and see a doctor at once. You shouldn't cover the bite and forget it.
 4. If you have a bad cold, you should stay at home. You shouldn't go to school and give it to everyone else.
 5. If you cut your hand, you should wash it and put a plaster on it. You shouldn't leave it dirty.
 6. If you feel faint, you should lie down in a cool place. You shouldn't go out in the sun.

C. Retelling: How much can you remember?

1. Get the children to close their books. Ask the questions, as in the example question and get individuals to reply.
2. If you have a class that is orally proficient, practise the question form with the class. Then get the children to practise in pairs, like this: Child A (with open book) asks the questions, and child B (with closed book) replies. Then they switch.

UNIT 20 LESSON 2

Student learning outcomes:

Students will:

- study and practise phrasal verbs (intransitive)
- develop their listening skills
- complete a story with phrasal verbs
- study nouns ending in *-ness*

Suggestions and answers

Additional activity

STUDY CORNER

- Write these sentences on the board:

My car broke down yesterday.

~~*My car broke yesterday down.*~~

- Explain, with translation if necessary, that the phrasal verbs in this unit are used intransitively, without an object.
- Explain that the verbs are inseparable: the verb is followed by the particle.

A. Match the sentences to the pictures.

Read each sentence one by one. Give the class time to find the correct picture. Explain, using translation if necessary, the meaning of new phrasal verbs, e.g *show off*, *turn up*. Get individual and oral repetition of the sentences.

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

B. Listen to the story. Complete it by using the following in the box.

Read the script on page 142 of the Student's Book aloud, giving the children time to fill in the blanks.

C. Dictionary work: Nouns ending in *-ness*.

C. Adjectives can be positive (+) or negative (-):

friendly (+), gentle (+), happy (+), kind (+), lonely (-), sad (-), sick (-), wicked (-).

It may be hard for the children to make sentences, so write on the board some cue phrases for the nouns, in random order.

There was ... , She experienced ... , The story is a tale of ... , She showed him ... , When do you have a feeling of ... ?

Sample answers

There was a lot of friendliness in her new school.

She experienced happiness for the first time in her life.

The story is a tale of loneliness and sadness.

UNIT 20 LESSON 3

Student learning outcomes:

Students will:

- develop their reading skills
- practise the function of giving advice about safety
- chat about general and online safety
- chat about the possible consequences of not staying safe
- study the theme of Safety

Suggestions and answers

A. Discuss these questions with your teacher and the rest of the class.

1. Go through the questions one-by-one with the class and discuss them. If the class do not respond with their own ideas, move swiftly on to Ex. B.

B. Match these headings with the sections below.

1. Remind them of the theme of this unit 'Staying safe with IT'.
2. Go through the example item 1, which is about using the telephone safely.
3. Go through the remaining items with the class. Ask a few questions as you do this, e.g. 'Why? What could happen if you don't do this?'

B. 1. b 2. d 3. c 4. a

C. Are the instructions in Ex. B 'DOs' or DON'Ts'? Write 'DO' or 'DON'T' at the start of each instruction.

1. Let the children work through this exercise orally in pairs. Go round and help with any queries while they do this.
2. You can ask them to write two sentences from each section in their notebooks for homework.

- C. 1. Do ask the name of the caller.
Don't say how old you are.
Don't say whether you are alone in the house.
Do put the phone down if you feel unsafe.
2. Don't go online if your parent is not in the room.
Don't search the Internet without your parent by your side.
Don't use Chat-rooms or Social Media.
Do listen to your teachers' advice about staying safe online.
3. Don't buy anything by yourself.
Don't walk anywhere with a stranger.
Don't touch anything in a shop without your parent.
Don't buy any food or drink.

4. Don't walk home by yourself.
Do walk home with a friend.
Don't get into a car with a stranger.
Don't accept food or drink from a stranger.
Do look out for traffic dangers.

D. Meet Jason!

1. Introduce and talk about the picture of Jason. Ask a few general questions, e.g. 'How old do you think he is? Where do you think he lives? What does he look like—does he look friendly or shy or unhappy?' This is a good opportunity for children to speculate about a general topic where they haven't any information yet.
2. Read aloud the questions rapidly, and ask the children to guess the answers, for example, '1. Jason has his own a) computer b) tablet. Hands up—A? Hands up B?' Don't give any answers. In this way, the children have a 'reason for reading'—to find out whether their guesses were right or wrong.
3. Let the children read the short text in silence. They confirm with their partner whether they guessed right or wrong.
4. Go through the text and answers and deal with any queries.

- D.
1. Jason has his own b) tablet.
 2. He a) uses a computer at school.
 3. He likes watching a) funny videos on his tablet.
 4. He practises b) typing at school.
 5. b) Jason's teacher chooses the websites during IT lessons.

E. Pre-reading: How does Jason stay safe online? Read the rest of the text and underline the best words and phrases, for example, can/cannot, should/should not.

1. Read aloud the rubric and check that the class understands the instructions.
2. Read the text aloud. When you read a 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 and phrases in their notebooks.
4. Check the answers with the class.

- E. My teachers and my parents tell me that I **cannot** send messages to **anybody** now; it's not safe they say. Somebody **might** type back and add some rude words, or some lies. People say that there **are** lots of things on the Internet that aren't true. They say you **shouldn't** meet up with anybody, and **never** give your name or address. If **somebody** asks the name of your school or your address or your street number, you **have to** say, 'I can't tell you that, because that is **private** information.'

F. Discussion. Which of the advice in Lesson 3 is the same as in your part of Pakistan? Which advice is different?

1. Read aloud the rubric. Allow the children to look at Ex. B of Lesson 3 if you wish.
2. Ask the class some general questions, e.g. 'What do your parents say you must and mustn't do? What about your grandparents? What do your grandparents say you must and mustn't do?'
3. This is a good opportunity to chat about the topic of general safety and online safety, in line with the policies of the school where you are teaching.

UNIT 20 LESSON 4

Student learning outcomes:

Students will:

- study and practise subject-verb agreement
- study and practise conditional sentences + *will/might*
- study and practise the punctuation of conditional sentences

Suggestions and answers

A. The subject and verb must agree with one another in number (singular or plural).

Can you rewrite the given sentences correctly? Pay attention to the use of subject-verb agreement.

- A.** One of my cousins is coming today.
One of my sisters is very tall.
Two of my friends have computers at home.
Some of the children have some difficulty in walking.

B. Complete the sentences, using the correct forms of the verbs in the box.

- B.** 1. If I see Mrs Martin, I'll **invite** her to dinner tomorrow.
2. If you **go** out, will you turn off the TV please?
3. If you **play** tricks on people, they will not trust you again.
4. If the farmer **sells** all his kiwi-fruit in the market, he will be very pleased.
5. I'll **help** you with your homework if I can.
6. I'll **teach** you to ride your bike if you like.
7. Will you **give** a message to Auntie Sophie if you see her?
8. If you don't **leave** now, you will be late for school.
9. Will you **ring** me if you're going to be late?

C. Punctuate these sentences. Use capital letters, commas, full stops, and apostrophes.

1. Go through the 2 example sentences with the class.
2. Get the children to write and punctuate the sentences in their notebooks, while you go round and help as necessary.

- C.** 1. If you take the bus, you won't arrive until late in the evening.
2. It will cost a lot of money if you have to take a taxi.
3. If you travel by boat, you'll stop at all the ports along the coast.

D. Mr Naveed is in New Zealand. Complete the farmer's sentences, using the words in brackets.

Teach the new word *nap*.

- D.**
1. If you take a nap under the trees, a fruit might fall on your head.
 2. If you eat the kiwi-fruit from those sick vines, you might get an upset stomach.
 3. If you do not manage to cure the sick vines, I will lose a lot of money.
 4. If you do not want to climb the tree, we will climb and pick the dates for you.
 5. If you cure the sick vines here, you will make all the farmers very happy.

UNIT 20 LESSON 5

Student learning outcomes:

Students will:

- study and practise a poem about threats, warnings, and bargains
- write threats, warnings, and bargains

Suggestions and answers

A. Read the poem and answer the question.

A. Bargains, threats, and warnings. (Translate these terms if necessary.)

B. Complete these promises to a friend in your own words.

B. Answers depend on the children.

C. Creativity: Write two of each of the following in your notebook.

1. Explain to the children that they should write two threats like the ones in Verse 1, two warnings like the ones in Verse 2, two bargains like the ones in Verse 3, and two consequences. [They should link their six sentences thematically, if possible. Then they become a poem, like the one in the book, rather than being individual sentences.]
2. Write these headings on the board: *Threats, Warnings, Bargains, Consequences*.
3. Invite suggestions from the class. Write them on the board, correcting and offering improvements if necessary.
4. When there are enough examples on the board, get the children to write their sentences in their notebooks.

C. Answers depend on the children.

Revision and Extension

Revise the previous four units with the children before attempting the exercises in this unit. All answers are highlighted in grey.

UNIT 21 LESSON 1

A. Circle the correct verbs to complete the dialogue.

A. Saira: Where's Imran?

Nadia: He's *gone* to the hospital with Papa. They *haven't* come back yet.

Saira: Why, what's the matter with Imran?

Nadia: He *says* he fell off a high wall. Papa *says* his arm *looks* broken. And he has sprained his ankle too.

Saira: Poor boy! He *should* be more careful in future. Are you going shopping with Mama?

Nadia: We've already *been*. She says that if Papa and Imran *come* back late, we'll have pizzas for supper.

B. Choose the correct word to complete the sentences.

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

C. Listen to your teacher and complete the dialogue.

C. The full script is on page 142 of the Student's Book.

UNIT 21 LESSON 2

A. Use the correct tenses of the following in the box to replace the verbs in italics below.

- A.** 2. turned up 3. look after 4. broke into
5. got over, turned up 6. broke down, called on 7. came across, taken up
8. Look out! keep to

B. Change the sentences to give the same meaning.

- B.** 2. Gran always tells Imad not to waste water.
3. Gran told both of them to come indoors and take off their slippers.
4. I heard a girl playing the piano in the music room.
5. I watched two boys playing football in the park.
6. I noticed three children climbing trees and shouting.

C. Use these questions and example answers to have a conversation about Malaysia, or another country.

C. Answers depend on the children.

Unit 21 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 190.

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. Auntie Bridget is getting ready for her trip to Africa with her friend. (10 Marks)

- A. 1. Have you phoned 2. already rung 3. has gone
4. haven't yet done 5. ever been to

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

- B. 1. She told Andy not to light fires in the garden.
2. She told Beth to put her bags in her bedroom.
3. I heard people talking downstairs.
4. She doesn't eat fish or drink coffee.
5. At school, he didn't swim or play games.

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

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

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

- D. 1. She couldn't film close to the elephants because they had their young ones with them and were dangerous.
2. Every morning they went along the same path to get to the waterhole.
3. To get daytime photos of animals, you should set up a hide near a waterhole.
4. To get night-time photos of animals, you should set up a hide near a forest path and use a flash.
5. Leila means that although lots of photographs are taken, only a few come out good.

E. Write a review of a film/DVD, or a TV programme. You can write a review of a book if you prefer. (10 Marks)

- E. Answers depend on the children.

UNIT 21 LESSON 3

Student learning outcomes:

Students will:

- develop their reading skills
- learn poems by heart
- study a group of humorous poems
- study the theme of self, people and animals

Suggestions and answers

A. Memorise the poem and recite it. Choose the best title.

1. Ask the children to look at the pictures on page 130. Write this comprehension question on the board: *Is the writer talking about winter or summer?*
2. Ask the children to look at each picture in turn and ask them questions about it: e.g. *Where are the children? What are they collecting? What are they doing? What are they building? What can you see in the sky? What can you see on the ground?* Do not correct language mistakes here.
3. While you are doing this, teach the children some words that they will need for the reading text: *sunflakes, drifting, go sleighing.*
4. Read aloud the comprehension question and check that the children understand it.
5. Ask the children to read silently from their books to find the answer while you read the poem aloud.
6. Ask the class to tell you the answers.
7. Get the children to learn the poem by heart for homework.

A. The writer is talking about summer. (The poet has changed the traditional 'snow-' words and has used 'sun-' words instead.)

B. Find 'sun-words' in the poem that match these 'snow-words'.

1. Check that the class understands the question.
2. Do items 1 and 2 with the whole class as examples.
3. Put the children into pairs to help each other. They write the answers in their notebooks.
4. Go around the pairs and help as necessary.
5. Ask pairs to give their answers.

- B.**
1. sunmobile
 2. sunman
 3. sunflakes
 4. sunbanks
 5. sunball fight
 6. sundrifts

C. Problem solving: Word-play jokes. Match the questions and the answers.

1. Tell the class to cover the answers in the right column. (They are in mixed order.)
2. Read aloud the questions in the left-hand column while the children follow in their books.
3. Do item '1' with the class as an example.
4. Put the children in pairs and let them work through the questions and answers. This means that all the children have to make an effort. They write the answers in their notebooks.
5. Check the answers with the class. To avoid confusion, write these on the board, e.g. **1. g.**
6. Revise the jokes the following day, like this:
Pupils work in pairs.

Pupil A (book open) asks the questions.

Pupil B (book shut) tries to remember the answers.

C. 1. g 2. c 3. e 4. h 5. f 6. b 7. d 8. a

D. Read and choose the answers.

Rhinoceros stew

1. Ask the children to look at the picture on page 131.
2. Ask the children questions about it: e.g. *Where is the cook? What is he cooking? What can you see in the cooking pot on the right-hand side?* Do not correct language mistakes here.
3. While you are doing this, teach the children some words that they will need for the reading text: *stew, chew, promptly*.
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 read the poem aloud.
6. Ask the class to tell you the answers.
7. Get the children to learn the poem by heart for homework.

- D. a) It took a long time to cook the stew.
b) It took a long time to eat the stew.

E. Read the poem and answer.

There was an old lady

1. Ask the children to look at the picture and ask them questions about it, e.g. *Does the old lady look happy or upset? Does she look well or ill? What can you see inside her stomach? Is it alive or dead? Do you think that she can feel it moving? How would you like that?* Do not correct language mistakes here.
2. While you are doing this, teach the children some words that they will need for the reading text: *to swallow, to wriggle*.
3. Read aloud the comprehension question.
4. Ask the children to read silently from their books to find the answer while you read the poem aloud.
5. Ask the class to tell you the answer.
6. Get the children to learn the poem by heart for homework.

