

Complimentary Copy—Not For Sale

OXFORD
UNIVERSITY PRESS

OXFORD PROGRESSIVE ENGLISH Teaching Guide

CHRIS JACQUES

5

SECOND EDITION



Based on Single National Curriculum 2020

Contents

Introduction	iv	
Unit 1	Role Models and Festivals	2
Unit 2	Expeditions	8
Unit 3	E-pals: Computers	16
Unit 4	The show	25
Unit 5	I'm full!	32
Unit 6	Revision and Extension	41
Unit 7	Triathlete	49
Unit 8	The Magic Paintbrush	56
Unit 9	Saving the turtle	63
Unit 10	The beginning of farming	70
Unit 11	Revision and Extension	76
Unit 12	Hot Rocks	84
Unit 13	What's in the future?	92
Unit 14	Kidnapped	100
Unit 15	Charities	107
Unit 16	Revision and Extension	114
Unit 17	Birds and beasts	121
Unit 18	The Time Capsule	130
Unit 19	Museums come to life	137
Unit 20	Time Travel	146
Unit 21	Revision and Extension	153
Unit 22	End-of-year Revision	160
	End-of year Test	165
	Lesson Plans	171
	Record of Assessments	217
	Record of Quarterly Assessments	218

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

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

2.2 The Content of the Students' Book

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

- Text, theme, and text type
- Listen and speak
- Phonics (Books 0–2 only)
- Words (thematic vocabulary and spelling)
- Sentences (includes structure, grammar, and punctuation)
- Writing (guided composition in the same text type as the reading text)

2.3 Reading Texts, Text Types, and Themes

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

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

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

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

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

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

Text Types in Primary Oxford Progressive English

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

Introductory Text Types	Book 1 Text Types	Book 2 Text Types
<p>Note that this list is for the use of teachers only. We do not recommend that you teach pre-primary children to identify text types.</p> <p>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>Play script/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	U11 L3 U14 L3	U2 L1, U5 L5 U14 L3	U6 L3 U18 L5	U17 L5	U19 L1
Role play	U3 L3 U15 L3	U5 L6 U14 L5	U2 L3	U10 L4	U7 L3
Critical thinking	U2 L3 U15 L3	U1 L3 U13 L7	U2 L1	U15 L3 U18 L2	U12 L3 U 19 L3
Problem solving	U8 Reading	U14 L6 U16 Check	U8 L2	U10 L5	U15 L5
Inquiry	U12 Check	U1 L2 & 5 U14 L3	U1 L3	U10 L3	U8 L3
Activity	U5 L3 U7 L6	U3 L3	U10 L3	U10 L4	U4 L2
Further reading or internet research	U5 L1	U3 L3 U6 L3	U20 L3 U2 L5	U3 L1	U2 L5
Creativity	U15 L3	U9 L6 U12 Reading	U4 L3	U8 L5	U18 L5
Prediction	U5 L3	U2 L3	U7 L3	U3 L3	U3 L3
Analysis	U5 L4	U10 L3	U3 L1 ER L3	U10 L2	U4 L3 U7 L2
Imagination	U15 L6	U13 L7	U20 L2	U13 L3	U6 L5

Extensive Reading

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

2.4 Listening and Speaking Skills

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

Listening

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

Speaking

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

2.5 Words and Phonics

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

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

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

Phonics

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

Sight words

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

2.6 Sentences

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

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

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

2.7 Writing

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

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

2.8 Icons in the Students' Book

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

 This is available in the audio-recording.

 Children should do this exercise in their notebooks.

 Discuss higher order thinking skills in class.

3. THE TEACHING GUIDE

3.1 Page by Page Lesson Notes

These include:

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

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

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

3.2 Photocopiable / Online Record of Quarterly Assessments

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

3.3 Photocopiable / Online End-of-Year Test

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

4. THE OPTIONAL AUDIO RECORDING

An optional Audio-Recording of the Reading Texts is available for teachers and students. This can be downloaded onto any smartphone, tablet, or laptop. (Reading texts in the Extensive Reading lessons, and 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 5'.
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 5: 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, Lesson 1 Exercise B (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 3, 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 5, children write or complete poems, stories, recipes, descriptions, notices, reports, emails and formal letters.

5.6 Daily revision

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

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

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

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

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

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

5.7 Handwriting

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

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

5.8 Revision and Extension units

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

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

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

Each Extension section in Book 5 contains:

- Two Reading Comprehension texts, with exercises.
- Vocabulary exercises (not covered elsewhere in Book 5).
- Grammar and Punctuation exercises (not covered elsewhere in Book 5).

How do I use the extension materials with my pupils?

Reading comprehension: Use the same approach to reading that you use elsewhere in Book 5. 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 Book 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 5
Single National Curriculum Alignment

Competencies	Standards	Benchmarks	SLOs
C1 - Oral Communication Skills (Listening and Speaking)	S1 Students understand and articulate widely acceptable pronunciation, stress and intonation patterns of English language for improved communication.	BM 1 Recognize and articulate sound patterns and stress in words, and basic intonation patterns in statements and questions as they occur in classroom texts.	<ul style="list-style-type: none"> Pronounce and practice more words with silent letters such as 't' in switch, 'g' sound in 'high'. Pronounce and practise long and short vowels and diphthongs as they occur as practice items and sentences in reading lessons and in speech. (Unit 11 lesson 2, Unit 17 lesson 5, Unit 20 Extension, Unit 21 lesson 4) Pronounce and practice with reasonable accuracy, common three-consonant clusters in initial and final positions. Classify words that begin or end with the same consonant clusters. (Unit 5 lesson 2) Classify more words that begin with vowel sounds. Identify and practice the use of the words starting with consonant and vowel sounds. (Unit 9 lesson 5) Identify and practice pronouncing long and short vowel sounds in different words (a, e, i, o, u). Recognize and practice that <i>ed</i> has three sounds i.e. /d/, /t/, /id/through context. (Unit 1 lesson 2, Unit 2 lesson 4, Unit 5 lesson 6, Unit 8 lesson 2) Find out how many syllables a word has. Use a dictionary to find out how words are divided into syllables. Pronounce the weak form of will/shall and not in contractions. (Unit 5 lesson 1, Unit 6 lesson 1) Listen and respond appropriately to the sentences with rising and falling intonation patterns. (Unit 1 lesson 4, 5, Unit 2 lesson 1, Unit 6 lesson 1, Unit 3 lesson 1,) 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 16 lesson 1, 2, Unit 17 lesson 1, 2, Unit 18 lesson 1, 4, Unit 19 lesson 1, 2, Unit 20 Extension)
	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.	BM 1 Use linguistic expressions to communicate appropriately for functions and co-functions of opinions, apologies, requests and instructions in class and school environment.	<ul style="list-style-type: none"> Identify demonstrate and practice previously learnt and more formulaic expressions for greetings, routine social courtesies according to the age, gender and status of the addressee. (Unit 7 lesson 5, Unit 9 lesson 3, Unit 18 lesson 1) Use appropriate expressions in conversation to: • express and respond to opinion • offer and accept apology • request and respond to requests • give and respond to simple instructions and directions. (Unit 1 lesson 1, Unit 2 lesson 3, 5, Unit 4 lesson 2, Unit 8 lesson 4, Unit 13 lesson 5, Unit 14 lesson 1, Unit 16 lesson 3, Unit 18 lesson 1, 3, Unit 19 lesson 4, 5, Unit 21 lesson 1)
		BM 2 Demonstrate through role plays, discussions, conversations, the social and academic conventions and dynamics to communicate information and ideas.	<ul style="list-style-type: none"> Demonstrate conventions and dynamics of oral interactions in group to: • introduce self and others • engage in conversation • take turns • use polite expressions to seek attention • agree/ disagree politely (Unit 1 lesson 1, Unit 2 lesson 4, Unit 5 lesson 2, Unit 7 lesson 4, Unit 9 lesson 3, Unit 18 lesson 1, Unit 16 lesson 1, Unit 18 lesson 2, 4) lead and follow • express needs, feelings, and ideas • express joy, sadness and anger • make polite requests for personal reasons • take leave • describe national events. (Unit 1 lesson 1, Unit 4 lesson 2, Unit 5 lesson 2, Unit 9 lesson 5, Unit 16 lesson 1, Unit 18 lesson 2) Practise and use appropriate tone and non-verbal cues for different communicative functions. (Unit 1 lesson 1, Unit 2 lesson 4, Unit 5 lesson 2, Unit 7 lesson 4, Unit 18 lesson 2)

C2 - Reading and Critical Thinking Skills	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.	BM 1 Identify and articulate digraphs, tri-graphs silent letters, and inflections in words and Comprehend words, sentences and paragraphs as meaningful units of expression.	<ul style="list-style-type: none"> • Articulate, practice and syllabify words containing digraphs, tri-graphs, and silent letters. (Unit 10 Extension, Unit 11 lesson 2, Unit 17 lesson 5, Unit 20 Extension, Unit 21 lesson 4) • Recognize specific parts of words including common inflectional endings, compound words, and affixes. (Unit 1 lesson 2, Unit 6 lesson 1, Unit 14 lesson 2, Unit 15 lesson 4, Unit 20 Extension, Unit 21 lesson 3) • Read aloud for accurate reproduction of sounds in individual words and connected speech. Read silently for comprehension. (Unit 2 lesson 4, 5, Unit 3 lesson 1, Unit 4 lesson 1, Unit 6 lesson 5, Unit 8 lesson 4, 5, Unit 17 lesson 1, Unit 20 Extension) • Apply punctuation rules to assist in developing accuracy and fluency through reading aloud. (Unit 7 lesson 5, Unit 11 lesson 5, Unit 15 lesson 5) • Read a paragraph as a larger meaningful unit of expression to recognize that: <ul style="list-style-type: none"> • The main idea in a paragraph is carried in a sentence called topic sentence • Other sentences in the paragraph support the topic sentence. • Recognize each paragraph in a text as a separate meaningful unit of expression. (Unit 20) • Identify and recognize the function of pronouns and transitional devices (therefore/however/whereas/for example). Show relationships between sentences in a paragraph, and between paragraphs. (Unit 7 lesson 1, Unit 8 lesson 5, Unit 12 lesson 2, 4, Unit 20, Unit 21 lesson 3)
		BM 2 Comprehend information from a visual cue or a graphic organizer to describe positions, directions, events, sequences, and to show comparison and contrast.	<ul style="list-style-type: none"> • Describe a series of events or sequence in a picture, an illustration or a diagram (Unit 1 lesson 1, 4, Unit 3 lesson 2, Unit 4 lesson 2, 5, Unit 6 lesson 4, Unit 7 lesson 2, 4, Unit 9 lesson 5, Unit 11 lesson 1, 2, 3, Unit 14 lesson 3, Unit 15 lesson 2) • Explain position and direction on a picture, illustration or a map. (Unit 2 lesson 2, Unit 11 lesson 1, 2, 3, Unit 13 lesson 2) • Read and use symbols and directions in a map/picture. (Unit 11 lesson 1, Unit 12 lesson 5, Unit 13 lesson 2, Unit 15 lesson 3) • Locate specific information in a 24-hour clock (Digital/ Analogue). (Unit 19 lesson 4) • Locate specific information in a calendar and a class timetable, and a report card. Read to compare information given in a pie chart and a bar graph. Recognize and use cardinal directions (Unit 5 lesson 4, Unit 19 lesson 4) • Use summary skills to mark important points and develop a mind map to summarize a text. Provide the missing information in a gapped summary. (Unit 13 Lesson 5)
		BM 3 Interpret factual information, new processes and procedures, personal, school and public related information, applying reading comprehension and thinking strategies.	<ul style="list-style-type: none"> • Use pre-reading strategies to: • Predict the content of a text from topic/ pictures, title/ headings etc., by using prior knowledge. (Unit 1 lesson 1, Unit 2 lesson 3, Unit 3 lesson 2, Unit 4 lesson 2, Unit 8 lesson 1, Unit 9 lesson 2, Unit 12 lesson 3, Unit 19 lesson 3, 5) • Skim a simple text for specific information. (Unit 3 lesson 1, Unit 4 lesson 3, Unit 6 lesson 3, Unit 16 lesson 5, Unit 17 lesson 3, Unit 18 lesson 3, Unit 19 lesson 4) • Apply critical thinking to interact with text using intensive reading strategies (while reading) to: <ul style="list-style-type: none"> • skim common graphical features such as picture, tables, illustrations, maps and graphs etc. in texts to increase understanding • locate/scan specific information to answer short questions • make simple inferences using context of the text

		<p>and prior knowledge • guess meaning of difficult words from context</p> <ul style="list-style-type: none"> • use context to infer missing words • identify facts in the text (as indicated through these words; day, date, place, etc.) • identify an opinion in the text (as indicated through these words; think, feel, believe, etc.) • distinguish fact from opinion • follow instructions in maps or short public notices or signs • generate questions to understand text. (Unit 1 lesson 4, Unit 2 lesson 2, Unit 3 lesson 1, 2, Unit 4 lesson 2, 3, 5, Unit 5 lesson 2, Unit 5 Test, Unit 6 lesson 4, Unit 9 lesson 5, Unit 11 lesson 1, 2, Unit 13 lesson 5, Unit 14 lesson 1, Unit 17 lesson 1, Unit 20 Test) • Use critical thinking to respond to the text (post reading) by: • Applying world knowledge and own opinion to the text read. Relate their feelings and experiences to what is read. • Expressing an understanding of story through role play. (Unit 1 lesson 1, Unit 5 lesson 3, 4, Unit 7 lesson 1, Unit 11 lesson 3, Unit 12 lesson 3, Unit 13 lesson 3, Unit 15 lesson 3, Unit 16 lesson 1, Unit 20 lesson 2, Unit 20 Test) • Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety of the following question types: • factual • interpretive • inferential • personal response • open-ended. (Unit 2 lesson 4, Unit 4 lesson 3, Unit 5 lesson 3, 4, Unit 21 lesson 1, 2) • Use summary skills to mark important points and develop a mind map to summarize a text. Follow a process of procedure to provide the missing information in the gapped summary. (Unit 3 lesson 5, Unit 4 lesson 3, Unit 8 lesson 5, Unit 9 lesson 1, Unit 12 lesson 3, Unit 13 lesson 1, Unit 15 lesson 3)
	<p>BM 4 Gather and use information for a variety of purposes using various aids and study skills.</p>	<ul style="list-style-type: none"> • Use alphabetical order to locate words in a dictionary for increase in vocabulary and aid in comprehension of texts. (Unit 1 lesson 2, Unit 6 lesson 1, Unit 12 lesson 1, 4, Unit 14 lesson 2, Unit 17 lesson 5) • Identify and utilize effective study skills e.g. brainstorming ideas, using illustrations and note-taking and making a mind map. (Unit 1 lesson 5, Unit 2 lesson 3, Unit 14 lesson 5, Unit 20) • Use textual aids such as table of content and glossary for greater comprehension of texts. Read simple keys/legends on maps. Read tables and charts in textbooks. (Unit 1 lesson 5, Unit 2 lesson 1, Unit 4 lesson 4, Unit 5 lesson 4, Unit 7 lesson 2, Unit 11 lesson 1, Unit 12 lesson 1, Unit 16 lesson 2, Unit 18 lesson 3, Unit 19 lesson 2)
<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. Express personal preferences giving reasons.</p>	<ul style="list-style-type: none"> • Recite poems with actions. Express opinion about them (Unit 6 lesson 5, Unit 18 lesson 5, Unit 20 Extension) • Recognize and describe briefly story elements: • tell when and where the story is set • describe the characters in a story • express preferences about them. (Unit 2 lesson 4, Unit 3 lesson 3, Unit 13 lesson 5, Unit 14 lesson 1, Unit 20) • Retell a story briefly and sequentially. Summarize a short folktale through gapped summary exercise. (Unit 3 lesson 5, Unit 4 lesson 3, Unit 8 lesson 5, Unit 9 lesson 1, Unit 10 lesson 6, Unit 15 lesson 3, Unit 18 lesson 3) • 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 13 Lesson 4) (Unit 8 Lesson 1 talks about similar verbs)

			<ul style="list-style-type: none"> • 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 1 Lesson 4; Unit 3 Lesson 2; Unit 4 Lesson 2, 5; Unit 9 Lesson 2; Unit 13 Lesson 2; Unit 16 Lesson 2) • Recognize alphabetical arrangement of words in a glossary or a dictionary. (Unit 4 Lesson 2; Unit 13 Lesson 2; Unit 19 Lesson 2) <i>Dictionary provided at the end of the book</i> • Spell some words studied in class both orally and in writing. Take dictation of words studied in class. (Unit 1 Lesson 5; Unit 4 Lesson 3, 5; Unit 5 Lesson 1; Unit 6 Lesson 2; Unit 9 Lesson 5; Unit 10 Lesson 1; Unit 13 Lesson 3, 5; Unit 15 Lesson 1; Unit 20 Lesson 1) • Apply spelling change in plural form of regular and irregular nouns and regular verb forms. (Unit 1 Lesson 4; Unit 4 Lesson 2; Unit 6 Lesson 4; Unit 10 Lesson 1; Unit 12 Lesson 1, 5, Unit 14 Lesson 2; Unit 20 Lesson 2) <i>List of Irregular Verbs given on page 154</i>
C3 - Formal and Lexical Aspects of Language	S1 Students enhance their vocabulary for effective communication.	BM1 Build vocabulary through simple affixes, compound words, converting parts of speech, and classifying words into different categories. Use vocabulary with correct spelling from the textbooks, extended environment and media.	<ul style="list-style-type: none"> • 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 1 lesson 1, 4, Unit 2 lesson 2, Unit 3 lesson 22, Unit 5 lesson 5, Unit 6 lesson 4, Unit 9 lesson 3, Unit 11 lesson 1, Unit 12 lesson 1, 2, 3, 4, Unit 14 lesson 2, Unit 16 lesson 2, Unit 21 lesson 3) • Create a short poem using the rhyming words on a given topic. • Use appropriate expressions in conversation to: • express and respond to opinion • offer and accept apology • request and respond to requests • give and respond to simple instructions and directions. (Unit 1 lesson 1, Unit 2 lesson 5, Unit 4 lesson 1, 2, Unit 5 lesson 1, 3, Unit 10 Test, Unit 19 lesson 5, Unit 20 lesson 2, 4) • Make anagrams from simple two/three syllable words. Change part of speech of a given word. Locate, provide, connect and use words similar and opposite in meaning. Locate, identify, differentiate between, and use some simple pairs of words including homophones, homonyms. (Unit 5 lesson 2, 6, Test, Unit 10 lesson 3, 4, Test, Unit 14 lesson 2, Unit 15 Test, Unit 17 lesson 5, Unit 19 lesson 5) • Use common compound words in their own speech and writing e.g. milk shake, bedroom, airport, goldfish and sunshine. Join some words to make common compound words and use them in speech and writing. (Unit 1 lesson 2) • Recognize meaning of common adjectives and verbs in relation to each other. Analyse and use some analogies and more similes in speech and writing using “like” and “as ___ as”. (Unit 1 lesson 3, Unit 5 lesson 5, Unit 14 lesson 1, Unit 16 lesson 2, Unit 17 lesson 5, Unit 21 lesson 3) • 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 1 lesson 2, Unit 4 lesson 3, 5, Unit 5 lesson 5, 6, Unit 6 lesson 1, Unit 8 lesson 2, Unit 9 lesson 2, Unit 14 lesson 2, Unit 15 lesson 4, Unit 16 lesson 2, Unit 17 lesson 2, Unit 19 lesson 5, Unit 20 Extension, Unit 21 lesson 3)

			<ul style="list-style-type: none"> • Recognize alphabetical arrangement of words in a glossary or a dictionary. Locate an entry word in a glossary of a dictionary. (Unit 1 lesson 2, Unit 5 lesson 5, Unit 6 lesson 1, Unit 12 lesson 1, 4, Unit 14 lesson 2, Unit 17 lesson 5) • Spell words studied in class both orally and in writing. Take dictation of words studied in class. (Unit 5 lesson 5, Unit 10 lesson 5, Unit 11 lesson 2, Unit 17 lesson 5, Unit 20 Extension, Unit 21 lesson 4) • Illustrate the use of question words learnt earlier. Identify and use question words when, how many, and how much, etc. (Unit 20 Lesson 3) • 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 2 Lesson 4; Unit 6 Lesson 2, 4; Unit 10 Lesson 1; Unit 20 Lesson 1) • Identify and make simple sentences with the verbs be, do, -ing and have as 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 10 Lesson 1; Unit 20 Lesson 1) • Illustrate the use of can /cannot and, may/may not. Identify and use should/should not to express permission and prohibition. (Unit 2 Lesson 2, 4; Unit 16 Lesson 3) • 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 1 Lesson 4; Unit 2 Lesson 4; Unit 6 Lesson 2, 4; Unit 10 Lesson 1, 4; Unit 11 Lesson 4; Unit 12 Lesson 1, 5; Unit 13 Lesson 2; Unit 19 Lesson 2; Unit 20 Lesson 1, 2) • TENSES Illustrate the use and structure of previously learnt tenses in their speech and writing. (Unit 1 Lesson 5; Unit 2 Lesson 4; Unit 6 Lesson 4; Unit 7 Lesson 4; Unit 10 Lesson 1; Unit 11 Lesson 4; Unit 12 Lesson 1, 5; Unit 13 Lesson 2; Unit 18 Lesson 4) • Recognise and use the structure of Past Continuous Tense for actions that were in progress at some time in the past by giving a descriptive background to a narrative/recountal. (Unit 2 Lesson 4; Unit 6 Lesson 4; Unit 7 Lesson 4; Unit 10 Lesson 1; Unit 12 Lesson 2) • Recognise and use the structure of future simple tense for expressing actions in future. • 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 5 Lesson 5; Unit 8 Lesson 2; Unit 10 Lesson 6; Unit 12 Lesson 2; Unit 13 Lesson 2; Unit 19 Lesson 2) • ADVERBS Recognize that an adverb qualifies verbs, adjectives and other adverbs. Identify and use simple adverbs of manner and time. (Unit 10 Lesson 6; Unit 15 Lesson 5; Unit 18 Lesson 4, 5) • Apply spelling change in plural form of regular and irregular verb forms. (Unit 1 lesson 2, Unit 8 lesson 2, Unit 17 lesson 5, Unit 12 lesson 4) • Illustrate the use of can /cannot and, may/may not and should/should not to express permission, prohibition, doubt, and obligation. (Unit 8 lesson 4) • Recognize verbs as regular and irregular and use forms of more regular and irregular verbs. (Unit 8 lesson 2, Unit 17 lesson 5)
--	--	--	--

			<ul style="list-style-type: none"> • TENSES Illustrate the use and structure of the previously learnt tenses (simple present and present continuous, simple past and past continuous, and simple future tense) in their speech and writing. (Unit 3 lesson 4, Unit 4 lesson 3, Unit 7 lesson 2, 4, Unit 10 lesson 6, Unit 12 lesson 4, Unit 13 lesson 4, 5, Unit 17 lesson 5, Unit 18 lesson 2, Unit 21 lesson 1) • ADJECTIVES Classify and use adjectives of quantity, quality, size, shape, colour, and origin. Articulate, identify and use degrees of regular adjectives. (Unit 3 lesson 1, Unit 5 lesson 5, 6, Unit 8 lesson 5, Unit 14 lesson 1, 2, Unit 16 lesson 1, 2, Unit 17 lesson 2, 5, Unit 20 lesson 2, Unit 21 lesson 3) • ADVERBS Identify and use adverbs of manner, time, place, and frequency. (Unit 20, Unit 21 lesson 3) • WORDS SHOWING POSITION, TIME AND MOVEMENT (PREPOSITIONS) Demonstrate use of prepositions showing position, time, and movement and direction. (Unit 21 lesson 3) • JOINING WORDS (CONJUNCTIONS) Demonstrate use of joining words learnt earlier. Recognize the function of more joining words such as for example, for instance, to introduce and give example, etc. (Unit 7 lesson 4, Unit 8 lesson 5, Unit 9 lesson 5)
		BM 2	<ul style="list-style-type: none"> • WORDS SHOWING POSITION (prepositions) Use some words showing position, time, and movement. • JOINING WORDS (CONJUNCTIONS) Demonstrate use of and, or and but (Unit 15 Lesson 5; Unit 17 Lesson 4) • Recognize the function of more joining words. Use words such as first, second, next and then to show a sequence. (Unit 15 Lesson 5; Unit 17 Lesson 4)
	S2 Students understand punctuation, syntax, grammatical functions, rules and application for developing accuracy in their spoken and written communication.	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.	<ul style="list-style-type: none"> • NOUNS Recall, and demonstrate use of more common/proper nouns, countable/ uncountable nouns and collective nouns from immediate and extended environment. (Unit 1 lesson 2, Unit 5 lesson 5, 6, Unit 7 lesson 1, 5, Unit 12 lesson 4, Unit 14 lesson 1, Unit 17 lesson 5, Unit 21 lesson 3) • Change the number of regular and irregular nouns, and recognise nouns with no change in number. (Unit 8 lesson 2, Unit 12 lesson 4, Unit 14 lesson 1) • Classify and change the gender (masculine, feminine, neutral) of more nouns from immediate and extended environment (masculine, feminine, neutral). • Recognize and identify the common gender used for both male and female. • Classify more nouns as common and proper nouns (names of people, pets, places, mountains, lakes, rivers, etc.), countable / uncountable nouns. (Unit 8 lesson 2, Unit 12 lesson 4, Unit 14 lesson 2, Unit 21 lesson 3) • PRONOUNS Illustrate use of pronouns learnt earlier. Recognise and use the personal pronouns myself, yourself, himself, herself, ourselves, themselves, and itself. (Unit 7 lesson 1, Unit 21 lesson 3) • Demonstrate correct use of my-mine, your-yours, etc. Use the pronouns as subject, object and for possession. (Unit 1 lesson 2, Unit 16 lesson 2)

			<ul style="list-style-type: none"> Recognize that pronouns agree with their nouns in gender and number. Identify and illustrate extended use of words that point to something. Illustrate the use of question words learnt earlier. Identify and use question words why and how often, etc. (Unit 1 lesson 1, 4, 5, Unit 5 lesson 3, Unit 6 lesson 2, 3, 4, Unit 7 lesson 3, Unit 8 lesson 4, Unit 11 lesson 4, Unit 13 lesson 4, Unit 17 lesson 5, Unit 18 lesson 4, Unit 19 lesson 1, Unit 20)
		<p>BM 2 Recognize and use punctuation including the use of hyphen, comma and colon to read and write lists and simple paragraphs.</p>	<ul style="list-style-type: none"> CAPITALIZATION Use capitalization according to the rules learnt earlier. Recognize and apply capitalization to the initial letter of the key words in the titles of stories and books. (Unit 7 lesson 5, Unit 15 lesson 5, Unit 21 lesson 2, and in previous books) PUNCTUATION Recall the rules of punctuation learnt earlier. Recognize and use hyphen to join numbers, quantities, and fractions. (Unit 7 lesson 5, Unit 11 lesson 5, Unit 15 lesson 5, Unit 21 lesson 2, 3)
		<p>BM 3 Recognize and use different types of sentence structures and appropriate sentence types to write meaningful paragraphs.</p>	<ul style="list-style-type: none"> SENTENCE STRUCTURE Practise and use simple SVO pattern sentences. Demonstrate use of subject-verb agreement according to person and number. (Unit 2 lesson 4, Unit 3 lesson 4, Unit 6 lesson 2, Unit 7 lesson 1, 2, 5, Unit 12 lesson 4, Unit 20 lesson 1, Unit 21 lesson 1) TYPES OF SENTENCES Identify and practice making sentences to show instructions, commands, requests and strong feelings. (Unit 1 lesson 5, Unit 4 lesson 4, 5, Unit 5 lesson 6, Unit 7 lesson 3, 4, Unit 11 lesson 2, Unit 13 lesson 4) Identify and write sentences that state/negate something, or ask a question. (Unit 9 lesson 5, Unit 11 lesson 2, Unit 12 lesson 5, Unit 15 lesson 3, Unit 18 lesson 4, Unit 19 lesson 5, Unit 21 lesson 1) Recognize the function of wh forms used in questions. Respond to, and ask more wh questions. (Unit 1 lesson 3, 5, Unit 4 lesson 3, Unit 5 lesson 3, Unit 6 lesson 2, Unit 11 lesson 4, Unit 12 lesson 5, Unit 14 lesson 4, Unit 18 lesson 1, 2, Unit 19 lesson 1, 3, Unit 20) Respond to, and ask simple questions starting with be, do and have. (Unit 1 lesson 3, Unit 2 lesson 4, Unit 3 lesson 1, 3, 5, Unit 4 lesson 1, 3, Unit 8 lesson 4, Unit 18 lesson 4) CAPITALIZATION Use capitalization according to the rules learnt earlier. Recognize and apply capitalization to the initial letter of the key words in the titles of stories and books. (Unit 7 lesson 5, Unit 15 lesson 5, Unit 21 lesson 2, and in previous books) PUNCTUATION Recall the rules of punctuation learnt earlier. Recognize and use hyphen to join numbers, quantities, and fractions. (Unit 7 lesson 5, Unit 11 lesson 5, Unit 15 lesson 5, Unit 21 lesson 2, 3)

			<ul style="list-style-type: none"> • SENTENCE STRUCTURE Practise and use simple SVO pattern sentences. Demonstrate use of subject-verb agreement according to person and number. (Unit 2 lesson 4, Unit 3 lesson 4, Unit 6 lesson 2, Unit 7 lesson 1, 2, 5, Unit 12 lesson 4, Unit 20 lesson 1, Unit 21 lesson 1) • TYPES OF SENTENCES Identify and practice making sentences to show instructions, commands, requests and strong feelings. (Unit 1 lesson 5, Unit 4 lesson 4, 5, Unit 5 lesson 6, Unit 7 lesson 3, 4, Unit 11 lesson 2, Unit 13 lesson 4) • Identify and write sentences that state/negate something, or ask a question. (Unit 9 lesson 5, Unit 11 lesson 2, Unit 12 lesson 5, Unit 15 lesson 3, Unit 18 lesson 4, Unit 19 lesson 5, Unit 21 lesson 1) • Recognize the function of wh forms used in questions. Respond to, and ask more wh questions. (Unit 1 lesson 3, 5, Unit 4 lesson 3, Unit 5 lesson 3, Unit 6 lesson 2, Unit 11 lesson 4, Unit 12 lesson 5, Unit 14 lesson 4, Unit 18 lesson 1, 2, Unit 19 lesson 1, 3, Unit 20) • Respond to, and ask simple questions starting with be, do and have. (Unit 1 lesson 3, Unit 2 lesson 4, Unit 3 lesson 1, 3, 5, Unit 4 lesson 1, 3, Unit 8 lesson 4, Unit 18 lesson 4)
C4 - Writing Skills	S1 Students produce academic, transactional and creative writing that is fluent, accurate, focused, and purposeful and shows an insight into the writing process.	BM 1 Write meaningful and effective sentences and a paragraph using different writing techniques.	<ul style="list-style-type: none"> • Write multi-syllable words with correct spelling. (Unit 2 lesson 5, Unit 4 lesson 1, 5, Unit 5 lesson 4, Unit 6 lesson 1, 3, 4, Unit 8 lesson 2, 5, Unit 9 lesson 2, 5, Unit 11 lesson 2, Unit 12 lesson 5, Unit 14 lesson 2, Unit 16 lesson 2, 5, Unit 17 lesson 2, 4, Unit 19 lesson 5) • Use the reading texts as models for their own writing. Write sentences of their own using correct capitalization, punctuation, and spelling. (Unit 3 lesson 3, Unit 5 lesson 2, Unit 7 lesson 5) • Select and use some strategies, e.g. brainstorming, mind mapping, or making outlines, etc. to gather and organize ideas for their own writing. (Unit 2 lesson 3, Unit 10 lesson 4, Unit 14 lesson 5, Unit 20) • Write a guided paragraph using ideas gathered and organized through various strategies. (Unit 1 lesson 5, Unit 9 lesson 5, Unit 10 Test, Unit 12 lesson 5, Unit 16 lesson 5, Unit 20 Test)

		<ul style="list-style-type: none"> Analyse a simple paragraph to recognize that: <ul style="list-style-type: none"> a paragraph comprises a group of sentences that develop a single main idea The main idea of a paragraph is given in the topic sentence (Unit 9 lesson 5, Unit 10 Test, Unit 20) Other sentences in the paragraph support the topic sentence (Unit 1 lesson 5, Unit 9 lesson 5, Unit 12 lesson 5, Unit 20) Analyse and use the above organizing principles of paragraph writing to write a meaningful and unified paragraph. (Unit 1 lesson 5, Unit 9 lesson 5, Unit 12 lesson 5, Unit 20) Analyse and use conjunctions e.g. and, but, or, because, Transitional words e.g. for example, for instance, therefore and sequence markers, e.g. first(ly), second(ly), then, next, etc. (Unit 7 lesson 4, Unit 8 lesson 5, Unit 9 lesson 5, Unit 10 lesson 2, Unit 20)
	<p>BM 2 Write short, descriptive, narrative, expository and argumentative paragraphs and stories for academic and creative purposes.</p>	<ul style="list-style-type: none"> Classify items (e.g. vocabulary) required for a given task/topic (Unit 4 lesson 5, Unit 10 lesson 4, Unit 11 lesson 3, Unit 17 lesson 1, 3, Unit 20) Write a paragraph to describe/show sequence in a picture/series of pictures. Recognize the function of different question words and key words to write appropriate short answers. (Unit 4 lesson 5, Unit 5 lesson 2, Unit 6 lesson 4, Unit 7 lesson 1, 4, Unit 11 lesson 2, Unit 15 lesson 2) Complete a simple paragraph using the given words, phrases, and sentences. (Unit 1 lesson 2, Unit 2 lesson 2, 3, Unit 7 lesson 2, 3, Unit 8 lesson 3, Unit 11 lesson 1, Unit 12 lesson 3, Unit 13 lesson 4, Unit 14 lesson 1, 2, Unit 15 lesson 2) Analyse descriptive, narrative and expository paragraphs to note differences. (Unit 1 lesson 3, Unit 2 lesson 3, Unit 3 lesson 3, 5, Unit 4 lesson 3, Unit 5 lesson 3, Unit 9 lesson 1, Unit 10 lesson 4, Unit 11 lesson 3, Unit 14 lesson 3) Use appropriate vocabulary and tense to write a simple paragraph by; <ul style="list-style-type: none"> giving physical description and character traits/ characteristics of a person/object /place, moving from general to specific
S1	BM 2	<p>Narrating an activity from immediate and extended surroundings • explaining a process or procedure • writing an expository paragraph explaining a process or procedure. (Unit 2 lesson 3, Unit 7 lesson 5, Unit 8 lesson 4, 5, Unit 9 lesson 5, Unit 10 Test, Unit 12 lesson 5, Unit 13 lesson 5, Unit 18 lesson 1, Unit 19 lesson 5)</p> <ul style="list-style-type: none"> Identify the elements of a story: <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. (Unit 1 lesson 5, Unit 2 lesson 3, 4, Unit 3 lesson 3, Unit 7 lesson 1, 5, Unit 10 lesson 2, Unit 10 Test, Unit 15 lesson 3, Unit 19 lesson 5, Unit 20) Write a story using the elements of story writing. Write a short passage, anecdote, fable, etc., for pleasure and creativity. (Unit 5 Test, Unit 7 lesson 5, Unit 10 Test, Unit 17 lesson 5, Unit 19 lesson 5) Write the central idea of a given poem in simple language. List rhyming words and write a poem based on the same central idea. (Unit 18 lesson 5, Unit 20)

		<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 6 lesson 2, 4, Unit 10 lesson 3) • Write short informal invitations for a variety of purposes to demonstrate the use of conventions of short invitations. (present in book 4) • Write replies accepting or declining the invitation. Demonstrate the use of conventions of letter writing: • Address • Date • Salutation • Body • Closing. (Unit 2 lesson 3, 5, Unit 14 lesson 5, Unit 15 Test) • Write an informal letter and formal letter of application. Write a reply to a short informal letter from friends and family member. (Unit 2 lesson 5, Unit 14 lesson 5, Unit 15 Test) • Write short texts in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context. (Unit 1 lesson 1, Unit 2 lesson 1, Unit 3 lesson 2, Unit 19 lesson 2)
		<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. (Unit 5 lesson 1, 2, Unit 5 Test, Unit 10 lesson 2, Unit 12 lesson 5, Unit 14 lesson 5) • Revise written work for layout, legibility and vocabulary. (Unit 1 lesson 5, Unit 2 lesson 5, Unit 3 lesson 5, Unit 15 Test, Unit 20 lesson 2, Unit 21)
<p>C5 - Appropriate Ethical and Social Development</p>			<p>Guidelines</p> <ul style="list-style-type: none"> • 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 4, Unit 5 lesson 4, Unit 8 lesson 1, 3, Unit 12 lesson 5, Unit 18 lesson 3) • 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 3, lessons 3 and 5, Unit 5 lesson 3, Unit 7, Unit 9, lessons 3 and 5, Unit 10 lesson 3, 4, Unit 12 lessons 1, 3 and 4, Unit 14, Unit 17 lesson 1, Unit 18 lesson 3) • Students need to be fostered with a sense of peace and social cohesion. (Unit 5 lesson 3, Unit 7, Unit 10 lesson 4, Unit 12 lesson 5, Unit 14)

OXFORD PROGRESSIVE ENGLISH 5
SINGLE NATIONAL CURRICULUM THEMES

UNIT	THEMES	SUB-THEMES	TEXT TYPES
Unit 1 – Role Models and Festivals Lesson 1: Role models	• Role Models Hazrat Muhammad رَسُولُ اللَّهِ ﷺ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ وَأَصْحَابِهِ وَسَلَّمَ [8.]	• Incidents from the life of Hazrat Muhammad رَسُولُ اللَّهِ ﷺ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ وَأَصْحَابِهِ وَسَلَّمَ	• Anecdotes
Lesson 2: The Shandur Polo Festival	• Festivals and cultural events in Pakistan [7]	• Cultural festivals in Pakistan	• Travel article
	• Sports [20.]	• Different sports	
Lesson 3: Researching an occupation	• Education and Employment (careers/occupations) [12]	• Career choices	• Flowchart
	• Life Skills [18.]	• Curiosity and learning	
Lesson 4: Nishan-e-Haider	• Role models [8.]	• Notable people as role models; National and International, awardies of Nishan-e-Haider	• Biography
	• Media [14.]	• Media as a source of general information	• Fact sheet on NH
	• Patriotism/National pride [4.]	• Showing/Exhibiting patriotism through deeds	• Mind map
Unit 2 – Expeditions	• Travel and transport [10.]	• Taking a tour	• Expedition diary
	• Adventure [21.]	• Accepting a challenge	
	• Sports [20.]	• Mountaineering	
	• Life skills [18.]	• Organizing personal belongings	
Unit 3 – E-pals: Computers	• Media [14.]	• Media as a source of learning	• Dialogue • Emails • Poem
	• Technology [11.]	• Amazing inventions/discoveries	
Unit 4 – The Show	• Ethics and values [1.]	• Respect/Regard for family, neighbours, peers	• Classic story
	• Life skills [18.]	• Taking/handling responsibility • Practicing personal etiquettes (life skills)	
Unit 5 – I’m full!	• Health, personal safety, and drug education [17.]	• Healthy food	• Dialogue • Information Text • Recipe

UNIT	THEMES	SUB-THEMES	TEXT TYPES
Unit 6 – Reading (i): Spot it—Stop it. How one school stopped bullying behaviour.	• Travel & Transport [10.]	• Taking a tour	• Four stories of personal experience
	• Adventure [21.]	• Camping out	
	• Avoiding social evils [19.]	• Eluding bullying (social evil) • Avoiding degrading/stereotyping	
Reading (ii): The hidden secret of better school grades	• Ethics and values [1.]	• Respect and regard for peers • Respecting self and others	• Article
	• Education and employment [12.]	• Good study habits	
	• Peaceful Co-existence / Peace education [2.]	• Friendship	
	• Life Skills [18.]	• Avoiding/Resolving conflicts • Taking handling responsibility • Good behaviour • Sharing	
Unit 7 Triathlete	• Sports [20.]	• Sportsman spirit • Different sports	• Interview (formal) • Poem
	• Health, personal safety, and drug education [17.]	• Healthy eating habits • Playing sports	
Unit 8 – The Magic Paintbrush	• Peaceful Co-existence / Peace education [2.]	• Helping others / Generosity	• Magic Realism
	• Ethics and values [1.]	• Honesty/Truthfulness • Courage	
Unit 9 – Saving the turtle	• Peaceful Co-existence / Peace education [2.]	• Helping others	• Diary • Poem • Dialogue • Fact File
	• Nature [5.]	• Hills, rivers, lakes, plains, deserts, mountains etc.	
	• Environmental education [9.]	• Understanding and appreciation of • natural environment • Making sustainable lifestyle choices • Clean drinking water	
	• Participatory Citizenship [16.]	• Effect of littering and damaging surroundings	

UNIT	THEMES	SUB-THEMES	TEXT TYPES
Unit 10 – The Beginning of Farming	• Environmental education [9.]	• Understanding the appreciation of natural environment	<ul style="list-style-type: none"> • Play script (historical fiction) • Summary • Short story (fiction)
	• Life Skills [18.]	• Plantation of trees	
	• Dignity of labour [13.]	• Helping at home and school	
	• Gender equality and equity [6.]	<ul style="list-style-type: none"> • Gender balanced roles in domestic setup • Gender balance access to basic needs 	
Unit 11 – Reading (i): Mona celebrates Chinese New Year	• Self, people, places, and Globe [3.]	• Knowing children from all countries	• Diary
	• Festivals and cultural events [7.]	• Cultural/Religious festivals	
Reading (ii): Varjak’s Dream	• Life Skills [18.]	• Curiosity and learning	• Fantasy (excerpt)
Unit 12 – Hot Rocks	• Crisis awareness and management, risk reduction [15.]	• Introduction to natural disasters, earthquakes, etc.	• Historical story
	• Nature [5.]	• Hills, rivers, lakes, plains, deserts, mountains etc.	
Unit 13 – What’s in the future?	• Technology [11.]	• Amazing inventions/discoveries	• Magazine article
	• Environmental education [9.]	• Introduction to climate change	
Unit 14 – Kidnapped	• Self, people, places and Globe [3.]	• My world	• Classic story (excerpt)
	• Ethics and values [1.]	• Respect and regard for family	
	• Peaceful Co-existence / Peace education [2.]	• Helping others	
Unit 15 – Charities	• Peaceful Co-existence / Peace education [2.]	<ul style="list-style-type: none"> • Helping others • Hospitality • Generosity • Respecting others 	<ul style="list-style-type: none"> • Newspaper article • Campaign literature
	• Role Models [8.]	• Notable national personality as role model	
Unit 16 – Reading: Stepmother	• Ethics and values [1.]	• Respect and regard for family, neighbours and peers	• Story with a familiar setting
	• Peaceful Co-existence / Peace education [2.]	• Resolving conflicts	
	• Gender equality and equity [6.]	<ul style="list-style-type: none"> • Gender balanced roles in domestic setup • Gender balance access to basic needs 	

UNIT	THEMES	SUB-THEMES	TEXT TYPES
Unit 17 – Birds and beasts	• Peaceful Co-existence / Peace education [2.]	• Helping others • Friendship	• Parable (story)
	• Ethics and values [1.]	• Politeness • Respect	
	• Nature [5.]	• Hills, mountains, plains, lakes, deserts etc.	
Unit 18 – The Time Capsule	• Travel and transport [17.]	• Taking a tour	• Adventure story
Unit 19 – Museums come to life	• Media [14.]	• Media as a source of general information • Types of media	• Magazine article
	• Technology [11.]	• Amazing inventions/discoveries (National and International)	
Unit 20 – Time Travel	• Technology [11.]	• Amazing inventions/discoveries (National and International)	• Science fiction
	• Media [14.]	• Media as a source of general information • Types of media	
	• Travel and transport [10.]	• Taking a tour	
Unit 21 – Reading (i): Writing compositions	• Technology [11.]	• Amazing inventions/discoveries (National and International)	• Study skills guide
	• Education and employment [12.]	• Good study habits	
Reading (ii) – The story of Anan and Chichi	• Crisis awareness and management, risk reduction [15.]	• Earthquakes	• Myth
	• Nature [5.]	• Islands	

Role Models and Festivals

All answers are highlighted in grey.

Lesson 1 Role models

Student learning outcomes:

Students will:

- read about two incidents in the life of Hazrat Muhammad رَسُوْلُ اللهِ صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَاصْحَابِهِ وَسَلَّمَ
- read and understand the message of the last speech of Hazrat Muhammad رَسُوْلُ اللهِ صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَاصْحَابِهِ وَسَلَّمَ
- match texts with their titles
- skim-read three short anecdotes
- complete a summary of a text
- understand and use abstract vocabulary for moral and ethical behaviour
- study the Theme of Role Models
- study the sub-theme of Incidents from the life of Hazrat Muhammad رَسُوْلُ اللهِ صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَاصْحَابِهِ وَسَلَّمَ

Suggestions and answers

A. Read the texts, then match them with these titles.

1. Read and translate if necessary the title of the Lesson, and the titles of the three texts.
2. Tell the students to skim-read the three texts fast in order to complete the matching task. They put up their hands as soon as they have done this.
3. Ask for the answers. Then ask the students to give their reasons, saying, 'Which phrases in the three texts directed you to the correct title?'. Point out that there are clear clues in the texts as follows:

Text A: (last line) 'he prayed for mercy'

Text B: (line 4) 'and would have equal rights'

Text C: (line 3) 'there is no room for racism in Islam'

4. Read aloud each of the texts; pause to ask and answer questions, as there is some abstract vocabulary that students may not know or understand, for example:

Text A: 'punishment, guidance, forgave'

Text B: 'declared, religion, tribes'

Text C: 'delivered, respectable, respect'

A. Text A – Title 3; Text B – Title 1; Text C – Title 2

B. Complete the summary of Text A with these words.

B. moral, respond, violence, enemies, Hope, behaviour

Lesson 2 The Shandur Polo Festival

Student learning outcomes:

Students will:

- read a text to understand specific details
- read about a possibly new (to students) festival in Pakistan
- discuss the skills and qualities that are required for the sport of polo
- study the Themes of Festivals and cultural events in Pakistan
- study the Theme of Sports
- study the sub-theme of Different sports

Preparation before the class

Bring into the classroom a hockey stick, so that you can use it to demonstrate the four shots of polo. A horse is not required.

Suggestions and answers

A. Read the article. Find five adjectives in the text to describe the sport.

1. Take the opportunity to examine the photo in detail, asking for example, *'Point to the riders, how many are there? (two) Point to the ball / the mallet. How do you carry the mallet when you are about to hit the ball? (with the mallet head pointing down) How do you carry the mallet when you are **not** about to hit the ball? (with the mallet head pointing up)'*
2. As there is no Audio Recording, read aloud the text clearly and emphatically while the students follow in their books. Ask them to stop you when you read aloud an adjective that describes the sport.
3. Finally, ask students to read aloud paragraph 4, which describes the shots of polo, while you demonstrate to them with the hockey stick, which you remembered to bring into the classroom.
4. You can save further discussion until you do Ex. B Question 3.

A. fast, noisy, dusty, traditional, difficult, competitive

B. Discuss these questions with your teacher.

1. Read aloud the questions one by one. This is an opportunity to involve the less-talkative students in a class discussion. Give them plenty of time to express their ideas.
2. If a student makes a mistake, do not correct him/her but simply rephrase the answer and ask the student to repeat it.

- B.**
1. They have to be able to ride a horse very well, and guide the horse with the reins and one hand only, while the other hand carries the mallet. They have to be able to hit a small ball while riding. The ball might be moving or it might be still.
 2. They must be courageous and brave. They must take risks. They must continue even if they have a slight injury. If they fall off a horse, they must climb back on.
 3. Answers depend on the children. Some might want to watch the game or not, some might want to ride horses or not, most will probably eat and drink something, and enjoy the music and dancing.

Additional activity:

You can access the Internet and do a Class Research Project on Polo. The object is to compile a Fact Sheet on the sport. For this reason, make sure that you access minor, unimportant details which will not be required in the final Project. Therefore, some Selection and Editing will be required, including writing Headings.

Lesson 3 Searching for an occupation

Student learning outcomes:

Students will:

- practise reading a flowchart
- scan a flowchart to locate specific professions
- revise the names of common occupations
- learn about common categories of employment that help with career choices
- study the Theme of Education and Employment
- study and discuss the sub-theme of career choices

Suggestions and answers

A. Follow the flowchart for yourself. Answer the questions and tick any jobs that you think might be interesting.

STAGE 1. CHAT

1. Start with two minutes of chat. Say to the class: *'Today we're going to chat about jobs. Now what job are you going to do when you grow up?'* Allow some students to say, *'I don't know.'* Others may have a realistic or unrealistic idea. Encourage them to tell you. Discourage the other students from laughing or disbelieving; listening with respect is a skill that is worth teaching.

STAGE 2. SCAN THE FLOWCHART

2. It is potentially confusing to follow a flowchart in a second or additional language. So allow enough time for students to locate specific areas of the flowchart.
3. Say to the class, *'Scan and find these **jobs**. Look from left to right and from top to bottom.*
Find a nurse, a teacher and a school counsellor.
Find a banker, a judge and a sales assistant.
Find a builder, a pilot, and a forester (somebody who plants or grows trees).
Find a writer, a musician and a photographer.
Go down the flowchart.
Now find a computer operator and a librarian.
Find a research scientist and a college professor.
While you do this, reply to any questions like *'What's a ___?'*
4. Say to the class, *'Scan and find these different **types of job**. Look for the words in capitals. Look from left to right and from top to bottom.*
Find a Helper, a Persuader, a Builder and a Creator.
Go down the flowchart.
Now find an Organizer and a Thinker.'

While you do this, reply to any questions like 'What's a ___?':

STAGE 3. Follow the flowchart for yourself

5. It's probably better to do this task in pairs. Also, it's more interesting for the students.

Answers depend on the students.

B. Brainstorm and discuss. Make a list of other interesting jobs in groups of four. Share your list with the class.

1. Organise the class into groups of 4. Appoint one student as the List Writer.
2. The students think of other interesting jobs. The List Writer writes a list. Monitor the groups while they do this. Help with the spelling of new jobs.
3. The List Writer of each group reads out their list to the class.

Answers depend on the students.

C. What about you? Complete this section for yourself, then tell your classmate. Use words from the word banks in Exercise A.

1. Either do this task in class, including the writing task.

OR

Prepare this task in class. Students then do this for Homework (See Additional Activity below).

Answers depend on the students.

Additional activity:

You can ask all the students to write a Homework, based on the outline in Ex. C. As preparation, get them to do the 'Tell your classmate' stage in class, which will give them some ideas.

Instead of writing only the 3 scaffolded sentences, they should also include examples of jobs that their family members do, e.g. parents, grandparents, uncles and aunts. This will make their homework more varied and interesting. Read aloud the three best examples to the class.

Lesson 4 Nishan-e-Haider

Student learning outcomes:

Students will:

- revise vocabulary for acts of heroism and courage
- read a fact sheet about Nishan-e-Haider (NH)
- read a biography of an NH awardee
- study the Theme of Role Models, Patriotism and National Pride
- study the sub-theme of Nishan-e-Haider

Suggestions and answers

A. Listen-and-repeat these words with your teacher, using the correct word stress. Then complete the table.

A. Line 1: bravery, brave

Line 2: hero, heroism, heroic

Line 3: courage, courageous, discourage, encourage

B. Complete the description and Fact Sheet about Nishan-e-Haider (NH) using words from Ex. A.

1. Explain the meaning of these words:

award n. an honour that is given to a brave person

to award v.tr. to give an award to a person

awardee n. (formal) a person to whom an award is given

B. heroic, heroism, courage

C. Read the biography of one NH awardee.

1. Read aloud the text.

2. Explain the meaning of 'hijack' (an act of taking over control of a plane or vehicle by force), 'anniversary': The prefix 'anni-' means 'year', e.g. 'first / tenth / hundredth anniversary'.

D. Optional Class Research Project. Work with your teacher: Research and write a biography of another NH awardee. Use this mind map to help you.

Additional activity:

You can find general information at this website: www.military.wikia.org Further links will then take you to the pages of individual awardees.

E. Research: Study the calendar and mark all the national holidays of the year.

1. Help children use the Internet to find information. This task should be completed with supervision of parents.
2. Inform students that Google is the most frequently used search engine to find facts.

E. Kashmir Solidarity Day [5 February], Pakistan Day [23 March], Labour Day [1 May], Eid-ul-Fitr, Eid-ul-Azha, Eid-Milad Un-Nabi, Quaid-e-Azam's Birthday / Christmas [25 December].

F. '-ed' endings

1. Explain that the given words are in past tense. However, 'ed' sounds are pronounced differently in different words.
2. Say the words aloud and prompt students to repeat after you. Ask students to focus on your pronunciation of ending sounds. Ask them, 'Does it sound like /t/, /d/ or /id/? Write your answer in the correct column.'

/t/	/d/	/id/
finished	Moved	Decided
Stopped	Prayed	Ended
talked	studied	Needed
Helped	stayed	Painted
Laughed		seated
		started

G. Read the following sentences and find out which degree of the adjective with suit the particular sentence.

1. Elucidate that a comparative adjective describes one thing in comparison to another thing. It compares only 2 things, not more than 2. The words *than* and *to* are used for comparison. Ask students to give more examples. E.g *A bus is heavier than a car. Her performance was better than his. I am four years younger than you.*
2. Superlative adjective describes one thing in comparison to (more than one) many other things. E.g. Seema is the tallest girl in class.
3. The first statement describes a room in comparison to other rooms. The second statement compares the weather of *today* with *yesterday*. Similarly, the third statement indicates that both people are organized, but one is more organised than the other.

G. 1. most comfortable 2. drier 3. more organized 4. sharp 5. hottest

H. Look around you. Locate and classify words which begin with vowel sounds.

H. Answers depend on the students.

I. Write five sentences (or one short paragraph) to demonstrate the use of 'the' with words starting with consonant and vowel sounds.

1. Inform students to go to page 39 of the Student Book to refer to use of 'a' and 'the' for consonants and vowels.

I. Answers depend on the students.

J. Locate the number of free periods in your class timetable to work on your pending classwork. (OR) Find and calculate your total percentage from your report card.

1. Teach students to read through a timetable. Keep the timetable in your hand and ask students these questions: *In which period do you have English? Which class do you have after break?*
2. The percentage for a particular subject will be calculated as follows:

(Marks obtained divided by total marks) multiplied by 100.

E.g. suppose a person secures 60 out of 70 marks in total. First, 60 is divided by 70. The score is then multiplied by 100, which is 85.7.

J. Answers depend on the students.

K. Make a list of multi-syllable words which are difficult to read or to pronounce with correct spelling in your notebook.

1. Multi-syllable words include more than two syllables. Students must brainstorm some words and write them in their notebooks. Some multi-syllable words are: *dictionary, librarian, pronunciation, superiority, positivity, multiplicity, etc.*

K. Answers depend on the students.

Expeditions

All answers are highlighted in grey.

UNIT 2 LESSON 1

Student learning outcomes:

Students will:

- take the opportunity to speak English again after the holidays
- revise requests and replies
- study and practise *have just done* for recent actions
- develop their speaking skills

Suggestions and answers

Additional activities

Chat with the children for 5-10 minutes about summer holidays. Ask questions like these:

Where did you go during the holidays? Did anybody go to the seaside? Who went to the mountains? Did anybody else go the mountains? What sports did you play during the holidays? Did you have any picnics? Where did you go for picnics? Who did you visit during the holidays? Who came to visit you during the holidays? Did you buy anything with your pocket money during the holidays?

This chat session will give you the chance to make a preliminary assessment of your class's oral skills. Do not correct language mistakes during this session. The purpose of this activity is to encourage oral fluency.

A. Talk about the pictures. What have they just done?

1. Go through the pictures one by one. Get children to read the speech bubbles aloud and get the class to repeat the sentences. Explain vocabulary as you go along, e.g. *spade, hammer, coin, cliff*.
2. Get the class to write letter numbers next to the pictures A-H. This will help identify each picture.
3. Get the children to cover the sentences down the middle of the page with a ruler. Ask questions like these: *Picture A—What has the boy just done? Picture D—What has the woman just done?*
4. Write the question forms on the board: *What has the boy just done? What has he just done? What's he just done?*
5. Get the children to ask and answer questions across the class.
6. Put the children in pairs and let them ask and answer in turn.

B. Team mime game (books shut).

1. Organize the class into two teams.
2. Take a child from Team A and secretly show her/him one of the sentences from Ex. A.
3. The child from Team A mimes the action silently, while the members of Team B guess.
4. When a child from Team B guesses correctly, the teams switch: Team B mimes and Team A guesses.

C. Practise questions and replies.

1. Get children to read aloud the speech bubbles and get the class and individuals to repeat them.

2. Get children to ask and reply across the class. Do this several times. Be ready with mime or object prompts (see Sample Questions).

C. Sample questions

- Can I borrow your ruler?
- Can I borrow this book?
- Can I use your computer?
- Can you come swimming?
- Can we go to the park?
- Can we go boating?

UNIT 2 LESSON 2

Student learning outcomes:

Students will:

- study and practise vocabulary for expeditions
- discuss which objects to take on an expedition
- develop their speaking skills
- study the plurals of compound nouns

Suggestions and answers

A. Listen and find the words. Then listen and repeat.

1. Present vocabulary in the pictures, but do not do any oral practice yet.
2. Using the script on page 146 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 a) – e).

B. Complete the sentences with 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. compass 2. sleeping bag 3. stove 4. backpack 5. daypack

C. Discussion: Packing for an expedition.

1. Read the questions and the speech bubbles aloud.
2. Write the speech bubbles on the board to show their full and contracted forms: *For an expedition, I would (I'd) take a backpack. I would (I'd) also take a torch.*
3. Go through each question one by one and get suggestions from the class. Encourage them to suggest other things to take, such as: *can opener, ice axe and sledge.*

STUDY CORNER

Go through the words in the box with the class. Briefly point out, in the children's first language if necessary, that the second word in the phrase takes -s for the plural form.

D. Write the plural forms of these nouns in your notebook, in alphabetical order.

1. Go through the exercise with the class. Get individuals to give the plural form and get choral and individual repetition.
2. Put the children into pairs. They work together, say the plural form and write the nouns in alphabetical order in their notebooks.

D. address books, alarm clocks, bus stops, can openers, car parks, post offices, sleeping bags, swimming pools

E. Complete the following by adding the inflectional endings:

E. 1. Labelled 2. Deals 3. Jewelled 4. Squealed
5. Controlling 6. Feeling 7. Marvelled 8. Seals

UNIT 2 LESSON 3

Student learning outcomes:

Students will:

- develop their reading skills
- study vocabulary for human emotions
- give an oral summary of a story (revising it in the next lesson)
- chat about possible developments of a story
- study the themes of Travel and Transport, and Nature
- study and discuss the sub-theme of courage

Suggestions and answers

A. Read Part 1 of the diary silently for comprehension and find answers to these questions.

1. Ask the children to look at the map on page 8. Get them to look at the pictures on pages 8-9.
2. Ask the children to look at each picture in turn and ask them questions about it: e.g. *Where were the two men travelling? How were they travelling? What do you think happened on the journey? Who did they meet?* 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: *bounce, spin, lean, oases.*
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. The Audio Recording is especially recommended for this narrative as it has exciting sound effects. So prepare in advance how you will play this recording audibly for the whole class. Ask the class to tell you the answers.

A. The airmen's plane flew into a dust-storm, the engine stopped and the plane had to land in the desert.

Their first decision was this: Should they walk across the desert, or should they stay with the plane?

Additional oral activity:

1. Get the class to chat about the situation and tell you what they think happens next. Encourage students to make confident and less confident predictions about the outcome. Ask them to give

reasons, e.g. *the third picture is of an oasis, so probably they came to an oasis on their walk in the desert.*

B. Read Part 2 of the story aloud for accurate reproduction of sounds in individual words and connected speech.

1. Help individuals read the questions aloud. Check that the class understands them.
2. While you are doing this, teach the children some words that they will need for the reading text: *frost, mirage, cock-crow, dromedary.*
3. Ask the children to read silently from their books to find the answers while you play the Audio Recording, or read the text aloud. The Audio Recording is especially recommended for this narrative as it has exciting sound effects. So prepare in advance how you will play this recording audibly for the whole class.
4. Ask the class to tell you the answers.

C. Post-reading: Answer these questions.

- C. They walked during the night. They decided not to drink for the first two days, and not to eat for the first seven days. They walked along a wadi (small valley). They were all wise decisions.

D. Reading for understanding. Answer these questions about Parts 1 and 2. Underline the sentences where you found the answer.

1. Ask individuals to read the questions aloud. Check that the class understands them, including the words: *journal, routine, physically* (in one's body), *mentally* (in one's head)
2. Put the children into pairs to help each other to read the text 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.

- D. 1. It was so wide and so high that they couldn't fly around it; they had to fly through it.
2. He thought that he might possibly die in the desert. If he died, and if somebody found his journal, they would discover how he had died.
3. They rested in the shade during the day, and walked by night.
4. They hoped to find a well.
5. Physically, they were faint and sleepy; they couldn't talk or swallow. The writer's heart was beating faster, and he was breathing faster too. Mentally, the writer thought he was going to die. He was mentally muddled.

E. Critical thinking: Where can these extra sentences (a-f) be added to the points in the story marked 1-6?

1. Ask individuals to read the sentences aloud. Check that the class understands them, including the words: *fearful, confused, injured, bruises.*
2. Explain that they should not read the texts from start to finish again. Demonstrate with the whole class and Gap 1, in Text 1. Read aloud, *'The sun has just risen over the horizon, and is still red.' Now, which of the sentences a) – f) can fit into Gap 1?' If necessary, guide them and point out that Sentence b) fits well because the verb is also in the Present simple tense.*
3. Put the children into pairs to help each other to search the two texts again and to write the answers in their notebooks.

- Go around the pairs and help as necessary.
- Ask pairs to answer the questions.

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

F. Analysis: Which of the sentences in Ex. D show that the writer was:

- With the whole class, look at the example answer for item 1. Confirm that there are six items in Ex. E and four items in Ex. F, so this is a simple matching exercise and can be done quite fast.
- Put the children into pairs to help each other to do the matching exercise and to write the answers in their notebooks. By doing this in pairs, every student has to make an effort and write down their answers.
- Ask pairs to answer the questions.

F. 1. b 2. f 3. d 4. a

G. Analyse the text to recognize that paragraphs support the topic sentence.

- Students to go through the paragraphs thoroughly again.
- Explain that the topic sentence of paragraph is the main idea or thesis statement. It is a claim/argument that will be further supported with evidence in the rest of the paragraph. A strong topic sentence is usually placed near the beginning of a paragraph, not necessarily as the first sentence. It must have more room for explanation or supporting details.
- E.g. the topic sentence for paragraph 3, Part 1 is: *Dust is the enemy of all engines*. Elucidate that the rest of the paragraph supports writer's opinion about the consequences of dust.

G. Part 1

Paragraph 1 – We are both experienced aviators.

Paragraph 2 – One hour after take-off, we ran into problems.

Paragraph 3 – Dust is the enemy of all engines.

Paragraph 4 – Barely enough for a few days in the desert, I fear.

Paragraph 5 – It was visible from the air, but this desert, which I know well, measures 1,000 kilometers by 1,100 kilometers.

Part 2

Day 1 – We both feel anxious and are especially worried about the midday sun.

Day 2 – The early morning was very cold, with a white frost.

Day 3 – We have finished our food and drink, contrary to our careful survival plans.

Day 4 – We BOTH heard the cock crow, messenger of a new day, and maybe the welcome sign of an oasis.

Additional oral activity:

- In the next lesson, get the class to summarize the whole story, sentence by sentence. They keep their books open at pages 8-9, look at the map and the pictures, but do not read anything at all.
- Standardize each sentence of the story, correct any mistakes, and get choral, then individual repetition.
- Finally, put the class into pairs. The students practise the narrative, speaking alternately sentence by sentence.

- While this is happening, monitor the student pairs, but do not intervene unless they are having difficulties. This activity will enable you to observe which students are orally confident, and which students are less so.

UNIT 2 LESSON 4

Student learning outcomes:

Students will:

- study and practise *has gone shopping* versus *has been shopping*
- develop their speaking and listening skills
- listen and understand the gist of a talk by a guide about an expedition
- listen for specific details in a talk by a guide about expeditions

STUDY CORNER

- Write on the board: Grandma has gone to the shops. Grandpa has been to the doctor.
- Ask questions to remind the class, e.g. *Did Grandma go to the shops? (yes) Has she come home yet? (no) Did Grandpa go to the doctor? (yes) Has he come home yet? (yes)*
- Then write the two target sentences from the Study Corner and their explanations on the board. Explain that *gone to the shops* is rather like *gone shopping*; also *been to the doctor* is like *been filming*.

Suggestions and answers

A. Read the words given below carefully. Categorise them in three columns.

Naming words	Action words	Describing words
Ali	running	red
Sara	making	long
Tariq	shopping	tall
	writing	

B. Listening for understanding. Listen to a talk by a guide to a group of foreign mountaineers. Tick the topics that they discuss.

- Introduce the topic of mountaineering by asking the class to look at the photo in Ex. C. Ask a few general questions, like these: *Which are two of the highest mountains in the Himalayas? (Everest, K2.)*
- Why is mountaineering difficult and dangerous? (In the mountains it can be very cold, windy and snowy; there is very little oxygen).* Introduce the concept and phrase 'altitude sickness'. *(At high altitudes, say above 5,000 metres, there is much less oxygen in the atmosphere; this can cause sickness, even death. At very high altitudes, mountaineers need to carry an oxygen bottle on their back.)*
- Tell the class that they are going to listen to a talk about mountaineering. For the first listening, they only have to note the topics that they hear. They must write in their notebooks the letters of the topics, nothing more!
- Read aloud the text of the talk, which is on page 146 of the Students' Book.
- Pupils check their answers in pairs.
- Check the answers with the class.

B. a b d f h

C. Listening for details. Listen again and underline or complete the answers.

1. Explain to the class that they are going to listen again to the same talk by the guide. This time they have to pay attention to details in the guide's talk.
2. Read aloud to the class questions 1-10. Check with the class that they understand the meaning of all the phrases, e.g. in item 9: *avalanches, frostbite, sunburn*. Use translation if necessary.
3. Read aloud the talk on page 146.
4. Collect answers from the class. Because of the numbers involved, write them on the board. Deal with any queries.