- E. She swallowed a horse; that killed her.

UNIT 21 LESSON 4

STUDY SKILLS

Student learning outcomes:

Students will:

- develop their reading skills
- read a non-fiction text for interpretation
- use vocabulary for memorizing and for Study Habits
- chat about study habits that they find useful
- study the theme of Education

Suggestions and answers

A. Analysis: Do the quiz. Then check the answer box.

Quiz: Learning a new language

- 1 Start the lesson by chatting about learning English. Ask a few general questions. *Do you remember your first English lessons? What were they like? What did you find easy? What did you find difficult?*
2. Continue with general chat about learning English now, e.g. *What do you find easier now? What do you still find difficult? Have you been to any countries where many people speak English? Which ones?*
3. Read the rubric. Check that the children know what to do.
4. Ask the children to read silently from their books while you read the text aloud. They underline their answers for each question silently in pencil.
5. Ask the class to tell you their answers. Read aloud the first question, and ask the class, 'True? Hands up! False? Hands up!' Then read aloud the answer that is printed upside down.
6. Repeat the procedure with the remaining questions.

B. Reading for interpretation: A school excursion

Read the text, then discuss the questions in Ex. C.

1. To engage the class with the topic of School Excursions, encourage the children to tell you about some of their excursions. Ask simple questions, e.g. *'Which school excursions have you done so far this term? Where did you go? What did you see there? Which details can you remember?'* Do not correct language mistakes here.
2. Read aloud the text in a lively and interested manner, while the children follow in their books. This encourages them to keep up with your pace of reading, and thus to improve their own reading speed.
3. Immediately move on to the discussion phase in Ex. C.

C. Post-reading: Discuss these questions.

1. Read aloud questions 1-3. Ask for answers from several children.
2. Read aloud Question 4, which is about the children themselves and their families.

- C.**
1. We do not find out in the text which pupil remembered more facts.
 2. Mrs Khan saw that Alamzeb noticed more details while on the excursion.
 3. We infer, just as Mrs Khan inferred, that when people take lots of photos they observe less and remember less.

D. Read Mrs Khan's article in *Primary Teacher's Journal*.

What does she train her pupils to do now?

1. Read aloud the text in a lively and interested manner, while the children follow in their books. This encourages them to keep up with your pace of reading, and thus to improve their own reading speed.
2. Ask for answers from the class.

- D.** She trains her pupils to exercise their memory, so that they remember details better. She gives them lots of memory-training games.

UNIT 21 LESSON 5

Student learning outcomes:

Students will:

- study and use adjectives ending in *-ous, -orous, -ious, -eous*

A. Join the word-halves. Write them in your notebook.

1. Some of these words may be unfamiliar to the children, so do the exercise with the whole class, using the board.
2. Write the first halves of the words on the board. Then invite the children to suggest the correct endings.
3. As you work through the words, check or teach the meanings, using translation if necessary. Get the class to repeat the words after you with the correct pronunciation and word stress.
4. Finally, the children copy the new words into their notebooks.

- A.**
- a) poisonous, mountainous
 - b) humorous, glamorous
 - c) delicious, mysterious
 - d) spontaneous, gorgeous

B. Complete the stories using the words from Ex. A.

1. Get some of the children to read aloud the sentences, adding the missing words.
2. Then get the children to work in pairs and write the words in their notebooks.

- B.**
1. mysterious, delicious
 2. glamorous, gorgeous
 3. mountainous, poisonous
 4. spontaneous, humorous

C. Underline SIX other words ending in -ous in Ex B. Add them to the correct lines in your notebook.

1. Do this as a Word Search competition for pairs of children.
2. First, write the endings on the board, in a list. Write the number of new words that the children must find. The board chart will now look like this:
 - a) -ous 3 NEW WORDS
 - b) -orous 1 NEW WORD
 - c) -ious 2 NEW WORDS
 - d) -eous 1 NEW WORD
3. Say 'Ready - steady - Go!' The children work together to find the new words. They have to write them in their notebooks, without spelling mistakes.
4. Applaud the fastest pair, IF they have made no spelling mistakes.

- C.**
- | | |
|-----------|----------------------------|
| a) -ous | poisonous, famous, nervous |
| b) -orous | vigorous |
| c) -ious | various, curious |
| d) -eous | courageous |

UNIT 21 LESSON 6

Student learning outcomes:

Students will:

- recognize and study subject and object personal pronouns, e.g. *he, him*
- recognize and study relative and reflexive pronouns, e.g. *who, himself*
- practise using definite and indefinite articles in a whole text

A. Underline all the pronouns in the story below. Some are used more than once.

1. Read aloud the complete text, using the answer key. The children follow in their books, without writing.
2. Do paragraph 1 with the class on the board, as an example.
3. If you like, you can omit one or two underlinings. Ask the class, '*Have we underlined ALL the pronouns? Are you sure? Check again!*'
4. Do paragraph 2 with the class on the board, in similar style.
5. Get the children to work in pairs and do paragraphs 3 and 4, writing the whole paragraphs in their notebooks.
6. Check the answers with the class.

- A.** 1. Once there was a woman in Punjab who was forgetful! Whenever **she** went to market, **she** forgot to take **her** money. **She** liked eggs, but whenever **she** cooked the eggs and whatever **she** added to them, **they** tasted awful.
2. One day, an old man knocked at **her** door and asked for a cup of milk. 'Of course,' **she** answered. 'Anything **you** want, **you** can have.' So **she** brought **him** a jug and **he** poured **himself** three glasses of milk. Then **he** left, saying, 'Whoever **you** are, **you** have been very kind.'
3. The next day, a curious thing happened. However much milk **she** took, the jug remained full. From that day on, **she** always had milk for **her** family. When anybody else tried to pour milk nothing came out of the jug.
4. Some time later, **her** neighbour asked, 'Wherever did you find that jug? It's magic!'

B. Read the text about a new sports ground to get a general idea. Then complete it using the words in the box.

1. Read aloud the rubric and check that the class understands the instructions.
2. Read aloud the whole text. When you read a gapped sentence aloud, knock your knuckle loudly on the desk to indicate each missing word.
3. After reading each section, pause to explain any words that may be new, e.g.
 - (1) *purpose-built*
 - (2) *features, athletics*
 - (5) *raise more money*
4. The children work in pairs and write the gapped words in their notebooks.
5. Check the answers with the class.

- B.** 1. Everybody is excited about **the** new sports ground. It will be **the** first purpose-built ground in our town.
2. There will be some special features at **the** ground. For example, there will be **a** 100-metre athletics track for competitions. In **the** centre of **the** track, there will be **an** area for field events like high-jump and long-jump.
3. Behind the track, there will, of course, be some offices and changing rooms, as well as **a** café.
4. Sportsmen and sportswomen are looking forward to **the** opening. They are hoping that **a** special guest will come, but nobody knows who it might be. It will be **a** surprise!
5. There are plans to build **a** swimming pool to **the** east of **the** sports ground, but they need to raise some more money first!

Lesson Plans

Unit 1

Objectives: engage children in basic reading exercise; complete a gapped summary; study an email and discuss its purpose; develop speaking skills by engaging in a group conversation; make lists; provide further examples based on personal experience; read a text to answer a question; identify the best title for a story.

Day 1

Lesson 1

- Pre-reading exercise to be initiated before reading the text but allow students to study the heading. Students can give examples of other role models.
- **Individual work:** Ex. B. Students can read the text again for clarity, since words are re-used from Ex. A for Ex. B.
- **Pair work:** Students can attempt the While-reading portion of the text in pairs. Check that all the students have underlined the relevant examples correctly.

H.W. Students to find other examples of a merciful nature in other role models for class discussion.

Day 2

Lesson 2

- Write the topic on the board. Tell students that they will be reading an email. Ask if they know what an email is. Students to share experiences of any emails or letters they have read in the pass.
- **Oral exercise:** Ex. A to be conducted only as a class discussion. Allow the children to first read the email quietly on their own. Help the students identify the different elements of the email. Can they identify the following things on the page:
 - To
 - Subject
 - Body of email
 - Send button
- Then teacher can read the email out loud. At the end, discuss the question. Write the four words on the board: explain, forgive, share, complain. Ask if the class knows the meanings of all the words at the beginning.
- **Making a list:** Read the question in Ex. B out loud. Engage the class in a discussion about the people who don't need to fast during Ramadan, then ask the children to write down all the points covered in their notebooks.
- **Wrap-up:** Engage the children in a class discussion about further information to be added to the email. This is a good time to allow children to talk about personal experiences. Children can be asked to come to the front of the class if they want to do so.

Day 3

Lesson 3 – Inferential questioning

- **Discussion point** - Begin class with these prompt questions: What does the word 'courage' mean to you? Continue with questions specific to the story: What kind of different things do soldiers do to help people? What kind of behaviour do they exhibit? Look for adjectives in answer to this question. **Evaluative question:** Have you ever seen soldiers helping someone in trouble? Think of other examples where people exhibited courage.
- Next, ask students to highlight elements of the text by putting a bracket on relevant paragraphs – plot, characters, setting, main problem, beginning, middle and end. Also explain that this is a narrative text/story. **Exposition:** the setting of a story is where the main action took place; characters are all those people who were involved in the main action. All characters have goals that they want to achieve, which is what moves the story forward. The main problem includes the crises in the story – the issue that needs to be resolved. Who is going to solve this problem and how? Are the results negative or positive?
- **Group work:** Children should decide which is the best title for the story in a group setting. Allow children to provide their justifications for why any title is the best before finalizing. Write each title on the board and allow children to vote for their favourite.
Children can also provide their own ideas for different headings.

Unit 2

Objectives: *encourage students to communicate in English and get to know each other; study sequencing; recap simple present tense; develop speaking skills; practise vocabulary for seaside; revise and recap phonic patterns; develop reading skills from a cartoon narrative; revise and recap –ing form of verbs; learn a poem and complete a story.*

Ice-breaking activity: Since it is the first English lesson, it helps to start the class with an ice-breaking activity to get students into sync with the teacher and to know their peers as well. No doubt, they are also practising linguistic skills here. For your first English Lesson, have the students sit in a circle. If you have a large class, let them remain seated in rows. Now pass around a bag of small candies and ask students to pick 1 or 2 of them, without letting them know the motive. They need to wait to eat. Once everyone receives the candies, ask who picked 1 candy or 2 candies. Those who picked 1 will describe themselves using 1 adjective; 2 adjectives for those who selected 2 candies. After this activity, the students can have their bites.

Day 1

Lesson 1

- Write *Sequencing* on the board and the following prompts: What happened first; What happened next; What happened in the end? Call one student to the board and ask him/her to narrate what he/she does between the time of waking up and going to school. Note those points on the board in this manner (response can be customized according to student's answer): Wake up first; Next, freshen up and take a bath; Get dressed; Have breakfast; Pick lunch; Leave for school. After recording answers, emphasize on the order of these phases. Mention that you cannot go to school first then get dressed and have breakfast. Everything around us happens in an order. There is a beginning, middle and ending to all events.

- Now call 4 more students to the board and have them stand in a line, according to the order of their birthdays. Explain how the students were placed according to months – to show which month comes first, which comes next and so on.
- Next, have 2 students stand at their desks to read dialogues of Harry and Dan, to the class. Explain that the given dialogue is about sequencing. The words provided in word bank are not necessarily included in the dialogue; learners must deduce what is being talked about and in what order.
- **Exposition:** Sequencing means identifying elements of a story – exposition/beginning, middle and ending and understanding the chronological order in which events took place. It means organizing information in the order in which it happened. Events of a story need to be sequenced in an order. We have to number the topics according to the order in which they were talked about. The first thing Harry and Dan talked about was home, apparent from Harry's question of where Dan lives. What do they talk about next? Assign that subject number 2 and so on.
- For Ex. B, have 2 pairs come up to the board. One member would ask the questions; the other would answer for the class.
- Afterward, write title *Tag questions* on the board. **Exposition:** Tag question is a small question that comes at the end of a sentence or is tagged at the end of a sentence. For examples, you haven't watched it, have you? You have read it, haven't you? You don't have sea sickness, do you? If the sentence is positive, the tag would be negative. Example: You have read this book, haven't you? If the sentence is negative, the tag would be positive. Example: You did not complete your work, did you?
- Next, ask learners to read dialogue in Ex. C silently and underline tag questions. Discuss.

Lesson 2

- Learners to go through words and pictures in Ex. A. Explain that these are words related to the sea. Ask learners what others words they can think of, related to the sea. Then proceed with Listening Exercise. Teacher would call out the words from Listening Exercise on page 134 of Student Book. Students would call out the numbers. Once instructor is through with all words, repeat the same words in a different order and ask students to call out the answers.
- **Individual work:** For Ex. B, mention that the words in Ex. A are all nouns that are categorized into places and living things. Categorization means placing things into groups according to similarities in their traits. Learners need to categorize them **individually**.
- Next, ask students to examine pictures/words in Ex. A thoroughly. Teacher will read the passage in Ex. C to the class, without giving away answers. Students need to call out correct answer. Note to teacher: allot time to students to figure out the answer then write in textbooks. Go steadily, stopping at each blank. Accept correct responses.
- Moving on to phonics exercise, read the rubric aloud. Then, have students repeat each word in the word bank, twice, gradually. When all through and everyone gets their pronunciations accurate, students would attempt Ex. D individually.

Brain break: ask students whether they would like to share a few details about their summer vacation. Allow volunteers to speak.

Plenary: Students to close their textbooks. Instructor will ask them words that have 'ea' and 'oa' sounds.

Ending the class on a good note: Write 'The sea' on board. Play a word game. Students will stand at their desks and one-by-one, each student will mention one word associated with the sea, such as sea shells, sand, beach, fish, coast, etc. If a student doesn't answer or takes more than 10 seconds, he/she sits down. The last person standing wins the game. The topic can be changed once all associated words are covered, which depends on class strength.