C. 1. K2	6. Go down!
2. 237 metres taller	7. windy, snowy, cold
3. 2,845 metres	8. Minus 60 degrees Centigrade
4. 5,380 metres	9. avalanches, frostbite, sunburn, accidents
5. 40 days	10. The air is too thin

D. Discussion: Your teacher will give you five questions to discuss.

1. Read out the questions below as a dictation. Allow the class enough time to write down the questions.
2. Then discuss the questions with the class, as a fluency activity. Allow individuals to give their own opinions.

Sample answers:

1. What is the difference between hiking, climbing and mountaineering?
Hiking is the same as 'hill-walking' and does not require special equipment, apart from walking boots. Climbing requires ropes and other rock-climbing equipment. Mountaineering requires ropes and other equipment for a high-altitude expedition over several days, even weeks.
2. At what age can you go walking or climbing?
People of all ages can go walking. To do climbing, you must have enough strength in your arms and legs to support yourself physically over several hours.
3. Why must you go with a guide?
A guide knows which routes are easier and which are more difficult. There may be no detailed maps of the mountains. A guide may be able to speak the local language.
4. Where must you take camping equipment?
Where there are no cafes or hotels to stay.
5. Which mountain activity would you like to do, and where?

D. Answers depend on the children.

E. Change the following regular and irregular nouns (if they are countable) and regular verbs into plural and use appropriate forms for the rest.

- | | | |
|--|---|--|
| E. a. butterflies (<i>countable</i>) | b. glasses (<i>countable</i>) | c. luggage (<i>uncountable; no plural</i>) |
| d. soaps (<i>countable</i>) | e. sand (<i>uncountable; no plural</i>) | f. breads (<i>countable</i>) |

UNIT 2 LESSON 5

Student learning outcomes:

Students will:

- develop their writing skills
- revise and practise the interrupted past continuous tense
- revise adverbs
- develop the children's listening skills
- listen for details in a talk by a mountaineering guide
- write a personal narrative of an expedition

Suggestions and answers

A. Listening for details. Listen to Part 2 of the guide's advice for mountaineers. Underline the correct words and phrases that you hear.

1. Explain to the class that they are going to listen to Part 2 of the guide's advice. This time they have to underline the correct words and phrases.
2. Go through some of the questions with the class BEFORE you read the text, e.g. items 1-4. Invite the class to guess what they think the answers might be. Do not confirm their guesses as 'right' or 'wrong'.
3. Read aloud the talk on pages 146-147. The children can underline words and phrases in their Students' Books, as this is quicker than writing down the answers in their notebooks.

- A.**
1. Walking uphill: walk steadily.
 2. Walking downhill: tighten your bootlaces.
 3. Crossing icy ponds: slide across on your bottom. Push your rucksack in front of you.
 4. Washing: Don't wash your feet if it's very cold. Besides, the streams are frozen. It's a good idea to wash your hands, especially before eating.
 5. Getting up in the morning: Before getting up, put your socks inside your sleeping bag. They will warm up before you put them on.
 6. Changing your clothes: Put a pair of dry socks inside your trouser legs while walking the last half-hour of the day. They will be warm when you reach camp.
 7. Things that we should and shouldn't take: tins of fish NO; cans of cola NO; flour YES; rice YES; dal YES; glass jars NO.
 8. What should we do with our rubbish? Bring it back YES.

B. Write a story about an expedition by writing a guided paragraph.

1. Write on the board – Parts of a paragraph: Main Idea; Topic Sentence; 5-7 sentences; Closing sentence; Spelling, Grammar and Punctuation.
2. Explain that when writing a paragraph, you select ONE MAIN IDEA and provide details to support your idea.
3. Demonstrate writing a paragraph, on the board, such as the one given in the book. Ask students to brainstorm ideas and share some points with you. Write them on the board, in one complete paragraph.
4. Then ask students to write their own paragraph, following the guidelines.

B. Answers depend on the students.

C. Recognise and use regular and irregular forms of verbs in the following sentences.

C. 1. is baking 2. is beginning 3. laughing

E-Pals: Computers

All answers are highlighted in grey.

UNIT 3 LESSON 1

Student learning outcomes:

Students will:

- study and discuss the topic of e-pals
- revise *going to* versus *will* for future
- revise countries and nationalities
- develop their speaking skills

Preparation before the class

If possible, bring into the class a large world-map so that you can point out and revise the different countries in Ex. B.

Suggestions and answers

A. Critical thinking: Read silently for comprehension.

1. Tell the children to look at the title of the unit. Ask them whether they use a computer at school and at home. Ask if they prefer to send emails or text messages. Explain that *an email is a letter that you type on your computer, smartphone or tablet*. Explain that *an e-pal is a friend who lives a long way away, maybe in a different country. You don't manage to meet them, but you can send emails to each other*.
2. Write these comprehension questions on the board and check that the children understand them. *'What is Judy going to look for? What is she going to write about?'*
3. Tell the children to follow the dialogue silently in their books to find the answer while you read it aloud. Get the class to tell you the answer.
4. 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 is an e-pal? What kind of things are the same in all countries? What kind of things are different in different countries?*
5. 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. She is going to look for an e-pal. She is going to write about her interests, food, birthdays and families.

B. Read Exercise A carefully and underline the words which are indicating the Present Continuous tense.

B. making practicing writing helping

C. Activity: Conduct a football or cricket match and have two children host the entire event.

1. Sort the class into two groups for this activity. If playing football: one team could be Team A; the second one Team B. Select one person from each Team to be the leader/host. The leader will guide their team and record scores on a board or paper.

2. If playing cricket: one is the fielding team, the other is the batting team – sorted in Teams A and B. The group leader of each team has the same tasks as above.

UNIT 3 LESSON 2

Student learning outcomes:

Students will:

- study and practise vocabulary for computers and information technology (IT)
- study and practise spelling patterns for homework: Prefixes sub-, dis-

Additional activity

Revise the previous lesson with this gap fill. It revises the choice of *will* versus *going to* for future.

Write the text given below and the alternative phrases on the board. While you are writing, the children can start copying it into their notebooks, choosing one of the two forms, *will* or *going to*. This grammar point will also be revised in Lesson 4 of this unit.

Text and Answers (underlined)

I (1) *will* / *am going to* look for a school in Italy. Then, if one child doesn't want to exchange emails with me, another one (2) *will* / *is going to*. I hope I (3) *will* / *am going to* find someone nice. I (4) *will* / *am going to* send off my details this evening. I *will* / *am going to* let you know what happens. See you after half-term.

Love, Judy

Suggestions and answers

A. Match the words/phrases with the picture. Then use them to complete the sentences.

1. power supply (A)
2. laptop (D), router (G)
3. screen (E)
4. keyboard (F)
5. printer (B)
6. USB connection (C)
7. USB flash drive (H)

B. Match the six things on the computer screen (a-f) with their functions (1-6).

- a) 2
- b) 4
- c) 5
- d) 3
- e) 6
- f) 1

Additional activities

- Use this opportunity to combine an English lesson with an IT lesson. Explain that a computer combines functions that used to be separate, e.g. memory, a dictionary (spell-check), grammar (grammar check), a calculator, and a typewriter (keyboard).

- Bring in a printout from an educational website. Explain how you can use a search engine to find a website, follow the links from the home page (teach this phrase), download a page (i.e. store it on your computer), and print it out. Ask children how they use computers, even if you know how they are used in your school!

Additional activities: Spelling

Prefixes: *sub-*, *dis-*

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

subject, submarine, subtitle, subtract, subway
disconnect, discomfort, dislike, disobedient, displeased

UNIT 3 LESSON 3

Student learning outcomes:

Students will:

- develop their reading and listening skills
- study vocabulary for describing a species of bird
- study and practise vocabulary for planning a school project
- learn about saving their work on a computer
- study the themes of Nature and Education
- study and discuss the sub-themes of Good study habits, and Curiosity and learning

Suggestions and answers

A. Reasoning: In which order should Ali do these stages for his project?

1. Ask the children to look at the picture on page 14. Ask them questions about it: e.g. *What is the name of the bird? In which country might you find it? What does it eat? How many eggs does it lay?* Do not correct language mistakes here. Demonstrate that at the beginning of the lesson this information about one species of bird is unknown.
2. While you are doing this, teach the children some words that they will need for the dialogue: *humming bird, variety.*
3. Read aloud the introduction at the top of the lesson and the headings for the stages of a project. Explain that after doing Exercises A-D, the class will know how to complete the six stages of a project listed in Ex. A
4. Read aloud the dialogue with plenty of interest, while the children read silently from their books.
5. Ask the class to tell you as many answers as possible.

A.	1. Choose a project	(in the dialogue)
	2. Search online	(in the dialogue)
	3. Write headings	(Ex. C)
	4. Do a layout	(see Ex. C)
	5. Say which websites you used	(Ex. C)
	6. Save your work	(Ex. D)

B. Listen to your teacher. Match the headings and the meanings in Ex. B.

1. Ask the class to look at the two boxes in Ex. B. The children follow in their books while you read aloud the headings and the meanings from page 14 in the Students' Book.
2. Say, 'You are going to listen to a talk about these headings and meanings. Before you listen, can any of you match a heading with its meaning?'
3. Allow individuals to suggest answers. Some of them are easy, e.g.
 1. Description AND b) What does it look like?
 5. Food AND g) What does it eat?
4. Say, 'Now listen to the talk.' Read aloud the Script on page 147 from 'How's the project going?' to 'That's the secret of a good project.'
5. Ask individual students to tell the class one of the answers. Write them on the board as you do this, to avoid confusion.

B. 1. b 2. a 3. d 4. c 5. g 6. h 7. f 8. e

C. Lay out these parts of a project in your notebook.

1. Explain to the class that 'You must lay out your project tidily and decide which bits go where.' Translate if necessary 'to lay out / a layout'.
2. Go through the parts of a project with class. Explain the meanings of 'Sources' and 'Caption', using translation if necessary.
3. Tell the class to open their notebooks. As they listen to the talk, they will lay out the five parts of a project in the correct positions.
4. Say, 'Now listen to the talk.' Read aloud the Script on page 147 from 'Let's lay out ...' to 'But that's allowed.' The students make notes in their notebooks.
5. Ask individual students to tell the class the best layout, starting at the top. As they give their answers, write the parts of the project on the board in large letters. At the end of this stage, the board will look like the Answer Key below.

C. Title	Photo
Headings	Caption
Headings	Sources
Headings	

D. How can you save your work and find it again? Underline the words/phrases that you hear.

1. Explain to the class that 'You 'save' work, when you save the words that you type onto a computer or laptop or smartphone.'
2. Go through the phrases that are printed below the rubric with the class. Explain the meanings, using translation if necessary. Point out that 'a folder' can mean a paper folder, or an electronic folder on an electronic device. 'An envelope' is used only for a paper envelope, not an electronic one.
3. Explain to the class that they must underline in their Students' Books the words and phrases that they hear.

4. Say, 'Now listen to the talk.' Read aloud the Script on page 147 from 'We're nearly there ...' to '... you save it online.' The students underline in their Students' Books the words and phrases that they hear.
5. Ask individual students for their answers and write them on the board to avoid confusion. If some students misheard and got the wrong answers, read that section of the Script again.

D. on a laptop, in the Cloud, on a USB flash drive

E. Read the following emails aloud in class.

Teacher's Note:

Point out to the class that Ex. E on page 15 begins THE SECOND SECTION OF LESSON 3.

Students will read two emails as well as a story about 'The Lost Cousin'.

1. Explain to the class that they are going to read a story about two families, whom they have not yet met in OPE 5.
2. Read aloud the questions. You do not need to pre-teach any vocabulary before students read the story, as the situation is an everyday one, involving emails and household conversations.
3. Read aloud the story and the emails with plenty of interest, while the children read silently from their books.
4. Ask the class to tell you the answers, including as much information as possible.

E. Lucy's family is going to meet up with Alice's family.

Lucy and Alice are cousins, but have not seen each other for more than a year.

They might meet at a restaurant that is halfway between their houses this coming Sunday.

F. Find words or phrases in Ex. E to complete the sentences.

1. Write these sentences on the board and ask students to solve them:
 - a. When you s_____ up or down the computer screen, the document moves up or down so that you can read it. (*scroll*)
 - b. The h_____ on an email includes the sender's details and the time sent. (*header*)
 - c. When you receive an email, it goes into the l_____ on your computer.

- | | |
|---------------------|-----------------|
| F. 1. browse | 4. bounces back |
| 2. address book | 5. forward |
| 3. folder | |

G. Discussion: What happened next? Listen to your teacher and discuss four possible endings to the story.

1. Explain to the class that in Lesson 4 they will discover the background to the story of *The Lost Cousin*. They will also have to write their preferred ending to the story, so they need to pay attention now!
2. Read aloud the four endings to the class, one after another. The script is on page 147.
3. After reading all four endings, ask the class which endings they liked and which endings they didn't like. Do not respond to their opinions, just listen. Get them to give their reasons.

4. Have a vote (hands up) on each of the endings (one vote per child) and write the numbers of votes on the board. e.g. *Ending 1:9 votes*, etc.
5. The students will have the opportunity to say more when they have finished Lesson 4.

H. Write a short and informal invitation from Alice to Lucy.

1. If you have an invitation, show it to the students and discuss its parts – sender, receiver, date, message and location. Ask these questions: *Who sent it? To whom? What is the invitation for? When does the event take place? Where does it take place? What do you need to do to let the sender know whether you are going?*
2. After the brief discussion above, students must go through the email again and come up with an invitation. They can be creative and use colours to design this invitation, in their notebooks. You can select some invitations and present them to the class.

I. Write a short hand-written reply from Lucy to Alice informing about her visit.

1. Inform students that this is going to be written in response to their invitation in Ex. H. Their replies can be in the format of a brief email, as given in Ex. E. After completion, ask a few students who would like to volunteer to read aloud their invitations to the class.

UNIT 3 LESSON 4

Revision activity

Revise the vocabulary for emails from Lesson 3. Give the children this matching task, which you can photocopy; or put it on the board.

Match the computer instructions for emailing (1–6) with the explanations (A-F).

- | | |
|----------------|---|
| 1. New message | a) Reply to this email. |
| 2. Reply | b) Print this email. |
| 3. Forward | c) Store this email in your computer. |
| 4. Save | d) Remove this email from the computer's memory |
| 5. Print | e) Start writing a new email. |
| 6. Delete. | f) Send this email which you received to somebody else. |

A. Read the dialogues and correct one mistake in each of them.

1. Read 1A and Example B aloud in order to explain the task.
2. Read the remaining items aloud. This will enable you to explain any new words, e.g. *sunken*, *knocking*.
3. Put the children into pairs: they read each dialogue aloud, decide which part is wrong, circle it, and think of the best alternative. Get pairs to tell the class the answers.

- A.**
1. B: I am going to learn Italian next term.
 2. B: Oh! In that case, I'll order some now.
 3. B: Yes, Mama, we are going to watch *'The Sunken City'*.
 4. B: Don't worry, I'll do it for you.
 5. B: Right now, I am going to read a book.
 6. B: Oh! I'll go and check.

B. Creativity: Practise more dialogues in pairs, like the ones in Ex. A. Use your own ideas instead of the words/phrases in italics.

1. Get two children to read the first dialogue aloud. Get choral and individual repetition.
2. Get two different children to have a different dialogue, using their own words instead. Do this several times.
3. Repeat the procedure with dialogues 2 and 3. Then practise alternatives to dialogues 4-6, but without choral repetition.
4. To consolidate this oral work, get the class to write 3 dialogues, using their own words, for homework. This will give you an opportunity to check the accuracy of your class's written work, e.g. spelling, punctuation, definite/indefinite articles.

B. Dialogues depend on the children.

C. Listening. Read Part 1 of the story 'The Lost Cousin'. Underline the boxed words that you think are correct. Then listen and check your answers.

1. Read aloud the comprehension question.
2. Read aloud lines 1-4 from the Students' Book, which is the version with the alternatives. At the end of each line, pause and ask the class which version they think is the correct one. Do not confirm the correct answers.
3. Then put the children in pairs. Let them read the rest of the dialogue aloud together. They underline the verbs that they think are correct. Go round and help as much as necessary while they are doing this.
4. Then read the dialogue aloud from the Script on pages 147-148. The children follow in their books and check their answers. As you go through the dialogue, this is a good opportunity to check the meaning of the verbs, demonstrating or translating where necessary.
5. This exercise is designed to focus the children's attention on the importance of 'reporting verbs' in a narrative. This is important preparation for the free writing task in Ex. D.

C. Answers are clear in the Student's Book, e.g. *asked, replied, asked, agreed*.

D. Creativity: Write your preferred ending to the story of 'The Lost Cousin'. Try to use at least five of these verbs to show how people spoke.

1. You have already prepared for this free writing task in Lesson 3, Ex. G. and in Lesson 4, Ex C.
2. Let them do this exercise for homework. Set a limit for the composition, so that it doesn't feel like an impossibly difficult writing task. 6-10 sentences should be sufficient to bring the story to a conclusion.

D. Answers depend on the students.

UNIT 3 LESSON 5

Student learning outcomes:

Students will:

- study and learn a poem
- develop their reading and writing skills (emails)
- write an email to a school about a student

Suggestions and answers

A. Recite: Read the poem and choose the correct word.

1. First get the children to tell you what they can see in the picture and to explain what they think is happening. Do not confirm their answers; instead tell the children to listen and read carefully and see if their guesses were correct.
2. Read aloud, or play the Audio Recording of the poem while the children follow silently in their books. Get children to answer the question.

A. received

B. What word does the writer use in Exercise A:

1. Read the rubric and the items 1-4 aloud. Explain that the children have to search the poem for the matching words or phrases.
2. Put the children into pairs to do this task. *Two heads are better than one!* They write their answers in their notebooks. Get pairs to tell the class their answers. It is a short simple poem, so get the children to learn it by heart. Encourage them to recite the poem at home to their parents.

B. 1. cos 2. Now it's my turn; So here I go 3. fingers crossed 4. yippee!

C. Read the poem given above carefully. In a few lines, write the central idea in simple language.

1. Explain: central idea of the poem is its main idea, theme or the message that it conveys. A poem can have more than one central idea. You can write the first one from Answer Key below, on the board. Ask students to brainstorm more and discuss. You can write the rest of the central ideas after completion of students' work.

C. Emails have replaced letters.

Online shopping has become a normal part of our lives.

Internet has changed the way we communicate with others.

D. Make a list of all the rhyming words in Exercise A.

1. Explain that rhyming words are those words in a poem where two or more words have the same ending sound. For example: sea-tree; freeze-breeze; fire-liar. Also inform students that not all poems in literature necessarily rhyme.

D. yet-Internet see-me surprise-replies yippee-me

E. Study the poem in Exercise A and write a short poem based on the same central idea.

1. Sort students into groups of 4 to complete this task. After completion, have them present their poems to the class.

F. Creativity: Write a formal email from your mother to your teacher. Explain why you are not at school. OR – Write an informal letter to your sibling, asking them for help during the holiday party planning.

1. Draw two columns on the board to explain formal/informal letter writing, as given below. After this, provide samples of formal and informal letters to the students.

Formal letter

- Usually written to school Head Mistress, newspaper or company.
- May address a serious issue.
- The person may not be known.
- Written for academic/professional purposes.
- Formal/Professional language: no slang or incomplete sentences.

Informal Letter

- Written to friends and family
- Friendly / Informal tone
- Similar to an everyday conversation
- Familiarity with person being written to.

2. Explain Parts of a Formal Letter:

Receiver's address		Sender's address
Date		
	Subject	
Salutation [Dear _____]		
Opening/Introduction		
Middle/Body		
Conclusion		
Ending [Yours sincerely – if you know the person; Yours faithfully – if you don't know the person]		
Sign		

3. Explain that in an Informal letter, you do not need to write the addresses and subject. The ending can also be: *Love, Regards, With best wishes*, etc.

The Show

All answers are highlighted in grey.

UNIT 4 LESSON 1

Student learning outcomes:

Students will:

- study and practise adjectives of damage and their pronunciation
- develop their speaking skills
- revise offers of help
- study spelling patterns for homework: *words with -ie-, -cei-*

Preparation before the class

If possible, bring a joystick into the classroom for the dialogue in Ex. A.

If you can bring in damaged articles from home to illustrate the meanings of different kinds of damage in Ex. B, this will bring an element of domestic reality into the lesson.

Suggestions and answers

A. Read the story and answer the question.

1. Follow the same procedure for teaching the dialogue in Unit 3, Lesson 1, Ex. A.
2. Bring a joystick and show its movements to the class, including how it is connected to the computer.
3. Explain the meaning of *damaged*, *bent*, *receipt* (the 'p' is silent), *damaged goods*, *reduced*, when you go through the dialogue in detail.

A. Imran bought a new joystick for his computer.

He is going to take it back to the shop because it is damaged.

B. Listen and find the words. Then listen and repeat.

1. Read the words in random order giving the children time to find and point at the pictures. Later do listen-and-repeat by reading out words in the following order: *burnt*, *torn*, *cracked*, *scratched*, *bent*, *chipped*.
2. Clarify the meanings, if possible with damaged articles that you have brought into the classroom. Show how a *chipped* article has a piece missing; a *bent* article is complete but is not straight; a *scratched* article has damage on one surface but not on the other side; a *cracked* article has a crack that is visible on both sides of e.g. the cup or glass.

C. Make up short dialogues using the given words and offers of help.

1. Read the rubric, the example and the cue words in the items aloud.
2. Get individuals to make up short dialogues across the class. Standardize and get choral and individual repetition for all the items.
3. Put the class into pairs to practise making short dialogues. Go round the class and help as necessary.

4. Get the children to write their six short dialogues either in class or for homework.

C. Sample answers

1. I've chipped this plate. I'm so sorry.
Don't worry. We can go shopping tomorrow and buy another one.
2. I've burnt the arm on this shirt.
Don't worry. You can wear it for games.
3. I've bent the arm of this lamp.
Don't worry, I'll mend it for you.
4. I've scratched the glass of this photo-frame.
Don't worry. We can go shopping on Saturday and buy a new piece of glass.
5. I'm afraid I've cracked this cup.
I'll throw it away. Don't worry, it was an old one.

Additional activities

Spelling patterns for homework: *words with -ie-, -cei-*

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

Words with -ie-, -cei-

believe, brief, chief, field, niece, piece, thief

ceiling, deceive, receipt, receive

UNIT 4 LESSON 2

Student learning outcomes:

Students will:

- study and practise *If I were you, I'd ...* for advice
- develop their reading and speaking skills
- do a quiz and report answers to the questions in it

Suggestions and answers

STUDY CORNER

- Write the example sentences from the box on the board. Ask the class to translate the phrase *giving advice*. Ask: *Who gave advice to Imran in the dialogue in Lesson 1? (his mother) What did she say? (If I were you, I'd take it back to the shop.)*
- Point out the punctuation of example sentences on the board: the upper sentence has a comma separating the clauses, because *If I were you* comes first.

A. What's the problem? Talk about the pictures.

1. Work through the exercise with the whole class. Teach *worn out* for item 8.
2. Do minimum oral practice for these sentences, as the children will do this in meaningful exchanges in Ex. B.

- A.** 1. The bike has a flat tire. 2. I've burnt my fingers. 3. I've broken a window.
 4. I've torn my T-shirt. 5. I've scratched 2 CDs. 6. I've cracked this bowl.
 7. I've bent my glasses. 8. My trainers are worn out; they've got holes in them.

B. Work in pairs to give advice, using these phrases.

1. Read the rubric, the examples and the cue verbs/phrases aloud.
2. Get individuals to make up short dialogues across the class. Standardize and get choral and individual repetition for all the items.
3. Put the class into pairs to practise making short dialogues. Go round the class and help as necessary.
4. Get the children to write four or more short dialogues either in class or for homework.

- | | |
|--|---|
| B. 1. My bike has a flat tire.
If I were you, I'd repair it. | 2. I've burnt my fingers.
If I were you, I'd put them under the cold tap. |
| 3. I've broken a window.
If I were you, I'd replace the glass. | 4. I've torn my T-shirt.
If I were you, I'd mend it. |
| 5. I've scratched 2 CDs.
If I were you, I'd throw them away. | 6. I've cracked this bowl.
If I were you, I'd buy a new one. |
| 7. I've bent my glasses.
If I were you, I'd bend them back again. | 8. My trainers are worn out; they've got holes in them. If I were you, I'd throw them away. |

C. Read the quiz and circle your answers.

1. Read the rubric aloud, and check that the children understand what they have to do. They will circle their answers in pencil in their books.
2. Get individuals to read the sentences aloud. Explain any new vocabulary, e.g. *ignore, pavement, record, faint*.
3. Allow the children to read the questions again silently and circle their answers. They must do this individually.

D. Work in pairs. Compare your answers with your partner. Then tell the class.

1. Give the class a little time to compare their answers in pairs.
2. Read the example speech bubble aloud. Then ask pairs to report their answers to the class.

UNIT 4 LESSON 3

Student learning outcomes:

Students will:

- develop their reading skills (excerpt from a short classic story)
- discuss alternative endings to a story
- study the themes of Values and Peaceful co-existence
- study and discuss the sub-theme of Respect and regard for family and peers, also the sub-theme of Friendship

Suggestions and answers

A. Read the text and answer the questions.

1. Follow the same procedure for teaching the text in Unit 2, Lesson 3, Ex. 1A
2. Explain the meaning of *The Outlaws* at the beginning of the text. It is important to understand that the schoolboy gang imagined themselves as outlaws, i.e. outside the law.
3. Explain the phrase '*who was recovering from a slight cold about two years ago.*' (Paragraph 7, line 2.):

Aunt Emily was recovering from a slight cold that she had had about two years ago.

A. They planned to perform a show and charge their friends money.

Yes. A lot of children came to the show and paid their entrance fee. They also paid extra money to visit The Snorer.

B. Post-reading: Correct the false statements with information from the text.

Children complete the task in pairs.

- B.**
1. F — William wanted to collect money so that they could buy bows and arrows.
 2. F — Aunt Emily had had a slight cold two years ago.
 3. T
 4. T
 5. F — The children came for The Show, climbed onto the garden wall, crawled along it and climbed through the window.
 6. T

C. Scanning: Complete the sentences with words or phrases from the text.

Children complete the task in pairs.

- | | | |
|--------------|--------------------------|-----------------|
| 1. gang | 2. a bow and some arrows | 3. charge |
| 4. slight | 5. nap | 6. entrance fee |
| 7. scratches | 8. snoring | 9. false teeth |

D. Prediction and discussion: Discuss the following inferential questions.

1. Get the class to chat about their answers to the first question. Do not correct language mistakes here.
2. When the children answer the second question, write their suggestions in note form on the board. Get the children to describe their suggested exhibits in detail, like the examples in the text. At the end, get the class to vote for the exhibits listed on the board, and write the number of votes next to each item.

D. Answers depend on the children.

UNIT 4 LESSON 4

Student learning outcomes:

Students will:

- study and practise the past perfect tense with *when / before / after*
- study and practise irregular past participles of verbs

STUDY CORNER

- Write examples in the box on the board. The use of past perfect tense can be confusing for students of English, so take time to point out the sequence of events.
- In the first example, write number '1' under clause A, and write number '2' under clause B. This shows that clause A happened before clause B.
- In the second example, write number '1' under the clause *she had eaten*, and write number '2' under the clause *Aunt Emily felt better*. This shows which clause happened first.
- In the third example, write number '1' under the clause *she had eaten a lot of cake*, and write number '2' under the clause *Aunt Emily was snoring*. This shows which clause happened first.
- Get individuals to make similar sentences by changing some of the words, e.g. *Aunt Emily felt worse after she had played volleyball*.

Suggestions and answers

A. Put the verbs in brackets into the past perfect tense, then listen and check.

1. Read the rubric and all the dialogue in Ex. A aloud, without giving the answers.
2. Get the children to work in pairs. They write out in their notebooks only those sentences where they must change the verb in brackets.
3. Read the dialogue aloud again from the beginning. During the course of the dialogue, get pairs to tell the class their answers. Check with the rest of the class before confirming the answer. Then get choral and individual repetition.
4. Turn to the dialogue script on page 148 of the Student's Book. Read the dialogue aloud, getting the class to repeat each sentence after you.
5. Finally, put the class into pairs and let them read the dialogue aloud. They do not have to switch and repeat the dialogue.

B. Rewrite the sentences using the past perfect tense and the word in brackets.

1. Read the rubric aloud, the examples and the items 3-9. Explain that the children have to rewrite the sentences using the past perfect and the word in brackets.
2. Go through the exercise with the class. Get an individual to make the sentence, correcting if necessary, then get choral and individual repetition. Continue in the same way with the next sentence.
3. Put the children into pairs to do this task. They write the sentences in their notebooks.

- B. 1. When I got home from school, my mother had gone shopping.
2. Then I noticed that I had forgotten my door key.
3. Then I saw that somebody had left a window slightly open.
4. When I had put down my bag, I started to climb the tree next to the house.
5. After I had climbed quite high, I reached the window and opened it a little.
6. After I had opened the window a little wider, a large bird flew out.
7. It was very angry because it had spent the day in our bathroom.
8. Later I told my mother that I had found a bird in our house.
9. After I had finished telling the story, she laughed and laughed.

C. These past participles are the same as the past simple forms. Make a short sentence with each one.

Read the Sample Answers below aloud. Then ask for other sentences from the class. Write them on the board so that other children can read them, and if necessary correct them.

C. Sample answers

My teacher was angry because I had not brought my homework book to school.

I saw that the shop had burnt down in the night.

I heard that my dad had caught several fish.

My mother's friend, who I had not met before, was at home.

The shopkeeper said that I had not paid for the joystick.

After he had taught me to ride a bike, I was able to ride it to school.

I thought I had lost my book.

UNIT 4 LESSON 5

Student learning outcomes:

Students will:

- develop their listening and reading skills
- study and understand the final part of a classic short story
- write a summary of a short story
- study the themes of Values and Peaceful co-existence
- study and discuss the sub-theme of Respect and regard for family and peers, also the sub-theme of Friendship

Suggestions and answers

A. Pre-reading: Read the text and answer the questions.

1. Follow the same procedure for teaching the text in Unit 4, Lesson 3, Ex. A.
2. Explain new words like *furious* (= very angry) *seized*, *shivered* (mime this word), when you go through the text for the second time.

A. When Aunt Emily woke up, she saw a group of boys in her bedroom. She also saw the things on the bedside table, the notices, and William dressed as the showman.
William's father was not angry with him, because Aunt Emily decided to leave the house at once.

B. Listen to your teacher and answer questions about the text.

Ask these further comprehension questions on the text printed on page 144:

- B.**
1. They escaped through the window in William's bedroom and along the garden wall.
 2. They collected eight pounds and fifty-five pence. Also Williams' father gave him two pounds.
 3. She asked William's father to ring for a taxi.
 4. She was really upset by a) the crowd of dirty little boys, and b) by the notices.

C. Complete the sentences about Parts 1 and 2 of the story.

- C. 1. William's father was annoyed because he had just woken up from his nap.
2. William wanted to collect some money so that he and the Outlaws could buy bows and arrows.
3. William planned the show for Sunday afternoon because every Sunday afternoon William's mother visited a friend and his father took a long afternoon nap.
4. William wrote notices for all the exhibits.
5. The children were surprised when they heard Aunt Emily snoring.
6. William decided to show another exhibit, so he wrote notices for Aunt Emily and some of the things in her bedroom.
7. When Aunt Emily woke up she saw the boys in her bedroom. She also saw the things on the bedside table, the notices, and William dressed as the showman.
8. Aunt Emily packed her bags and left because she was furious.
9. William ended up with more money than he expected because the children visited the exhibit of Aunt Emily again and again, and because his father gave him some money.
10. William's father gave William a two-pound coin because he was pleased that Aunt Emily had gone.

D. Summarizing: Use your answers from Ex. C to write a summary of the story.

Point out that the sentences in Ex. C form the 'backbone' or 'skeleton' of a summary. However, the children must put the sentences in the correct order, link them and add further details.

D. Answers depend on the children. They should be based on the answers to Ex. C.

Additional activity

This activity can be for the whole class, or for abler children who are reading story books.

Discuss a book that the class has read. Choose adjectives for a book blurb and list them on the board. Then get the children to write the book blurb. (They did a similar task in Book 4.)

All answers are highlighted in grey.

UNIT 5 LESSON 1

Student learning outcomes:

Students will:

- study and practise a dialogue
- study and practise *a little* versus *a few* with foods
- study and practise new food vocabulary
- develop their speaking skills

Suggestions and answers

A. Read the dialogue, then practise.

1. Follow the same procedure for teaching the dialogue in Unit 3, Lesson 1, Ex. A.
2. For revision, get the children to read the dialogue again and underline all the phrases with *too* / *enough* / *not enough*.

A. The pancakes were disgusting: they were thick, heavy and burnt, and didn't have enough salt.

STUDY CORNER

- Get the children to look at the Study Corner. Go through the language box. Read the phrases aloud and make sure that the children understand them. Translate the herbs and spices, if necessary.
- Do a board chart similar to the one in the Student's Book, but in columns rather than lines. Remind the children that *a few onions* are 'units', because you can count them, but *a little salt* is 'loose' because you cannot count it. Write these two example phrases on the board.
- Go through the items in the language box and ask individuals where you should write them, in the 'loose' column or the 'units' column. Continue with all the items. Then give the children a few minutes to copy the table into their notebooks. They should write the phrases in lines, rather than columns.
- The Study Corner helps revise the grammar of determiners that have been introduced in Books 3-5.