Day 2

Lesson 3

- Students will read the story in Lesson 3 individually. Ask about features of a cartoon strip. Prompt them by identifying the difference between a textual story and cartoon strip. **Exposition:** Stories include the following elements: character, plot, setting tone and beginning, action, climax and resolution. Cartoon strips narrate a story through pictures and short text. In this story, we get to know about all elements through captions, pictures and dialogues. A textual story provides us with details about 5 W's – Who, What, When, Where, Why and 1 H – How. A comic strip is a shortened/condensed version that narrates only the important events of a topic. It narrates a story in a sequence of drawings that are arranged in boxes. It is a short story narrated through caption boxes, which are dialogues. The shapes including dialogues are called speech bubbles, which point to the speaker's mouth to show who is talking. The shape of a speech bubble shows us how the dialogue is being said and whether the character is thinking or speaking. The jagged shapes in pictures 3 and 4 [*Can you see the ship?....Keep talking Jake. Where are you now?*] show us that the character is speaking down a phone line. What you see in picture 7 [*Aha! Lunch*] is a thought bubble, which shows that the character is thinking, not talking aloud.
- Ask learners to brainstorm elements of story in this comic strip and share input with class.
- Instructor will ask given comprehension question and accept correct response from students. Next, teacher will ask questions in Ex. B. Let students take a few seconds to trace relevant picture and state their answers. Accept correct responses.
- **Pair work:** Sort students into pairs for Ex. C. If any child is not paired, let him/her sit with a pair.
- **Individual work:** Ex. D. Ensure that everyone has completed the exercise. Discuss answers with class.
- Ex. E can be done and customized according to teacher.

Day 3

Lesson 4

- Explain sentence formation to students and let them work through Ex. A first. Then call out students – one at a time – to the board, with their textbooks and share their sentence with the class. Teacher to accept correct response and note it on the board for class.
- **Pair activity:** Sort students into pairs to work through Ex. B. Have one member of each pair share their sentences with the class. Advise other students not to copy each other's answers.
- Explain Ex. C with the help of examples on the board. **Exposition:** The suffix –ing can be used to form both nouns and adjectives, such as: morning –noun; convincing – adjective/verb. Verbs with –ing form include – remembering, forgetting, agreeing, showing, teaching, talking, falling, etc.

- For the first form of verbs, -ing is added without changing anything else, such as: drawing, falling, passing, teaching, knowing, understanding.
- For the second form, we replace the last letter 'e' with -ing, for instance, deserve-deserving, force-forcing, locate-locating, trace-tracing, etc.
- For the third form, use double consonants then -ing: swim-swimming.
- For the fourth form, 'ie' is replaced with y and -ing added.
- Let students work in pairs for this exercise. Then discuss answers with class.

H.W: Ex. D.

Lesson 5

- Teacher to conduct Ex. A, audibly. Allow few seconds to students to record their responses in textbooks. Then read the poem and have students call out the correct answer at each blank. After completion, get the class into **choral repetition** of the poem.
- For Ex. B, students to do as mentioned, individually. Then have students take turns to state their responses.
- Explain Ex. C to students first. Write the sentence in green on board. Have students examine the prompts and come up with their ideas. Note those ideas on board. Then students can write their own story. This task can be continued as H.W.

Wrap-up the lesson by recap of -ing verbs and words with 'ea', 'oa' sounds.

Unit 3

Objectives: *practise a dialogue; develop speaking skills; practise present continuous 'going to'; practise vocabulary for conservation; develop reading and writing skills; write a letter to a newspaper; understand about the local environment; study modal verbs of obligation; write sentences for modal verbs of obligation; complete a report on water storage system.*

Day 1

Lesson 1

- Write the topic 'Earth watch' on board and prompt learners to elaborate on it. The focus of this chapter is to enhance environmental awareness about pressing environmental issues and how we have a responsibility in preserving the environment. After this unit, students should gain a better understanding of the environment they live in and be mindful of their activities that destroy Earth, plus adopt practices that promote environmental preservation.
- Conduct Ex. A in the same manner as in the previous unit, Lesson 1, Ex. A. Note that you might have students protest about their turns to speak out dialogues aloud. Inform them that there are several dialogues in this book and everyone would get a chance for performing roles.
- For Ex. B, read the rubric aloud. Let students work through the exercise first. Then call out one student each to make sentences from the given prompt. Accept correct responses.
- **Pair activity:** Ex. C calls for pair work. Sort students into pairs to work through the exercise. When all done, ask pairs to come to the board – one at a time – to act out their parts.
- For Ex. D, students to raise their hands to share their input with class.

Lesson 2

- Ask students to examine the pictures in Ex. A and take feedback on what they see. Have them talk about the pictures. Accept correct responses. Then explain the difference between *should* and *shouldn't*. Draw two columns on the board for 'Should' and 'Shouldn't'. **Exposition:** We use *should* to offer someone advice or state if we think something is the right or wrong thing to do. If you use *should*, it means you consider it a good idea to do it. For example, you should try out for football trials next week since you play so well. When you use *shouldn't*, it means you think that it is not a good idea to do it. Example: You should not leave the house when it is raining.
- Next, instructor to read aloud sentences in Ex. A, one at a time, without giving away answer. Let students figure out the answer from pictures and call out the correct one.
- For Ex. B, ask students whether the given letter is formal or informal [*formal*]. Ask about the difference between informal and formal letters. Call out one student to read the entire letter to the class. Afterward, draw attention to italicized phrases. Mention that this is a formal letter and such letters are written to bosses or newspaper editors, to share information, make complaints or raise concerns about an issue. The given letter is about a pressing problem that is affecting the natural environment. The first italicized phrase mentions WHY the sender is writing this letter and mentions this purpose in the first paragraph. Moving on to the second paragraph, the italicized phrase provides details of what the issue is and to draw attention to the consequences. The third italicized phrase in third paragraph is a conclusion that prompts required authorities or environmental agencies to take action and protect deer habitat.
- Now for Ex. C, ask what kind of letter would be written [*formal*]. Write the following format on board for explanation and ask students to copy it in notebooks. 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.

15th April, 2020

Dear Ameena,

Hope this finds you in good health.

Sender's address

[Date]

[Greeting/Salutation]

[Beginning]

Middle

End

Yours sincerely [*If you know the person*] / Yours faithfully [*If you don't know the person*]

[Ending]

Name

Sign off

- Ask if students have any confusions. Read out the rubric for Ex. C and explain that students need to focus on purpose, details of issue and call to action, just like the formal letter in Ex. B. Sort students into pairs to write one letter. The second letter must be written individually. Teacher to briefly assist students with the write-up. If class time runs out, the students can continue the second letter at home.

H.W – read the two articles given in Lesson 3 and attempt Ex. B and C for discussion in next class.

Day 2

Lesson 3

- Write *Magazine article* on the board and explain its features. **Exposition:** A magazine article reports facts and statistics about a situation, problem, person or place. It focuses on 5 W's and 1 H, reporting who was involved, what happened, where it happened, the time when it happened and the cause of the event. It also reports how it was carried out. There can be magazine article about different subjects, such as lifestyle, automobile, technology, space and fashion. The article given in Ex. A is a report about two environmentalists who save animals and raise them at a sanctuary in Africa. Africa is famous for its wildlife and flora/fauna. In fact, it is home to the largest elephants in the world. Some of the most exotic African wildlife animals include: gorillas, giraffes, elephants, lions, leopards, Nile crocodile and wildebeest. The Big 5 animals of Africa are: rhino, lion, leopard, buffalo and elephant.
- Further mention that this article presents ways in which humans are destroying the environment as part of urban planning. Since population is rising, government is looking for resources and more land to build houses, hospitals, roads, etc. to meet needs of people. However, there is a serious disadvantage because as we look for more land and move towards natural environment, animals/wildlife are left with less space to survive; thus, they are at risk of becoming endangered because they face threat of extinction.
- The second article focuses on a poor country named Ethiopia in Africa. Explain that Ethiopians live in poverty due to food crises, water shortage, famines, droughts and diseases. Millions of Ethiopians do not have access to clean drinking water; as a result, many die due to water-borne diseases. People need to walk for three hours to collect water from wells or ponds. Some organizations are working to provide aid to Ethiopians and resolve their water crises.
- Now ask students to focus on how they plan to resolve water crises. Next, discuss H.W with class.
- Instructor to ask comprehension questions in Ex. B. Next, students to examine pictures in Ex. C and talk about them with class. Then discuss answers with class by calling out the number and students calling out the picture label.
- For Ex. D, teacher will call out the picture label. Students to state the correct response by raising hands.
- Ex. E would be conducted the same way. Students to come up with responses; instructor to note responses on board.
- **Whole-class discussion:** When done, ask evaluative questions about environment, such as: Why is it important to preserve our environment; what practices of ours destroy the environment; mention a few environmental problems that we are facing and how we can resolve environmental issues. Instructor to offer his/her own explanations as well to enhance student understanding of the topic.

Brain break: It is a good idea to include some physical movement from time to time, within the class because sitting in the same position all day long could frustrate them. For this brain break: do five jumping jacks, hop on right foot 4 times; left foot 3 times, clap hands two times; give neighbour a high-five. Instructor can customize or add his/her own ideas.

Lesson 4

- For Ex. A, explain *present continuous* first. Explain that this tense is used for actions that are currently happening or have not finished yet. It indicates that the action is temporary. The structure of such sentences is subject combines with –ing verb form. Example: We are playing hockey today. The subject is *We*; the present participle verb form is *playing*. Proceed with Listening Exercise.
- Recap *should* and *shouldn't* with students, possibly with students coming up with their own examples. Next, explain the difference between *shouldn't* and *mustn't* on board, by drawing 2 columns.
- **Exposition:** *Mustn't* is used to strongly object to someone doing something. You must not pollute the school ground.
 - *Shouldn't* is for mild objection to someone doing something. You shouldn't skip breakfast. Likewise, *should* is used to mildly order someone to do something that is thought to be good/right. You should have breakfast before school.
 - *Must* is used to strongly advise someone to do something thought to be good/right. You must always throw litter in the trash can.
- Now ask students to come up with their own examples for *should* and *must*. Have them work through Ex. B and discuss answers with class. When complete, ask students to come up with examples for *shouldn't* and *mustn't*. Then learners to work through Ex. C.

AFL: Thumbs up / Thumbs down – students to raise their thumbs if they understand everything discussed in today's class. Thumbs down for those who still have questions. In that case, teacher can call them to his/her desk to answer their queries.

Day 3

Lesson 5

- Briefly recap *should*, *shouldn't*, *must* and *mustn't*. Ask students to come up with accurate examples and share their input with class.
- Next, explain rainwater storage system. Write this phrase on board and ask students to think of the uses for this system. Note correct responses on the board. For your exposition, note points on board and have students note them down. **Exposition:** Rainwater storage / collection / harvesting system is used to collect rain water in tanks, pumps or barrels so that humans can use it. This water is used to grow crops, do laundry, and wash objects. The system is common in places that have shortage of water supply. Even during the dry weather, this system is useful for providing water to houses and offices. If rainwater floods areas, it gets dirty and unsafe for consumption. By placing storage tanks, water from rooftops is directed into tanks.
- Next, students to examine the pictures and talk about what they see in them. Then learners to work through Ex. A independently. Teacher to discuss answers with class.
- Ex. B to be executed as specified in rubric. Then discuss answers with class.

Unit 4

Objectives: *practise dialogue; practise vocabulary for literary story; discuss and write about favourite books; develop listening skills; understand and practise literary vocabulary; accurately pronounce words with 'j' sound; write sentences with new vocabulary; understand difference between fact and opinion and write a reading journal.*

Day 1

Lesson 1

- Select 2 students to perform roles of Sajid and Imran. Ask given comprehension question and accept correct response. Now ask students whether they know the type of stories in which animals can think or speak. **Exposition:** Stories featuring animals that can think/speak are called anthropomorphic stories. *Anthropomorphism* is a term that refers to having human qualities of thinking/speaking. Fables feature anthropomorphic animals.
- For Ex. B, recall features of story with students. Elucidate that the words in first column are elements of a book. Have students call out the correct answer and match the responses.
- For Ex. D, mention that these are details about life of an author. Conduct Listening Exercise as mentioned in rubric.

Lesson 2

- Ex. A comprises of a few words related to life in the jungles. Jungles are known for their wildlife, plants and thick forests. Since they have wild, thick plants and trees, it can be difficult to walk around in a jungle. You can find thick jungles in Northern Areas of Pakistan, Africa and America. Next, prompt students to come up with more words related to jungles.
- Ex. A to be conducted as specified in rubric. Work on Ex. B as **whole-class activity**. Teacher to narrate sentences to class without giving answers. Students to state correct answer and note in textbooks.
- Ex. C – Read rubric aloud. **Choral repetition:** Instructor would read each word from word bank once; learners would follow suit by repeating that word with correct pronunciation. Recall categorization from Unit 2. Next, explain how students can categorize the words. Then call out one word at a time and let students place it into relevant category, individually. After completion, call out the prompt, such as 'Give me words that end in 'age'; students to call out correct responses. When done, students would work on Ex. D independently.
- **Whole-class discussion:** Ex. E.

H.W. Read the story in Lesson 3 for discussion in next class. Note meanings of difficult words.

Day 2

Lesson 3

- Write following prompts on the board and have students raise their hands to answer. *Who are the main characters in this story? What is their aim? How do they plan to accomplish it? What is the author's purpose of telling this story?*

- Now, for author's purpose, make a separate column on board for explanation. In literature, author's purpose is abbreviated as PIE – Persuade, Inform and Entertain. For persuasion, author wants to convince audience of his own opinion. For information, author intends to inform audience about facts. For entertainment, author intends to amuse audience. Then, ask about the purpose of this passage from students. *Entertainment*. Write following prompts on the board and have students raise their hands to answer. *Who are the main characters in this story? What is their aim? How do they plan to accomplish it? What is the author's purpose of telling this story?*
- Now, for author's purpose, make a separate column on board for explanation. In literature, author's purpose is abbreviated as PIE – Persuade, Inform and Entertain. For persuasion, author wants to convince audience of his own opinion. For information, author intends to inform audience about facts. For entertainment, author intends to amuse audience. Then, ask about the purpose of this passage from students. *Entertainment*.
- Next, ask students where the story takes place. Use 3 adjectives to describe the fisherman and rhinoceros.
- Briefly discuss inferential and literal questions in Ex. B with class.
- **Pair work:** After discussion, have students work through Ex. B and C in pairs. Following completion, discuss answers for Ex. C with class.
- **Whole-class discussion:** Ex. D. Learners to raise hands to share input.

Day 3

Lesson 4

- Draw two columns on board and write *Fact* and *Opinion*. **Exposition:** *Fact* is based on truth and visible evidence. It is not based on people's emotions/thoughts or how someone feels/thinks about something. For example, Islamabad is the capital city of Pakistan; Pakistan has five provinces; the national dress of Pakistan is shalwar/kameez. *Opinion* is based on thoughts/emotions. Example: The new restaurant has tasty brunch. Opinions that are used to offer advice to people are called *aphorisms*, such as: all that glitters is not gold. News reports are based on facts.
- Now teacher will read aloud through text in Ex. A and let students figure out and note correct answers.
- **Group activity:** Ex. B to be done in groups of 4-5, depending on class strength, as specified in rubric.

Lesson 5

- Recap with students what the story in Lesson 3 was about. Have learners read Part 2 of the story in Ex. A and solve questions independently. Discuss answers with class.
- Read the rubric for Ex. B. **Exposition** for *journal*: Journal is a record of events that happen in a person's life, in chronological order or in the order that they happened. Students to attempt this exercise individually. After completion, instructor to discuss answers with class.
- Explain Ex. C on the board with prompts and input from students. This time, they are narrating a personal event in their own words, which is what **journal writing features** are about.
- Write the following prompts on board to lead students:

I read _____; it was a story about _____; the featured characters were _____; my favourite character(s) was/were _____ because _____. The character I hated the most was _____. My favourite part of the book was when _____. What I dislike was _____.

- After discussion of above-mentioned prompts, students will write their own journal. This task can be completed at home. Let students note down prompts for assistance.

Unit 5

Objectives: *practise a dialogue; practise phrases for tea; develop listening skills; understand plurals ending in ‘-os’ and ‘-oes’; enhance general knowledge about countries; write about a country; write a leaflet and complete a poem.*

Day 1

Lesson 1

- Write ‘English-speaking countries’ on board. Ask students what they can deduce from this topic or whether they know countries where English is the official Language. Discuss: Canada, Australia, United Kingdom and USA are some of them. Students can go home and research further on this topic.
- Have 2 students stand up and read dialogues of Mrs B and Nadia to the class. Ask them to underline words that are related to meals/supper/food. Then, students will work through Ex. B individually. Have each of them explain their responses to class, as specified in rubric.
- **Pair activity:** Ex. C to be done as mentioned in rubric.

Lesson 2

- Students to work on Ex. A individually.
- Again, students will work through Ex. B independently.
- For Ex. C, teacher will read the text aloud, stopping at every blank and letting students figure out and note answers.
- Recall the lesson where plurals with ‘-s’, ‘-ies’ and ‘es’ were discussed. **Exposition:** Here, we are talking about plurals that end in –oes. Explain the standard rule is that words ending in ‘o’ have ‘-oes’ added to them. However, there are exceptions, such as: radios, photos, videos, kangaroos and pianos. Now state one word from the word bank at a time and have the class repeat it twice. Next, read the prompt and allot time to students to write relevant words. Repeat the same process for second prompt. Call out a student to state the words for both prompts.

Day 2

Lesson 3

- This lesson is a brief assessment of general knowledge. Have students sit individually and work through the exercise. When done, discuss answers with class. Ex. B to be done as specified in rubric. Then verify answers with class. Next, call out one student – different students for each text – to read Text A and so on.

- For Ex. C, sort students into pairs.
- Learners to read text in Ex. D. Explain Ex. E to them and assign it as H.W.

Day 3

Lesson 4

- Students to work through Ex. A independently. After completion, call out different students for each sentence to share their input with class.
- **Pair work:** Sort students in pairs to work through Ex. B.
- For Ex. C, explain that a leaflet is used to provide information in a concise manner. **Exposition:** The purpose of a leaflet is to present information in a condensed form, in bullets or short sentences. You will usually find leaflets in places where you need quick directions, such as swimming pools and theme parks. Leaflets provide instruction or rules on how something should be done and what needs to be avoided from adverse consequences. Note in the given examples how the sentences using *do* and *don't* are structured. If you are using these verbs at the beginning of the sentence, you don't need to use comma. However, if you are using these verbs in the middle of phrases, you will separate the clauses with a comma. Learners to work **individually**. Then have a few students come to the board to read out their leaflet. Correct them wherever required.

Lesson 5

Note to teacher: Prior to this lesson, the instructor could have a worksheet of one poem that has examples of assonance. The worksheet has to be photocopied for each pair.

- **Exposition:** *Assonance* is repetition of same vowel sounds in words used in a phrase. The first verse of this poem is an example of assonance: nurse-verse-worse.
- Instructor to call out one student to read the poem aloud. Next, sort students into pairs to find more examples of assonance from this poem. Discuss answers with class.
- Next, students will note down those words in the notebooks, for Ex. B.
- Ex. C to be done as specified in rubric. After completion, explain literary device *rhyme*.
Exposition: Rhymes are those words at the end of verses that have similar sounds. For instance, *night* rhymes with *fight*; *play* with *Hooray* and so on. Ask students to underline rhyming words.

Plenary: Students could be sorted into pairs and the above-mentioned worksheet could be handed over to them. After completion, discuss answers with class.

Unit 7

Objectives: *practise dialogue; revise past continuous tense; practise verbs for movement; develop reading and speaking skills; practise vocabulary for space; practise spelling of -ing form; study information about planets in the solar system; practise pronunciation of planets; write e-cards from space with the help of a model.*

Day 1

Lesson 1

- **Whole-class activity:** Discuss what a spaceship is. What is it used for? Have students ever heard or read about spaceships before? Students to examine the pictures in Ex. B and discuss what they see. In each picture, what is the spaceship doing? Where is it – city, school, playground, etc.? What is it doing – landing, taking off, flying, circling?
- Next, have two students stand to read aloud dialogues of Reporter and Fahad. Then, draw their attention to words of movement that are given in bold. Explain that each of these words of movement corresponds with one of the pictures in Ex. B. to determine which picture relates to relevant, focus on the scenery and surroundings as well as motion lines of spaceship, in pictures. For example, we can tell for picture A in Ex. B that the spaceship has appeared here because it shows a town, as mentioned in dialogue that the spaceship appeared over the town.
- Sort students into pairs to complete Ex. B.
- To write their own story, remind students to focus on **features of writing a story** – plot, characters, setting, beginning, middle and ending. Write the following prompts on the board for their assistance. How does the story start? Where does the story take place? Who are the main characters? What happens first, next and at the end? How do people react to the spaceship?
- For this exercise, let students brainstorm some points. Then take their input and record responses on the board. Let them note those ideas and use them to construct their own version for the story.

Lesson 2

- **Whole-class discussion:** talk about words associated with space. Students to raise their hands to introduce relevant words. The teacher could show a video of the solar system, if there is multi-media in the classroom.
- Ex. A comprises of words related to space. Elaborate on the purpose of each word. Ask students what the purpose of each word is. **Exposition:** Our solar system comprises of planets, Sun, moons, stars and a multitude of other astronomical bodies – many of which have been discovered by scientists and millions of others that are still unexplored. Currently, scientists have sent astronauts into space to search for possibility of survival on other planets. The planetary system we live in is referred to as 'solar' because the Sun is called 'Sol'; therefore, anything linked with the Sun is called solar. The galaxy that we are a part of is called the Milky Way. However, our galaxy is not the only galaxy in this vast universe. Scientists claim that there are possibly millions of other galaxies that have their own planets, moons and stars.
- Afterward, teacher could show a virtual solar system on NASA website.
- Explain that Ex. C is about *past continuous* form of verbs. The sentence structure includes *be + ing verb form*. Example: I was reading a book last night when you called. Recall rules of adding –ing to words. Remind learners that for some words, they just need to add –ing. For other words, they would need to add a consonant + -ing. Let them work individually. Verify answers with class by calling out one student each to spell out the word. Continue with different students until all words are covered.

Wrap-up: Instructor could show a video about the solar system by National Geographic.

Day 2

Lesson 3

- Discuss what aliens and Earthlings are. Ask students to recall what a diary is. Have a **whole-class discussion** for Ex. B. Recall that in Ex. A, we have a comic strip again. Ask students to share what they remember about the features of a comic strip.
- Students will read diary in Ex. C and D individually and answer given questions. Teacher to verify answers with whole class.

Day 3

Lesson 4

- Recall past continuous on the board. **Exposition:** Past continuous is used to talk about past events using –ing form of verb. For example, *I was watching television last night when the power went out.* Ask students to come up with their own sentences and share with the class.
- Discuss Ex. A with class first. Students to attempt it individually.
- Ex. B – **individual work.** Answers to be discussed with class.
- Explain Ex. C and let students work on it individually.

Lesson 5

- Show a brief, basic video about the solar system first. Then do Ex. A and B as specified in rubric.
 - **Pair activity:** Ex. C. Pairs to share their work with class.
-

Unit 8

Objectives: *practise dialogue; practise vocabulary for weddings; develop listening and reading skills; share personal experiences; practise past continuous tense; describe scenes at a wedding; write about a Pakistani wedding using prompt questions; introduce format of written invitation; write, accept and refuse an invitation politely.*

Day 1

Lesson 1 – Collaborative learning

- Write topic on board. Students to share experiences of a recent wedding they attended. Everyone need not answer. Ex. A to be done the same way as all exercises A in Lesson 1.
- **Individual work:** Ex. B.
- **Group activity:** Sort students into groups for Ex. C. Let them discuss answers first then have each group stand up and answer the question.

Lesson 2 - Brainstorming

- Ex. A to be conducted as specified in rubric. Shuffle words in the second round. Then, discuss the significance of each event/object given in this exercise. Teacher to also briefly explain the significance of each event/object.
- Teacher to read passage aloud, stopping at blanks. Students to work out correct answer and note.

- **Auditory learning** – Ex. C to be done as mentioned in rubric.

Wrap-up: Students, in groups, could draw a personalized wedding card, using the correct words from Ex. C. Their work could be displayed on billboard.

H.W. Read story in Lesson 3 for discussion in next class.

Day 2

Lesson 3 – Inferential questioning

- **Discussion point** - Begin class with these prompt questions about the story: Why did Uncle Ahmed become worried? What mistake did Latif make? What was the second mistake that Latif made? Verbally state 5 mishaps that happened in this story. **Evaluative question:** Have you ever come across similar mishaps on the day of any main event? Share your input with class. This could be customized with Ex. E and could be done as wrap-up.
- Next, ask students to highlight elements of story by putting a bracket on relevant paragraphs – plot, characters, setting, main problem, beginning, middle and end. Also explain that this is a narrative text/story. **Exposition:** the setting of a story is where the main action took place; characters are all those people who were involved in the main action. All characters have goals that they want to achieve, which is what moves the story forward. The main problem includes the crises in the story – the issue that needs to be resolved. Who is going to solve this problem and how? Are the results negative or positive?
- **Individual work** – Ex. C.
- **Group activity** – Ex. D. Explain that when re-telling a story in your own words, you don't narrate them word by word. In fact, you narrate the story by highlighting the main events, with focus on the characters, sequence of events, main problem, how the problem was resolved and who resolved it.

Day 3

Lesson 4

- **Picture talk** – Ex. A. Students to accurately describe the given picture in Ex. B using appropriate adjectives. Then Ex. B could be executed as specified in rubric.
- Write *Past Continuous* on board and **recap** with students. Students could come up with some examples to display their understanding. Accept correct responses. **Individual work:** Ex. C.
- **Pair work:** Students to be sorted into pairs to work through Ex. D and Ex. E. it could be a **dialogue** activity. A pair could be called to the board. One person could ask question. The other pair could briefly share his/her experience.

Day 4

Lesson 5

- Explain that when writing invitations, you are politely requesting someone. The text in Ex. A presents an invitation to a birthday party. This is also an informal letter, judging by the language. Ask students to note that the information is condensed and the language used is informal, determining from salutation and ending.
- Students to work on Ex. A individually.

- For Ex. B, recall that in Unit 2, students wrote a formal letter. This time, they are writing an invitation in the form of an informal letter. An informal letter can be written for various purposes – when you are missing someone, when you want to invite someone or when you simply want to stay in contact with a family member or friend and let them know what is happening in your life.
- Walk students through Ex. C. Explain that the italicized phrases indicate acceptance of invitation. When accepting any invitation, these are the words we use to communicate our gratitude and positive feelings, in a polite manner.
- For Ex. D, explain that you may not always get to attend the event to which you are invited and this could be due to several reasons, such as: sickness, looking after an elderly person or being out of town. There is a polite way of refusing invitations so that the other person does not feel bad. Apparently, the sender considered you important enough to invite you. You in turn, reciprocate by expressing gratitude and explaining the reason why you would not be able to or could not attend the event. Next, remind students of ordering or sequencing of sentences. Also remind them of the steps covered in writing a letter – purpose, main issue and conclusion. Prompt them to use those steps to complete Ex. D.

Unit 9

Objectives: *practise dialogue; revise requests; differentiate between make / do; develop speaking skills; practise adjectives for abilities; discuss young gifted people and read a poem.*

Day 1

Lesson 1

- **Pre-reading task:** Students to research about one famous child prodigy in history, with the help of parents. They could get a print-out of an article from Google News or paste a picture of their prodigy and write 5 points about them – for discussion in next class.
- Write the topic on board and initiate **class discussion**. Each student to state five points about their prodigy.
- Ex. A to be done as usual.
- For Ex. B, explain difference between *making* and *doing*. **Exposition:** When you are *making* something, you are creating something. E.g. *I am making coffee for aunt*. In case of *doing* something, it is used for actions and duties/obligations. What is made is usually a result/ consequence of what is done. E.g. *Please do the laundry this Saturday. Can you make pasta tomorrow, please?* You do homework/classwork, job. You make food, money, friends, suggestions, calls, plans. There are a few exceptions; for example, you make the bed.
- Now teacher would state the prompts aloud and students to give and note correct response. Let students work through Ex. C individually. Then discuss answers with class.
- **Pair activity** – Ex. D.

Lesson 2

- For Ex. A, explain that the words presented are adjectives to describe people with unique talents. Every person has unique talents; therefore, they are described according to what they are good at. For example, if a person shows special ability in art, the adjective to describe them is *artistic*.