B. Complete the dialogues with *a little* / *a few* and other words/phrases from the box.

1. Read the rubric and the incomplete dialogues aloud.
2. Get the children to work in pairs. They write the missing words in their notebooks in a list 1-6.
3. Get pairs to tell the class their answers.
4. Note that '*a little*' versus '*a few*' is a new language item in Book 5; that is why this exercise concentrates on this item, rather than all the language items in the box in Study Corner.

- | | |
|--|---|
| <p>B. 1. Yes, I need a few chillies.
2. It needs a little more cumin.
3. OK, I'll bring you a little fruit.</p> | <p>4. Of course, I'll buy a few tomatoes.
5. Let's take a few flowers from the garden.
6. Would you like a little more?</p> |
|--|---|

UNIT 5 LESSON 2

Student learning outcomes:

Students will:

- study and practise verbs for cooking processes
- play a mime and guessing game
- study and practise giving a recipe
- develop their speaking skills

Suggestions and answers

A. Listen and find the correct pictures. Talk about the foods.

1. In this exercise, first talk about the pictures; second, do the listening and pronunciation task; third, talk some more about the pictures.
2. Introduce the four exercises on this page; they are all about food and cooking. Ask the children what they can see in the pictures. Get the children to number them 1-8 in pencil in their books.
3. Go through pictures 1-8 one by one asking questions, e.g. *Look at picture 1. What food can you see? Is the person mixing the cheese or grating it? What happens when you grate cheese? (you cut it into very thin pieces.)*
4. Read the script on page 148 of the Student's Book aloud, pausing after each phrase so that the children have time to find it and point to it. Then do listen-and-repeat and read the phrases aloud in order from Ex. A, starting with *grate some cheese*.
5. Finally, get individuals to talk about cooking processes as in the example. Encourage them to be light-hearted with other formulae, e.g. *You can beat an egg, but you can't beat a potato.*

B. Guessing game. Team A acts; Team B guesses.

1. Mime slicing a cucumber. Get the children to ask you questions like the example speech bubbles.
2. Do one or two more examples with other verbs and food.
3. Put the students into groups of about six, and divide each group into two teams, A and B.
4. One child from Team A mimes and the children in Team B try to guess the verb and the food. When they succeed, one of them mimes an action. Go around the groups helping as necessary.

C. Match the pictures to the correct sentences. Narrate the process to explain the procedure.

1. Tell the children they are going to learn how to make a Spanish omelette.
2. Get individuals to read the sentences a) – h) aloud. Explain that the pictures are in the correct order but the sentences are not.

- Let the children work in pairs and do the matching exercise.
- Get pairs to give the class their answers; write these on the board. As you do this, get the class to repeat the sentence.
- Ask the class to write the complete recipe in the correct order in their notebooks. (Children who finish quickly can draw the pictures next to the sentences.)

C. 1. h 2. b 3. g 4. e 5. a 6. c 7. d 8. f

D. Retelling: Describe the series of events in the picture in a sequence. Cover the instructions and practise the recipe.

- Tell the class to close their books.
- Mime each stage of the recipe and get the class to tell you the stages, e.g. *First chop the onion. Then slice the tomatoes and a few peppers.*
- Put the children into pairs to take turns telling each other the recipe.

Additional activities

Start a chat about food and cooking. Ask: *How many of you cook at home? What do you cook? What do you enjoy cooking?*

Ask individuals (who cook) the name of the dish and the different ingredients that they put in it. Do not ask for a complete oral recipe as this takes too long. Instead, limit the answers to about 20 seconds per individual.

UNIT 5 LESSON 3

Student learning outcomes:

Students will:

- develop their reading skills
- study and practise vocabulary for food processing
- study and practise the present simple passive
- study the theme of Health
- study and discuss the sub-theme of healthy food.

Suggestions and answers

A. Read and answer the question.

- Introduce the topic by explaining to class that they are going to read how people make ice cream.
- Ask if they like ice cream and get individuals to tell the class their favourite flavours. Teach the new word *flavour* here.
- Read the rubric, comprehension question and introduction aloud.
- Read the text aloud while the children follow silently in their books. Get the class to tell you the answer to the question. Use the pictures on this page to revise or teach: *a tub, a paddle, syrup, weighed, packing.*

A. Ice cream is made of milk, cream, sugar, fruit or other flavours, like coffee or chocolate.

B. Reference: What do the underlined words and phrases in the texts refer to? Write them in your notebooks.

1. Read aloud the example from Section 1. Explain that 'both' refers to 'milk and cream'.
2. Work through the underlined items with the whole class, one by one. Get pupils to put up their hand if they know the answer.

- B.**
1. both = milk or cream
 2. this one = this huge steel tub
 4. the mixture = the mixture of cream, sugar, flavour, fruit or syrup
 5. it = the ice cream
they = the pieces of ice cream
They = boxes of ice cream

C. Match the pictures (1-5) to the questions and answers (A-E).

1. Explain that in these short dialogues, the questions are asked by the children who are visiting the factory, and the answers are given by the manager of the ice cream factory.
2. Tell the children to read the questions and answers silently.
3. Get individuals to read the questions and answers aloud. Answer any questions about these dialogues.
4. Put the children into pairs to do the matching exercise; they read the texts again in Ex. A and match them to the dialogues in Ex. C. Get pairs to tell the class their answers.

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

D. Post-reading: Read the text again and answer these questions.

Note that two of the questions (6 and 8) are not specifically answered in the text but require the children to use their imagination.

- D.**
- | | |
|---|---|
| 1. Milk and/or cream, sugar, fruit or other flavours. | 5. To put air into the mixture to keep it light and medium-soft. |
| 2. Chopped fruit or syrup. | 6. When it's very cold. It would be hard to cut when it's frozen. |
| 3. Heat the cream. | 7. In the cold store. |
| 4. By mixing sugar and water. | 8. In the summer |

E. Retelling: Can you remember how ice cream is made? Cover the text. Put the steps in the right order using the passive tense.

1. Copy onto the board the two speech bubbles.
2. Using the children's first language if necessary, explain that these sentences are in the passive; we use passive when a) we do not know who does an action, or b) it isn't important who does an action.
3. Show on the board how the passive is formed: *is/are* + past participle of the verb.
4. Make sure that the children understand that the sentences refer to present time, although they contain the past participle.
5. Go through the exercise with the class. Get the children to number the steps in the right order.

6. Help children to form each sentence using the passive. Get the class to repeat each sentence.
7. Get the class to copy the sentences into their notebooks.

- | | | | | |
|-----------|------|-------------------------------------|------|---|
| E. | 1. d | The cream is heated. | 4. c | The ice cream is weighed and cut. |
| | 2. b | The chopped fruit is added. | 5. a | The ice creams are wrapped, boxed and frozen. |
| | 3. e | The mixture is chilled and stirred. | | |

F. Creativity: What about you? Invent one delicious flavour and one horrible flavour for an ice cream.

1. Get individuals to read the speech bubbles aloud. Ask for some more examples from the class.
2. Put the class into pairs; they must think up some ideas for delicious and disgusting flavours and write them in their notebooks. Set a time limit to make them work fast, e.g. two minutes.
3. Get pairs to tell the class their ideas. Do not correct language mistakes here because the aim is to encourage free speaking.

G. Make five sentences using action words from your extended environment. Practice making sentences to show instructions, commands, requests, and strong feelings.

1. Students will come up with their own sentences and write them in their notebooks, using verbs, about whatever is happening around them. These sentences could be: Instructions, Commands, Requests or Exclamations! Explain the following on the board.
 - a. **Command** – direct order for someone to stop something or do something. E.g. *Do not raise your voice to your teacher.*
 - b. **Instruction** – is to instruct or teach someone to do something. E.g. *Press the up and down key on the keyboard to move up or down the screen.*
 - c. **Request** – is when you ask for a favour or to do something for you. Use the word PLEASE for politeness. E.g. *Could you please hold the door for the old lady?*
 - d. **Exclamations** – used to express strong feelings. E.g. *Hooray, we won by 75 wickets!*

UNIT 5 LESSON 4

Student learning outcomes:

Students will:

- study and practise the present simple passive
- practise the structure *made from*
- develop their listening and speaking skills
- study regular and irregular past participles

Suggestions and answers

STUDY CORNER

- Ask: *What is ice cream made from?* Help the class to answer: *Ice cream is made from cream and sugar.*
- Ask: *What are omelettes made from?* Help the class to answer: *Omelettes are made from eggs.*

A. Make true sentences from the table. There are many possible recipes.

1. Read some of the sample answers below, slowly, so that the children can find the phrases in the table. Explain any new words or phrases, e.g. *wheat flour*.
2. Get individuals to make sentences from the table and get the class to repeat each sentence.
3. Get the children to write 4 or more sentences from the table in class or for homework.

A. Sample answers

Soup is made from potatoes / vegetables / meat / tomatoes / chicken.

Ice cream is made from sugar / cream / milk.

Spaghetti is made from wheat flour.

Pizzas are made from wheat flour / tomatoes / cheese / vegetables / meat / chicken.

Fries are made from potatoes.

Candy is made from sugar / cream.

Cheese is made from milk / cream.

Rotis are made from wheat flour.

B. Test each other.

1. Get the class to repeat the question and answer in the speech bubbles.
2. Get individuals to ask and answer questions across the class.
3. Put the class into pairs so that they can practise their questions and answers. Go round the class and help as necessary.

C. Find the past participles of the verbs.

1. Write these sentences on the board: *I've made a cake. Chips are made from potatoes. I've eaten my pizza. Omelettes are eaten for supper.*
2. Underline the 4 past participles. Explain to the children, in their own language if necessary, that they already know past participles because they have used them in the present perfect tense. Point out that some past participles e.g. *made* have the same form as the simple past tense, but others e.g. *eaten*, have a different form from the simple past.
3. Explain the matching activity. Children work in pairs and match the verbs to the past participles.
4. Ask for answers from pairs and write these on the board in two columns. Get the class to copy these columns of verbs in their notebooks.

Answers are clear from the Student's Book.

D. Listen to your teacher and tick the boxes.

1. Get the class to look at the table. Explain that they are going to hear a talk about things that are produced in different countries.
2. Read the example aloud. Apart from the tick marks, explain that for each of the other items they must write 'most' for the country that produces most; they must write 'some' for one or more countries that produce some, but not as much. They can write these words in pencil in their books.

3. Read the script on page 148 of the Student's Book aloud. Pause after each sentence or two so that the children have time to write their answers.

	Japan	USA	China	Russia
maize (grow)		most	some	
rice (grow)	some	some	most	
wood (produce)		most	some	some
cars (make)	most	some	some	some
gold (produce)		most	some	some
ships (build)	most	some	some	some

E. Now ask your classmate and check your answers.

Read the script on page 148 of the Student's Book aloud again. Get the class to stop you when they hear an answer. Get the class to say a full sentence e.g. *The most maize is grown in the USA. Some maize is grown in China too.*

UNIT 5 LESSON 5

Student learning outcomes:

Students will:

- read a dialogue about healthy and less healthy foods
- listen to a list of foods, and categorize them
- write a recipe, using guide words
- develop their writing skills

Suggestions and answers

A. Reading for detail: Dialogue

1. Explain to the class that you are going to talk about healthy foods and less healthy foods. Ask for some examples of healthy foods (*fruit, eggs, vegetables, nuts and seeds.*) Ask for some examples of less healthy foods (*candy, cola drinks, ice creams.*)
2. Write these 2 questions on the board:
 - a) *Which are the three colours of the colour code labels? (green, amber, red)*
 - b) *Which three things that you find in foods are not good for you? (salt, fat, sugar)*
3. Read aloud the dialogue with plenty of lively intonation.
4. Read aloud the information text 'How to read the colour code labels.'
5. Ask the class for answers to the questions that you wrote on the board.
6. Note that children of Primary School age may or may not have healthy attitudes towards unhealthy or 'junk' foods. Teachers generally avoid criticizing children who have a poor diet. It is more important to encourage healthy eating habits while they are at school.

B. Make three columns in your notebook. Your teacher will dictate the names of some foods. Write them in the best column. Then compare your answers.

1. Read aloud the instructions in the rubric. Prepare three columns on the board, as shown in the Students' Book. Make sure that the children prepare for the listening task by making three columns in their notebooks.

2. Do a 'test-read': read a few of the items from the listening task in random order, and ask, after each one, in which column the children will write that food. Use the board here, to avoid confusion.
3. Do the complete listening task, while the pupils write the foods in the columns in their notebooks. The script is on page 149.
4. Let the children compare their answers in pairs.
5. Ask for suggested answers from the class, and write these on the board in the columns which you prepared earlier.

Suggested answer:

Red	Green	It depends on the kind
ice cream	rice	breakfast cereals
biscuits	chappatis	yoghurt
cakes	fruit	
cola drinks	nuts	
crisps	seeds	
fries		

C. Make sentences to show instructions, commands, and requests while writing the recipe for fried rice. Use the guide words *a little / a few*.

1. Go through the pictures systematically one by one, asking questions, e.g. *Look at picture 1. What is the person doing? What happens when you chop an onion? (you cry and your eyes 'run')* Continue with the remaining pictures.
2. Read the recipe from the **Sample Answers** below aloud, while the children follow silently in their books.
3. Get the children to work in pairs and practise telling the recipe. Go round and help as necessary. Remind them to use the determiners that they have practised, e.g. *a few, a little*.
4. Get the children to write the recipe in class or for homework.

C. Sample answers

1. Chop the onion and a little garlic.
2. Fry onion and garlic in a little oil in the pan.
3. Slice a few mushrooms and a few green peppers.
4. Add mushrooms and green peppers to the pan.
5. Cook the mixture for 5 minutes.
6. Add 4 cups of cooked rice and heat it.
7. Add a little coriander, a little cumin and a little turmeric.
8. Serve and eat it!

Additional activities

What's missing in the recipe? Make suggestions.

Tell the children that some of them are good cooks and know how to make a good recipe better. Read the rubric above aloud.

Ask for suggestions: *What would make this fried rice recipe better?* Ask those children who put up their hands. Correct them only if they make mistakes with determiners.

Sample answers

You should use onions, but not garlic.

You should add salt, pepper and parsley.

You should add a chopped fried egg.

You should eat it with hot peppery sauce.

D. Summarize a short folktale in a gapped summary pattern. Exchange it with your partner and fill in the blanks to complete the summary.

Answers depend on the students.

Revision and Extension

All answers are highlighted in grey.

UNIT 6 LESSON 1: LET'S CHECK

A. Maria, who is Italian, has sent an email to Judy. Complete the sentences using *will* or *going to*.

A. Dear Judy,

Thank you for your long email all about yourself and your family.

Good luck with your Italian lessons! If you like, I **will** send you a CD of some Italian songs.

I'm attaching some photos of my family. If they don't come through, tell me and I **will** send them again. This weekend we are **going to** visit my uncle and aunt who live by the sea. It's my aunt's birthday, so we **are going to** have a lunch party.

Next term I **am going to** take dancing lessons. I already do gym and go to Drama Club, so I'm sure I **shall / am going to** enjoy it.

My Grandmother has just arrived for supper. I **will** email you again soon, I promise! Love, Maria.

B. Choose the correct word to complete the sentences.

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

C. Listen to your teacher. Complete the packing list for an expedition.

C. The full script is on page 149 of the Student's Book.

UNIT 6 LESSON 2: LET'S CHECK

A. Read the notes about the journey of the magic dragon. Then answer the questions in your notebook, using *after* / *before*.

- A.**
- It landed on the mountain after it had reached Earth.
 - It breathed on the snow after it had landed on the mountain.
 - It drank water after it had breathed on the snow.
 - It saw some smoke after it had drunk water.
 - It heard a cry for help after it had put out the fire.
 - It rescued a climber after it had heard a cry for help.
 - It flew into the air again after it had rescued the climber.

B. Rewrite the sentences in the passive, as in the example.

- B.**
- | | |
|---|--|
| 1. First the onions are fried with garlic. | 5. Wheat is grown in the USA. |
| 2. Then the eggs are beaten in a bowl. | 6. Large storerooms are built for wheat. |
| 3. Pancakes are eaten in winter. | 7. The wheat is sold later in the year. |
| 4. Ice creams are frozen in the cold store. | |

C. Practise the conversation, then make up similar dialogues using other objects instead of those in italics, and the pictures below.

C. Sample answer

- A: I've just bought a new atlas. Look!
B: I see some of the pages are torn. Had you noticed?
A: Oh no! They're definitely torn.
B: Did you notice it in the shop?
A: No, it was still in its box.
B: If I were you, I'd take it back to the shop. They'll exchange it or give you your cash back.

Unit 6 Test

Preparation before the test

1. Each child will need their notebook to write the answers.
2. You will need a copy of the Record of Quarterly Assessments on page 221.

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, using will, going to, would(n't). (10 Marks)

- A. (1) will (2) would (3) will (4) going to (5) wouldn't

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

- B. 1. Ice cream is made from fruit, sugar and cream.
2. He told Judy to chop the onions and fry them.
3. She told Jane not to make the pan too hot.
4. She phoned her family after she had reached Base Camp.
5. A helicopter rescued the injured climber before the others had reached the camp.

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

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

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

- D. 1. It is a wild, hot desert with very little food or water.
2. He walked about 400 kilometres in 40 days.
3. They were worried because the first team had stopped their search.
4. They first found his bicycle, later they found footprints, and finally his camp with a sheet, a water bottle, a chocolate wrapper and a diary.
5. He seemed ill and thirsty, and was dirty and thin.

E. Creativity: Write an adventure story about an expedition. (10 Marks)

Answers depend on the children.

UNIT 6 LESSON 3

Student learning outcomes:

Students will:

- develop their reading skills
- study vocabulary for behaviour between peers
- give an oral summary of a story
- chat about bullying
- chat and discuss the definition of bullying
- study the themes of Values, Peaceful co-existence, Life skills education
- study and discuss the sub-themes of Respect and regard for peers, Resolving quarrels, Good behaviour

Suggestions and answers

Reading for understanding:

Spot it – Stop it. How one school stopped bullying behaviour.

A. Read the checklist for identifying bullying.

1. Read aloud the checklist and the synonyms (words that mean the same).
2. Check understanding of the word *bullying* by asking these simple questions (not in order):
 - Did this person do it on purpose?*
 - Did he do it again and again?*
 - Did he hurt somebody?*
 - Was he bigger, or stronger, or older?*
 - Do all of these behaviours (ways of behaving) have to be present? (no, not all; one or more behaviours is sufficient to define 'bullying'.)*

B. Read the four stories about four young people. Were they bullied? If so, how?

1. Explain to the class that they are going to 1) read about four young people, 2) write the answers in their notebooks, 3) compare their answers with a classmate. If your class has difficulty in following instructions in English, simply write on the board: 1. Read 2. Write your answers 3. Compare your answers. Tick each stage after it has been completed.
2. Go over the answers one-by-one with the whole class. This is a good opportunity to discuss examples of good and bad behaviour among peers (people of the same age).

- B.**
- A. Wendy bullied Maha. Maha found Wendy's behaviour hurtful. Wendy repeatedly and intentionally snatched the clock away. Wendy enjoyed being stronger than Maha. The teacher was correct to stop Wendy's bullying of Maha.
 - B. The three boys intentionally and repeatedly bullied Saleh. Their behaviour was hurtful because it made Saleh cry or get angry. Because the three boys bullied Saleh together, they were stronger than him. Also, Saleh was small for his age, so their behaviour was in fact the bullying of a smaller person.
 - C. The behaviour of the three 'cool girls' became bullying behaviour. They repeatedly and intentionally mistreated Maria. Because the three girls acted together, they were stronger than Maria. When they refused to speak to her again, this was hurtful to Maria.
 - D. Lydia bullied Mandy every day because of her colour. Mandy felt hurt and rejected, so Lydia's bullying was intentional. Because Mandy had only recently arrived in the country, Lydia was in a position of power.

C. Mark, a teacher at the International School in Penang, explains how The Circle works.

1. Before you read aloud the text, explain that the theme and sub-theme of this unit are taken from the Pakistan National Curriculum. Write one or more of these headings on the board:

Values, Peaceful co-existence, Life skills education

Respect and regard for peers, Resolving quarrels, Good behaviour

Ask the class, *'Which themes did you learn about and discuss in the stories about bullying?'*

2. Read aloud the text, which is not available on the Audio Recording. Then ask the class to summarize the three key rules. Write the rules on the board and get the class to edit and correct the wording.

C. Three important rules:

1. Don't interrupt.
2. Listen to everybody else, before you speak a second time.
3. Don't repeat anything outside the class or outside The Circle. (This is called 'keeping things confidential'.)

D. How would you respond to Mark's four questions? Tell your classmate, then, if you like, tell the class.

1. Do this oral discussion, but allow plenty of time for it. It is important to instruct children in 'good listening skills'.
2. Follow this procedure. Put the children into pairs, and ask them to decide who is Pupil A, and who is Pupil B.
3. Say, *'Pupils A, you have two minutes to talk to your partner. Pupils B, while your partner is talking, look at him or her, but don't ask questions. Don't say anything!'*
4. Time the 2-minutes exactly. At the end of two minutes, call out, *'Stop! Pupils B, now it's your turn!'*
5. After the Pupils B have finished their turn, chat with the class and ask a few simple non-personal questions about the activity, e.g. *'How was that? Did the two minutes go quickly? Was your partner a good listener?'*

6. If you like, invite a few children to respond to one of the questions, but not more than one. While this is going on, model the behaviour and posture of a 'good listener'. Look directly at the speaker with an interested, relaxed expression on your face. Don't look at anybody or anything else. Don't say anything. When the speaker has finished, say 'Thank you,' but don't comment.

Note: Once you have established this routine of listening alternately in pairs, you can do it on many occasions in your lessons. It gives all the children an opportunity to chat informally on a specific topic.

E. Discuss: Match one of these Circle Statements with a story in Ex. B.

1. Read aloud the rubric and check that the children understand the task.
2. Read aloud the four Circle Statements, which are not on the Audio Recording. As these are personal, first-person statements, read them affirmatively in a lively but not solemn manner.
3. Let the children work in pairs to do the matching task.
4. Check the answers with the class, and answer any questions. You can use the instruction 'Any questions? Any comments?' for this kind of oral activity.

E. 1. Story 2 3. Story 3 2. Story 4 4. Story 1

UNIT 6 LESSON 4

Student learning outcomes:

Students will

- develop their reading skills
- study vocabulary for study habits
- chat about personal study habits
- chat about similar and different study habits in different countries
- study the theme of Education
- study and discuss the sub-theme of Good Study Habits

Suggestions and answers

Reading: The hidden secret of better school grades

A. Predict: Guess whether these statements are true (T) or false (F). Then read the upside-down answers.

1. Before the class does any reading, introduce the topic and have a brief class discussion (3 mins max). There will be time after the reading activity to discuss the topic more fully, and also to note personal preferred strategies.
2. Read aloud the topic of the reading text and ask some general questions, e.g. 'What's your personal secret for getting better school grades? How do you usually revise? What things have you done? Have you made any mistakes in preparing, and if so – what?'
3. Don't write anything on the board except a few brief headings, e.g. *exercise, sleep, diet, routine, revision, timetable etc.*
4. Read aloud the rubric and the three statements. After each one ask for a 'show-of-hands', saying, 'Statement 1. True? Hands up. False? Hands up?' This enables you to see the predictions of the class before they start to read.

5. Get pairs to search for the answers in the text. Tell them, *'You must find the place in the text where the information is.'*
6. Ask a few pupils to read aloud the upside-down answers from the Answer Box.
7. Check understanding of words and phrases in the texts that may be new to the children, e.g. *routines, diets, board games, jigsaw (puzzles).*

A. 1. T 2. F 3. T

What did the children say?

1. Ask a child to read a statement. Then immediately ask questions like, *'Has this happened to you? Have any of you had the same experience?'* Invite the children to give detailed answers to your questions.
2. Finally, read aloud the Summary at the bottom of page 36 (*'Research results show ...'*) in a clear emphatic voice.

B. Read Text 2 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. Ask a few predictive questions to engage children in the topic, e.g. *'Do you like your school timetable? Would you prefer to start school earlier or later?'*
3. Put the children into pairs to help each other read the text and write the answers in their notebooks.
4. Go around the pairs and help as necessary.
5. Ask pairs to answer the questions.

- B.** a) Teenagers' body-clocks are different: they go to sleep two hours later, and wake up two hours later than their parents.
 b) School timetables can be changed so that lessons start later in the mornings.

C. Write true sentences in your notebook from the table.

1. Read the example sentence aloud.
2. Do some sentences orally. Ask individual children to make sentences from the box. After each sentence, ask the class, *'Do you think that sentence is true? Is that sentence correct?'* Do this a few times.
3. Put the children into pairs to complete the exercise. They can write sentences in their notebooks, or they can do this for homework.
4. Go around the pairs, helping as necessary.

C. Example answers:

- Kids who went without sugary drinks did better at school.
- Kids who consumed tea or coffee did less well at school.
- Kids who had regular bedtimes were less sleepy in class.
- Kids who had irregular bedtimes were sleepier in class.
- Kids who went without sugary drinks slept for longer.
- Kids who consumed tea or coffee had fewer hours' sleep.
- Kids who started school at 9.00 scored higher marks in tests.
- Kids who started school at 8.00 scored lower marks in tests.
- Kids who used their computers after 9.00 had fewer hours' sleep.
- Kids who did not use their computers after 9.00 slept for longer.

D. Discuss these questions with your teacher.

1. This is a good opportunity for pupils to express their personal opinions.
2. Read aloud a statement. Be prepared to give example answers if the pupils are a little shy of expressing themselves.
3. Encourage agreement and disagreement before moving onto the next question.

Questions for discussion:

1. At home, do you follow the 'Sheffield Guidelines for the Hour Before Bedtime' to get a good night's sleep?
2. How could you change your personal routine to get more sleep?
3. Would you prefer to start school later and finish later?
4. What would be your preferred timetable for one day?

UNIT 6 LESSON 5 Vocabulary

Student learning outcomes:

Pupils will:

- study word formation for adjectives, verbs and nouns.

A. Write these word families in the correct boxes in your notebooks.

1. Read aloud the words in chorus with the class, in order to standardize the correct word stress. Pay particular attention to the stress-shifts in: argu'mentative, excla'mation.
2. Then let the children work in pairs and complete the boxes.
3. Finally, check the answers with the class.

A. Answer Key (with word stress provided):

1. 'argument, 'argue, argu'mentative
2. con'clusion, con'clude, con'clusive
3. ex'tension, ex'tend, ex'tensive
4. per'mission, per'mit (but the noun is pronounced 'permit), per'missible
5. excla'mation, ex'claim, ex'clamatory

B. Choose words from Ex. A to complete these sentences.

- | | |
|--------------------------------------|---|
| B. 1. argument, argue, argumentative | 4. permissible, permission, permit |
| 2. conclusive, conclusion, conclude | 5. exclaimed, exclamatory, exclamations |
| 3. extend, extensive, extension | |

UNIT 6 LESSON 6 Grammar

Student learning outcomes:

Pupils will:

1. study the use of the articles *a / an* before words that begin with vowels
2. study the correct use and position of adjectives with the prefix *a-*

STUDY CORNER

- Go through the examples in the box. Get the class to repeat after you the phrases.

C. Write *a, an* or *some* for the gaps in this email from Rashid.

1. Go through the exercise with the class.
2. 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 missing words in their notebooks.
4. Ask pairs to tell the class the answers.

- | | |
|------------|-------------------|
| C. 1. a, a | 5. a, a, some, an |
| 2. some, a | 6. a, some, An |
| 3. an, an | 7. a, a, some, an |
| 4. a, an | |

STUDY CORNER

- Go through the explanation and the example in the box.

D. Match the adjectives with their definitions. Write them in your notebooks. Can you think of other similar adjectives? Write your own sentences that include all these words.

- | | |
|-------------|-----------|
| D. 1. alone | 5. afraid |
| 2. awake | 6. ahead |
| 3. ashore | 7. aboard |
| 4. alive | 8. abroad |

Triathlete

All answers are highlighted in grey.

UNIT 7 LESSON 1

Student learning outcomes:

Students will:

- do a survey about food and report the answers
- revise and practise *how much / how many*, also other determiners for countable / uncountable nouns
- develop their reading and listening skills
- study common prefixes for numbers: *uni-*, *bi-*, *du(o)*, *tri-*, *quad-*

Suggestions and answers

A. In pairs, take turns to ask and answer the questions. Use a tick to show your partner's answers.

1. Get the children to look at the survey form; help them to tell you that it is *a survey form* and *asks questions about food*.
2. Go through the questions in the survey form. Check some items of vocabulary: *'soft drinks mean cold drinks, and include colas, orange juice, fruit juices, fizzy and still drinks.'* Teach them all these phrases, writing them on the board if they are unknown.
3. Point out the differences between U.S. English and British English; respectively *chips, French fries and candy* (U.S. Eng.) are *crisps, chips and sweets* (Br. Eng.).
4. Ask children to explain the difference in the question forms *how much fruit* and *how many sweets*; the former is uncountable and the latter are countable.
5. Put the children into pairs. Child A asks Child B all the questions and ticks the correct columns to record the partner's answers. Then they switch.

B. Compare your answers with your partner's and tell the class.

Give the pairs some time to look at their answers and compare them. They can circle the question numbers where they have different eating and drinking habits. This avoids hesitation and encourages the reporting of different habits.

C. Read and circle the correct words. Listen and check your answers.

1. Read the text aloud, without giving the answers, while the children follow in their books. Teach the meaning of *energy* in the final sentence, translating if necessary.
2. Put the class into pairs, and get the children to decide on the correct answers. They circle the answers in their books.
3. Read the script on page 149 of the Student's Book aloud. Pause so that the children have time to correct their answers.

D. Study these prefixes for numbers. Find the words in the dictionary on pages 159–167 and write them on the right line in your notebook.

1. Point out that the prefixes are for numbers 1-4, as this may not be apparent from the layout.
2. Children can do this in pairs, each child simultaneously looking up different words to save time. They can also add words they know to the list.

D. 1. uni-	unicorn, unicycle.
2. bi-, du(o)	bicycle, duo, bilingual, dual, duet.
3. tri-	tricycle, triplets, triangle, triathlon.
4. quad-	quads, quad bike, quadrangle.

UNIT 7 LESSON 2

Student learning outcomes:

Students will:

- revise and practise common verbs: *make / do / wash*
- do and report a survey about household habits
- revise and practise modal verbs of obligation and necessity e.g. *should(n't)*
- practise giving advice and (dis)agreeing
- develop their speaking skills

Suggestions and answers

A. Survey activity: Choose the correct form of these verbs for the survey questions.

1. Get the children to look at the survey form; help them to tell you that it is *a survey form* and *asks questions about homework*. Teach this word.
2. Go through the survey form with the class. Help children to choose the right verb(s) for the questions and get the class to repeat the question. Let the children write the correct word in pencil in their books.

A. In your family, who makes the most phone calls? In your family, who does the most exercise?
In your family, who does most of the cooking? In your family, who makes the most noise?
In your family, who does most of the shopping?
In your family, who washes the dishes most of the time? In your family, who does the ironing?
In your family, who makes the beds?
In your family, who makes the most mess?

B. Ask your partner the questions and write the answers in your notebook.

1. Note that for Ex. B children have to move places and interview someone who is not their partner. Example: *Who makes the most phone calls? My father.*
2. Get two children to demonstrate the activity: Child A walks across to Child B, asks all the questions and writes down Child B's answers. Then they switch, and Child B asks the questions and writes down Child A's answers.

C. Now share the information from Ex. B with a different classmate about your partner's family life, which you recorded in Ex. B.

Note that for Ex. C children return to their seats and report the interview (in Ex. B) to their partner. For example, *In Huma's family, her father makes the most phone calls.*

D. Talk about your own family using these phrases and those in Ex. A.

1. Read the examples aloud and get the class to repeat them.
2. Help children to make further sentences. Restrict the sentences to everyday topics, e.g. *housework, sport, exercise, food and diet.*

Answers depend on the children.

E. Discussion: Give general advice and agree/disagree.

1. Get the children to tell you what they can see in the pictures and what is happening.
2. Explain that *'You shouldn't make a lot of noise ...'* is an example of the impersonal *you*, not the personal *you*. *Everyone* and *Some people* are also used impersonally here.

Answers depend on the children.

Additional activities

Spelling patterns for homework: *soft 'c'*

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

bicycle, centre, century, certificate, cinema, circle, circus, city, concert, December, decide, practice, tricycle.

F. Use a dictionary to find out how words are divided into syllables. Pick any four words from the page and find out how many syllables they have.

Syllable is a single unit of unbroken sound. Syllables usually contain a vowel sound and few consonant sounds. e.g. *police: po-lice (2 syllables); basket: bas-ket (2 syllables); dictionary: dic-tion-ary (3 syllables).*

Answers depend on the students.

UNIT 7 LESSON 3

Student learning outcomes:

Students will:

- develop their reading skills
- read an interview and make notes
- study vocabulary for sports and training
- listen for specific information and make notes
- develop their listening skills
- study the theme of Playing Sports

Suggestions and answers

A. Pre-reading: Read the interview with Wayne Boyle, an Australian triathlete. Circle the subjects that he talks about.

1. Read the rubric and introduction aloud. Read the subjects aloud; check/teach *equipment*.
2. Play the Audio Recording, or read the interview aloud while the children follow in their books.

3. Get the children to reread the subjects and circle the ones that were mentioned. Go through the answers with the class; get the children to refer to the relevant part of the interview.