- Teacher would call out words in A 1; students to call out correct response from A 2. Now teacher to read sentences in Ex. B aloud. Students to call out correct response.
- **Individual work** – Ex. C.
- For Ex. D, explain that we engage in multiple hobbies or study various subjects throughout life. It is not necessary that we ace everything that we do. We might be masters at doing something, average in some other subjects and not really good in some things. For example, I have very good literary skills; however, my artistic skills are not very good. I am average in acting/drama. In the given table, students would complete their part first. Then sort them into **pairs** to work through Ex. D and E.

Day 2

Lesson 3

- Explain that the article given comprises of biographies of 3 iconic child prodigies who have attained great results in their fields, at a young age. **Exposition:** Following are the elements of biography: it narrates life of a person in sequential order. The information contained in biographies are all facts about incidents that happened to the person. Biography is not written by the person himself/herself – that is an autobiography. To write a biography, data is collected from reliable sources and compile in a book or report. Biographies may be written about famous personalities to inspire other people.
- In the article given, ask learners to focus on abilities of these child prodigies and underline phrase that indicate their hard work. Ask them to circle adjectives of ability. Then discuss role of each ability and how significant all these abilities are for raising awareness, inspiring others and improving the world.
- For Ex. B, elucidate that in title selection, learners need to focus on the key points of a report/ story. What are the main events or highlight of the report? Focus on the traits of the people. What work are they engaged in? what is the type of work they do and how do they accomplish it?
- **Pair work:** Ex. C
- **Individual work** – Ex. D. Discuss answers with class.

AFL: What is the most interesting thing you found in today's class? Why?

Day 3

Lesson 4

- Ex. A to be done as mentioned in rubric. **Individual work** – Ex. B and C.
- **Pair work:** Ex. D. Pairs to share input with class.

Lesson 5 – Reading poetry for analysis

- Teacher to write these prompts on board: What couldn't the boy do at the beginning? What could he do at the end? Students to read the poem and answer the questions.
- Teacher would mention statements from Ex. B aloud and accept correct responses from students.
- **Individual work:** Ex. C.
- **Class discussion:** Ex. D.

Unit 10

Objectives: practise dialogue; develop speaking and reading skills; order events in a narrative; correct false statements; discuss different endings for a story; discuss dreams and write a personal dream.

Day 1

Lesson 1 – Talk it out!

Pre-reading activity: Students to research briefly about the history of tablets, with parents' assistance and bring some points for interactive class discussion.

- **Starter activity:** Volunteers to raise hands and share their research points briefly.
- Afterward, start off with an explanation of *Suggestions*. Suggestions are plans, ideas or recommendations that we put forward so that someone else could consider doing them. Example: I suggest we hit the beach this weekend. I suggest we have Bolognese pasta today. I suggest we don't eat out for a while to prevent illness. If his stomach pain rises, I suggest we take him to the doctor immediately.
- Learners to go through Ex. A and underline all phrases that indicate suggestions. Discuss with class. Proceed with Ex. B.
- **Pair activity:** Ex. C to be done as stated in rubric. Explain that the italicized words here indicate suggestions.

Day 2

Lesson 2

- Explain prefixes with examples on board. Draw an **anchor chart** on the board. **Exposition:** Prefixes are placed at the beginning of words and change their meanings. Prefix *-un* implies: without or not. Example: unfair, unimportant, and untrustworthy. Prefix *-dis* stands for something opposite and not. Example: dislike, disrespectful, dishearten and disorganized. Prefix *-mis* means something wrong. Example: misunderstanding, miscalculation, and mistake. Prefix *-in* also implies, more or less, the opposite of something. Example: independent and incorrect. **Video watch:** Teacher could show an engaging video about prefixes.
- Ask students if they have any examples for any prefix to share. Accept correct responses, correct wrong ones.
- Teacher to say words in word bank aloud, one at a time. Students to figure out correct prefix and note in textbooks. When all correct responses are noted, class to say words aloud with correct pronunciation.
- **Individual work:** Ex. B. Verify answers with class.
- For Ex. C and D, repeat the same strategy followed for Ex. A and B.

Lesson 3 – Reading for understanding

- Write the term *Magic Realism* on the board, since the given story is about magic realism. **Exposition:** magic realism combines elements of fantasy and reality. In such stories: magic is common; anything is possible and extraordinary things happen to ordinary things/objects, such as the magic tablet in question. Note that horror, science fiction and ghost stories cannot be classified as magic realism. Also, these stories were usually written to point at human nature or societal problems

- Next, ask pupils to individually underline all elements of magic realism in this story – *magic tablet, getting pulled into the picture, fruit juice and family photo*.
- Next, ask students to identify elements of story and share input with class about plot, character, setting, tone, beginning, middle and end. Discuss the character of Ali. What sort of a personality was he? Is he likeable/unlikeable? Is he foolish/sensible? Does he learn his lesson or not?
- Students to read passage independently and reflect over questions given. They can work in pairs to attempt Ex. B and C.
- **Literal / Inferential / Evaluative questioning** – Teacher to write following questions on board; students to raise hands to answer. Stop taking more answers once a question is answered correctly. Questions: What are some examples of description in this passage? Highlight adjectives in this passage. Describe the picture given on page 55. What are some manners that Ali overlooked? What lesson are we getting from this passage?

Day 3

Lesson 4 – Monitoring Comprehension!

- **Recap** main events from previous passage. **Exposition** on ending a story: There are various ideas you can have for ending a story. How does reader choose an appropriate ending? Elucidate the ending depends on the tone, pacing and events of the story. Does the text in Ex. A end on a good/happy note or bad/tragic note? Do you feel happy or sad reading it? Are the events flowing smoothly or is there any tension? Think about events in the previous story. How did the story end? Did Ali finally learn his lesson? Coming up next, what consequences do you think he would face next?
- Have a **class discussion** on Ex. B. **Reciprocal questioning:** Volunteer students can come up with questions that they need clarification with. Students who know the answer can raise their hands to respond.

Lesson 5

- Ex. A to be done as mentioned in rubric.
- Explain theme to the class. **Exposition:** Theme is the main subject matter or topic covered in a story, poem, article or any other literary text. It may not be explicitly mentioned in the text. The reader must infer the theme by reading the whole text first. The given poem also has elements of magic realism and is about dreams. The main theme here is of *escapism*. Escapism means turning away from reality and going into a fantasy world where there are no problems.
- Ask students to underline elements of realism and escapism in the poem. Verify those phrase with class.
- **Individual task:** Ex. B. Ex. C could be done as stated in rubric.

Unit 12

Objectives: *practise dialogue; develop listening and reading skills; order events in a narrative; comprehend factual information about kidneys; write a personal email; practise reflexive pronouns; communicate and share opinion about blood donation.*

Day 1

Lesson 1 – Discussion Point

This Discussion Point includes lots of technical terms, also names of scientists, with which students may not be familiar. Omit this stage if you wish, and start with Ex. A.

- Begin by prompting students to think about some medical terms they are familiar with. Let them brainstorm and share input. Next, ask them whether they have ever wondered why medicine is one of the few fields in which they would come across terminology named after real people! Write term *Eponyms* on the board. Explain that eponyms includes those discoveries, inventions, diseases, etc. that are named after real people. **Exposition:** Some eponyms in medicine include Alzheimer's, which is named after German neuropathologist and psychiatrist, Alois Alzheimer. Likewise, Huntington's disease is named after George Huntington and Parkinson's disease after James Parkinson. Adam's apple is named after the Biblical figure, Adam. We come across eponyms in Science, Maths and other subjects as well. Algorithm in Computer Science is named after Muhammad ibn Musa al-Khwarizmi; Amazon River after a Greek mythological tribe of Amazon; term Aristotelian after Greek philosopher and mathematician, Aristotle; Atlas after a Greek figure; Caesarean after Roman general, Julius Caesar and so on. Road names can be eponymous as well. Caesar salad is named after restaurateur Caesar Cardini; sandwich after Earl of Sandwich, John Montagu; cardigan after Earl of Cardigan, James Thomas Brudenell and braille after Louise Braille.
- Ask students of some eponymous words they are familiar with. Ask them to share their experiences of hospitals. Note that teachers can choose not to since this re-telling might trigger sad memories for certain students. Students can share at their own discretion.
- For Ex. A, ask students to identify medicine-related or medical terminology in the dialogue. You could also explain that terminology referring to specific subject or group is called jargon; therefore, the world in this dialogue are part of medical jargon. In Maths, you come across mathematical jargon, for English – literary jargon; for science – scientific jargon and so on.
- For Ex. C, explain that this is a typical form that you are required to fill at hospitals to provide details of the patient.

Lesson 2

- Start off by asking students: what do you smell with, what do you see with, what do you hear with, what do you taste with? What is common among these? *They are all body parts.* Then, ask them to focus on the function of each body part. Each body part serves an important function. You need feet to walk, hands to hold objects and write, ears to hear and listen to your surroundings, etc. If there is a deformity in any body part, it limits your ability to function well. For example, blind people, deaf people or mute people. They need extra resources, such as braille, hearing aids or walking canes to function normally.
- Ex. A to be done as **whole-class activity**. Teacher to call out body part. Students to call out corresponding label.
- Ex. B could be done as mentioned or teacher could call out a student to answer his/her question.
- **Individual task** – Ex. C.

Plenary: Ask students about health issues they know of. Discuss the importance of good health.

H.W. Students to read newspaper article in Lesson 3 and attempt Ex. B for discussion in next class.

Day 2

Lesson 3 – Kidney talk!

- Discuss H.W. ask about the purpose of a newspaper article. **Exposition:** The purpose of a newspaper article is to provide factual information, focusing on 5 W's and 1 H: Who – who was involved; What – what happened; When – when did the incident happen; Where – where did the incident happen; Why – what caused the incident and How it happened – methodology. The articles in newspapers come with a headline and lead sentence, related to the topic, which are intended to grab attention of audience. Newspaper articles are devoid of opinions and lengthy details because their purpose is to provide facts only.
- For the article in Ex. A, discuss key features of news articles with these prompt questions: Who was affected? What happened? Where did the action take place? When did the action take place? Why did it happen? How was it done? Students to point out examples from the article.
- Ex. B is about ordering of items, as done in previous units. Remind students to go through the given sentences, then read the article again to sort the sentences in order.
- **Individual task:** Ex. C.
- Before starting Ex. C, teacher could show a brief video about kidney functions - Kidney Functions in human body - video for kids. After the video, students will go through Ex. D, then answer questions about importance of kidneys.
- **Individual task:** Ex. E. Verify answers with class.
- **Write an email** – Recap with learners how an email is written. Engage class in discussion first after they read the questions. Guiding points could be written on the board. Students could then complete this task as **pair work** or **H.W.**

Day 3

Lesson 4 – Sentence construction

- Explain **transitive verbs** and their purpose. **Exposition:** *Transitive verb* is followed by an action on an object. The word transitive can be taken to mean transfer, denoting that an action is transferred to someone or something, or to affect a person/object. Example: Can you please make tea? *Make* is a transitive verb. You cannot say, "Can you please make?" On the contrary, *intransitive verbs* are not followed by an action. For example: they played; we sang; he ran; she shouted, etc. Students to make sentences from verbs in Ex. A, individually.
1. Tell the children to look at the table in their books. Explain that 'Give me the letter.' means the same as 'Give the letter to me.' Do not do more explanation than this, as this will be done in Ex. B.
 2. Read out some sentences from the Sample answers below. Pause so that the children have time to find the words and phrases as you do this.
 3. Read out some wrong sentences from the table as well. Get the children to say 'Right' or 'Wrong' while you do this, e.g. 'Give me a story.' 'Lend me an email.' 'Read me some fruit.' - are wrong sentences.

4. You can turn this into a team game, if you wish. Get individuals from each team in turn to make sentences from the table. The other team must say 'Right.' or 'Wrong.'
5. Put the class into pairs. Get them to make as many correct sentences as possible. Go round and help as necessary.
6. Get the children to write 5 sentences in class or for homework.
 - Explain the difference between *lent* and *borrowed*. **Exposition:** to lend something means to give something to someone, expecting it to be returned back to you. To borrow something means to take something from someone, knowing that you need to return it to the lender. Sort students into **pairs** for Ex. B. after completion, each pair to share one sentence each.
 - For Ex. C, ask students to take a look at the words in word bank and talk about pictures – to understand difference between given words. **Exposition:** The given words are reflexive pronouns. Singular reflexive pronouns include yourself, him-/herself, itself and myself. Plurals include: yourselves, themselves and ourselves. Reflexive pronouns are used when the object of a sentence is similar to the subject of sentence. For example, she studied astronomy herself. He learned French all by himself. The word *ourselves* indicates that the action was done by them and not someone else. Whereas, the term *for ourselves* denotes that something was done with a purpose that served the people doing it. From the pictures, wherever the sentence starts with *We*, the corresponding reflexive pronoun would be ourselves. Likewise, wherever the sentence starts with *they*, the reflexive pronoun would be *themselves*.

Lesson 5 – Communication

- Ex. A could be done similarly like Ex. A in Lesson 1. Here, we are introduced to more medical jargon. Ask students to go through the dialogues and circle the medical terms they find, individually. Students to answer given question.
- For Ex. B, teacher to ask given question one by one and accept correct responses from students.

Unit 13

Objectives: *practise dialogue; practise vocabulary for sports; talk about athletes of choice with the class; practise paired adjectives; develop listening and speaking skills; write a story about a hockey player; practise writing autobiographical paragraphs.*

Day 1

Lesson 1 – What is your favourite sport?

Pre-reading activity: *students to figure out their favourite sport and briefly research interesting facts about it with the help of their parents, for discussion in next class.*

- **Starter activity: Talk it out** – Students could talk about sport(s) of their choice and recent events or facts about their sports. Ex. A to be done as usual. Recall past simple tense form with students. Instructor could ask learners to come up with few sentences using this form.
- **Teamwork:** For Ex. C, divide class into two teams and give them tasks as mentioned in Student Book.

Lesson 2 – Sentence construction

- Start off by having students share their opinions about cricket and sports with prompt questions: Which sport do you prefer? Why? Which one have you played? Then conduct Ex. A as stated in rubric.
- **Individual task:** Ex. B.
- **Pair work:** Ex. C. have each pair share one sentence each. First pair to begin with first sentence, next pair to share following sentence and so on.
- For Ex. D, explain paired adjectives on the board. **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 ✗
- Learners to attempt Ex. D individually. After completion, depending on remaining class time, answers could be verified with class.

H.W. Read story in Lesson 3. Note meanings of difficult words. Attempt Ex. D for discussion in next class.

Day 2

Lesson 3 – Reading for comprehension

- Ex. A to be done as mentioned. Discuss comprehension question with class.
- Moving on to Ex. B, explain that this type of writing is called a narrative essay. **Exposition:** Narrative essay is written in first-person (I, me, myself, my) and narrates a story about personal life events. It also features elements of description. Narrative writing features:
 - **Introduction/Orientation:** introduce reader to characters, setting and conflict.
 - **Conflict:** Tells reader what the problem/dilemma is.
 - **Actions:** Lead the reader through the story as suspense builds
 - **Climax:** Most exciting part
 - **Resolution:** How are problems solved? How do events affect characters?
 - Moral
 - Mixed tenses; description; direct speech
- Keeping above features in lieu, ask students to identify these elements in the story and share their input.
- For Ex. D, explain that the missing words are cricket jargon that learners will find in the passage. Students to attempt this exercise individually.
- Discuss Ex. E with the help of prompts on the board. Guide students about paragraphing using the story. To write a narrative story, this is how you should organize your information:

Organizing your material

- o **Setting:** time and place
 - o **Characters:** good or bad; description; purpose of story; mannerisms
 - o **Action:** leading to climax
 - o **Climax:** most exciting part
 - o **Resolution**
- Using above features, students brainstorm their ideas. Teacher to note them on board. Note these guide words on board: Best match / Worst match / Trial and Error / Mistakes / best shots. Learners to come up with sentences using these guide words.
 - Ask students to write first paragraph. One-by-one, they will read their work aloud. Teacher to help correct their mistakes. The rest of the story to be discussed in class and assigned as **H.W.** When instructor has checked everyone's work, the pupil who wrote the best essay could be selected to read his work aloud in next class.

H.W. Students to research about eating habits of any one athlete of their choice, with the help of their parents.

Day 3

Lesson 4

- Begin by discussing the importance of health and healthy habits of athletes. Inform students that athletes require extensive, long hours of training to perform well on the field. They need to maintain a healthy diet to maintain their stamina and be able to perform well. Ask students to share eating habits of athlete of their choice.
- Once the class is in sync with importance of health, conduct Ex. A as mentioned. Carry on with Ex. B as specified.

Lesson 5

- Explain the difference between biography and autobiography to students. Ask them whether they have read any book or watched a movie based on a person's life. Students to do Ex. A individually. Verify answers with class.
 - Ex. D could be done as **whole-class activity**. Explain that these are questions that are answered in narrative writing.
 - For Ex. E, write these prompts on the board: 1) Happiest day of my life; 2) Worst day of my life. Since this is descriptive text, write adjectives related with 'happiest' and 'worst' on the board. Students could give their input. Explain how students should write events in a chronological order, using these pointers:
 - Describe your feelings about the incident
 - What happened that the day became your happiest/worst
 - What lesson did you learn
-

Unit 14

Objectives: read introduction to a story; develop listening and reading skills; practise adjectives using *too...to*; practise adjectives beginning with *in- / im- / un-*; talk about personal dreams and write a blurb.

Day 1

Lesson 1

- The text given in Ex. A is a letter. Ask learners to read the letter and identify whether it is formal or informal. Learners to recall features of an informal letter are. Students to attempt Ex. B individually.
- Ex. C **Exposition:** The words *too* and *enough* indicate a degree of something. The word *too* is placed before adjectives or adverbs. Examples: this is too good to be true; She is too sleepy to finish the book. The word *enough* indicates that something is more than the amount required or value. Example: She is smart enough to start writing in French. You are old enough to start conversing in English. Slow down, you are driving too fast. It is too cold here. Here, *too* has a negative connotation because it indicates something is happening more than it should. Next, *not enough* indicates that something is lacking. Example: this shirt is not big enough for you.
- Next, have learners examine the pictures and make sentences. Then learners should attempt this exercise independently.

Lesson 2

- Teacher to read sentences from Ex. A aloud. **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 italicized words in this exercise are examples of phrasal verbs. Some other phrasal verbs include: ask around, back up, turn down, look into, blow up, break down, calm down, cheer up, came across, drop out, eat out, fall apart, fill in, etc. Similarly, the words in Ex. B word bank are also phrasal verbs.
- Read aloud the sentences in Ex. A. Then let the students work in pairs to do the matching exercise. Use translation if necessary to clarify the meaning of these seven phrasal verbs.
- Go through the Study Corner with the class. Point out that the phrasal verbs in Exercises A and B are inseparable, i.e. you cannot place other words between the verb and the preposition.
- Ex. C **Exposition:** Prefixes are those letters that are added to the beginning of words and change meaning. They create an opposite meaning, such as patient, impatient. Teacher could provide a list of prefixes, attached at the end of this document, to learners. Sort students into **trios** or **groups** of four for this assignment. After completion, discuss answers with class and get **choral repetition** for all words, ensuring accurate pronunciation from every pupil. Call out the prompt, students to repeat relevant words after you.

H.W. Read text in Lesson 3. Note meanings of difficult words and attempt Ex. B for discussion in next class.

Day 2

Lesson 3 - Reflection

- Ask students whether they have read the book *Alice's Adventure in Wonderland*. For affirmative answers, ask students to talk about their favourite / least favourite character; favourite / least favourite part, etc. For those who haven't read the book, encourage them to borrow it from the library.
- Discuss Ex. B answers with class.
- **Individual task:** Ex. C. Ex. D to be completed as mentioned in rubric.
- **Reflect** - Discuss the rubric with class with the help of prompts. Have students close their eyes and reflect about their dream and come up with suitable adjectives for description. This exercise could be done as a **whole-class discussion**.

Day 3

Lesson 4

- Ask students what were some of the strange elements they came across in the book *Alice's Adventure in Wonderland*. Once correct response is received, do Ex. A as specified in rubric.
- Ask students to describe the picture in Ex. B. Then let them attempt the exercise individually. Discuss answers with whole class. Ex. C to be done the same way.

Lesson 5

- Students to read part 2 and attempt Ex. B. Verify answers with class.
- For Ex. C, explain 'blurb'. **Exposition:** The purpose of book blurb is to give a general outline about the story, without giving away spoilers. Mostly, readers read the blurb first and decide whether they are interested in reading a book. A blurb is short and leaves readers guessing the outcome of the story.
- Listening exercise to be done as mentioned. Once all correct answers are noted, get **choral repetition** for the passage.
- Discuss Ex. D with the help of guide words on the board. Explain blurb in more detail. Write down these features of writing a blurb, on the board. Students copy these features then use them to write their own blurb.

Features of writing a blurb:

- Who are the main characters? Do not dive into telling their entire background. Just introduce how the central conflict in the story revolved around main characters.
 - What is the central problem in the story? Do not give away spoilers or ending. Leave the reader guessing about what happens next.
 - What are some of problems that the protagonist is facing? What challenges must he face to resolve the conflict?
 - Appeal to the target audience. Target audience are those people who enjoy a specific genre and would likely be interested in your book too.
- Students to brainstorm ideas about their blurbs and share points. Instructor to note points on the board. Ask students to use them in paragraph form. The second paragraph could be completed at home. Students could also draw their own illustration of events in their paragraphs.

im		in		un	
Positive	Negative	Positive	Negative	Positive	Negative
moral	immoral	expensive	inexpensive	able	unable
proper	improper	formal	informal	aware	unaware
possible	impossible	humane	inhumane	important	unimportant
mortal	immortal	equality	inequality	comfortable	uncomfortable
balance	imbalance	sane	insane	certain	uncertain
mature	immature	valid	invalid	confirmed	unconfirmed
practical	impractical	effective	ineffective	concerned	unconcerned
measurable	immeasurable	accurate	inaccurate	easy	uneasy
polite	impolite	ability	inability	employed	unemployed
probable	improbable	difference	indifference	decided	undecided
material	immaterial	competent	incompetent	expected	unexpected
mobile	immobile	correct	incorrect	familiar	unfamiliar

Unit 15

Objectives: understand weights and heights of people; compare physical differences with peers; study comparative and superlative adjectives; complete story with singular/plural nouns; study how to describe animals; write a fact-file; develop reading and listening skills and develop an animal quiz.

Day 1

Lesson 1 – Comparatives & Superlatives

- **Define me activity:** Next, explain that human beings come in the same form but not two people are alike. We are all different from each other. We may share a few similarities with fellow human beings, but we also have our differences. These differences could be as trivial as age, height or weight. Then, have 3 boys of different heights or weights come to the front of the classroom. Ask the rest of the class to examine some visible differences in their features. How old are they? Is any taller or shorter than the rest? Take care that students do not point out colour differences or fat shame anyone. The aim of this activity is to demonstrate diversity and differences from one human being to another.
- **Pair activity:** Ex. A and B. Explain that the questions included in this table are asking about physical features, such as height and weight. Student must first fill in their parts, then move on to their partners.
- Moving on to Ex. D, explain **comparative and superlative adjectives**. Explain the Study Corner by reminding students that what they are doing for previous exercises was comparison of different characteristics/traits. Draw attention to words in Ex. B: *older; taller; wider; bigger; younger and longer*. These are all comparative adjectives. **Comparative adjectives** are used to compare two or more people/objects. We use the word *than* to show comparison of one thing from another. For example, the first sentence in Study Corner shows that a horse is being compared with a donkey and in that comparison, we know that as a matter of fact, a horse is bigger than a donkey. However, if you compare the horse with an elephant; the elephant is bigger than a horse. Also note the italicized words in Study Corner. We can use different phrases to compare

two things. More examples: This dress is better than that one; That house is bigger than this one; She is older than I am; He is younger than me; Things are getting more expensive daily. We also have **superlative adjectives**. Superlative adjectives are used to describe things at an upper or lower limit of a certain characteristic. Examples: tallest, shortest, youngest, oldest, highest, lowest, slowest, fastest. This house is the largest. This is the fastest car. It is the slowest dog. That skyscraper is the highest. When forming comparative adjectives, we add –er to the words; –est for superlatives. However, there are exceptions, such as good, expensive, important, bad, little, much, far, etc. Instructor could provide the table below to students for attachment in notebooks. One student from each pair could share one characteristic each.

Adjective	Comparative	Superlative
Lovely	Lovelier	Loveliest
Happy	Happier	Happiest
Sad	Sadder	Saddest
High	Higher	Highest
Low	Lower	Lowest
Nice	Nicer	Nicest
Sweet	Sweeter	Sweetest
Far	Farther/Further	Farthest/Furthest
Good	Better	Best
Expensive	More expensive	Most expensive
Important	More important	Most important
Little	Less	Least

Lesson 2

- Ex. A includes different types of nouns with corresponding pictures for which learners need to write correct label. Teacher to read aloud words from word bank in Ex. A. Students to call out correct label and note answers. After completion, get students to pronounce each word collectively.
- For Ex. B, ask students to note on the pattern of given nouns. **Exposition:** All nouns end in –o. For nouns ending in –o, we USUALLY add –es to the word. However, there are exceptions, such as pianos, radios, photos, kilos, logos, and solos.
- **Individual task:** Ex. B. after completion, call out each student to read the pair aloud. Teacher to note pairs on board.
- Teacher to read passage aloud. Stopping at each blank. Students to figure and call out correct answer.

H. W. Students to read fact-file in Lesson 3 for discussion in next class.

Day 2

Lesson 3 – Fact file features

Pre-reading task: Ask students to research about the natural world and endangered species for class discussion. Divide class into groups of 4-5. Assign one of the following research topics to each group: mountain lions; flamingo; arctic fox and gray wolf. Each student will conduct their own independent research, with the help of parents and note points, for class activity. Which species are currently endangered? What is the cause of their endangerment? What can humans do to prevent their extinction? What steps do we need to take to protect natural environment?

- **Exposition:** Fact-files provide facts, information or statistics about a particular person, place, animal or thing, for example, lions, tornadoes, volcanoes, grizzly bears, Egyptian Pyramids, etc. they are called non-chronological reports because if you compare journals or narratives in which you mention events in a chronological order, fact files provide information in a non-chronological order. They don't mention events in the order that they occurred. A fact file has the following elements:
 - o Title
 - o Sub-headings
 - o Bullet points
 - o Main body
 - o Captions for pictures
- Further explain that if students are researching about mountain lions in Pakistan, for example, they would mention facts relating to features of mountain lions, habitat, seasonal activity and carnivorous traits. Keeping these elements in view, sort students into **pairs** to identify elements of fact file in Ex. A text and share input with class. For Ex. B, explain that the given table is a comparison between polar bears and grizzly bears. When making sentences, they can write comparisons in different ways, taking into account comparative and superlative adjectives. Some example sentences are also included in the Study Corner on page 89.
- **Group activity** – Sort students into groups according to their research topics. Provide half of a chart paper to each group. Students will use that chart paper to design a fact file about their research topic, using their notes and features of fact-file provided earlier. They could also draw their own pictures. Then each group to come to the board to present their work and briefly talk about their animals.
- Ex. C and D could be done as H.W.

Day 3

Lesson 4 – Crocodiles vs. Alligators

- Ex. A brings us back to comparatives. Students may work in pairs to complete this exercise. After completion, have each pair share one sentence each.
- **Individual task:** Ex. B. Explain that Ex. B asks for comparison of friends and family members. Students could compare traits such as height, age, etc.
- **Ex. C Exposition: Crocodiles vs. alligators** – Crocodiles and alligators are different in the sense that they belong to a different class of families. You will find crocodiles in saltwater and freshwater; however, alligators live in only freshwater. Crocodiles exhibit longer, V-shaped snouts,

alligators have shorter, U-shaped snouts. When a crocodile closes its mouth, you can see some of its teeth, but not alligator's. Alligators have stronger snouts, which can allow them to even crush turtle shells. Moreover, crocodiles are more aggressive than alligators. Alligators are faster than crocodiles.

- Further explain that in Ex. C, we have a comparison of crocodiles and Mississippi alligators – their habitat, length, head size and appetite. Remind students of their group activity for Lesson 3. Highlight key features on the board. Students could work in pairs to write their fact files.

Day 4

Lesson 5

- Ex. A to be done as specified. Students could be taken to the library in groups to look up relevant information.
- Explain Ex. B to students. After completion of assignment, have each group present their work to the class.