A. distances, equipment, training, advice, studies.

B. Post-reading: Read the interview again and complete the information box in your notebook.

B. Name: Wayne Boyle
 Age: 14
 Lives in: Sydney, Australia
 Training: 12 hours each week
 Competitions: Senior Youth Triathlon
 Hopes: Win the Sydney Schools Championship this year

C. Ask and answer questions in pairs to check the information.

Put the children in pairs to ask and answer questions.

D. Find words and phrases in the interview that mean the following and write them in the given space.

D. 1. triathlete 2. improving 3. fit 4. event 5. runner-up 6. take up

E. Discussion: What about you?

1. Give the children a minute to number their preferred choices. Then get them to tell the class.
2. Get children to use correctly the forms *'I'd like to take up swimming.'* (i.e. I don't do it yet.) and *'I like running.'* (i.e. I do it already and enjoy it.).

F. Listen to your teacher and complete the information box.

Read the script on page 149 of the Student's Book aloud. Pause so that the children have time to write the answers in pencil in their books.

Sport	Distance	Advice
Swimming	1.5 kilometres	If you like, start the race at the back or at the side. Try to swim in a straight line. Look around you during the race.
Cycling	40 kilometres	Don't try to go too fast at the beginning. Get used to moving your legs in circles. Drink lots of water during the race.
Running	10 kilometres	Take short, fast steps at the beginning. Keep drinking lots of water during the race. Run as fast as possible at the end of the race.

G. After reading the chapter carefully, read the following sentences and circle the correct answer.

G. 1. should 2. can 3. should not 4. may not 5. cannot

H. Write a short note to your brother and tell him what you have read in the interview.

Recall summary-writing skills with students for this task.

Answers depend on the students.

UNIT 7 LESSON 4

Student learning outcomes:

Students will:

- develop their speaking skills
- revise the difference between present simple (for states and routines) and the present continuous (for temporary actions)

Note that:

- Ex. A practises vocabulary
- Ex. B-C practise the present continuous
- Ex. D-E practise the present simple
- Ex. F practises the present simple and the present continuous

Suggestions and answers

STUDY CORNER

- The children have studied and practised these tenses in previous OPE Books, so the purpose is to revise and provide further practice.
- Read aloud the sentences and get the class to repeat them.
- Point out the difference between the two tenses, translating if necessary.

A. Match these words to the pictures in Ex. B.

1. Read the words aloud, but do not explain it to them or do any pronunciation practice yet. Get the children to look carefully at the pictures and search for the items.
2. Get answers from the class in any order. Get the class to repeat the word at this stage.

A. a microlight—6	a telescope—1	a unicycle—4
a duet—2	a tricycle—3	a quadbike—5

B. Talk about the pictures. What are they doing now?

1. Help children to make sentences for each picture, similar to the answers below. Standardize each sentence and then get the class and individuals to repeat it.
2. Put the children into pairs and get them to practise making sentences about the pictures.
3. Organize a team game:

Team A asks Team B four more questions about Picture 1, e.g. *What is she wearing? Where is she sitting? Is she looking at the sky or the sea? Is she holding the telescope with one hand or two hands?* Team A scores a point for each correct question. Then Team B asks Team A four more questions about Picture 2.

- | | |
|-----------|---|
| B. | 1. Saira's mum is looking at the sky through a telescope. |
| | 2. Judy's mum is playing a duet with Judy. |
| | 3. Uncle Steve is repairing a tricycle. |
| | 4. Ali is riding a unicycle. |
| | 5. Fahad's dad is driving a quad bike. |
| | 6. Aunty Bridget is flying a microlight. |

C. Ask each other questions, based on the pictures.

1. Get pairs to practise the questions and answers across the class.
2. Then put the children into pairs and get them to practise the questions and answers.

C. Sample answers

1. Who is looking at the night sky (through a telescope)? Saira's mum
2. Who is playing a duet with Judy? Judy's mum
3. Who is repairing a tricycle? Uncle Steve
4. Who is riding a unicycle? Ali
5. Who is driving a quad bike? Fahad's dad
6. Who is flying a microlight? Aunty Bridget

D. Talk about the people's lives using the words under the pictures.

1. Help children make a sentence about each of the six people. Get the class to repeat the sentence.
2. Then put the children into pairs and get them to practise the sentences.

- D.**
- | | |
|----------------------------------|--|
| 1. Saira's mum paints portraits. | 4. Ali teaches drama. |
| 2. Judy's mum translates books. | 5. Fahad's dad makes TV programmes. |
| 3. Uncle Steve invents machines. | 6. Aunty Bridget makes wildlife films. |

E. Ask and answer.

1. Get pairs to practise the questions and answers across the class. Teach the expression: *What does she/he do for a living?* (= What's her/his job?)
2. Then put the children into pairs and get them to practise the questions and answers.

E. Sample questions and answers

1. Who paints portraits? Saira's mum.
 2. Who translates books? Judy's mum.
 3. Who invents machines? Uncle Steve.
 4. Who teaches drama? Ali.
 5. Who makes TV programmes? Fahad's dad.
 6. Who makes wildlife films? Aunty Bridget.
-
1. What does Saira's mum do for a living? She paints portraits.
 2. What does Judy's mum do for a living? She translates books.
 3. What does Uncle Steve do for a living? He invents machines.
 4. What does Ali do for a living? He teaches drama.
 5. What does Fahad's dad do for a living? He makes TV programmes.
 6. What does Aunty Bridget do for a living? She makes wildlife films.

Additional activities

If you feel that some children found any of Exercises B-E difficult, get them to write questions and answers / sentences for homework. Because these are not new structures, it may be sufficient to get children to do the writing task in Ex. E.

F. Write sentences about 2 or more people in your family, answering these questions.

Answers depend on the children.

UNIT 7 LESSON 5

Student learning outcomes:

Students will:

- develop their listening and reading skills
- study and learn a poem

Suggestions and answers

A. Recite the poem and choose the correct word.

1. First get the children to tell you what they can see in the pictures and to explain what they think is happening (*Father William is performing all sorts of tricks, and his family is looking very surprised*). Do not confirm their answers; instead tell the children to listen and read carefully and see if their guesses were correct.
2. Play the Audio Recording, or read the poem while the children follow silently in their books. Get children to answer the question.

A. Father William is young for his age.

B. Post-reading: Mark these sentences true (T) or false (F).

Additional activities

Get the children to learn the poem. Use a search engine to find the original poem, which is longer, with more difficult vocabulary. Teach your class the longer poem.

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

C. Express your opinion about the poem.

Initiate a brief discussion, asking the following questions: *Do you like this poem? Why or Why not? Do you have a favourite character? Can you use any adjectives to describe Father William?* Also focus attention on the central idea – one which could be: *Age is just a number; Health is wealth, etc.*

Answers depend on the students.

D. Use appropriate vocabulary and tense to write a simple paragraph about Father William. Provide character traits and physical description.

Students to brainstorm adjectives describing Father William and write 50-70 words about him.

Answers depend on the students.

The Magic Paintbrush

All answers are highlighted in grey.

UNIT 8 LESSON 1

Student learning outcomes:

Students will:

- study and practise a dialogue
- study and practise reflexive pronouns

Suggestions and answers

A. Read the text.

1. Follow the same procedure for teaching the dialogue in Unit 3, Lesson 1, Ex. A.
2. Teach the meaning and use of '*you're being lazy*': the present continuous of the verb *to be* is often used when criticizing someone's behaviour.

A. Liang Wei asked Fang Wing to make a sandwich for him. Fang Wing cut herself.

B. Underline the personal pronouns in Ex. A, e.g. *myself*.

Answers are clear in the dialogue.

STUDY CORNER

- Read the sentences in the box aloud and get the class to repeat them.
- Ask the class to look again at the personal pronouns that they underlined in the dialogue while doing Ex. B. Read aloud each of the sentences that contains a personal pronoun; ask the class if it is Type 1, 2, 3 or 4.

B. Fang Ming was making herself a sandwich. (Type 2)

Liang Wei came in and poured himself a glass of water. (Type 2)

Making myself a tuna-and-sweetcorn sandwich. (Type 2)

No thanks. I can do it by myself. (Type 4)

You can make one yourself! (Type 4)

Now I've cut myself. (Type 1)

C. Make sentences like example B2, using these verbs.

C. She bought herself a new dress. She cooked herself a meal.

He gave himself an extra mark for a clever answer. He made himself a sandwich.

She poured herself a glass of water. He taught himself Arabic.

She wrote herself a reminder message.

D. Role play: Make up a story with dialogue for this situation. Then act it out.

1. Explain that the children are going to make up a dialogue like the one in Ex. A, but using the new cue words under the pictures.

2. Give the class time to look carefully at the pictures. Ask them what they think is happening and what the children (brother and sister) are saying.
3. Read a line of dialogue aloud, from the top, and help a child to adapt it using the cue words. Standardize the new sentence and get the class to repeat it.
4. Continue with the remaining lines of dialogue.
5. Then put the class into pairs and get them to practise the new dialogue.
6. Finally, get several pairs to act out their new dialogue (without books) in front of the class.
7. Get the children to write the new dialogue in class or for homework.

D. Sample answer

Nadia was making a photo-frame in the dining room. Sadiq came in and poured himself a glass of cola. 'What are you doing?' asked Sadiq.

'I'm making a photo-frame,' replied Nadia. 'It's for Papa's birthday.' 'Do you need help?'

'No thanks. I can do it by myself.'

'It looks very nice; I like the red wood. Could you make me one too?' 'Why?'

'You're better at making photo-frames than I am.'

'Really? I think you're being lazy! You can make one yourself!'

'Please! I'm in a real hurry and I've got to collect my library books. Look! There are some more pieces of wood in this box.'

'Don't push! There! Now I've hit myself on my finger with the hammer. So I certainly won't be able to make you a photo-frame, dear brother!'

UNIT 8 LESSON 2

Student learning outcomes:

Students will:

- study and practise inseparable phrasal verbs
- study and practise the past tense of irregular verbs

Suggestions and answers

A. Match the sentences to the pictures. Underline the prepositions.

1. Go through the pictures one by one. Get the class to tell you what they can see in each picture and what they think is happening. Do not confirm answers at this stage.
2. Read the sentences aloud, or get individuals to read them aloud. Answer any questions, e.g. *speedboat, cement, burglar*, but do not explain the meaning of the phrasal verbs at this stage.
3. Get the class to do the matching exercise in pairs.
4. Get answers from pairs and get the class to repeat the matching sentences. Take this opportunity to clarify the meaning of each phrasal verb (see Answers below), as the meaning may not be 100% apparent from the pictures. Use translation if necessary.

- A.** a) 4 head for: to move towards a place
 b) 6 take after: to look or behave like an older member of your family
 c) 8 keep off: not go on something
 d) 7 come upon: to find or discover something by chance
 e) 1 go for: to attack somebody
 f) 3 get through: to live through a difficult period successfully
 g) 5 ask after: to ask for news of somebody
 h) 2 look into: to study or investigate something

STUDY CORNER

Read aloud the first example sentence in the box. Explain, translating if necessary, that all the phrasal verbs in Ex. A are inseparable, i.e. the preposition must follow the verb.

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

- | | | | |
|----------------|---------------|----------------|----------------|
| 1. asked after | 2. took after | 3. got through | 4. looked into |
| 5. kept off | 6. headed for | 7. came upon | 8. went for |

C. Check the past forms of verbs in the table on page 158. Use the past forms of each verb in a sentence.

There are a lot of verbs so allow the children to write very short sentences, like these sample answers below.

C. Sample Answers

- He chose a strawberry ice cream.
 She dug a hole and planted the tree.
 He drew a picture of a bird.

UNIT 8 LESSON 3

Student learning outcomes:

Students will:

- develop their reading skills
- discuss moral questions related to a story
- study the theme of Peaceful co-existence
- study and discuss the sub-theme of helping others

Suggestions and answers

A. Identity elements of the story: Plot, Beginning, Middle, End and Setting.

1. Follow the same procedure for teaching the text in Unit 4, Lesson 3, Ex. A.
2. Get the children to look carefully at the pictures. Ask them to guess the age of the boy artist in the two pictures. Note that in the lower picture the artist has dropped his paintbrush in astonishment; ask the class to guess what was so surprising for the boy.

Sumba used his magic paintbrush well.

B. Synthesizing: Your teacher will dictate six thoughts of Sumba. Say where they go in the story using the numbers 1-6.

1. Do this as a dictation: Tell the children to listen and write down the sentences that you dictate in their notebooks. Read the sentences on page 149 of the Student's Book twice so that the children can check them.
2. Then put the children into pairs. They read their sentences and search the text for the right numbered places.
3. Go through the answers with the class. Write up the answers as given below, so that the children can check their answers.

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

C. Skim Text A to answer your teacher's questions.

Read the extra comprehension questions from the script on page 149 of the Student's Book aloud. For some of the questions, the children must think of answers which are not specifically given in the text.

- C. 1. Maybe when he was three years old.
2. They thought he was very good.
3. He was frightened.
4. It looked like a real bird.
5. Whether he was dreaming or not. Whether the next thing that he painted would come to life or not.
6. He painted useful things for them like animals, ducks and tools.
7. Because he wanted grand things and luxury goods.

D. Scanning: Complete the sentences with words or phrases from the text.

- | | | | | |
|----------------|-----------|------------|-----------|--------------|
| D. 1. shadow | 2. remark | 3. talents | 4. mural | 5. gleamed |
| 6. possessions | 7. flock | 8. tiled | 9. summon | 10. precious |

E. Discuss these questions about good judgement.

Encourage the children to chat about their ideas, in answer to the questions. Do not correct language mistakes here.

Answers depend on the children.

F. Write a similar story as 'The Magic Paintbrush' using the elements of story writing.

Answers depend on the students.

UNIT 8 LESSON 4

Student learning outcomes:

Students will:

- study and practise conjunctions: *before, after, as soon as, until*
- develop their speaking and writing skills

Suggestions and answers

A. Listen to the story of Jack and the Beanstalk. Then choose the correct conjunctions.

1. Ask the children whether they know the traditional story of **Jack and the Beanstalk**. If any of the children do not know it, start by reading aloud the sentences 1-7, but without giving the answers. This will give the children a framework for understanding the story that you are going to read aloud.
2. Read the story on page 149-150 of the Student's Book aloud, while the children listen.
3. Then go through the answers with the class.

A. 1. After 2. until 3. before 4. After 5. until 6. As soon as 7. After

STUDY CORNER

- Go through the sentences in the Study Corner and get the class to repeat them.
- Point out that the conjunctions sometimes come at the front of the sentence and sometimes in the middle.

B. What about you? Tell the class what you did yesterday. Use the phrases from the box and *before / after / as soon as / until*.

1. Read the phrases in the box aloud.
2. Get individuals to read the speech bubbles aloud and get the class to repeat the speech bubbles.
3. Help individuals to make further sentences. Standardize each one and get the class to repeat it.

Answers depend on the children.

C. Talk about the pictures using the past tenses.

1. Get the children to look carefully at the pictures. Ask them to guess the age of the children in the pictures. Explain, translating if necessary, that some people suffer a lot and have a bad reaction when a bee stings them.
2. Go through the story picture by picture. Standardize the sentences and get the class to repeat them.
3. Finally, put the class into pairs; they practise telling the story to each other. Go round the class while they are doing this and help as necessary.

C. See Ex. D.

D. Write sentences for the pictures.

D. Sample answer

1. Last weekend we were having a picnic in the hills. After we had lunch, we sat under the trees. Suddenly, a bee stung Nadia on the hand. As soon as it stung her, she jumped up.
2. Her hand and arm started to go red. Then it swelled up and got bigger.
3. We decided to drive her to the hospital. Before we got to the hospital, Nadia began to feel much worse. She said she had a terrible headache and felt sick.
4. After we arrived at the hospital, we spoke to the nurse in charge. We told her that a bee had stung Nadia on the hand. Then we had to wait for 20 minutes until Nadia could see a doctor.
5. As soon as the doctor saw Nadia, he gave Nadia an injection, and told us not to leave the hospital.
6. Nadia began to feel much better after about an hour. After Nadia's hand got better, the doctor told us that we could leave.

Additional activities

Spelling patterns for homework: *Suffixes -ian (for people)*

Check/Teach the meaning of these words in class. Get the children to learn them for homework. Test them the next day. *comedian, historian, magician, musician, politician, technician, vegetarian.*

UNIT 8 LESSON 5

Student learning outcomes:

Students will:

- study and punctuate dialogue in a narrative
- develop their writing skills

Suggestions and answers

A. Read these lines of speech for the story in Lesson 3. Who was talking to whom?

B. Write the above lines of dialogue in your notebook, using correct punctuation and capital letters.

B. Answers for Exercises A and B.

- 'I won't paint a palace for you!' he replied angrily. Sumba was talking to the headman.
- 'Look, Mum! I painted a black spider and it's run off the paper!' Sumba was talking to his mother.
- 'Can I open the paintbox now?' he asked excitedly. Sumba was talking to the old man.
- 'No,' he replied. 'If you open the box tonight, the brush will not work well.' The old man was talking to Sumba.
- 'He's very good at drawing birds and wild animals,' they used to say. People in the town were talking to each other.

STUDY CORNER

- The purpose of this Study Corner is to illustrate examples of inversion (verb before subject), not to show all the possibilities of reporting verbs.
- Read the sentences in the box aloud and get choral and individual repetition.

C. Rewrite these lines of dialogue so that they fit the story in Lesson 3. Add the verbs: *ask, say or reply*. Use the correct punctuation and capital letters.

C. Sample answers

- 'Have you heard that our neighbours have four new cows?' asked one of the townspeople excitedly.
- 'What are they doing to their house now?' asked one of their neighbours.
- 'Look!' the neighbour replied. 'They are taking off the old roof and putting on a new tiled one. What will they do next, I wonder?'
- 'Go to Sumba's house,' the headman said to one of Sumba's neighbours, 'and order him to come here with his paintbox. Not today, not after supper, but now!'
- 'I hope you will like these stools,' Sumba said to the headman.
- 'Hello, my name's Sumba,' he said to one of the townspeople.

D. Creativity: Write a final scene for the story by answering these questions. Include some dialogue.

1. Prepare for this free writing task in class.
2. Ask the first question and ask for possible answers. Write these on the board in note form. Repeat this procedure with the remaining questions.
3. At the end of this stage, the board will be full of suggested answers to the questions. Allow the class 2 minutes to read through these notes in silence. Ask them to choose some of these ideas for their narrative.
4. Get the children to write their own selection of notes in their notebooks. This is especially important if they are going to write their narratives for homework. When they get home, they can open their notebooks and they will have a list of ideas which they have noted for their story.

Answers depend on the children.

Saving the turtle

All answers are highlighted in grey.

UNIT 9 LESSON 1

Student learning outcomes:

Students will:

- study and practise a dialogue
- study the unit topic of turtle conservation
- develop their speaking skills

Suggestions and answers

A. Read the text.

1. Introduce the unit topic by asking the class how much they know about turtles. Ask them to explain the difference between *a turtle* and *a tortoise* (a turtle lives in the water and on land; a tortoise lives only on land). Do not ask them yet to talk about the Turtle Conservation Project in Pakistan, as this is done in Ex. B.
2. Follow the same procedure for teaching the dialogue in Unit 3, Lesson 1, Ex. A.

A. To collect money for the Turtle Conservation Project.

B. Answer the questions.

- B.** 1. Saira is giving a talk about turtles.
2. The Turtle Conservation Project.
3. Saira is going to organize a fundraiser. Her Mum and Grandma are going to make some cakes for the Cake Stall.
4. (Answers depend on the children.)
5. (Answers depend on the children.)

C. Make some suggestions for collecting money for charity, using phrases from the box.

1. Get suggestions from the class. Get choral and individual repetition from the class.
2. If you like, extend the suggestions-phase into dialogues:
 - a) Invite a child to make a suggestion.
 - b) Decline the suggestion, saying you do not think it is a good idea.
 - c) Get another child to make a different suggestion.
 - d) Decline the second suggestion, saying you do not think it is a good idea either.
 - e) Continue until the children have run out of suggestions, or until you agree to one of them.
 - f) Get children to practise this kind of dialogue in pairs.

C. Sample Answers

- A. Let's organize a fundraiser.
- B. Why don't we sell lots of postcards?
- C. How about giving talks about the turtles?
- D. We could always organize a sponsored walk.
- E. Shall we offer guided tours?

UNIT 9 LESSON 2

Student learning outcomes:

Students will:

- study and practise regular and irregular plural nouns
- read and complete a text

Suggestions and answers

A. Write the plural nouns on the correct lines below, then pronounce them.

- A. 1. Vowel + y → add -s boys, days, donkeys, journeys, keys, valleys.
2. Consonant + y → -ies cities, countries, fairies, ladies.

B. Find five more plural nouns below for each group. Write the singular/plural pairs in your notebooks.

- B. 1. Singular -f; plural -ves
knife—knives; loaf—loaves; wife—wives; calf—calves; scarf—scarves; thief—thieves;
half—halves; life—lives.
2. Irregular plurals
child—children; man—men; woman—women; mouse—mice; ox—oxen; goose—geese; penny—pence; foot—feet.

C. Complete the sentences with a singular or plural noun from Ex. A and B. Then listen and check your answers.

Let the children work in pairs and fill in the blanks. Read the script on page 150 of the Student's Book so that the children may check their answers.

UNIT 9 LESSON 3

Student learning outcomes:

Students will:

- develop their reading skills
- study and practise vocabulary for turtle conservation
- give an oral report of a conservation project
- study the theme of Nature
- study and discuss the sub-theme of Understanding and appreciation of the natural environment

Preparation before the class

If you have access to a photocopier, make enlarged photocopies of the pictures on pages 54-55. Cut out the enlarged pictures, and mount them on pieces of cardboard. They can then be used for the children's presentations in Ex. D.

Suggestions and answers

A. Read Saira's story and answer the question.

1. Follow the same procedure for teaching the text in Unit 2, Lesson 3, Ex. A.
2. Read the rubric and comprehension question aloud.
3. Get the children to talk about the pictures, to say what they can see in them and to say what they think is happening.
4. When you go through the text, you may need to check/teach the meaning of new words like *pollution*, *flipper*, etc.

- A. A. Turtles become trapped in fishing nets.
B. Turtles become poisoned by pollution.
C. People are building more houses/huts near the beaches.
D. Poachers steal turtle eggs.

B. Post-reading: Mark these sentences true (T) or false (F). Correct the false ones.

- B. 1. F 2. T 3. F 4. F 5. T 6. T

C. Complete the sentences with words from the text.

- C. 1. Pollution 2. ashore 3. site 4. crawl 5. release
6. hatch out 7. entangled 8. wild 9. swoops 10. Poachers

D. Underline the pronouns which are used as common gender for both male and female. Also underline when pronouns agree with their nouns in gender and number.

Pronoun agreement: Pronouns need to agree with the **gender** and **number** of their antecedents.

E.g. **You** should be careful when **you** cross the road.

She can lend **her** book to me. (Pronoun agreement with gender)

Neither of my friends **is** volunteering there. (Pronoun agreement with number)

- D. Gender-neutral nouns: senior, director, humans, people, poacher, adult, turtle, birds, baby

E. Role play: Imagine that you are Saira. Tell the class about the work at the Green Turtle Reserve. You can refer to information from the Fact File if you like.

Children can use the mounted pictures from pages 54-55, if you have prepared these before the class.

Additional activities

Spelling patterns for homework: *Suffixes -sion and -ssion*

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

collision, confusion, decision, division, explosion, television.

profession, expression, procession, permission, possession, discussion.

UNIT 9 LESSON 4

Student learning outcomes:

Students will:

- study and practise reported speech
- do a conservation study
- write a report of the results

Suggestions and answers

STUDY CORNER

- Copy the sentences in the Study Corner onto the board. Get children to read sentences aloud while you write.
- Go through the split-board, showing how the tenses of the verbs move **one tense back** when you are reporting Direct Speech.

A. Read the dialogue.

Get two good children to read the dialogue aloud. Then get the class to practise the dialogue simultaneously in pairs.

B. Write a report of the dialogue in your notebook.

1. Go through the exercise with the class.
2. Get the children to practise the dialogue in pairs.
3. Finally, get the children to write a report of the dialogue in their notebooks.

B. Tahir said that he was looking for a book about turtles. He said that he couldn't find one. Asma said that there might be one on the table. She said that she had put one out in the morning. Naila said that she would look for it.
Tahir said that he was very interested in turtles. Naila said that she couldn't find the book. Asma said that Tahir might find one in the shop. Tahir said that he would buy some cards instead. Naila said that the fundraiser was a great success. Asma said that Tahir hadn't paid for the cards.
Tahir said that he was very sorry.

C. Ask these questions in the class. Count the 'yes' and the 'no' answers and write them on the survey.

1. To help control this activity, get the children to number the questions 1-9 in their books, e.g. *1. Do you use a new water-bottle every day?*
2. Give the children enough time to look at the chart and some of the questions. Help them to tell you that this is a survey about conservation.
3. Do this as a class survey: Ask children to read out the questions while you write them on the board. Answer any questions about the language of the questions, e.g. *drop litter, running water, disposable*. Write columns for the *yes/no* answers.
4. When the table is complete, ask the first question, and get the children who answer *yes* to put up their hands. Then ask the children who answer *no* to put up their hands. Write the numbers on the board. Do not pause to analyse the answers as this happens later.

C. There are no correct answers for this survey. But you can write up this scoring scheme above the table:

For each question, if the number of 'Yes' answers is

- **6 or more**, the class needs to learn more about conservation!
- **3-5**, the class already thinks about conservation.
- **0-2**, the class already cares about conservation.

D. Write a report of the survey in your notebook.

1. Read the examples aloud and get choral and individual repetition.
2. Point out the tense changes in the examples, *one tense back*.
3. Work through the other questions in Ex. C with the class and get the children to make answers in reported speech.

D. Sample answers

1. Four children said that they bought / didn't buy a new water-bottle every day.
2. ... children said that they sometimes/never bought canned drinks.
3. ... children said that they had sometimes/never taken birds' eggs from a nest.
4. ... children said that they had/hadn't dropped litter on the ground yesterday.
5. ... children said that they cleaned/didn't clean their teeth using running water.
6. ... children said that they had/hadn't used the AC yesterday.
7. ... children said that their parents had/hadn't driven them to school today.
8. ... children said that they had/had never used disposable (single-use) plastic cutlery.
9. ... children said that they had/hadn't thrown away any food yesterday.

Additional activities

If you have a class of able children, you can have a discussion about the reasons for conservation that are behind the survey questions in Ex. C.

Read each question aloud and invite children to say why it is not a good idea to do that thing. Help individuals to explain their reasons, but do not correct language mistakes here, provided that the other children can understand the speaker.

Some of the abler children can add these reasons to their report, which is the writing task in Ex. D.

Sample answers for conservation

1. Do you buy a new water-bottle every day?
It wastes plastic if you buy a new plastic bottle of water every day.
2. Do you sometimes buy canned drinks?
It is a waste of tin-can materials to buy canned drinks.
3. Have you ever taken birds' eggs from a nest?
Be careful, because this may be against the law. In any case, the eggs that you take will not hatch out into chicks, and so the bird population will fall.

4. Did you drop litter on the ground yesterday?
Litter should be collected and put in a rubbish bin.
5. Do you clean your teeth under running water?
You use less water if you clean your teeth with a mug of cold water, not with running water.
6. Did you use the AC yesterday?
The AC uses a lot of electricity. A ceiling fan uses less electricity.
7. Did your parents drive you to school today?
A car burns petrol, and this creates greenhouse gases, which make the temperature of planet Earth rise every year.
8. Have you ever used disposable plastic cutlery?
This wastes plastic.
9. Did you throw away any food yesterday?
Unless the food was bad, this is a waste of food.

UNIT 9 LESSON 5

Student learning outcomes:

Students will:

- study and learn a poem
- study and practise discourse markers in a report
- write a report using guide words and discourse markers

Suggestions and answers

A. Read the poem. Fill in the gaps with the adjectives. Then listen and check.

1. Read the adjectives aloud and explain any new words, e.g. *tiny*, *rippy*.
2. Read the complete poem on page 150 of the Student's Book aloud and explain any new words, e.g. *chewed*, *muscles*, *dinosaur*.

B. Read Saira's summary for her school magazine. Fill in the gaps using these words.

B. Not everyone realizes that turtles are in danger.

Firstly, poachers visit the nesting beaches in order to steal the turtles' eggs.

Secondly, many turtles become trapped in fishing nets. Others are killed by fishermen.

In addition, new housing and hotels are built close to the sea. When this happens, turtles cannot use those beaches for their nests.

However, in Pakistan the number of turtles has increased in recent years. Laws against the killing of turtles and collecting of eggs have helped. In other countries, **on the other hand**, turtles are not protected. **Therefore**, all countries should agree to protect their turtles.

C. Write a report on the orang-utan. Use notes, connecting words and phrases from Ex. B.

Introduce The World Wildlife Fund (WWF), which is an international organization for the conservation of endangered species of animals.

C. Sample answer

'Orang-utan' means 'person of the forest.'

Not everyone realizes that the orang-utans are the only great apes outside Africa. They live on the islands of Borneo and Sumatra.

The population has fallen in the past 100 years for many reasons. Firstly, many of the forests (where they live) are cut down every year. Secondly, poachers shoot orang-utans for their meat.

In addition, poachers catch and sell orang-utans for pets. However, the WWF has tried to protect orang-utans since 1962. It has helped to set up reserves in some countries.

In other countries, on the other hand, governments do not protect the forests or the orang-utans. Therefore, the WWF should continue to protect orang-utans.

D. Write a few lines to show differentiation between the use of definite and indefinite articles.

The is a definite article. It is used before nouns. *A* and *An* are indefinite articles. *A* is used when the entity being talked about is not known. It is also used with consonants. E.g. a bag. *An* is used with vowels. E.g. An umbrella.

Answers depend on the students.

The beginning of farming

All answers are highlighted in grey.

UNIT 10 LESSON 1

Student learning outcomes:

Students will:

- study and practise a dialogue
- study and practise tag questions (past)
- develop their reading and speaking skills

Suggestions and answers

A. Read the text.

1. Note that the comprehension question is: *What do you learn about Ben's dream?*
2. Follow the same procedure for teaching the dialogue in Unit 3, Lesson 1, Ex. A. Introduce the topic of wildlife and monster fish by asking questions about the picture, e.g. *Can you see a fish or a squid? Can you see any sailors on the boat? What do you think will happen next?*
3. Point out that *squid*, like *fish*, has a plural without *-s*.
4. Point out the use of tag questions (past) in this dialogue. The children have already come across the use of question tags (present) in previous books.

A. Ben had a nightmare about a monster fish.

STUDY CORNER

- The intonation of question tags is tricky, so keep things simple at this level of OPE.
- Read the questions aloud, with falling intonation. Explain the meaning, e.g.
 You slept well. (= I think you slept well, but I'm checking.)
 You were dreaming of fish, weren't you? (= I think you were dreaming of fish, but I'm checking.)
 You didn't wake up, did you? (= I think you didn't wake up, but I'm checking.)
 You weren't afraid, were you? (= I think you weren't afraid, but I'm checking.)

B. What about you? Ask a classmate about last weekend, last night and this morning.

1. Get children to read the example questions aloud and get choral and individual repetition.
2. Get the children to ask each other questions across the class, using past tag questions. Keep to simple topics, like food and drink, transport, games and sports, TV, lessons and homework.

C. Summarize: Complete the gapped summary, using these words.

1. Read the summary aloud, without giving the answers, while children follow in their books. Explain any new words, e.g. *survived*, *inland*, *moved on* (= looked for a new place to live).
2. Let the children complete the summary in pairs. Go round and help as necessary.
3. Get the pairs to read aloud the sentences with their answers.

C. About 20,000 years ago, the few people on Earth lived in caves or tents. They survived by picking wild fruit, berries and nuts: they also dug up the roots of plants. They hunted wild animals with stone tools. Those people who lived by the sea collected shellfish and crabs from the beaches. Inland, if there weren't enough wild animals or fruit, they moved on. They did not stay in one place for long.

People did not know how to farm, because nobody had thought that they could plant seeds and live near them instead of moving from place to place.

UNIT 10 LESSON 2

Student learning outcomes:

Students will:

- study and practise ordinal numbers 32nd – 100th
- talk about historical events
- study abbreviations
- study abbreviations in text messages

Suggestions and answers

A. In which century did these events happen? Complete the box.

A. In the fifteenth century.	In the twentieth century.
In the sixteenth century.	In the twenty-first century.
In the nineteenth century.	

B. Abbreviations. Write these headings above the correct columns in your notebook.

C. Find the correct abbreviations for the words in Ex. B, and write them next to the correct words.

Answers for Exercises C and D.			
1. Titles for people	2. Addresses	3. Measurements	4. IT
Mister—Mr Misses—Mrs Doctor—Dr Professor—Prof.	Road—Rd Street—St Avenue—Ave Square—Sq	kilogram—kg pound (weight)—lb feet—ft metres—m	World Wide Web—WWW personal computer—PC compact discs—CDs

D. Write these text messages in full, as in the example.

1. Where r u?	Where are you?
2. I wil b 10 mins l8 2.	I will be ten minutes late too.
3. We 1 our match!	We won our match!
4. xlent news!	Excellent news!
5. I xpect 2 b home @ 8.	I expect to be home at eight.
6. cu soon.	See you soon.
7. looking f 'wd to cing u.	Looking forward to seeing you.
8. cd u by me sm candy?	Could you buy me some candy?
9. thnx 4 ur email.	Thanks for your email.
10. y r'nt u here?	Why aren't you here?