Unit 17

Objectives: *practise a dialogue; develop listening and speaking skills; develop vocabulary for buildings; study vocabulary for parts of houses; study silent letters in words and categorize them and write an ending to a narrative.*

Day 1

Lesson 1

- Learners to read text in Ex. A and underline all parts of a house. Explain that a house is divided into different portions, each of which serve different functions. For instance, a kitchen is used to store cutlery, utensils as well as cook food. However, you cannot sleep in the kitchen. Likewise, some common rooms in houses include kitchens, washroom, bedrooms, lounge, drawing and dining rooms, porch, backyard, lawn/garden, roof, attics, basements and cellars.
- Explain Ex. B by drawing two columns for Direct Orders and Reported Orders. Mention that these are part of direct speech and indirect speech. Direct speech includes the exact words spoken, such as those dialogues given in the first column. The second column comprises of reported speech, or phrases that indicate what was said. We come across situations in which we need to describe events, actions or what someone said. If we have to inform others about what someone has said, we repeat it. Also mention that when it comes to time and places, we need to make changes. For instance, *yesterday* becomes *the day before* or *the previous day*, *today* becomes *that day*, *tomorrow* becomes *the next day*. With matters of place: *here* becomes *there* and *this* becomes *that*.

Direct orders

- "Put on your slippers."
- "Don't go down to the basement."
- "You mustn't go up there."

Indirect Orders

- She told them to put on their slippers.
- She advised them not to go down to the basement.
- She ordered them to not go up there.

Lesson 2

- Draw attention of learners to the picture given in Ex. A and ask them to describe it. Listening exercise to be conducted as mentioned.
- Start off Ex. B by asking learners this prompt question and take feedback before exposition: *What do you think are the most important factors in selecting the best filming location?* **Exposition:** No matter whether it's a long short film, selecting the best location is time-consuming. Directors of films need to select a location that matches their script/story. Some filming locations may lack equipment/technology that directors need for their films. The table in Ex. B is a comparison of 2 castles. Let's find out which castle is more suitable for the company.
- For Ex. C, get students to write words in their relevant categories, individually. After completion, teacher to call out category; pupils to call out corresponding words in choral repetition.

H. W. Read Part 1 of the story in Lesson 3. Note meanings of difficult words.

Day 2

Lesson 3 – Features of a scary story

- We have covered different styles of writing in previous units, including narrative writing and fact files. Here, we are introduced to a horror story. Begin by asking students whether they have read scary stories before and whether they know of authors who are famous for their horror fiction. **Exposition:** A horror story includes elements of surprise, suspense and thrill that are present to scare the reader. Some stories are less scary than other stories. The events in a horror story are described in such a way that evokes fear among readers. Elements include:
 - Supernatural phenomena; paranormal activity
 - Suspense, thrill, surprise, mystery
 - Wicked/Evil characters
- Keeping in view above elements, ask students to identify characteristics of a horror story from the text given in Ex. A. also mention that they need to focus on plot / story progression and W's – what happened; where did it happen and when did it happen? Draw attention to the *words of sound* used to describe events in a story. Explain that choice of words is necessary to write a horror story that evokes fear and terror. Note how the author has used 5 senses to evoke fear.
- Have them read Part 2 of the story. Then discuss features of a horror story – paranormal activity, mystery, supernatural occurrences and scares. Students could also briefly share about a horror story that they have read before.
- **Pair work:** Ex. C. Explain that words given in bold in texts have to be placed in the right sentences.
- **Individual task:** Ex. D. Mention that these are characteristics of some types of ghost/scary stories. The third column uses 5 senses. The fourth column includes adjectives that are usually related to scary stories.

Day 3

Lesson 4

- **Study Corner Exposition:** The phrases in given table are examples of past continuous tense and present continuous tense. The third column includes sentences typical of direct speech and reported speech. In each row, the first sentence is an example of past tense. The second sentence is in present tense. The italicized words indicate whether the action happened in the past or present. It also shows us that there are different synonyms for the words *said*. This is because we cannot use the word *said* for every situation. We can say: Can you speak more loudly but not 'Can you tell more loudly?'
- The italicized words in Ex. A are verbs of speaking. Students need to select the option that best matches with the situation. Read the dialogues aloud and have students call out correct answer. Here, it is important for them to hear the sentences being read aloud to understand which verb is more suitable.
- **Individual task:** Students will attempt Ex. B individually.
- For Ex. C, teacher to read aloud sentences; students to call out and circle the correct answer.

Lesson 5

- The text in Ex. A is the ending of the story in Lesson 3. Draw focus of learners to the progression of events in this story, from introduction to rising action, climax/turning point, falling action and resolution. Learners to identify elements of a story's ending and share input with class.
- **Pair work:** Ex. B. Teacher to read aloud example answer and sentence.
- Instructor to read aloud passage in Ex. C and verify answers with class.
- Ex. D can be given as H.W. First, explain how an ending is written, with the help of prompts on the board. Discuss the features of an ending. Explain that the text in Ex. A shows a typical ending to a horror story. These features include:
 - o Climax/twist/surprise element
 - o Someone could end up getting murdered
 - o A dark revelation about the history of the house
 - o Could be happy or sad
 - o Hero
- Next, students could come up with their own ideas. Teacher to note them on the board. Students to note pointers and complete this task as **H.W.**

Unit 18

Objectives: *practise dialogue; develop speaking skills; study present perfect; differentiate between been to and gone to, practice conjunctions and study adjectives using -ing and -ed.*

Day 1

Lesson 1 – Communication

- Write *Present perfect tense* on the board. **Exposition:** This verb tense informs us that an action has happened once or more than once, before. It is used to describe experiences or changes in circumstances that have happened. For example: You have driven a car, right? Neil Armstrong has

been to the moon. There have been several hurricanes in America.

- From the dialogue given in Ex. A, ask students to underline examples of present perfect tense. Discuss with class. Ask them to come up with their own examples and share with class.
- For Ex. B, explain that students must answer questions using present perfect tense. Likewise, in Ex. C, students need to examine the pictures and share sentences using present perfect tense. Call out one student to ask a question; another student to raise hand to answer, using present perfect tense.

Lesson 2

- Ex. A has more examples of present perfect tense that can be used in different situations. Proceed as mentioned in rubric.
- Ex. B to be done as mentioned in rubric.

H.W: Read Parts 1 and 2 of Newspaper article in Lesson 3. Attempt Lesson 1 Ex. A and B for discussion in next class.

Day 2

Lesson 3

- **Starter activity:** Ask if anyone has heard about or read Harry Potter books. If affirmative, ask about favourite parts/character(s)/book in series, etc. for those who haven't read the book, encourage them to start reading the series and borrow from the library.
- **Exposition:** The given text is a newspaper article. An interview is a question-and-answer session conducted between 2 or more people. The purpose of the article is to present background information about the celebrity Emma Watson, who rose to fame after the release of her first Harry Potter film, *The Philosopher's Stone*.
- Next, ask students to go through the text and answer these prompt questions: *How would you describe Emma? How is her lifestyle like? Identify three key features of a newspaper article in this text.*
- For Ex. A, explain that the pictures show two different situations from the given article. Learners must match the situation with the text.
- Ex. C to be conducted the same way as Ex. A.
- **Individual Task:** Ex. D. Check answers with class.
- **Whole-class activity:** Instructor to read out prompts for Ex. E. Students to call out and note correct answers.

Day 3

Lesson 4

- Start off by asking students whether they are familiar with cards and whether they have ever sent a card to someone. Explain that a postcard is used to send a message to family or friends. It also includes a picture on one side. People who travel might send postcards to their family, along with a picture. The text given in Ex. A is an example of a postcard.
- The focus of Ex. A is on past participles, starting with *been*. Ask students to read through the postcard and underline the rest of the past participles.

- Explain Ex. B and have learners attempt it individually. After completion, ask students to come up with sentences using past participles and share them with class.
- Explain conjunctions. **Exposition:** Conjunctions are used to connect sentences so that sentences, which express more than one idea, do not appear boring or redundant. Common conjunctions include: and, but, because, or, thus, however, yet, nor and so. Example: I like playing outdoor games with family during the weekend, but I prefer to read a book in silence. You can run but you can't hide. My cat is playful with my brother; however, it flees every time it sees me.
- **Individual task:** Ex. C.
- For Ex. D, ask learners to describe what is happening in the picture. Teacher to read out passage and stop at blanks, students to mention correct answer and note.

Lesson 5 – Match the adjectives

- **Whole-class activity:** Ex. A. Learners to read the posters and their reviews, then point out correct answer.
- **Individual task:** Ex. B
- **Pair activity:** Ex. C. After completion, have each pair stand up for their question and answer session.

Plenary: Teacher to write following adjectives ending in *-ing* on board. Call out a student to answer for each adjective and record response on the board. Confusing; alarming; disgusting; insulting; relaxing; soothing; satisfying; inspiring; sickening; moving; entertaining; threatening and worrying.

Unit 19

Objectives: practise dialogue; develop listening and speaking skills; attempt a geography quiz; discuss adventurous trips; study adverbs of manner; study a shape poem and write a shape poem.

Day 1

Lesson 1 – Learning through role-play

- Write the title on board and ask what students understand by it. Also inform students that the title is an indicator of classic adventure novel *Around the World in 80 Days* by Jules Verne. Encourage students to borrow this book from the library.
- The dialogue in Ex. A includes *adverbials of manner*. Explain that adverbs of manner are formed by adding *-ly* to adjectives. It might sometimes change spelling, such as: gentle-gently. The adverb for *good* is *well*. She performed well in the role-play. My presentation went well. It all happened suddenly.

STUDY CORNER

Write these sentences on the board:

What is the weather like? What are the people like?

- Ask the children these questions and get them to answer. Remind them that these are useful questions for asking for general information.
- Ask children if they can change the sentences into the past: *What was the weather like? What were the people like?*

- Ask the children some more questions and get them to answer, e.g. What was the weather like yesterday? What were the TV programmes like yesterday evening?
- Ex. C also comprises of describing places. Proceed with listening exercise as stated in rubric.
- Ex. D can be customized according to teacher's class.

Lesson 2 – Mapping

- **Whole-class activity:** It would be resourceful for the teacher to have a large poster of a world map. If available at the library, share it with students by sticking it on the board. Keep a stick or laser pen in hand for pointers.
- Give students five minutes to go through the map in their textbooks. Afterward, teacher could ask similar questions like the one given in Ex. A. Students to call out correct answer. Teacher to facilitate students by pointing in the right direction on world map.
- **Individual task:** Ex. B. Students can use the world map to figure out answers for Ex. B. After completion, teacher to verify answers with class, from listening exercise.
- **Whole-class activity:** Ex. C as mentioned in rubric. Verify answers with class.

Plenary: Using the world map, teacher could ask prompt questions about locating countries on world map; for example, can you help me find Canada? Where is Russia? Can you spot China? How about Greece?

H.W. Read text in Lesson 3 Ex. A and Ex. C. Attempt Ex. B for discussion in next class. Note meanings of difficult words.

Day 2

Lesson 3

- Recall features of biography from Unit 9 and ask students to identify elements of a biography from given text in Ex. A. Discuss these words to ensure students understand vocabulary for space: astronaut, international space station, orbit, and 'her career progress was rapid, just like a rocket.'
- Explain why being an astronaut is physically demanding. **Exposition:** life in space is far different from life on earth, due to lack of oxygen. You can't jump in space, you float. Your bodies change in space. Many things change once you are up there, including the way you eat and use the washroom. For instance, on earth, our bodies remain strong because of the weight of our muscles and bones. Astronauts have to float in space, not walk around. As a result, their bones become weaker and they must exercise daily. Also, because of less gravity, their hearts need to work harder to pump blood.
- Also mention that the International Space Station is an artificial satellite close to the earth's surface. Many countries use it in collaboration as a laboratory to research about planets and possibility of life on other planets. It also has equipment for astronauts who are going for long-duration journeys into space.
- **Individual task:** Students to read Ex. C and answer questions individually. Make sure students understand the meanings of vocabulary words in this text. Discuss answers for Ex. D.
- Ex. E to be done individually.

Day 3

Lesson 4 – Changing adjectives into adverbs

- Explain formation of adverbs from adjectives on the board, with these examples: cheap-cheaply; silent-silently; slow-slowly; angry-angrily; fortunate-fortunately; lucky-luckily; sad-sadly; terrible-terribly. **Exposition:** adverbs are formed by adding *-ly* to the adjective. For words ending with *-e*, replace *-e* with *-y*. Example: terrible-terribly. For words ending in *-y*, replace *-y* with *-ily*. For example: happy-happily. For adjectives ending with *-c*, add *-ally*. Example: basic-basically. However, the word *public* is an exception.
- **Individual task:** Ex. A. After completion, verify answers with class by calling out the prompt and students calling out the corresponding words. Ex. B to be done individually.
- For Ex. C, explain that a **space probe** is a spacecraft that is sent to space to gather scientific information about the galaxy, moons, stars, asteroids and other planets. The first probe sent to space was Sputnik 1 in 1957. It was sent to examine Earth from space. After sending the first few probes, more probes were sent to the moon and other planets. It is because of these space journeys that we know how it is like to walk on the moon, how cold is Mars and what other planets look like. Some probes include telescopes to examine astronomical bodies. Voyager 1 is a well-known probe, known for journeying past Jupiter and Saturn and going to the end of our solar system. It flew 17 billion kilometres away from Earth.
- **Individual task:** Ex. D.
- For Ex. E, teacher to read aloud given passage and students to call out correct answer.

Note to teacher: Before next class, take a print out of following shape poems on an A4 sheet that students could paste in their copies, exactly in their original shape. Poems – In a twist; Rain, rain go away; Stars are so bright; Fox; Tornado; teacup and others, depending on how much can be fitted on one A4 sheet.

Day 4

Lesson 5 – Shape poems

- Provide each child with a handout of shape poems. Get **choral repetition** for each poem. Teacher to read the phrase first so students know how to follow with the next phrase.
 - Get **choral repetition** for shape poem in Ex. A and have students answer comprehension question. Students to work on Ex. B **individually**. Discuss answers with class.
 - **Pair activity:** Ex. C. Following completion, each pair to share their input with class.
 - **Individual task:** Ex. D.
 - Have a **class discussion** for Ex. E. Guide students with prompts. Students can work in **groups**. After completion, each group can share their poem with the class. Ex. F can be done as specified, after class discussion, as **H.W.**
-

Unit 20

Objectives: study medical terms and ailments; learn to provide advice; understand and practise phrasal verbs; use nouns with *-ness* in sentences; learn how to remain safe online; use *do* and *don't* to complete a leaflet; read a blog; discuss with classmates on how to remain safe online; practise conditional sentences; punctuate conditional sentences and read a poem about conditions.