E. Activity: Play a team-game with text messages. Demonstrate expressions for greetings and social courtesies.

1. Team A writes five abbreviated text messages on the left-hand side of the board.
2. Team B comes up and writes A's text messages in full on the right-hand side of the board.
3. Team B writes five messages on their side of the board, etc.

F. Make a list of, pronounce, and practice common three-consonant clusters in initial and final positions.

1. A consonant cluster is a group of consonants placed together, without vowels. They are pronounced together. They can occur in initial position, E.g. ***s**plash, **s**pring, **sch**ool, **str**aight, etc.*
2. E.g. of consonant clusters in final positions include: *gift**s**, fact**s**, four**th**, fift**h**, elev**enth***, etc.

Answers depend on the students.

UNIT 10 LESSON 3

Student learning outcomes:

Students will:

- develop their reading skills (a play script)
- study vocabulary for farming
- develop their speaking and acting skills
- study the theme of Values
- study and discuss the sub-theme of Respect and regard for family, neighbors, and peers

Suggestions and answers

A. Read the playscript and answer the questions.

1. As this is a playscript, which is a different kind of genre, allow the class time to become familiar with the format.
2. Read the rubric and the comprehension questions. Also read the list of characters; the names are supposed to be unusual and comic.
3. Follow the same procedure for teaching the text in Unit 2, Lesson 3, Ex. A. Try to play the Audio Recording: it makes the playscript more realistic. There are many different speakers, also some unusual sound effects.

A. Babel was angry because he hadn't seen any animals or birds all day, so hadn't brought any food home. Maisy produced lots of different food for supper.

B. Post-reading: Mark these sentences true (T) or false (F). Correct the false ones.

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

Study Corner (after Ex. B)

1. Write on the board the headings of the first two columns and sentences. Translate, if necessary, words like '*dam, feathers, wheat seeds*'.
2. Explain that for column 2, you can use the phrase '*I want to*'.

3. Read out these sentences and get choral, then individual repetition:
I've made a dam, because I want to send the water into the pond.
I've cut the hens' feathers, because I want to stop them from flying.
I saved some wheat seeds, because I want to plant them next year.
4. Then read out sentences which combine columns 1 and 3 and get choral and individual repetition.
I've made a dam, so that the water flows into the pond.
I've cut the hens' feathers, so that they can't fly.
I saved some wheat seeds, so that people wouldn't eat them.

C. Summarize the story 'The Beginning of Farming'. Use correct capitalization, punctuation, and spelling. Retell it to your friend briefly and sequentially.

Recall skills of summary writing as a whole-class discussion. Sort students into pairs for this task and ask them to write the summary in not more than 10 sentences. A few volunteers may come to the front of the class and present their summary.

Answers depend on the students.

Additional activities

Spelling patterns for homework: Prefixes *re-* (for verbs)

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

reappear, rebuild, redo, refill, refund, remember, remind, renew, repair, repeat, replay, rewrite.

UNIT 10 LESSON 4

Student learning outcomes:

Students will:

- revise and practise purpose clauses with 'to'
- revise and practise the conjunctions *because/so*
- study the conjunction *although*
- write sentences about themselves

Suggestions and answers

A. How much do you know about the earliest simple farms? Use a phrase from each box to make sentences.

1. Get the children to look at the whole table. Explain that they are going to write sentences about the early farmers.
2. Read out the sample answers (see below) slowly while the children look at their books and find the phrases in the table.
3. Get individuals to make sentences from the table. After each correct one, get choral and individual repetition.
4. Put the children into pairs. They practise making sentences from the table. Go round the class and help while they are doing this.
5. Get the children to write 5 sentences in their notebooks.

A. Sample answers

Early farmers -
used small bones and strong grasses to sew animal skins.
sewed skins together to make clothes.
sewed leaves together to make shelters.
hit stones together to light fires.
used coconut fibre to make ropes.
used long animal horns to dig the ground.
used the shoulder-bones of large animals to carry soil.

STUDY CORNER

- Get children to read sentences from the box aloud and get choral and individual repetition.
- Point out the two possible positions of *although*: either the initial position, in which case there is a comma between the first and second clauses; or the middle position, in which case there is no comma between the first and second clauses.

B. Complete the sentences using conjunctions and a phrase from the box.

Read the phrases from the box aloud and get the class to repeat them. Explain words like struggled, upset.

1. I've heard a lot about Humpel's family although I haven't met them.
2. Although the men hunted for a week, they didn't catch any animals.
3. The men wanted to catch the buffalo although they had never caught one before.
4. At first, they couldn't see the buffaloes although they could hear them.
5. Although the men were frightened, they didn't run away.
6. Although the calf struggled, it couldn't escape.
7. Although the mother was upset, she quietened down later.
8. The calf is growing fast although it is still quite small.

C. What about you? Complete true sentences about yourself.

1. Read the sentences aloud to the class without completing them. Invite children to complete item 1 and get different sentences from different children.
2. Repeat with the remaining items.
3. Get the children to write 5 true sentences about themselves for homework. Abler children can expand their answers.

Answers depend on the children.

UNIT 10 LESSON 5

Student learning outcomes:

Students will:

- develop their listening and speaking skills
- develop their reading and writing skills
- write a paragraph about farming, using guide words and conjunctions

Suggestions and answers

A. Read the text and answer the question.

1. Read the comprehension question aloud and check that the children understand it.
2. Tell the children to read silently from their books to find the answer, while you read the story aloud or play the Audio Recording.
3. Get the class to tell you the answer.

A. They took a little buffalo milk every day.

They found another buffalo and produced another calf.

They kept some wheat back and planted it when the next rains came. They kept some seeds from ripe beans and planted them.

They planted fruit seeds.

They collected hens and their eggs. On special days they killed a chicken.

B. Look at the pictures and listen to your teacher talk about fish-farming. Then talk about the pictures.

1. Get the children to look at the pictures carefully. Get them to tell you what they can see and what appears to be happening.
2. Read the script on page 150 of the Student's Book aloud. Pause after each section and ask some questions about the pictures.

C. Summarize: Write a paragraph about the beginning of fish-farming. Use guide phrases, conjunctions, transitional words and sequence markers.

Encourage the children to write on their own. Use the script on page 150 of the Student's Book as a sample answer to this exercise.

Revision and Extension

All answers are highlighted in grey.

UNIT 11 LESSON 1: LET'S CHECK

A. Read the dialogue and circle the correct phrases.

- A: Why don't you do some exercise this term? I'm sure you would enjoy it.
 B: What do you suggest I **do**?
 A: Why don't you take **up** running?
 B: I haven't got any trainers.
 A: You **could** always buy a new pair for yourself.
 B: They might be expensive. Have you got any other ideas?
 A: What about **taking** up hockey?
 B: Hockey balls are very hard! **How** about a game with a softer ball?
 A: I know! You **could** go along to volleyball practice. It's in the gym every Wednesday evening. They have a lot of fun, so I hear.
 B: That sounds very **tiring**. I think **I'll stay** at home instead.
 A: Let's go swimming! The pool is open today from 2.00 until 4.00.

B. Choose the correct word to complete the sentences.

- B. 1. b 2. a 3. a 4. c 5. c 6. c 7. b 8. a

C. Listen to your teacher and complete the sentences.

The full script is on page 150 of the Student's Book

D. Narrate any activity from your immediate environment.

Answers depend on the students.

UNIT 11 LESSON 2: LET'S CHECK

A. Add tag questions.

- | | | | |
|-------------------|-----------------|---------------|-----------------|
| A. 1. didn't you? | 2. weren't you? | 3. have they? | 4. were they? |
| 5. hadn't they? | 6. had they? | 7. did you? | 8. haven't you? |

B. Change the direct speech to reported speech.

She said that...

- B.**
1. My aunt said that she would take us to the Natural History Museum.
 2. She said (that) she worked there three days a week.
 3. She said they were building a new gallery for the dinosaurs.
 4. She said the builders had been working for six months.
 5. She said they had not put on the roof yet.
 6. She said we could not go into the cellar because it was too dangerous.
 7. She said that the bookshop might re-open next week.
 8. She said she would be delighted to show both of us round the gardens next week.
 9. She said we might be able to watch a film there.
 10. She said we would not have to pay for our tickets.

C. Narrate and write the story of Cinderella. Use the given words and these conjunctions: *so, because, although, as soon as, before, after, until.*

1. For the oral stage, ask children to look at the pictures. Get them to tell you what they can see, using *there is/are* and the present continuous tense. Use this opportunity to teach words and phrases, e.g. *go to a party, Fairy Godmother, sweep the floor, prince, invite Cinderella to dance, slipper.*
2. Read the sample answer below aloud, while the children look at the pictures. Then put the children into pairs: they look at the pictures and retell the story together. Go round and help as necessary.
3. Get them to write the story in their notebooks.

C. Sample answer

1. Cinderella was crying because her two sisters had gone to a party without her.
2. Before the Fairy Godmother arrived, Cinderella was sweeping the floor.
3. After the Fairy Godmother arrived, she changed Cinderella's old clothes into a beautiful dress, so Cinderella could go to the party too.
4. As soon as Cinderella arrived at the party, the prince invited her to dance. Cinderella danced with the prince until it was 12 midnight.
5. As soon as the clock started to strike 12, Cinderella left the party. Although her slipper came off, she continued running.
6. After the prince found Cinderella's slipper, he decided to look for her.

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 Quarterly Assessments on page 221.

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. don't we
2. Let's / We can
3. How about
4. Shall / Should we
5. We could / We can

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

- B. 1. As soon as he threw / had thrown his net into the river, he caught a fish.
2. Although the fish were very small, they were tasty.
3. He ate the fish although he doesn't usually eat smoked fish.
4. She said that she hadn't fed the hens yesterday.
5. She said that she would give them some corn after breakfast.

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

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

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

- D. 1. He must catch the reader at the beginning and keep the reader hooked until the last page.
2. Both events and dialogues ask questions.
3. You can't guess how it will end.
4. It makes the beginning uninteresting, because you cannot picture the characters.
5. A writer can provide information as the story continues.

E. Write a dialogue between two school children who have very different habits. (10 Marks)

Answers depend on the children.

F. Articulate, practice, and syllabify words containing digraphs, trigraphs, and silent letters.

1. **Digraphs:** two letters – consonants or vowels – produce one sound. E.g. *blouse*, *class*, *drone*.
2. **Trigraphs:** phoneme of three letters. E.g. *scroll*, *screw*, *shrewd*, *square*, *through*, etc.

Answers depend on the students.

G. Revise written work for correct spelling, pronunciation, pronoun-antecedent agreement, subject-verb agreement, and tenses.

For this task, students are required to proof-read their work for punctuation, spelling and grammatical errors.

UNIT 11 LESSON 3

Reading (i): Mona celebrates Chinese New Year

Student learning outcomes:

Students will:

- develop their reading skills
- read a diary and make notes
- study vocabulary for festivals
- chat about customs in different cultures
- chat about similarities and differences between Chinese and Pakistani festivals
- study the theme of Festivals and Cultural Events
- study and discuss the sub-theme of knowing children from other nations

Suggestions and answers

A. Study and match the text with the elements of story (marked).

1. While you are doing this, teach the children some words that they will need for the reading text: *families, parents, ancestors, symbols, fireworks.*
2. Read aloud the comprehension questions. Check that the children understand what they have to do: Say,
Mark with a pencil in the margin of your books 'DO' for the ten things that people must do.
Mark with a pencil in the margin of your books 'F' for the four foods that people traditionally serve.
3. Ask these Questions: *Which ten things must Li Mei Ghe's family do at Chinese New Year? Which four traditional foods do they usually serve?*

A. Things to do: visit their family, honour their ancestors, at meal-times make sure that the elders sit down first, give special juicy bits of chicken to the people next to them, throw out the rubbish, clean the house, decorate the house (with red ribbons), go to the temple to pray, buy gifts for family members, watch a firework display.

Traditional foods to serve: a whole chicken, long noodles, oranges, sticky rice cake.

Sidebar: A few more 'Dos and Don'ts' for Chinese New Year (CNY)

1. This is an appropriate place in the lesson to read and discuss the traditions of CNY.
2. Remind the class of the cultural importance of symbols and traditions.
3. Read aloud the three 'Dos and Don'ts'. Discuss them with the class. Chat generally about lucky and unlucky things that people do in Pakistan. Don't chat about festivals yet, as this is done in Ex. B.

B. Discussion: List on the board the traditional activities and foods for CNY from Ex. A. Which of them have parallels in the celebrations for Eid? Discuss with your teacher and each other.

1. Draw a split-board table with these headings:
CNY | EID.
2. Ask members of the class to help you fill in the notes for CNY. They can refer to their books.
3. Then ask the class to help you fill in the notes for Eid that correspond more or less to those for CNY.
4. As you do this, invite the class to chat about the cultural importance of symbols and traditions in Pakistani festivals. Be prepared to give example answers if the pupils are a little shy of expressing

themselves. Encourage agreement and disagreement. As soon as the chat begins to slow, end this phase of the lesson.

C. Select and use some strategies, example, brainstorming and mind-mapping to gather and organize ideas. Use these ideas to give the story a different ending.

Answers depend on the students.

D. Use online dictionary (or the dictionary on page 159) to find out the meanings of the words in bold and write them in your notebooks.

Word	Definition	Synonym
Ancestors	People from the same family who lived in the past	Forefathers/Foremothers
Highlight	The most interesting part of an evening or show	Main feature; focal point
Represent	Symbol; to stand for something	Serve as; speak for
Respect	To admire someone for their qualities	Value; uphold in esteem
Symbol	A thing that stands for something	Emblem; representation
Display	A show	Demonstration; exhibition
Hospitality	Welcoming people and giving them food and drink	Accommodation; cordiality; generosity

UNIT 11 LESSON 4

Reading (ii): Varjak’s Dream

Student learning outcomes:

Students will:

- develop their reading and note-taking skills
- study vocabulary for the five senses
- chat about personal development at home and at school
- study the theme of Life Skills Education
- study and discuss the sub-theme of Curiosity and learning

Suggestions and answers

A. Read the whole text and answer the question.

1. Teach children the words that they will need for the comprehension questions: *recognize, memorize, concentrate.*
2. Read aloud the comprehension questions and check that the children understand them. Check that they are ready to write notes in their notebooks.
3. Ask the children to read silently from their books while you read the text aloud. They find the answers and write notes in their notebooks.
4. Ask the class to tell you the answers.

A. b) c) d) e) h)

B. Synthesizing: The text is full of hidden meanings, if you know where to look. Where do these fuller explanations a-j fit into the text, in spaces 1-10?

1. It is advised to go through the text with the whole class. This means that you can explain any words or phrases that the children don’t understand.

2. Read aloud the text, and pause at the numbered spaces. Invite the class to find the correct phrase (a-j) that fits into each space.

- B.**
1. d Jalal changed the subject suddenly
 2. f I've seen them, but have YOU seen them?
 3. j The problem: Should you say you don't know something, or should you pretend that you do know something?
 4. a You have five senses - use them!
 5. h I think I know what I should be doing; tell me if I'm right.
 6. b Now I must concentrate, learn and memorize the details.
 7. e Practise until you are word-perfect.
 8. g Until now, you haven't been using all your senses as much as possible.
 9. j It is a faint, high-pitched sound, almost so high that you can't hear it.
 10. c It's something that you can eat, possibly an insect like a grasshopper.

C. Discussion. Which of the things in Ex. A are you learning to do at school and at home? Can you give examples?

1. Tell the children to look again at the list a-h at the start of Ex. A.
2. Tell them to write in their notebooks the letters a-h of the things that they are learning to do. Give them a time limit of 60 seconds.
3. Ask for a show-of-hands. Say, '*Letter a) – hands up! Really? Are you really learning to talk to dogs?*' Continue in the same way with the remaining items. Curiously, some children MAY be learning to catch mice (in the store room), or crouch (if they are playing a sport). Don't make assumptions! Instead, ask!

D. Words that have similar pronunciation, but different meanings are called homophones. Fill in the blanks with suitable words from the brackets.

- D.** dessert plain week

E. Underline the difficult words from Exercise A. Take dictation of the difficult words.

Suggestions for teacher:

swayed, ripe, abruptly, noticed, ancestor, awareness, suggested, knowledge, stern, whisker

F. Make anagrams from the following words:

Anagrams are forms by rearranging the letters of a word.

- F.**
1. **Listen:** sit, set, list, silent, enlist, tin, let, lets.
 2. **Elbow:** blew, blow, bowl, bow, owl, web.
 3. **Brag:** rag, bag, grab.
 4. **Vase:** save, sea.

G. Underline the words which you want to add to your vocabulary list. Classify them alphabetically in your notebook.

Students to select words they are unfamiliar with, want to learn and then sort them in an alphabetical order, in their notebook.

H. Organize vocabulary words according to parts of speech in your notebook.

When making the list from Ex. G, students should also mention the part of speech.

G. and H. Answers depend on the students.

UNIT 11 LESSON 5 Vocabulary

Student learning outcomes:

Pupils will:

- study and practise adjectives with the endings *-tial* or *-cial*.
- study and practise words with the endings *-ant*, *-ance*, *-ent* and *-ence*.

A. Complete the words with the endings *-tial* or *-cial*.

- | | |
|------------------------------|--------------------------|
| A. 1. official, confidential | 6. artificial |
| 2. essential | 7. commercial |
| 3. initial | 8. financial, provincial |
| 4. partial | 9. initial |
| 5. special | 10. substantial |

B. Use the correct form of the word in brackets to complete the sentence.

- | | |
|------------------|---------------|
| B. 1. assistance | 5. tolerant |
| 2. expectation | 6. occupation |
| 3. hesitant | 7. invitation |
| 4. observation | |

C. Add *-ant*, *-ance*, *-ent* and *-ence* to complete the words.

- | | |
|-------------------|-----------------|
| C. 1. intelligent | 6. patience |
| 2. confident | 7. innocent |
| 3. observant | 8. frequently |
| 4. confidence | 9. urgent |
| 5. tolerance | 10. confidently |

UNIT 11 LESSON 6 Grammar

Student learning outcomes:

Pupils will:

- complete a story using the Present simple tense

A. Rewrite this traditional Greek myth in your notebook, using the present simple tense and compound words.

A. Answer key:

In ancient Greece, everyone is happy. But unluckily, there is a Greek girl called Pandora. One day, she goes to the market and buys a wooden box. The market-seller gives her a key and tells her not to unlock the box until the sun sets.

Now Pandora is a very curious girl. She is also extremely impatient and doesn't enjoy waiting. When she gets home, she goes into her room and places the box on a table before the open window. Does she wait until sunset? Does she control herself? No, she doesn't. Unable to wait until dark, she unlocks the box.

Immediately, a loud hissing and buzzing sound fills the room. All sorts of horrible, ugly insects rise out of the box and fly through the window. Soon after, she begins to hear screams and cries. What on earth is the matter? What is happening?

On the inside of the top, she finds a label with very small writing. Looking closely, she reads that in the box are all the troubles that can cause harm and unhappiness in the world. There is only one creature left inside the box. It has lovely multi-coloured wings. Its name is Hope.'

All answers are highlighted in grey.

UNIT 12 LESSON 1

Student learning outcomes:

Students will:

- study and practise vocabulary for natural disasters
- develop their listening skills
- revise geographical places
- chat about natural disasters in their own country

Preparation before the class

If possible, bring into the classroom a large world map for this lesson, Then you can point to the countries that are included in the listening activity in Ex. B and C.

Suggestions and answers

A. Match the pictures to the descriptions.

1. Introduce the unit topic of natural disasters. Ask the children what kinds of disasters happen in Pakistan from time to time. (Be sensitive in your asking of questions to individuals, as some children's families may have been affected by disasters.) Note that Ex. D allows the opportunity for further discussion, after the children have acquired more vocabulary.
2. Tell the children to look at the pictures 1-6 while you read the captions aloud. Pay particular attention to word stress, as the children will copy your pronunciation. To help them, write three groups of words on the board, with their relevant stress patterns, like this:

oOo volcano, tornado, tsunami

Oo earthquake, landslide

Ooo hurricane

3. Do some pronunciation work with the new vocabulary items, as the children will be using them in their pair work. Read the items in random order aloud and pause so that the children have time to find and point to the items. Then do listen-and-repeat with the items in the right order.
4. Read the definitions a-f aloud and explain the new phrase *downhill*.
5. Sort the class into pairs to do the matching exercise. Get pairs to tell their answers to the class. Note: *Tsunami* and *tidal wave* both appear in the dictionary for the same phenomenon. *Tsunami* (a Japanese word) is the preferred technical term, but *tidal wave* is probably easier for the children to remember.

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

B. Listen to part 1, find the places on the map. Then, listen to part 2 and colour the country as per the provided grid.

1. Read the countries/regions that are listed in Part 1 of the script on pages 150-151 of the Student's Book aloud. If you have a world map, get children to come up and point to the countries on the map. Then they find the countries on the map in their book and write them in a list in their notebooks.
2. Explain that you are going to give a talk about these countries and the natural disasters that sometimes happen there. Tell children that they must write down the names of disasters next to the countries in their notebooks.
3. Read the script about the first country, pausing so that the children have time to write. Continue in the same way with the remaining countries.
4. Read the script again, without pausing, so that the children can check the answers that they have written.
5. Finally, get the children to turn to the script. They can follow in their books while you read it aloud. If you like, do listen-and-repeat with one or more of the sections.

B. Indonesia:	volcanoes, earthquakes, tsunamis.
Japan:	volcanoes, earthquakes, tsunamis.
China:	landslides, earthquakes.
Caribbean:	hurricanes, volcanoes.
Southern states of the USA:	hurricanes, tornadoes.
Western states of the USA:	volcanoes, earthquakes.

C. Check your answers.

1. Get children to read the example speech bubbles aloud. Get choral and individual repetition.
2. Get children to ask and answer questions across the class about other types of disaster.
3. Sort the children into pairs and let them practise their questions and answers.

D. Brainstorming: What about you? Talk about your own country.

1. Start with a revision of the types of disaster that happen in your country, using the present simple tense.
2. Pass on to discussion and narration of past events that the children have experienced or read about.

E. Research: Find a bar graph and a pie chart, from the Internet, containing the information on natural disasters. Study them to compare information.

1. Before their research, explain the concept of graph first. If you have flash cards, you can show it to students to teach how data is organized. A **bar graph** has rectangular bars that are equal to the value they represent. A **pie chart** organizes data in the form of percentages. Each portion shows a part out of the whole.
2. You may sort students into groups of 4 for this task and assign these topics. Students may present their work in the next class. This data may be about frequency of the disaster in 5 years; OR number of deaths; OR property destruction.

Group 1 – Earthquakes in Pakistan
Group 3 – Hurricanes in America

Group 2 – Tsunamis in Japan
Group 4 – Climate Change

UNIT 12 LESSON 2

Student learning outcomes:

Students will:

- revise and practise *going to* for predictions
- develop their speaking skills
- study the spelling of words with silent letters

Suggestions and answers

A. Listen to your teacher. Which picture is she/he talking about?

1. For this exercise to work, children must first look carefully at both pictures so that they see all the details. Get them to say what they can see and to say what is happening, using *there is/are* and the present continuous tense.
2. Write a large *A* on one side of the board, and a large *B* on the other side. Say that you are going to talk about one of the pictures. The children must point to the board letter of the correct picture.
3. Read the script on page 151 of the Student's Book aloud, pausing so that the children can point. This will show you which children are better listeners.

STUDY CORNER

- Read the example sentence aloud. Explain that in this lesson the children practise *going to* for predictions (translate this term).
- Take this opportunity to revise other forms of future prediction. Write these phrases on the board:

PHRASE	IDEA
is going to fall	certainly
will probably fall	probably
will possibly fall	possibly
might fall	possibly

- Get the class to make a few sentences with the phrases from this box about the two pictures, e.g. *The climber might fall. The train will possibly hit the car.*

B. Work in two teams: Team A are pessimists and Team B are optimists. Make predictions about the pictures in Ex. A in turns. Use simple SVO pattern sentences.

1. Explain that *pessimists think the worst thing is going to happen; optimists think that things will be OK.*
2. Encourage individuals to make predictions about the two pictures. Correct if necessary and get choral and individual repetition of the sentences.
3. Then put the children into pairs and get them to practise.

B. Refer to the script on page 151 of the Student's Book for sample answers.

C. Write three sentences about each picture in your notebook.

C. Refer to the script on page 151 of the Student's Book for sample answers.

D. Spelling: Silent letters. Say the words and underline the silent letters. Write the words in your notebook in five columns (A-E).

silent 's' <i>island</i> <i>isle</i>	silent 't' <i>Christmas</i> <i>soften</i> <i>often</i>	silent 'c' <i>scene science</i> <i>scissors scent</i>	silent 'gh' <i>height</i> <i>bright</i> <i>weight</i>	silent 'i' <i>friend</i> <i>business</i>
---	--	--	---	---

E. Create a short poem, using rhyming words, on 'Hot Rocks'. Recall and apply the rules of punctuation learnt earlier.

Sort students into groups of 4 to complete this task. Groups to present their work.

UNIT 12 LESSON 3

Student learning outcomes:

Students will:

- develop their reading skills
- practise the vocabulary of natural disasters
- study the theme of Nature
- study and discuss the sub-theme of Rivers, mountains, seas

Suggestions and answers

A. Read silently for comprehension. In which order did the following things happen? Number them 1-5.

1. Set the scene for this story by getting the children to look at the pictures on page 77. Explain that this is a true story about a volcano that happened in Greece in the year 1650 BCE (Before Common Era). Use the world map to point out the site of the volcano, which is on the island of Thira (also called Santorini) to the north of Crete.
2. Follow the same procedure for teaching the text in Unit 2, Lesson 3, Ex. A.
3. You will need to explain some new vocabulary in this text, e.g. *thunder, dust, ash, grieved, puzzled*.

A. 1. a 2. d 3. a 4. b 5. c

B. Post-reading: Answer these questions.

- B. 1. Because they were frightened of another earthquake.
2. Because fine dust was falling and the roof protected them from it.
3. Because they were well trained and always obeyed orders.
4. Because a huge wave (tsunami) broke over the island.
5. Because it had disappeared under the sea.

C. Post-reading: Which disasters (a-d) do these phrases refer to?

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

D. Match the pictures with the four stages of the disaster.

1. Point out that the sentences 1-4 explain the four stages of disaster in the right order; the pictures are in jumbled order.
2. Read the sentences aloud and get choral and individual repetition.
3. Allow pairs a short time to do the matching exercise. They tell the class their answers.
4. Get the children to read the sentences again silently for 1 minute and learn them by heart. Then they must cover the sentences, but can look at the pictures.
5. Help individuals to make a sentence for picture D, then picture C, then picture B, and finally picture A.

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

E. Recognize and use hyphen to join numbers, quantities, and fractions. Write the following digits in words. Make sure to use the hyphen correctly.

E. 49	forty-nine	62	sixty-two
34	thirty-four	55	fifty-five
25 th	twenty-fifth	1/4	one-fourth
2/5	two-fifth	1/8	one-eighth

UNIT 12 LESSON 4

Student learning outcomes:

Students will:

- revise vocabulary for natural disasters
- study and practise defining relative clauses with where/when
- write a quiz about the natural world
- chat about personal experiences

Suggestions and answers

A. Activity: Ask your partner these factual quiz questions. Then check the answers.

1. Read the quiz questions aloud and get the class to repeat them.
2. Tell the class that they are going to ask each other the questions and write down the answers in their notebooks. This will test their spelling of the six vocabulary items.
3. Put the class into pairs to do the task. Go round the class and observe how well they are doing, but do not offer to help. Then you will be able to see how much they have remembered, and how well they can spell.

A. 1.	a volcano	2.	a landslide	3.	a tornado
4.	an earthquake	5.	a hurricane	6.	a tsunami

STUDY CORNER

- Defining relative clauses are not a new structure, but ones with *where/when* are presented here for the first time.
- Read the sentences in the box aloud and get the class and individuals to repeat them.
- Point out that these defining relative clauses do not have commas between the clauses.

B. Match the halves to make sentences which tell the story about a flood on a farm.

1. Set the scene for this exercise by explaining the background: *One year, there was a bad flood in England during the winter. All the rivers overflowed and the water rose higher and higher. On one farm, the sheep had to come into the farmhouse for several days to escape the flood.*
2. Read the example sentence aloud and get the class to repeat it.
3. Read the first half of item 1 aloud; then give the class enough time to search for the matching item. Do not ask the first child that puts up her/his hand; wait for several children to find the answer before asking an individual.
4. Continue with the remaining items in the same way.

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

C. Creativity: Team Quiz. Write questions for the answers.

1. Explain that the children have to write quiz questions for the answers that are given.
2. Read the example question and answer aloud. Explain that the children have to write questions with *where* or *when*.
3. Divide the class in half, into two teams A and B. Put a scoreboard on the board for points.
4. Ask the pairs in Team A to prepare questions for items 1-4; ask the pairs in Team B to prepare questions for items 5-8. The children write their questions in their notebooks.
5. Ask a pair from Team A to provide the question for item 1. If it is correct, give a point to Team A. If it is incorrect, ask Team B to correct it for a bonus point.
6. After getting questions for items 1-4 from Team A, turn to Team B and repeat the process.

C. Sample answers

1. What do you call a place where the land rises very high into the sky?
2. What do you call a low place between two hills where a river runs?
3. What do you call the time of day when the sun sets?
4. What do you call a place where a rocky wall rises out of the sea?
5. What do you call the time of the year when there is no school?
6. What do you call the bottom of the sea where crabs and octopuses live?
7. What do you call a storm where air goes round and round very fast?
8. What do you call the time of day when the sun rises?

D. What about you? Tell the class about some of your own experiences too.

1. Read the examples aloud. Get the class to repeat them.
2. Invite individuals to tell the class about some true personal experiences.

UNIT 12 LESSON 5

Student learning outcomes:

Students will:

- develop their reading skills
- practise punctuation
- write boasts

Suggestions and answers

A. Write the titles above the boasts, then express your preferences.

1. Get the children to look at the pictures and say what they think is happening.
2. Read the titles aloud. Explain the meaning of *boasts*, translating if necessary. Ask the class whether it is good or bad to boast about things that you have done. Ask them the difference between *being pleased about something that you did well*, and *boasting to other people about something that you have done*.
3. Do not let the children read the boasts aloud, as they are not punctuated. Instead, read them aloud yourself, while the children follow in their books.
4. You will need to explain some new phrases, e.g. *starve, wag their tails, shave himself, inches, grunts*.
5. Put the children into pairs. They read the boasts aloud and match them to the titles.
6. Get pairs to tell the class their answers. Get the children to match the two pictures to two of the boasts. (Picture A goes with Boast 2; Picture B goes with Boast 5.)

B. Copy Boasts 4 and 5 in your notebook with the correct punctuation.

1. Let the children do this individually, not in pairs. Go round while they are doing this. Do not offer help, but check to see how well they can do the task. Note any children who appear to be having difficulty with punctuating the texts.
2. To correct the two boasts, ask children to dictate sentences while you write them on the board, without punctuation. Then invite individuals to come to the board and add the correct punctuation. Ask the class if they agree.

- B.** 4. There's a man round here (NO COMMA) who is so tall that he has to climb a ladder to shave himself. When he was born, he was so big that it was impossible to name all of him at once. He grew so fast that his head grew three inches through the top of his hat.
5. I know two fellows who are so lazy (NO COMMA) that it takes two of them to chop wood. One swings the axe; the other grunts.

C. Creativity: Make up boasts from the table and complete them in your own way.

1. Start by reading the example aloud and getting the class to repeat it.
2. Help individuals to make new boasts, using the table. Standardize and get the class to repeat the sentence. Encourage the children to exaggerate; this is an opportunity to be creative and funny.

Answers depend on the children.

D. Make up three more boasts using your own words. Write them in your own notebook.

This is an opportunity for abler children to write boasts creatively without the table framework provided in Ex. C. Those children who are less able may want to write a few more boasts using the words in Ex. C instead.

Answers depend on the children.

E. Skim through chapter 11 again and identify sentences which state or negate something or ask a question.

E. Tag questions. Answers depend on the students.

What's in the future?

All answers are highlighted in grey.

UNIT 13 LESSON 1

Student learning outcomes:

Students will:

- revise vocabulary for weather
- revise tenses for the future
- develop their listening skills
- study the spelling pattern *fore-*

Preparation before the class

If you have access to a photocopier, make an enlarged photocopy of the grid in Ex. C. This will make the exercise easier to mark.

Suggestions and answers

A. Check the meanings in the dictionary, then listen and repeat.

1. Tell the children to look at the pictures 1-8 while you read the captions aloud.
2. Do some pronunciation work with the new vocabulary items, as the children will be using them in their pair work. Read the items in random order aloud and pause so that the children have time to find and point to the items. Then do listen-and-repeat with the items in the right order.
3. Read the definitions in the answers below aloud. Then read the definitions again in random order and get the class to say the right vocabulary item.

- | | |
|---|--|
| A. 1. downpour: a shower of heavy rain | 5. breeze: a light wind |
| 2. fog: a thick cloud that lies just above | 6. mist: very fine drops of water, e.g. in the early morning when you can't see far |
| 3. drizzle: very fine rain | 7. blizzard: heavy snow with strong winds |
| 4. gale: a very strong wind | 8. sleet: half-frozen rain that falls when it is very cold |

B. Check the meanings in pairs.

1. Before you do the pair work, check that the children know how to use the new vocabulary items; some of the vocabulary items are countable and the others are uncountable.
2. Check this using the sentences given below. Read the first sentence aloud, then ask the class: *Is it 'downpour' or 'a downpour'? (a downpour).* Pause so that the children can write 'a' next to the caption 'downpour' in their books.

- | | |
|--|---|
| 1. You get a downpour in a monsoon. | 5. A breeze is pleasant when it's hot. |
| 2. You sometimes get fog in the mountains. | 6. You can get mist in the early morning. |
| 3. You don't get very wet in drizzle. | 7. You get a blizzard in the mountains. |
| 4. A gale is a very strong wind. | 8. Sleet is like wet snow. |

C. What will the weather be like tomorrow? Listen to your teacher and tick the boxes.

1. Explain to the children what they have to do: they have to listen to a weather forecast for areas of Pakistan and write *yes/no* on the table, as shown below. They write in their books in pencil.
2. Demonstrate on the board how to fill in a box of the table for *rain: no | yes* means that there is *no rain* in the first part of the day, but there is *rain* in the second part of the day.
3. Read the script on page 151 of the Student's Book aloud. Pause during and after each section so that the children have time to fill in the table.
4. Let pairs compare their answers. Then they can see which answers are unclear, so they will have to listen carefully a second time.
5. Read the weather forecast a second time so that the children can check their answers.
6. Ask for answers from the class. If some children have omitted an answer, or have recorded the wrong one, do not correct them, but read the relevant section of script again aloud.
7. Finally, get the children to look at the script. They can follow in their books while you read it aloud. If you like, do listen-and-repeat with one or more of the sections.

	Sind	Baluchistan	Punjab	Northern Areas
rain			no yes	
breeze		yes		
gale			no yes	
blizzard				no yes
sleet				yes
mist	yes no		yes no	yes no
sun	no yes	yes		
cloud	yes no			

D. Predicting: What about you? Ask and answer.

1. This exercise should be done in conjunction with the Study Corner.

STUDY CORNER

- Read the speech bubbles aloud and get the class to repeat them. Remind the class that 'What ... like?' is used in the question but not in the answer.
- Write the example sentences from the Study Corner and their labels (*Certain/Probable/Possible*) on the board and get the class to repeat both the positive and negative sentences. Point out the position of the negative *not*.
- Help individuals to make weather predictions for *tomorrow / the weekend / next week*, like the example sentences, using adjectives e.g. *hot, cold, windy, sunny*, and verbs, e.g. *to rain, to snow*.
- Get other individuals to guess the weather for other parts of Pakistan. Abler children can use the nouns from Ex. C, e.g. *There might be blizzards / gales / breezes*.

NOTE: Grammar states that *may* and *might* are both used to express degrees of certainty, and that *might* is more tentative than *may*. Do not trouble your class with this slight difference, as it will be studied later at secondary level.

Additional activity

Spelling patterns for homework: *fore-*

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

forecast, forecourt, forefinger, foreground, forehead, foresee.

UNIT 13 LESSON 2

Student learning outcomes:

Students will:

- practise tenses for the future
- develop their reading, listening and speaking skills
- chat about future plans
- revise modal verbs 'will' and 'can' to describe robots and their functions

Suggestions and answers

A. Talk about the following plans. Match parts of the dialogues.

1. Read the two speech bubbles aloud and get the class to repeat them. Explain that the speech bubble on the left is *a prediction with 'going to'*. On the right, there is a decision made at the time of speaking; so the tense is *will* for future.
2. Read quickly through the sentence halves on the left and right, getting the class to repeat them only if you think that your class needs extra oral practice with these fairly simple structures.
3. Get the children to work in pairs and match the sentence halves. Get pairs to tell the class their answers.
4. Demonstrate how to test one's partner: Tell the class to shut their books. Read item 1 aloud and get individuals to respond with the matching part of the dialogue. Do this for the remaining items, demonstrating how to help if the class have forgotten the response. i.e. saying the cue word, e.g. *sweater*.
5. Put the children into pairs. They test each other, in the same way.

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

B. Match the robots (1-3) to the pictures (A-C).

1. Stand in front of the class and revise the words '*limb, joint*', using parts of your own body by moving them. Ask simple questions like these: '*How many limbs do I have? Which are my two upper limbs? Which are my lower limbs? How many joints do I have in my arm? (3 – shoulder, elbow, wrist)*'
2. You can have some fun with the class and the anatomy of the hand. Ask them, '*How many joints do you have in one hand? How many bones?'* Let them wiggle their hands and fingers, then tell them the answer, which may surprise them: '*In the human hand, you will find the wrist, the palm – silent letter 'l', 1 thumb, 4 fingers, 27 joints, 27 bones.'*'
3. Give the children time to familiarize themselves with the images of the robots in Ex. B before they do the matching exercise. Say, '*Find a robot with two legs, find a robot without any legs, find a robot without any arms. Find a robot with lots of arms.'*'
4. Do the matching exercise with the whole class. It is not necessary to read the whole description to do the task. Reading comprehension will come in Ex. C

B. 1. A 2. B 3. C

C. Underline the correct words in the descriptions in Ex. B.

1. Read aloud the descriptions, as the pronunciation and word stress of some words is tricky. When you read this kind of gapped sentence aloud, knock your knuckle loudly on the desk to indicate each missing word. Check the meaning of new words as you read the descriptions.
2. Let the children work in pairs and write the correct verbs ('will/can') in their notebooks.
3. Ask different pairs for their answers. They read the whole sentence aloud, including the missing word(s).

- C. 1. **Rescue robot:** This robot with multiple limbs and joints is designed **for** rescue operations after a fire or chemical accident. For example, it **can** rescue people - by remote control - who are trapped inside buildings after an earthquake.
2. **A 3-D printed robotic hand:** First we design a robotic arm on a computer, and then we make it, using a 3-D printer. It **can** move in all directions, it **can** squeeze, lift, press and release. Soon you **will** design and print your own robot for yourself.
3. **Wear an exo-skeleton:** If you are disabled, you **can** put this powered exo-skeleton over your head, body and limbs. Then you **can** do things which are impossible for the disabled, e.g. climb onto a train with a suitcase in your hand.

D. How do you see the future? Write a short essay about it.

Provide this anchor chart for essay-writing on the board. Ask students to write a rough draft first then proceed with the essay. They should organize the essay into 3 paragraphs: Introduction, Body and Conclusion.

- | | |
|------------------------|--|
| a. Pre-writing: | Think over the topic and brainstorm ideas. |
| b. Draft: | Organize your thoughts on paper – what you would include in 1 st paragraph, 2 nd and 3 rd . |
| c. Revising: | Re-read your essay. Does anything need to be added/deleted? Polish it. |
| d. Submit: | Make it neat and presentable. |

UNIT 13 LESSON 3

Student learning outcomes:

Students will:

- develop their reading skills
- read to understand specific details
- study vocabulary for scientific developments in the future
- match topics to pictures
- chat about possible developments in Pakistan
- study the theme of Technology
- study and discuss the sub-theme of Amazing inventions

Suggestions and answers

A. Match the titles to the three scientists.

1. Say to the class, 'Today, we are going to read three texts about science in the future.' Read aloud the three titles A-C.

2. Say to the class, 'Look at the three pictures in Ex. B on page 83. Can you match the three pictures to the three topics in Ex. A?' This is a good way of quickly and easily presenting the topics to the class. In addition, it revises the word 'drone', which occurred in OPE 3.
3. Ask the children to read silently from their books to find the answer while you play the Audio Recording, or read the texts aloud.
4. Ask the class to tell you the answers to the matching task.

A. Scientist 1 – Title C; Scientist 2 – Title B; Scientist 3 – Title A;

B. Scanning: Match the sentences/phrases in bold in the texts 1-3 to these pictures.

1. Ask the children to look at the pictures on page 83 while you read the sentences in bold aloud.
2. Put the children into pairs to find the correct pictures and to write the numbers in their notebooks. This can be done quickly.
3. When they finish, get the pairs to tell you the answers. Ask students to identify the country of Bangladesh from the map. Ask why that country is in great danger of flooding. (*It is very low-lying. Much of the country is built on the river deltas of the Ganges and Brahmaputra rivers. There are frequent river floods and cyclones. About 145 million people live in the delta.*)

C. Mark these sentences about the texts on pages 81 and 82 true (T) or false (F).

1. Point out that students also need to look at the texts on page 81 to find some of the answers.
2. Read aloud the statements. Explain the meaning of new words, e.g. *recharge, traffic jam, diesel*.
3. Get pairs to search for the answers in the text. Tell them, 'You must find the place in the text where the information is.'
4. The children write their answers in their notebooks.
5. Ask pairs to tell the class their answers.

C. 1. T 2. F 3. T 4. F 5. F 6. F 7. T 8. T

D. Complete these sentences with words from the texts, which are in order.

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

D. 1. remote control 4. congestion 7. survey
 2. release 5. buggies 8. flock
 3. limbs 6. miniature 9. extinction

E. Discussion: What about you? What do you think will happen in Pakistan? Discuss the ideas in Lesson 3.

1. Take some time here to write headings on the board for the children to chat about. For example:
Climate change: temperature, rainfall, river water levels, humidity,
Population: increases in the cities/countryside
Public transport: plane, helicopter, drone, train, bus
Private transport: plane, helicopter, drone, EVs, cycle, two-wheeler
Food supplies: shortage of rice, grains, wheat, meat, etc.
Education: in school / online

Technical inventions: robots aplenty, nuclear arms, artificial intelligence

Health care: more improvements in machines

2. Get individual children to read aloud the speech bubbles in Ex. E, adapting them to make other predictions.
3. Invite children to make predictions about the headings that you have written on the board. Some children may surprise you with their technical knowledge of the world.

Note: There will always be technical and scientific developments that occur after a school course book is published. This is an opportunity for students and teachers to update each other about recent scientific developments and amazing inventions, which is a sub-theme of this unit.

Answers will depend on the children.

UNIT 13 LESSON 4

Student learning outcomes:

Students will:

- study and practise concord (the agreement of subject and verb)
- study and practise singular uncountable nouns ending in -s
- study and practise collective nouns

Suggestions and answers

A. Listen to the story on page 151 and answer the question.

1. The purpose of this listening task and the story is to present the grammar point of Study Corner 1.
2. It is also good practice to get children to sometimes listen to a talk without being prepared in advance about the topic before they listen.
3. Read the story on page 151 of the Student's Book a couple of times. Then get the class to answer the question.
4. Finally, get the children to turn to the script on page 151 and listen and follow silently, while you read the story aloud again.

A. It was probably a monkey.

B. Complete Study Corner 1 using the present perfect tense.

STUDY CORNER 1

- | | |
|----------------------------------|--------------------------------|
| B. 1. Somebody has drunk my tea. | 3. Nobody has seen the monkey. |
| 2. Has everybody arrived? | 4. Has anybody seen my watch? |

STUDY CORNER 2

This Study Corner box is preparation for Exercise C.

- Write the example sentence on the board. Ask the class whether 'news' has a final 's' (yes). Ask if 'news' is singular or plural (singular). Explain that you can say 'some news', 'the news', 'a piece of news', but not 'a news'.
- Go on to Exercise C, which gives examples of singular nouns ending in 's', e.g. names of school subjects, games and sports, and illnesses.

C. Dictionary work: Check the meanings of unknown words in the dictionary on pages 159-167. Then complete the sentences with words from the box.

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

C. 1. cards	2. news	3. Athletics	4. Physics
5. Mathematics	6. Draughts	7. measles	8. Rabies

STUDY CORNER 3

- The purpose of this Study Corner is to show the class that there are alternatives. So the children should not be surprised if they sometimes find a singular or plural verb form with e.g. *team*, as in the example.
- As the difference in meaning is very small, assure the class that marks will not be taken off for mistakes. Point out the rubric for Ex. D: *Circle the best verb.*

D. Circle the best verb.

D. 1. were	2. has	3. were	4. is
5. were	6. receives	7. has	8. are

UNIT 13 LESSON 5

Student learning outcomes:

Students will:

- do and report a survey on life in the future
- develop their speaking skills
- sort notes into groups
- write a paragraph on life in the future

Suggestions and answers

A. Read and circle your answers. Identify and tick the questions about future.

1. Introduce the survey form. Explain that the children are going to write their own answers; they are not going to interview their partners.
2. Go through the questions and explain any new phrases, e.g. *high-rise building*, also known as a *tower block*; a *skyscraper* has to be very very tall.
3. The children read their survey and circle their answers in pencil in their books.
4. While the children are answering the survey questions, write the survey questions on the board ready for Ex. C.

B. Ask your partner about his/her answers and then tell the class.

1. Put the children into pairs. Get them to ask each other for their answers as in the example speech bubbles (left and centre).
2. Then get children to report to the class about their partner's answers. Get just a few examples from the class, as in the example speech bubble (right). It is not necessary to get all the children to speak during this stage.

C. Your teacher will count the total answers for the survey and write them on the board. Report some of the findings.

1. Ask the children to look at the answers that they circled for themselves during Ex. A. Ask question 1 and get the children to put their hands up for *Yes*, or *Possibly*, or *No*. Count the hands and write the total answers on the board, like this, e.g. *Do you think you will live abroad? Yes 7 / Possibly 13 / No 3*
2. When all the answers are up on the board, get individuals to report some of the findings orally like the examples. To help them, write these cue words on the board:
Yes + would. Possibly + might. No + would not.
3. Finally, get the class to write five or more sentences in their notebooks. Able and faster writers can write more.

Answers depend on the survey findings.

D. What kind of life would you like in the future?

1. Read the rubrics for Exercises D and E aloud, as Ex. D is essential preparation for Ex. E.
2. Read through the group headings on the left and the notes on the right, asking questions about new words, e.g. *health care, environment, disabled*.
3. Let the children work individually to sort the notes into groups. Then check the answers with the class, writing the answers on the board.

1. b, d, i

2. c, e, g

3. a, f, h

E. Summary writing: Write sentences from the notes. Then write a paragraph on one of the subjects, using your own ideas as well.

Get the children to write a paragraph on one of these subjects either in class or for homework. Depending on the ability of your class, it is more important to get the children to write a single paragraph and develop their own ideas, than to write three guided paragraphs without adding any of their own ideas.

E. Sample answers

Skills

In future, everybody should learn to use computers. Children should also learn to type. Everybody will need to study maths and science at school.

Environment

In future, everybody should protect all kinds of wildlife. In addition, we ought to protect the forests.

All large cities in Pakistan – like Karachi and Lahore – must have ZEZs, which are designed for cyclists and pedestrians.

Health care

Everybody should have free medicine and health care.

Also, we ought to look after blind people and disabled people better.

In future, we shall need to build modern hospitals.

Kidnapped

All answers are highlighted in grey.

UNIT 14 LESSON 1

Student learning outcomes:

Students will:

- study and practise vocabulary for parts of buildings
- read a text about the British Isles
- develop their speaking and reading skills

Suggestions and answers

A. Listen and find the parts of buildings. Then listen and repeat.

1. Tell the children to look at the pictures 1-8 while you read the captions aloud.
2. Do some pronunciation work with the new vocabulary items, as the children will be using them in Ex. B. Read the items aloud in random order and pause so that the children have time to find and point to the items. Use the script on page 152 of the Student's Book. Then do listen-and-repeat with the items in the right order.

Note the following:

- 1 — A **courtyard** can be in a mosque, or a private home, or a public building. It is always open to the sky.
- 3 — A **minaret** is only found on a mosque.
- 6 — A **gateway** can be an architectural arch like the one in the photo. It can also be a gateway with large doors, like the one in Unit 16, Lesson 1, Ex. C, item 2.

B. What about you? What parts of buildings in Ex. A can you see in your town?

Answers depend on the children.

C. Reading for detail: Read the text about the British Isles and complete the table.

1. Give the children time to familiarise themselves with the map. Revise the compass points of the map: *Point to the north, south, east, west, north-east, south-east, south-west, north-west.*
2. Read the countries on the map aloud and get the children to find them and point to them. Ask them where London is. (*It's in the south-east of England.*)

The United Kingdom

Country	People	Language
England	the English	English
Wales	the Welsh	Welsh, English
Scotland	the Scots	Gaelic, English
Northern Ireland	the Irish	English

The Republic of Ireland		
Country	People	Language
Ireland	the Irish	English, Irish

UNIT 14 LESSON 2

Student learning outcomes:

Students will:

- do a geography quiz
- develop their listening skills
- study the past simple passive

Preparation before the class

If possible, bring into the classroom a large world map for this lesson, then you can point to the countries that are included in the listening activity in Ex. A and B.

Suggestions and answers

STUDY CORNER

Present the sentences in the box. Point out that the past simple passive is formed with *was/were* and the past participle. Get the class to repeat the sentences.

A. Listen and find the places on the map.

1. Get the children to look at the world map in their books. Read the script on page 152 of the Student's Book aloud, which describes the location of the places in the pictures. Point to the places on the world map if you have brought one into the class.
2. Tell the class the following:
 - 2—The building in the photo is one of many buildings of the University of Paris.
 - 4—The **Colosseum** was a stadium that was used for games and public displays.
 - 5—The **Parthenon** was a government building in Ancient Greece.
 - 7—The **Petronas Towers** building is an office building with restaurants, cafes and shops.

B. Read the quiz questions and circle your answers. Guess, if you don't know.

1. Give the class time to look at the quiz questions.
2. Warn the class that there are a lot of 'false answers' in the script.
3. Read the script on page 152 of the Student's Book aloud. Pause after each section so that the children have time to circle their answers.

C. Now listen and check your answers.

1. Read the script aloud again. Get the children to stop you when they hear a correct answer.
2. If some children have omitted an answer, or have circled the wrong one, do not correct them, but read the relevant section of script again.
3. Finally, get the children to look at the script. They can follow in their books while you read it aloud. If you like, do listen-and-repeat with one or more of the sections.

C. 1. a 2. a 3. c 4. b 5. c 6. a 7. b

UNIT 14 LESSON 3

Student learning outcomes:

Students will:

- develop their reading skills
- act out a story in class
- study the theme of Education and employment
- study and discuss the sub-theme of Respect and regard for family

Suggestions and answers

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

1. Read the rubric, the comprehension question and the introduction aloud. Explain the meaning of *kidnap*: to take somebody away by force and demand money for his safe return.
2. Follow the same procedure for teaching the text in Unit 2, Lesson 3, Ex. A.

A. He went to get a chest with valuable papers in it.
He didn't find the chest. He found that the stairs ended 20 metres above the ground.

B. Post-reading: Did these thoughts of David about his uncle turn out to be true or false?

Go through the exercise with the class.

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

C. Evaluation: What do we learn about the uncle from the text? Find and underline sentences or phrases in the text to match these ideas.

Read the rubric and the sentences aloud. Explain to the children that they must search for phrases in the text. This gives them practice in searching part but not all of a text to find a phrase or information.

- C.**
1. The next day my uncle and I had a small bowl of porridge and a glass of water for breakfast, lunch and supper.
 2. ... he never left me alone in the kitchen with the locked chests, in which, I supposed, he kept his money.
 3. A Scottish pound was the same as an English shilling, and there were twenty shillings in an English pound. I could see that his story was a lie...
 4. It clearly hurt him to do it ...
 5. ... and he kept back the last two pounds...
 6. The stairs are grand.

D. Scanning: Find words or phrases in the story for these definitions.

- D.**
- | | | | |
|----------------------|-----------------------|-----------|-------------|
| 1. porridge | 2. chest | 3. crazy | 4. valuable |
| 5. grand = excellent | 6. flash of lightning | 7. uneven | |

E. Role play: Act out the story in groups of three. (David, Uncle, 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 the section of the story to the class, from 'After supper he said suddenly, ...' to 'I thanked him warmly.'

3. Get another group to act the next part of the story to the class, from 'Now,' he said, looking cleverly at me, ...' to '... I could easily fall to my death.'
4. Put the class into groups to act out the complete story.

UNIT 14 LESSON 4

Student learning outcomes:

Students will:

- develop their reading skills
- give an oral summary of a story
- study and practise the structure: 'There was smoke coming from the window.'
- study the spelling patterns (prefixes): over-, under-

Suggestions and answers

A. Read Part 2 of Kidnapped and answer these questions.

1. Start the lesson by asking children to give an oral summary of the story from Lesson 3.
2. Follow the same procedure for teaching the text in Unit 2, Lesson 3, Ex. A.

A. David's uncle had sent him upstairs, but David found that the stairs ended 20 metres above the ground. Probably because he had not expected to see David again alive.

B. Imagining: Which questions might David ask his uncle in the next part of the story? Read and tick the ones which fit the story.

1. Read the rubric and the questions to the class aloud. Explain to the class that some of the questions do not fit the story.
2. Go through the exercise with the class. Get the children to give reasons why some of the questions do not fit the story.

- B. a) does not fit the story; his uncle did not welcome him kindly.
b) fits the story.
c) does not fit the story, because we already know the answer.
d) does not fit the story, because his uncle sent him upstairs, not downstairs.
e) fits the story.

C. Tell the story in your own words.

1. Help individuals give an oral summary of the story. Do not allow a child to say more than two sentences. Then ask another child to continue.
2. Allow the children to look at the pictures in Lessons 3 and 4. This may help them to remember some details.
3. After doing the oral summary, put the children into pairs. They practise the oral summary together.

D. Make sentences from the table.

1. Children have already studied in OPE the similar structure in the present: *There is smoke coming from the front of your car.*

2. Get the children to look at the whole table. Explain that they are going to write sentences from the table.
3. Read some sentences from the sample answers below aloud, slowly, so that the children can follow the phrases in their books. Point out that *voices* and *smells* are plural, but *music*, *smoke* and *laughter* are singular.
4. Get individuals to make sentences from the table. After each correct one, get choral and individual repetition.
5. Put the children into pairs. They practise making sentences from the table. Go round the class and help while they are doing this.
6. Get the children to write five sentences in their notebooks.

D. Sample answers

There were angry voices coming from the shop.
 There was non-stop music coming from the house.
 There was black smoke coming from the window.
 There were delicious smells coming from the kitchen.
 There was happy laughter coming from the house.

E. Write sentences of description in the simple past tense.

E. Sample answers

1. There was non-stop music coming from the hall. It sounded like a concert.
2. There was a sweet smell coming from the cafe. It smelt delicious.
3. There were happy voices coming from Sue's garden. She looked extremely happy.
4. There was black smoke coming from the post office. It looked like a bad fire.
5. There was happy laughter coming from the house. It sounded like a good party.

Additional activities

Spelling patterns for homework: *over-*, *under-*

Check/Teach the meaning of these words in class. Point out and write on the board:

1. The two meanings of 'over-': a) above b) too much
2. The two meanings of 'under-': a) below b) not enough

Get the children to learn them for homework. Test them the next day.

overcharge, overcrowded, overeat, overflow, overgrow, oversleep, overwork. underground, underline, underpass, underpay, underwater, underweight.

UNIT 14 LESSON 5

Student learning outcomes:

Students will:

- read and study a book blurb
- make notes about a book that they have read
- write a blurb for a book that they have read

Preparation before the class

If possible, bring into the class several simplified readers in English with book blurbs on the back covers. The best one would be the Oxford Bookworms '*Kidnapped*'.

If the children have been reading simplified readers this term, get them to bring in their books for this lesson. The readers will be needed for Exercises B-D.

Suggestions and answers

A. The purpose of a 'blurb' on the back cover of a book is to interest readers and to encourage them to read the book. Read the blurb for *Kidnapped* and complete the notes below.

1. Read the book blurb aloud with plenty of vigour and enthusiasm, including the comment at the bottom.
2. Explain the definition of *book blurb* by reading the rubric aloud. Show the class the book blurbs on the back of the readers that you have brought into the class.
3. Go through answers for the notes with the class. Explain the meaning of *excerpt*, and get the class to pronounce the word (the *c* and *p* are silent). Get the class to underline the phrase *takes place* (happens).

A. The excerpt is from the middle.
The tense of the excerpt is in the present simple.
The main character's name is David Balfour.
The main character's friend is Alan Breck.
The action takes place in Scotland.
The type of story is an adventure story.
The description of the story is in the present simple.

B. Inquiry: In your notebook, write notes about a book you have read.

1. Prepare the class for doing the writing task by going through and explaining Exercises B-D. Explain that at the end of the writing task they will have written a blurb like the one in Ex. A, which is the model for this writing task.
2. Get the children to suggest some titles of books that they have read this school year. Write the titles on the board.
3. Go through the questions, explaining technical terms like *series*, *publisher*, *simplified*, *shortened*. Use the readers that you have brought into the class to help explain these terms.
4. Get the children to write both the questions and their answers in their notebooks.

Answers depend on the children.

C. Think of some key events from the book and write them in note form.

1. Read the section '*And so begin ... Highlands of Scotland*' from Ex. A again. Explain to the children that they are going to write about 5 sentences about key events in the story in the present simple tense.
2. Get them to write key words in note form in their exercise books. As soon as they have done this, they can turn the notes into a short description of the beginning of the story (not the end) in their exercise books.

3. Go round and help during this stage. Encourage the children, help where necessary, praise good work.

Answers depend on the children.

D. Choose an excerpt of six sentences from the beginning of the book for the blurb. Write a blurb that combines a) the excerpt b) the description of the beginning of the story c) your opinion of the book.

1. Refer again to the book blurb in Ex. A. Get the class to write letters (a, b c) in the margin of the blurb that correspond to the sections in this Exercise a) excerpt, b) description, c) opinion.
2. Help them choose a short excerpt of 4 sentences maximum. Explain that the excerpt should be exciting and should come from the beginning. Get individuals to read their excerpts aloud when they have chosen them.
3. After all this preparation has been done in class, it will be possible for the children to complete the writing of their book blurbs for homework.

Answers depend on the children.

Additional activities

Encourage the children to borrow the simplified reader '*Kidnapped*' from the school library and read it. The purpose of doing excerpts in OPE is to encourage children to take up the habit of reading simplified readers in English.

Charities

All answers are highlighted in grey.

UNIT 15 LESSON 1

Student learning outcomes:

Students will:

- study and practise a dialogue
- study the unit topic of charities and discuss local charities
- study and practise *the + adjective* for groups of people

Suggestions and answers

A. Read the dialogue, then practise.

1. Introduce the unit topic of *charities*, translating this word if necessary. Ask the children to briefly give some examples of charities that they know about. Do not discuss this at length as this will be done more fully in Ex. D when the children have more vocabulary.
2. Follow the same procedure for teaching the dialogue in Unit 3, Lesson 1, Ex. A.

A. More than one person wants to raise money for charity.

B. Find words or phrases in the dialogue that mean the following.

B. 1. a charity 2. scratches 3. bruises 4. airlifted 5. raise

C. Match the adjectives and definitions.

After the class has done the matching exercise, explain that *the disabled* is a useful general term for people who are unable to use a part of their body properly.

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

D. Discussion: What about your country? Answer these discussion questions.

As you get answers from the class to these questions, write the information up on the board in note form. Get the children to spell the names of charities if they can. Help them explain ways of giving money and give them the vocabulary if they need it, writing it on the board.

Answers depend on the children.

UNIT 15 LESSON 2

Student learning outcomes:

Students will:

- study and practise uncountable nouns
- revise and practise uncountable nouns
- study adjectives ending in *-less / -able / -ful*

Suggestions and answers

A. Match the words on the left with the example sentences.

1. Go through the words in the list on the left. Explain to the children that these are uncountable words and are not used in plural. Leave pronunciation work until after the children have done the matching exercise.
2. Put the class into pairs to do the matching exercise. Then get pairs to tell the class their answers.
3. Finally do some pronunciation work with the words on the left. Read the words aloud in random order and get the children to find and point to the words.
4. Then do listen-and-repeat, saying the words in order from top to bottom.

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

B. Test your partner.

1. Read the example speech bubbles aloud and get the class to repeat them.
2. Get Child A to read another phrase from the right-hand column aloud. Get Child B, without looking at the book to say, *The person is talking about . . .* . Do this several times.
3. Put the children into pairs. Child A (with book open) reads phrases aloud, and Child B (with book shut) responds. Then they switch.

C. Use the words in brackets and the vocabulary from Ex. A to complete these sentences.

- C.**
1. If you take very little luggage, you can carry it yourself.
 2. To take good photos, you will need some expensive equipment.
 3. You can go online if you want to catch up with the latest news.
 4. For up-to-date travel information, you should check the website.
 5. If you put too much furniture in a room, it looks too crowded.
 6. Don't ask for advice if you do not value it.

D. Dictionary work: Check these uncountable nouns in the dictionary. Complete the sentences in your own words.

1. Revise the words in the box at the end of this exercise. Allow the class to understand the meaning of the words from the example sentences.
2. Say the words in the box. Point out the pronunciation of *knowledge*.
3. Go through the exercise with the class. Get suggestions from the class, standardize, then get the class and individuals to repeat the sentence. Continue with the remaining items.
4. At the end, you can get children to test each other, like this: Child A (with book open) reads a word from the box aloud; Child B (with book shut) says the sentence with the word in it that the class practised.

D. Sample answers

1. One's hair gets dirty when the air is very dusty.
2. Young people spend money on CDs, but adults spend money on new cars.
3. In our town, the traffic is busiest at rush hours in the morning and evening.
4. One needs specialist knowledge if one wants to repair a computer.
5. There are many examples of scientific progress, for example, space travel.

E. Adjectives ending in *-less* / *-able* / *-ful*.

The spellings of adjectives ending in *-able* is very simple. To demonstrate this, do a board presentation, like this:

Consonant + *-able*

acceptable

avoidable

obtainable

Vowel + *-able*

likeable

manageable

noticeable

- E.** *-less*: breathless, careless, harmless, helpless, hopeless, powerless.
-able: acceptable, avoidable, likeable, manageable, noticeable, obtainable.
-ful: careful, doubtful, grateful, hopeful, peaceful, skilful.
Note the American English spelling '*skillful*'.

UNIT 15 LESSON 3

Student learning outcomes:

Students will:

- develop their reading skills
- learn about the activities of a charity
- discuss preferred ways of giving money to charities
- study the theme of Peaceful co-existence
- study and discuss the sub-theme of Helping others

Preparation before the class

If possible, access the Oxfam website. Find some information on current projects. Print out some photos from the website too.

Suggestions and answers

A. Read and answer.

1. Recap from Lesson 1: ask the class to tell you what they remember about the Edhi Foundation from the discussion in Lesson 1. Write notes on the board as the children tell you what they remember.
2. Follow the same procedure for teaching the text in Unit 2, Lesson 3, Ex. A.
3. When you go through the text a second time, you will need to ask further comprehension questions, e.g.

Why didn't the other people in the village help Rizwan?

Who did Rizwan decide to go and look for? Where did this person live? How did Rizwan get to Rawalpindi?

How did Rizwan feel at different stages of his journey? (hungry, cold, comfortable, lonelier than ever before)

Who couldn't help Rizwan? (people in the shops)

Who made a useful suggestion to Rizwan? (a man typing letters outside the Post Office)

A. They gave him a glass of juice and a biscuit. They telephoned and found the address of his uncle. They took him to his uncle's flat.

B. Match the pictures to Oxfam's activities.

Explain to the class that Oxfam is an international charity organisation. Get the children to look carefully at the pictures. Ask what they can see and ask them to say what they think is happening. If they are not sure, help them, saying, *What did Oxfam provide money for? (sacks of wheat, a goat, a water-pump, etc.)* Do not confirm the answers.

[**Note:** Oxfam was set up in 1942 as the Oxford Committee for Famine Relief. More information can be obtained from the Oxfam website.]

B. 1. Fair Trade 2. Clean water 3. Oxfam shops
4. Development 5. Emergency relief

C. Reading for detail: Which services provide help for these groups?

This is a good opportunity to tell the class about current Oxfam projects which you have found on the Oxfam website. Talk about the pictures and projects which you have printed out from the website, and encourage the class to ask you questions.

C. a) Fair Trade b) Emergency relief c) Development
d) Clean water e) Oxfam shops, emergency relief

Additional activities

Hold a discussion and role play about charities. This time the discussion is not about raising money but spending it. Write this on the board:

Your group has 10,000 rupees to give to charities. Choose three from the ones in Ex. B. Discuss how much you will give to each charity and why.

- Organize the class into groups of four. Make one person in the group the note-taker and spokesperson.
- Allow the groups 10 minutes maximum to decide how to spend the money. They choose three out of the five groups from Ex. B and discuss their reasons. Then they decide how much money to give to each group and write it on a piece of paper. Go round the groups while they are discussing and help as necessary.
- Finally, the group spokesperson presents the group's report to the class and another person from the group writes the amounts of money on the board.

Sample Answer

We are Group A. We have decided to spend:

5000 rupees on clean water.

3000 rupees on development projects, like providing sewing machines for women in villages.

2000 on a local Oxfam shop in Pakistan. This will raise money for future projects.

D. Read the text, 'Help is at hand' and classify more nouns as common, proper, countable, and uncountable nouns.

Common nouns	Proper nouns	Countable nouns	Uncountable nouns
Parents	Rizwan	Years	Valley
Roadside	Rawalpindi	Houses	Town
Uncle	Edhi office	People	Morning
Family	Muzaffarabad	Truck	Wool
Man		Drivers	Directions
Letters		Sacks	Energy
Office		Engineer	Problem
Worker		Hobbies	Water
Job		Computer	Sports
Address		Keyboard	Life
City		Companies	
		Phone	
		Calls	
		Flat	

UNIT 15 LESSON 4

Student learning outcomes:

Students will:

- study and practise non-defining relative clauses with *who/which*
- develop their reading skills
- practise the use of non-defining relative clauses

Preparation before the class

If possible, access the Médecins Sans Frontières website on the Internet. Find some information on current projects (not too frightening, please). Print out some photos from the website too.