Day 1

Lesson 1

- **Recall** with learners some of the medical terms from Unit 12. The unit introduced us to some medical terminology and kidney ailments. This dialogue introduces us to some more medical terms. Ask learners to read the dialogue and circle medical terms they come across. Next, explain advice. **Exposition:** as advice is a suggestion or recommendation that we offer to people in need. For example, if your bicycle has a flat tyre, your parents would advise you to take it to a mechanic. Then, naming a few students, ask what other students would advise them to do. For instance, *[Student]* has run out of pencils. What would you advise him to do? *[Student]* has injured herself while playing. What would you advise? I have run out of ink for my board marker. What advice would you give me? Also point out that advice is a noun, whereas advise is a verb.
- For Ex. B, explain that in the given sentences, we are offering advice by using the words *Do* and *Don't*. Example: Do take a painkiller if you have a headache. Don't play any sport. This example can be rephrased similar to the sentence provided in speech bubble. This exercise should be completed as a **pair activity**.
- For Ex. C, call out one student each to answer following questions:
 - *What should you do when you have a head ache?*
 - *What must you do when a dog bites you?*
 - *If you have a bad cold, you should.....?*
 - *What should you avoid doing when you feel faint?*
 - *In case you cut your hand, you must.....?*
 - *If you burn your fingers, immediately.....?*

Lesson 2

- **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, and so on. Mention that the italicized words in sentences are phrasal verbs. The words given in the word bank in Ex. B are also phrasal verbs. Students to examine pictures in Ex. A and describe what is happening. Teacher to read prompts aloud for students to match with corresponding pictures. Got up means woke up. Look out can also be said as *watch out* or *be careful*. To *break down* means to get damaged. *Showing off* means being proud or haughty about one's possessions. *Took off* means depart. *Turn up* means arrived.

STUDY CORNER

Write these sentences on the board:

My car broke down yesterday.

My car broke yesterday down.

- Explain, with translation if necessary, that the phrasal verbs in this unit are used intransitively, without an object.
- Explain that the verbs are inseparable: the verb is followed by the particle.

A. Match the sentences to the pictures.

Read each sentence one by one. Give the class time to find the correct picture. Explain, using translation if necessary, the meaning of new phrasal verbs, e.g show off, turn up. Get individual and oral repetition of the sentences.

- Ex. B to be done individually.
- For Ex. C, explain that the words given in word bank are formed from adjectives – such as, friendly-friendliness, gentle-gentleness. Some of these nouns have a negative connotation, whereas the remaining nouns have a positive connotation. Example: Mother Teresa is famous for her kindness and charitable nature. He is unable to work because of his sickness.

Day 2

Lesson 3 – Technical talk!

- **Whole-class discussion:** Ex. A.
- For Ex. B, remind students that the purpose of a leaflet is to provide directions/instructions to people and to warn them from life-threatening objects/places/situations. In Ex. B, the emphasis is on using DO and DON'T to provide safety instructions or advice to people. Let pupils work on Ex. B individually. Verify answers with class by reading prompts aloud and students calling out correct answer.
- Explain the purpose of a blog and how it is different from writing a personal diary/journal.
Exposition: A blog is similar to a journal/diary. When you write a personal diary or journal, you keep it hidden from others. However, a blog is created on a website or online. The words that you write online are visible to people all over the world using internet. When you are blogging, you are interacting with the world audience. You allow people to share their thoughts and feelings about whatever you write. Unlike a diary where you can write whatever comes to mind, online you might have to be careful about the words you use. You have to use titles and words that grab attention and interest so that the reader wants to read till the end. The posts on page 121 demonstrate what a typical blog looks like. Website allow blogger to select and customize design according to preference. People might blog to stay in contact with family or friends, write for companies or to earn money from home.
- Next, mention that people use IT for various purposes. Since there are multiple uses for IT, people in different contexts – students, teachers, corporate workers, bloggers, etc, use IT for varying purposes. Advancements in technology make it necessary for us to use IT effectively to remain productive and attain knowledge to keep on track with the world.
- For Ex. E, explain that even though it is not possible to survive without IT, advancements in technology brings their own risk factors, the primary ones being security issues. When posting personal information online, you expose yourself to online hackers or predators who could use

you information to sell to other companies. Whatever information you post online is visible to everyone having access to internet around the world.

- Similarly, Jason is aware of these security threats. Keeping in view these concerns, ask students what precautions they can take to remain protected, even when working online.
- Initiate **whole-class discussion** for Ex. F. **Exposition:** We cannot avoid living without the internet because it does improve our life to a great extent. To gain knowledge, we can quickly go online and educate ourselves. We have online courses and educational videos to remain on track. Emails allow us to stay in contact with close family and friends. Some of the ways in which we can protect ourselves is by not giving away our address, numbers, bank-account information and avoid going to dangerous websites. We could use strong, complex passwords to prevent hackers from stealing our data and be selective about what we share online. We could also update our anti-virus software to remain protected.

Day 3

Lesson 4

- Write *Conditional sentences* on the board. **Exposition:** These are sentences or statements comprising of conditions and their consequences. When forming or completing conditional sentences, make sure the structure, verb tense and commas are used correctly. A comma should be used after an *if-clause*. Example: If I score well in English this term, I will get a new bicycle. Note that the *if-clause* has a condition, which is followed by the result or consequence of that condition. If you repeatedly eat junk food, you will become obese. If you don't brush your teeth regularly, you will get cavities. The sentences given in Ex. A are examples of conditional sentences. Have students complete this exercise individually.
- Ex. B could be completed as pair work. Ex. C requires punctuating conditional sentences. Ex. D includes selecting the right option for conditional sentences. Have student work independently for Ex. D and discuss answers with class after completion.

Lesson 5

- Explain that the poem in Ex. A includes conditions and their consequences. Ask students to underline the conditions and mark them using the letter C; followed by using the letter R for result. Call out one student each to paraphrase one condition-result from the poem.
- Ex. B could be completed as a pair activity. After completion, a few pairs could share their promises. Also remind students that promises must be well-thought out and made with care. If lied about, it can have negative consequences for the person. We should not make false promises or promises that we can't keep.
- For Ex. C, explain that here the conditions are categorized into threats, warnings, bargains and consequences. Some of these are included in Lesson 4 exercises. Differentiate between threats, warnings and bargains. A threat is forcing someone to do something, but hurting or forcing that person. A warning lets you know beforehand about an upcoming situation that is not good for you; it is an advance notice of unpleasant consequences. A bargain is negotiation between 2 or more people to arrive at a conclusion that is mutually beneficial or agreeable for all parties. It could be a win-win situation, no one loses. Lesson 4, Ex. D, item 1 is a warning. For the rest, ask students to use sentences from Lesson 4 or come up with their own ideas.

Plenary: A few volunteers could share one idea each.

End-of-Year Test: OPE 4

Name:

Class:

A. Write the missing parts of the dialogue, using the word(s) in brackets.

Amir (A) and Sharif (B) are discussing their sports injuries.

A: You've already heard my news, (1) _____ ?

B: Yes, what bad luck! I hope you get better soon. How good were you
(2) _____ (swim) when you were young?

A: I was (3) _____ (average), not very good.
And you?

B: I love swimming. But I can't swim right now.

A: Oh dear. Is there a problem?

B: Yes, I (4) _____ (sprain/my) shoulder in a competition last weekend.

A: That's bad luck. What (5) _____
(do) about it?

B: The coach (6) _____ (give/me) some
exercises to do. He thinks that the shoulder (7) _____ (may/be) better within
three months.

A: Three months? That (8) _____ (sound) a long time.

B: Yes, it is. He told me that shoulders and elbows (9) _____ (take) a long time to
get better.

A: Why is that?

B: The blood can't easily get inside the shoulder. (10) _____ (result), recovery
takes a long time.

Functions
10

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

1. The boys will leave at 2 o'clock to catch the bus. (The boys are ...)

2. She had too many tomatoes, so she gave my aunt some of them. (... my aunt.)

3. Samina's mum bought her some hockey boots; they were white and expensive. (... boots.)

4. The farmer was cutting wood. I heard him from the house. (... the farmer ...)

5. Ayesha packed her bag and is ready for school. (... already ...)

Ayesha is _____

Sentences
10

C. Choose the correct answer from a, b, c, or d.

1. It's a great book. I found the ... very exciting.
a) plot b) author c) setting d) title
2. A grapefruit is larger than a ... , but smaller than a
a) tomato / guava b) melon / strawberry
c) grape / watermelon d) pumpkin / raisin
3. In my opinion, the end of the film was quite
a) amused b) surprising c) puzzled d) inactive
4. The fisherman watched and waited ... the tree.
a) above b) onto c) out of d) at the top of
5. The rhino rubbed his side ... the palm tree.
a) next to b) against c) around d) towards
6. We shouldn't ... wild animals; instead, we should ... them.
a) kill / place b) hunt / destroy
c) sell / study d) feed / repair
7. When she opened the attic door, it ... noisily.
a) rumbled b) creaked c) buzzed d) sounded
8. First we'll walk ... this road and go ... this high pass.
a) straight / on b) up at / past
c) along / over d) onto / down
9. This book is ... ; the title page is printed upside-down.
a) impossible b) incorrect c) incomplete d) imperfect
10. ... your car in town. Someone might ... it.
a) Look after / break into b) Take after / go with
c) Keep to / come across d) Watch over / get over

D. Read the text, then answer the questions in full sentences.

Dr Zaidi is an expert on marine creatures. For the past fifteen years, she has done research into octopuses. Tariq went to find out more.

If, like me, you think of an octopus as a strange collection of arms and legs, you might be in for a surprise. Dr Zaidi explained, 'First they're among the cleverest of creatures. They can remember things, and they enjoy play.' I was in Dr Zaidi's laboratory, with 40 tanks containing octopuses. 'If you watch carefully,' said Dr Zaidi, 'you can see how they use tools.' She then placed two empty coconut shells in a tank. At once, the young octopus turned one of the shells upside down, and crawled under it. 'See! It's using the shell as a shelter to protect itself from danger.'

'So how do octopuses manage to stay safe?' I asked.

'They can get away by jetting through the water. Or they hide between rocks. They can send out a cloud of dark liquid - sometimes called 'ink' - into the water. They can even change colour to look like the rocks around them.'

'Can I touch one?' I asked.

'Of course.' And she put a small octopus on my arm. It started to crawl away. 'You see, it's a bit scared so it's trying to escape.'

'Are octopuses dangerous?' I asked, as I handed the creature back.

'All octopuses are poisonous, but not dangerous, except one particular kind. The blue-ringed octopus can kill humans.' I must have looked alarmed, as she added quickly, 'No, I didn't give you that one to play with, you'll be pleased to hear.'

Before I left, Dr Zaidi told me some more unusual facts about octopuses—things that I had never imagined: 'They have three hearts, blue blood and nine brains, but they don't have any bones. Nine brains, you ask? Well, there's one big brain in the body—that's the control centre—and one brain in each of its limbs or tentacles, making nine in all.'

'How big do they grow?' I asked. Dr Zaidi patiently explained that there are 300 different kinds of octopus, ranging in size from 5 centimetres across to 4 metres across – 'That's the Giant Pacific Octopus, if you're interested.'

I had no time to ask further questions. However, there's lots more information to discover. In the future, Dr Zaidi plans to study the tools that octopuses use. I'm sure that the results of her research will be fascinating.

1. What three things can octopuses do? They can _____

Reading

2. In which four ways can octopuses escape from danger? They can _____

10

3. Which is the most dangerous kind of octopus? The most _____

4. Why are scientists so interested in studying octopuses? They are interested because octopuses _____

5. What two types of octopus behaviour did Tariq observe? One octopus _____

E. Write an email from an alien about a visit to planet Earth. Answer all these questions.

Use the sentence starters.

1. Why did you choose Pakistan for your visit?

We chose Pakistan for our visit because ...

2. Which places did you visit? We visited We weren't able to visit ... because ...

3. Which things did you like, and why? We loved ...

4. Which things surprised you about planet Earth?

Many things surprised us about planet Earth. First, ...

5. What might you do on your next visit to planet Earth? Why?

On our next visit to planet Earth, we might ...

Writing

10

ANSWER KEY

- A.**
1. haven't you?
 2. at swimming
 3. only average
 4. sprained my
 5. are you going to do
 6. has given me
 7. might get
 8. sounds like
 9. take
 10. As a result,

- B.**
1. The boys are leaving at two o'clock to catch the bus.
 2. She had too many tomatoes, so she gave some of them to my aunt.
 3. Samina's mum bought her some expensive white hockey boots.
 4. I heard the farmer cutting wood from the house.
 5. Ayesha is ready for school and has already packed her bag.

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

- D.**
1. They can remember things; they enjoy playing; they use tools.
 2. They can jet away through the water; they can hide; they can send out a cloud of dark liquid; they can change colour.
 3. The most dangerous kind of octopus is the blue-ringed octopus.
 4. They are interested because octopuses are very clever and can use tools.
 5. One octopus used a coconut shell as a shelter. One octopus tried to escape.

- E.** Answers depend on the children.

Record of End-of-year Test

Class _____ **Date** _____

**F: Functions /10, S: Sentences /10, W: Words: /10, R: Reading /10,
WR: Writing /10 Total: /50**

Name of child	F	S	W	R	WR	Total
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[Ed: To make the test results easy to read, give a dark horizontal line after every five children and a faint grey highlight in the Total column as in the Record of Quarterly Assessments.]

Record of Quarterly Assessments

(Key F: Functions /10, W: Words /10, R: Reading /10, WR: Writing /10) Class ____ Year ____

Name of child	Test 1 Date:					Test 2 Date:					Total	
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Record of Quarterly Assessments

(Key F: Functions /10, S: Sentences /10, W: Words /10, R: Reading /10, WR: Writing /10) Class _____ Year _____

Name of child	Test 3 Date:					Test 4 Date:					Total		
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