Suggestions and answers

A. Match the sentence halves to make complete sentences.

1. Explain to the class that sentences in Ex. A make up the story of Edhi and the start of the Edhi Foundation.
2. Read the sentence halves aloud or get individuals to do this. Explain the meaning of some new words/phrases, e.g. *pharmacy, paralyzed*.
3. Work through the exercise with the class. After each sentence, get the class to repeat it.
4. Then put the class into pairs and get the pairs to practise the sentences again.

- A.**
2. As a child, Edhi looked after his mother, who was paralysed.
 3. In 1947, Edhi moved to Karachi, which is the biggest city in Pakistan.
 4. Edhi set up a pharmacy with his friends, who helped raise the money for it.
 5. In 1965, Edhi married a nurse, Bilquis, who worked at the pharmacy.
 6. The Edhi family lived in their flat, which was next to the office.

STUDY CORNER

- Get the children to read aloud or repeat the two example sentences in the box.
- Read aloud the explanations in the box. Point out that all the sentences in Ex. A have non-defining relative clauses with commas.
- Get the children to copy the full sentences from Ex. A into their notebooks.

B. Join the two sentences with *who* or *which*. Sometimes the relative clause goes in the middle and sometimes at the end.

1. This is a good opportunity to tell the class about current MSF projects which you have found on the MSF website. Talk about the pictures and projects which you have printed out from the website, and encourage the class to ask you questions.
2. Explain to the class that the sentences in Ex. B describe the organization and the work of MSF.
3. Read the sentence halves aloud or get individuals to do this. Explain/Revise the meaning of some words/phrases, e.g. *boundaries*, *volunteer*, *victim*.
4. Work through the exercise with the class. After each sentence, get the class to repeat it.
5. Explain the *Nobel Peace Prize*. Explain that there are many different Nobel Prizes, e.g. for science and literature.

- B.**
1. Its full name is 'Médecins Sans Frontières', which is French for 'Doctors without boundaries'.
 2. The workers, who are all volunteers, come from many different countries.
 3. In 2015, two earthquakes occurred in Nepal, which killed 8,500 people and injured another 20,000.
 4. MSF sent rescue teams to Ghorka district, which is 80 kilometres west of the capital.
 5. The first responders, who were living locally, arrived within 24 hours.
 6. The charity set up emergency clinics for the local people, who needed help.
 7. My grandfather, who had a broken leg, was airlifted to the capital Khatmandu.
 8. Dr Bikash, who had worked in Nepal before and (who) spoke Nepali, returned there to help the victims.
 9. MSF, which has worked in 80 countries, was given the Nobel Peace Prize in 1999.

C. Test your partner.

1. Note that this exercise practises **defining clauses** in the requests, and **non-defining clauses** in the answers. Do not draw attention to this, and do not ask the children to write any sentences resulting from this exercise.
2. Read aloud the example speech bubbles and get the class to repeat them.
3. Practise the Example Questions below with the whole class.
4. Then put the class into pairs and get the pairs to practise the questions and the answers.

C. Example questions:

1. Tell me about the volunteers who work for MSF.
2. Tell me about the earthquakes that occurred in Nepal.
3. Tell me about the first responders who went to the earthquake disaster area.
4. Tell me about the local people in Ghorka District who needed help.

UNIT 15 LESSON 5

Student learning outcomes:

Students will:

- develop their reading and writing skills
- study and write a formal letter

Suggestions and answers

A. Read the formal letter that Parveen wrote to her Head Teacher. Locate and match the parts of the letter (1-10) with the labels (a-j).

1. Explain that the purpose of this lesson is to study and write a formal letter. Ask *Who do we write formal letters to? To a Head Teacher? (yes) To an uncle? (no) To a parent? (no) To a newspaper? (yes) To the president? (yes) To a person in the government? (yes) To a cousin? (no)*
2. Read the letter aloud, getting the children to notice all the different parts of the letter as you read it aloud, e.g. *At the top, you have written your own address but not your name: so it's 'Flat 16, 202 Faisal Road, ...' At the end of the letter, you sign off with 'Yours sincerely,' then write your signature 'Parveen Abdal' and finally write your name 'Parveen Abdal'.*
3. Read the parts of the letter a) – j) aloud. Then put the class into pairs and get them to do the matching task.
4. Get pairs to tell the class their answers (first the number, then the letter, as in the Sample answers below). Write these answers on the board so that there is no confusion.

A. 1. b 2. e 3. c 4. i 5. g 6. j 7. f 8. h 9. a 10. d

B. Read the advice for writing formal letters and choose the correct words.

1. Read the first sentence of advice aloud. Ask the class for the correct answer. Go through Advice numbers 2 and 3.
2. Get the children to write the 3 sentences of advice in their notebooks. Get them to head these *FORMAL LETTERS*.

B. 1. don't know 2. know 3. should not

C. Creativity: Write a letter to your Head Teacher like the one in Ex. A. Before you write, discuss the following.

1. Prepare for this free letter-writing task in class.
2. Ask the first question and ask for possible answers. Write these on the board in note form. Repeat this procedure with the remaining questions.
3. At the end of this stage, the board will be full of suggested answers to the questions. Allow the class 2 minutes to read through these notes in silence. Ask them to choose some of these ideas for their formal letter to the Head Teacher.
4. Get the children to write their own selection of notes in their notebooks. This is especially important if they are going to write their formal letters for homework. When they get home, they can open their notebooks and they will have a list of ideas which they have noted for their formal letter.
5. When correcting the children's formal letters, pay particular attention to: *the use of capital letters for names, addresses, dates, and names of charities; the use of commas in conditional sentences and non-defining clauses.*

Answers depend on the children.

Revision and Extension

All answers are highlighted in grey.

UNIT 16 LESSON 1: LET'S CHECK

A. Circle the correct verb.

- | | |
|---|--|
| A. 1. Has, Has | 6. have, they, go - (number of people) |
| 2. has, knows | 7. is |
| 3. have (has) - viewed as a number of people | 8. is |
| 4. practises (practise) - viewed as a single unit | 9. includes |
| 5. have, their - viewed as a number of people | 10. includes |

B. Choose the correct word to complete the sentences.

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

C. What happened to these buildings? Make short sentences using past simple passive.

- | | |
|-------------------------------|--------------------------------|
| C. 2. The gateway was closed. | 6. The courtyard was swept. |
| 3. The dome was built. | 7. The castle was sold. |
| 4. The turret was completed. | 8. The minarets were repaired. |
| 5. The tower was burnt down. | |

UNIT 16 LESSON 2: LET'S CHECK

A. Dictation. Listen to your teacher and write sentences 1-8 in your notebook.

A. The full script is on page 152 of the Student's Book.

B. Join the two sentences, as in the example.

- B. 1. First we drove to Edinburgh, which is the capital city of Scotland.
 2. It was difficult to understand Scottish people, who speak with a different accent.
 3. Some of the Scottish men wear 'kilts', which are knee-length skirts.
 4. Later, we stayed with our cousins, who live near the coast.
 5. Cousin Bob, who has a boat, took us fishing one afternoon.
 6. After that, we drove to Wales, which is to the west of England.
 7. Our friends, who speak Welsh, taught us to say 'Hello' in Welsh.
 8. This is a photo of their local railway station, which has the longest name in Wales.

C. Say what is going to happen in the pictures. Use the guide words.

Note: There are no 'correct' answers for this exercise, but several alternative answers.

1. First, the children should talk about the pictures and say what they think is going to happen, using some of the guide words.

2. Then they should write an answer for each picture in their notebooks.

C. Sample answers

1. The tree is going to fall onto the tiger's cage. The tree is going to damage the cage. The tiger is going to escape.
2. The canoe is going to go over the waterfall. The canoe is going to hit the island. One of the girls is going to catch a branch of the tree on the island. The fisherman is going to throw his net near the canoe. The fisherman is going to rescue the two girls.
3. The batsman is going to hit the cricket ball and break a window. The batsman is going to miss the ball. The batsman is going to hit the ball into the lake.
4. The boy is going to get his football. The branch of the tree is going to break. The boy is going to fall and break his arm. The boy is going to tear his shirt.

Unit 16 Test

Preparation before the test

1. Each child will need their notebook to write the answers.
2. You will need a copy of the Record of Quarterly Assessments on page 222.

How to give the test

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

ANSWER KEY (50 MARKS)

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

- | | |
|------------|---------------|
| A. 1. will | 4. will be |
| 2. might | 5. be able to |
| 3. will | |

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

1. I remember the time when we were living in Lahore.
2. I remember the school where I learnt to play hockey.
3. The book that/which she wrote last year was her best one.
4. All the windows in the house were broken by the storm.
5. There was a delicious smell coming from the pan of soup.

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

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

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

1. The director wanted to make sure the jewels were safe and because the museum's alarms were not modern enough.
2. The new alarms could notice heat and movement.
3. There were long queues of visitors, and the museum had to open in the evenings as well.
4. A small bird spent the night inside the jewellery exhibition.
5. It tried to leave in the early morning at first light by trying to fly through the window.

E. Write a formal letter to your Head Teacher about a fundraiser. (10 Marks)

Answers depend on the children.

F. Revise written work for layout, legibility, and vocabulary.

Students are required to proof-read their work for punctuation, spelling and grammatical errors.

UNIT 16 LESSON 3

Student learning outcomes:

Students will:

- develop their reading skills
- read a story for inference and interpretation
- study vocabulary for describing people's characters
- number sentences in the right order for a narrative
- give an oral summary of a story
- chat about family relationships
- chat about possible developments of a story
- study the theme of Peaceful Co-existence
- study and discuss the sub-theme of Respect and regard for family

Reading: Stepmother

Suggestions and answers

A. For each part of the story (1-4), mark the summary sentences True (T) or False (F). Correct the false sentences.

1. As there is no Audio Recording for this story, it is important that the children have an idea of the context before they start to read anything.
2. Ask for or give an explanation of the word 'stepmother', which is key to the story. *A stepmother is a person who is married to the man who is your natural father. A stepfather is a person who is married to the woman who is your natural mother.*
3. Get the children to examine carefully all the pictures in the story. Ask some general questions about each picture, e.g. 'How many people can you see? Describe them briefly. What are they doing? Are they members of the same family, do you think? How is each person feeling in this picture – happy / relaxed / busy / sad?'
4. As you progress through the pictures of the story, do not confirm any of the answers. Instead, say, 'Let's read the first/next section and find out.'

5. For each section of the story, follow the same procedure:
 - Read aloud the summary sentences.
 - Read aloud the text while the children follow in their books.
 - Let the children work in pairs while they tick or correct the summary sentences, using their notebooks.
 - Go through the answers for the section with the class.

A. Part 1

- a) F Daisy was not looking forward to having Sophie as her new stepmother.
- b) F Sophie always paid lots of attention to Daisy and her brother Robin.

Part 2

- a) F Daisy usually said what she liked or didn't like.
- b) T

Part 3

- a) F Sophie never behaved like a monster.
- b) F The trip to the coast was fun, in spite of the stormy weather.

Part 4

- a) F In the end, Daisy understood why she became upset.
- b) F Anna showed good listening skills in her conversations with Daisy.

B. Find these words and phrases in Part 1. Are they positive (P) or negative (N)? Note your answers in your notebook.

B. 1. terrified	N	5. horribly good	P
2. wicked	N	6. kind-of-creative	P
3. horrible	N	7. quite fun	P
4. too good to be true	P	8. dire	N

C. Post-reading: Number these events in the order in which they happened (1-10.)

1. As it is a long story, children could do this exercise for homework: They read the story and number the events in pencil in the margin.
2. If they have questions about unfamiliar words/phrases in the text, they can ask you in the following lesson.

- C.**
1. d) Mum died.
 2. c) Dad met Sophie.
 3. b) Daisy met Sophie.
 4. a) Sophie made a hut with Robin.
 5. h) They all went crabbing together.
 6. g) Daisy cut her foot.
 7. f) Dad had a birthday.
 8. e) Daisy, Dad and Robin had Christmas together.
 9. j) They all went for a windy walk together.
 10. i) Daisy went to Anna's room at school.

D. Answer the questions, with reference to parts of the story.

1. What thing(s) in the past made Daisy sad? (Parts 1, 4)

D. Part 1: Her mum died, and the months afterwards were horrible ('dire').
Part 4: Her mum was in hospital before she died.

2. What possible thing(s) in the future make Daisy worried? (Parts 1, 3)

Part 1: Sophie might become her stepmother. Life seemed to be uncertain.
Part 3: Sophie might steal her daddy, might come between Daisy and her daddy, might keep her daddy all for herself.

3. What thing(s) does Daisy quite like about Sophie? (Part 1)

She's creative and fun.

4. What thing(s) about Sophie does Daisy not understand? (Parts 1, 2, 3)

Part 1: She's too good to be true; she keeps her phone switched off.
Part 2: She never says, 'I told you so!'
Part 3: She's just 'so perfect'. They go for a walk on a stormy day, when the wind tries to push them over.

E. Critical thinking: Discuss these questions with your teacher.

Allow the children to chat about these questions; they may have different opinions. There are no 'right or wrong' answers.

F. Use summary skills to mark important points and develop a mind map to summarize the text.

Students may develop a web diagram of important points and develop a summary, recalling summary-writing skills.

Answers depend on the students.

G. Find the underlined words on pages 102 and 103 and write words which are similar and opposite in meaning in your notebook.

Words	Synonym	Opposite/Antonym
Good	Decent	Bad
Friends	Buddies	Enemy/Foe
Life	Existence	Death
Kind	Caring	Unkind/Cruel
Pleased	Satisfied	Displeased
Never	Not once	Always
Back	Backbone	Fore

UNIT 16 LESSON 4 VOCABULARY

Student learning outcomes:

Students will:

- study and learn the vocabulary for school subjects
- study and practise words with the prefixes **multi- nat- ex- lit-**

Suggestions and answers

A. Complete the crossword with the names of school subjects.

Note: Encourage the pupils always to spell school subjects with an initial capital letter, not only in timetables and lists, but in the middle of sentences and running texts.

- | | |
|---------------|--------------|
| A. 1. History | 6. Biology |
| 2. Algebra | 7. Geology |
| 3. Science | 8. Geometry |
| 4. Arithmetic | 9. Geography |
| 5. Phonics | 10. Physics |

B. Complete the words with the Latin prefixes **multi- nat- ex- lit-**.

- | | |
|-------------------|-----------------|
| B. 1. multi-layer | 6. multiplex |
| 2. multiplication | 7. expels |
| 3. multi-cultural | 8. multi-storey |
| 4. except | 9. extracted |
| 5. natural | 10. literature |

UNIT 16 LESSON 5 Grammar; Punctuation

Student learning outcomes:

Pupils will:

- study the principles of formal and informal letter-writing
- study and practise the use of definite and indefinite articles
- study and practise punctuation for Direct Speech

A. Read the advice about letter-writing. Underline the correct words.

Note: Explanations are provided at the end of each item.

1. If you are writing **a** formal letter to **an** adult, you start with 'Dear Mr / Mrs,'
(*non-specific; non-specific*)
2. If you are writing to **a** friend or **a** family member, you start with 'Dear Tom' or 'Dear Uncle Abdul'.
(*non-specific; non-specific*)
3. If you are writing a formal letter to an adult, you finish **the** letter with 'Yours sincerely'.
(*we both know which letter*)
4. If you are writing to a friend or a family member, you can finish **the** letter with 'Love from' or with 'Best wishes'.
(*we both know which letter*)
5. You can use abbreviations in **an** informal letter, for example, 'I'm sure you'll like it'.
(*non-specific*)
6. In formal letters, use **the** full form, for example, 'I hope you will have a wonderful trip.'
(*we know which form we are talking about*)
7. Write **the** name and address on **the** envelope in print.
(*specific; specific*)
8. If **the** postal worker can't read your handwriting, **the** letter will not arrive!
(*we know which postal worker we are talking about; we know which letter we are talking about*)

B. Punctuation for Direct Speech. Copy the story in your notebook with the correct punctuation.

B. 'Oh dear!' said Aisha in despair. 'What can we do now?'
Aisha and Simin were in a field beside the river.
'We should light a fire and get dry,' replied Simin.
'How?' asked Aisha. 'We've got neither dry wood nor matches.'
'Wait!' said Simin. 'I've got an idea. Look at your glasses.
They're so thick that they can start a fire.
We just need some dried grass,' Simin added.
Aisha thought and then said, 'But the grass is all wet.'
'I know!' cried Simin. 'Look in the buffaloes' shelter.
There may be some dry grass there.'
'You're brilliant!' exclaimed Aisha.

B. Problem-solving:

Female	Male	Gender-neutral
Mother	Father	Parent
Niece	Nephew	Cousin
Daughter	Son	Child
Cow	Bull	Animal
Hen	Cock	Bird
Witch	Wizard	Magician

Birds and beasts

All answers are highlighted in grey.

UNIT 17 LESSON 1

Student learning outcomes:

Students will:

- study and practise a dialogue
- revise and practise conditional sentences
- study and practise *unless* in conditional sentences
- develop their speaking skills

Suggestions and answers

A. Read the dialogue.

1. Get the class to look at the picture. Ask what they can see, e.g. *'What is Aunty Bridget filming? Which continent is she in?'* Teach the word *'cheetah'* and ask a few questions about it, e.g. *'Is it smaller than a lion? (yes) Can it run faster than a lion? (yes)'*
2. Read the comprehension question aloud. Read the dialogue aloud and get the class to tell you the answer.
3. Read the dialogue again. Get the class to read Bridget's last sentence. Help individuals to complete her sentence, e.g. *'If you give me some money for a guard dog, the dog will protect the farmers' sheep and goats.'*

A. The number of cheetahs in the world is going up again.

B. Answer the questions, then practise the dialogue.

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 read the dialogue again and to write the answers in their exercise books. Go around the pairs and help as necessary.
3. Ask pairs to answer the questions. With each one, ask them to tell you which line of dialogue has the answer and to read the relevant sentence aloud.
4. Get two children to read the conversation aloud from their books and help them to pronounce the lines well.
5. Put the children into pairs to practise reading the conversation aloud.

- B.**
1. The cheetahs in Namibia.
 2. At 110 kilometres per hour.
 3. Because the farmers in Namibia are killing them.
 4. Sheep, goats and deer.
 5. They can protect the sheep and goats.
 6. She can give Aunty Bridget some of her pocket money for a guard dog.

C. Underline the sentences with 'if' or 'unless' in Ex. A.

1. Tell the class to underline the clauses in the dialogue in Lesson 1.
2. The children search for them in pairs, read them aloud and underline them.
3. Get pairs of children to read aloud their sentences to the class.

C. Unless we stop this, there will be no more cheetahs left.

If we give the farmers very fierce guard dogs, the dogs will protect their sheep and goats.

If the cheetahs can't kill sheep and goats, they will go into the desert and catch young deer.

If you give me some money for a guard dog, ...

Additional activity

Write these conditional sentences on the board:

If we go out at night, we will/might see a tiger.

If we don't go out at night, we will not see a tiger.

We will/might get some good photos if we go to the waterhole.

Unless we leave now, we will not get home before dark.

- Read the sentences aloud and get the class to repeat them. Point out that the 'if-clause' and 'unless-clause' have the verb in the simple present tense.
- Translate the sentence with *unless*. Explain that *unless* means *if not*: *If we don't leave now, ...*
- Point out the uses of the comma. If the 'if-clause' comes first, it is followed by a comma. If the 'if-clause' comes second, there is no comma.

D. Match the sentence halves to make complete sentences.

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

UNIT 17 LESSON 2

Student learning outcomes:

Students will:

- study and practise vocabulary for African wild animals
- develop their listening skills
- revise and practise adjectives beginning with *in-* / *im-* / *un-*

Suggestions and answers

A. Listen and find the animals. Then listen and repeat.

1. Unusually, this section has a longer listening script. You may notice that many children may recognize the African animals in the pictures in this Lesson.
2. The children have to identify the animals, in random order, by listening to a talk that describes their physical characteristics. This also allows revision of parts of the body, e.g. *neck, mouth, tail*, and other words like *stripes*.
3. Read the first section aloud. Pause so that children can find the right animal, but do not say the name yet. Do not ask the first child that puts her/his hand up; wait for most of the children to identify the animal. Ask several children for their answer, but do not confirm the answer until several children have answered. In this way, every child has to make an effort.

- Get the children to turn to the script on pages 152-153 of the Student's Book. Let them follow silently while you read the script aloud. Then do listen-and-repeat.
- Encourage the children to test their parents at home by reading the script aloud.

B. Listen to the report from a wildlife park and complete the table below.

- Introduce the context for this listening activity: *A park ranger is someone who works at a wildlife park in Africa. The park ranger is giving a report on the wild animals in the park.*
- Read the example sentence aloud and get the class and individuals to repeat it.
- Tell the class that they must record the numbers of animals in the park for this year and next year. Explain the symbols in the left-hand side of the box that they must use.
- Either the children can write their answers in pencil in their books, or they can copy the information box into their exercise books: they must write out the names of the animals in full as this is good practice for spelling. While they are doing this, copy the information box onto the board; then you can use it to check the answers with the class.
- Read the script on page 153 of the Student's Book aloud without stopping. As the children listen, they point to that part of the box that the park ranger is talking about.
- Read the script again. This time, pause after each section to give the children time to complete their answers.
- Tell the children to check their answers in pairs. Get the answers from the class and write them on the board.

Numbers going up (↑) going down (↓) staying the same (=)		This year	Next year
	lions	↓	=
	zebras	↑	↑
	rhinos	↓	↓
	buffaloes	↑	=
	hippos	↑	↑

C. Adjective order: Make phrases from the table.

- Give the children time to look at the table. Explain the meaning of *origin*, i.e. where something comes from.
- Get individuals to make phrases from the table.
- As this is the final stage in the study of *adjective order* in Primary OPE, you may wish to write up an extended table on the board as shown below:.

number	size	colour	origin	material	purpose	noun
one	large	black	Chinese	cotton	sports	shirt

- Explain that this is the *grammar-book description of adjective order*; it is most unusual to have so many adjectives in a single phrase.

C. Sample answers

two large grey Indian elephants
 a young brown Arabian racehorse
 a small black-and-white African zebra

D. Put the adjectives in the correct order to make phrases.

- | | |
|---------------------------------|-------------------------------------|
| D. 1. two tiny greenish snakes | 4. a short brown French jacket |
| 2. a blue-and-white Turkish jug | 5. some long black Chinese trousers |
| 3. a large red Japanese coat | 6. my long black Spanish boots |

E. Adjectives beginning with *in-* / *im-* / *un-*. Check the meanings of these words.

- E. ***in-*:** inaccurate, inactive, indirect, incomplete.
***im-*:** imprecise, impersonal, impure, improbable.
***un-*:** unwanted, untidy, unusual, unsure.

UNIT 17 LESSON 3

Student learning outcomes:

Students will:

- develop their reading skills
- study vocabulary for emotions
- chat about possible developments of a story
- number sentences in the right order for a narrative
- give an oral summary of a story
- study the themes of Values, and Respect and regard for family and neighbours
- study and discuss the sub-theme of Helping others

Suggestions and answers

A. Read and answer.

1. Ask the children to look at the pictures on pages 110 and 111.
2. Ask the children to look at each picture in turn and ask them questions about it: e.g. *Where is the boy sitting? What do you think his job is? How might he be feeling today?* 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: *brass, copper, coin.*
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.** He was feeling sad because he couldn't go to school or play with his friends.
At the end of the story he was feeling happier because he had learnt how to help other people.

B. Post-reading: Put these sentences for paragraphs 1-2 in 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 number 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. b 3. a 4. d 5. c 6. e

C. Post-reading: Answer these questions.

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

- C.**
1. Because Suliman was lying to him and was inventing stories.
 2. Because a great bird (a vulture) flew just over his head and frightened him.
 3. He wanted the lion to provide for him a spring with sweet fresh water.
 4. He wanted the lion to provide for him a gully through the hillside.
 5. Because he had fallen down the hill and had broken his leg.
 6. Because he thought that Suliman was pretending that he needed help.

Additional listening activity; do after Exercise C.

Listen to your teacher and correct the mistakes.

1. Explain to the children that they must listen very carefully to a paragraph from the story, which you have changed. They must correct you every time you make a mistake. Make sure that their books are shut! This is a test of listening comprehension.
2. Read out this paragraph, which is different from paragraph 2 of the story on page 110. Pause at the end of each sentence, which gives the children time to reflect and correct you. Some phrases are different, and others are as printed in their Student Books.

Script for the teacher to read aloud. Mistakes are underlined.

One day, Suliman was by the seaside and was sitting in the sun in an old abandoned village where nobody worked anymore.

He was drawing pictures in the sand with his finger when it struck something soft.

Suliman dug deeper and unearthed a piece of candy in a paper.

He started to eat it and gradually it disappeared in his mouth.

At that instant, there was the sound of music.

A camel's head, then its whole body emerged.

'What do you wish to drink, old man?' it asked.

Suliman remained sleepy and silent for a moment, then replied that he wasn't thirsty.

Additional oral activity; do as revision in the following lesson.

Tell the story in your own words.

1. Ask the class to cover the text on pages 110-111 and look at the pictures.
2. Build up the story sentence by sentence. Correct any mistakes as you go along, as accuracy is important for this exercise.
3. At the end, if you like, put the children in pairs. They should keep the text covered, look at the pictures, and tell the story to each other.

D. Circle the verbs and underline the adjectives which are linked with the verbs (adjectives and verbs in relation to each other).

D. Verbs:	smell, looks, sounds, feel
Adjectives:	awesome, great, wonderful, furious, today

UNIT 17 LESSON 4

Student learning outcomes:

Students will:

- revise and practise conditional sentences with *will/may/might/could*
- develop their reading skills
- solve a problem by putting events in the right order
- practise their speaking skills

Preparation before the class

If possible, find or draw large pictures of the following for activities 1 and 3: *dog, rabbit, lettuce, wolf, sheep and cabbage*. If you can place these flashcards on the board, it will make it easier to explain the sequence of events.

Suggestions and answers

A. Problem-solving: Read and answer.

1. In class, tell the children to look quickly at the picture in Ex. A and to tell you what they can see.
2. Ask an individual to read the comprehension questions.
3. Read the text aloud. Get individuals to answer the questions.

A. He was going to his field on the other side of the river. His dog, a rabbit and a lettuce.

B. Put these sentences in the correct order to find the answer to the farmer's problem. Then listen and check.

1. Ask individuals to read the sentences aloud. Explain that they have to arrange the sentences in the correct order: *'The dog must not eat the rabbit; the rabbit must not eat the lettuce.'*
2. Tell pairs to write the correct order in their notebooks. They only have to write the letters of the sentences (a-g), not the whole sentences.
3. Get pairs to work together: they find the right order and write their answers in their notebooks. Tell the class that the first sentence is *d*).
4. While they are speaking, draw a board diagram showing the river running from top to bottom. Fix the three flashcards to the board on the left-hand side of the river.

5. Get pairs to tell you their order. While they explain their order, move the flashcards across the river following their instructions. This enables the class to see whether e.g. *the dog can eat the rabbit at any time*. Ask other pairs for their solutions.
6. Tell the class to listen to the answer. Read the script on page 153 of the Student's Book aloud. Pause after each sentence while the children correct their answers.
7. Read the sentences again. Get a child to move the flashcards on the board from one side of the river to the other while you read.
8. Get the children to write the sentences in the correct order in their exercise books.

C. Here is another problem. How should the farmer solve this problem?

1. Read the situation aloud. Get repetition of the example sentences. The sentences are the beginning of the correct solution:
'The farmer takes the sheep in his boat to the other side. The farmer comes back with an empty boat.'
2. Put the children into pairs to continue the discussion of the solution. Monitor this activity while they are speaking.
3. Get pairs to tell you their order. While they explain their order, move the flashcards across the river following their instructions. This enables the class to see whether e.g. *the wolf can eat the sheep, or the sheep can eat the cabbage, at any time*. Ask other pairs for their solutions.

C. The farmer takes the sheep in his boat to the other side.
The farmer comes back with an empty boat.
The farmer takes the wolf in his boat to the other side.
The farmer comes back with the sheep.
The farmer takes the cabbage in his boat to the other side.
The farmer comes back with an empty boat.
The farmer takes the sheep in his boat to the other side.

D. Discuss possible results. What might/could happen if you -

1. Read the example question aloud e.g. *'What might/could happen if you put a spider and a fly in the same room?'* Get the class to repeat it.
2. Get the class to say the example answer.
3. Read the other questions aloud.
4. Get an individual to ask another child across the class (open pairs) and to receive an answer. Get repetition of the answer. Repeat with the remaining items.
5. Put the children in pairs and get them to ask and answer the questions.

D. Sample answers

- | | |
|--|---|
| 2. The girls may eat all the biscuits. | 4. The tiger might kill and eat the deer. |
| 3. The bird might eat the spider. | 5. The dogs might chase the sheep. |
| | 6. The child might eat a lot of ice creams. |

E. Make five sentences to demonstrate the correct use of my-mine, your-yours. Use the pronoun as subject, object, and for possession.

Sample answers

This is my pencil box.

This book is yours.

Have you seen my textbook?

Where is your face mask?

These spectacles are mine.

F. Write a guided paragraph on 'farming' using ideas gathered through various critical thinking strategies.

Answers depend on the students.

UNIT 17 LESSON 5

Student learning outcomes:

Students will:

- develop their listening and reading skills
- write a fact file about tigers from notes

Suggestions and answers

A. Reading for detail: Read and answer the question.

1. Tell the children to look at the picture. Help them to tell you that it's *a large white seabird*.
2. Ask them questions about these seabirds: e.g. *How big are they? Where can you find them? Where do they make their nests? What do they eat? How big are their eggs?* Do not correct language mistakes here or confirm the answers. This activity is designed to motivate the learners to read the text to find out the answers to some of these questions.
3. While you are doing this, teach the children some words that they will need for the reading: *albatross, calm, a wingspan, to wander*. Get the class to repeat these words.
4. Read the comprehension questions aloud. Tell the children to listen and to read silently from their books to find the answer.
5. Read the text aloud while they follow in their books. Get the class to tell you the answers.

A. In the North Atlantic, the North Pacific, the southern oceans around Antarctica, on the islands close to Antarctica.

B. Find the information in the text and complete the box below in your notebook.

1. Get the children to copy the information box into their exercise books. While they are doing this, you can write it on the board ready for checking answers with the class.
2. Let the children work in pairs. They read the text carefully together and write down the information in note form.
3. Get pairs to give you the information. Write it on the board so that other pairs can check their answers.

B. Name:	Albatross
Lives in:	North Atlantic, North Pacific, southern oceans around Antarctica
Eats:	squid
Drinks:	seawater
Lays:	one egg at a time
Wingspan:	2 – 3.4 metres

C. Read the notes and write four short paragraphs about tigers.

C. *Sample answer*

A. Where they live

The Siberian tiger is one of the five kinds of tigers in the world. It lives in Russia. Another kind of tiger is the Bengal tiger, which is found only in Asia. The numbers of tigers are going down. In the year 1900, there were about 100,000 tigers in the world. In the year 2019, there were only about 3,900.

B. Appearance

The Bengal tiger is a bright reddish colour. The Siberian tiger has longer, softer fur. Males weigh up to 200 kilos and are larger than females.

C. Problems

There have been several problems for the tiger. First, it was hunted for its skin. Second, it was killed because it was dangerous; it attacked village people and their animals. Also, it was hunted because tiger parts are used in Asian medicine. Tiger hunting was stopped in the 1970s.

D. Key facts

Tigers live for about 11 years. They live in grassy areas and forests. They swim well and can climb trees. Tigers hunt at night and eat deer and cows.

The Time Capsule

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 + *for/since*
- develop their speaking and reading skills

Suggestions and answers

A. Read the dialogue. Practice appropriate patterns of rhythm, stress, and intonation.

1. Take a few minutes to introduce the topic of 'satellites'. Say, 'The moon is a satellite of the Earth, as it goes round the Earth.' Illustrate this with a picture or a board drawing or demonstrate it with a globe, if you have one.
2. Tell the class to look at the picture in Ex. A. Get the class to tell you that it is a picture of a space station / satellite. Ask why the people are floating in the air, and explain that people are weightless in space.
3. Check that the children understand the words 'astronaut, shuttle'. Explain that a shuttle goes up into space from the surface of the earth on the back of a rocket, returns and lands at a very big airport with a long runway.
4. Read the comprehension question aloud. Read the dialogue aloud. Get the class to tell you the answer.
5. Read the dialogue again. This time, stop after each of the sentences with 'for/since'. Get the class and individuals to repeat these sentences.

A. Olaf is a weatherman and is working in space. Ansari is a tourist, the seventh tourist in space.

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

- B.**
1. Olaf has been in space for longer.
 2. Olaf has trained for longer, much longer.
 3. If Olaf arrived on the space station on 8th August, ten weeks ago, the date must now be around 22nd October.
 4. Quite quickly, so Olaf says
 5. He uses lots of equipment to measure the weather on Earth.
 6. The answer is not given in the dialogue. She might do some experiments; she might help Olaf with his measurements of weather on Earth. The information in Exercise C states that Ansari conducted four medical and scientific experiments on the space station.

C. Read the news story. What advice does Ansari have for young people?

1. Teach the word 'orbit' before the children read the story. Draw a diagram on the board to illustrate the meaning.

2. Read the news story aloud. Ask questions, e.g. *'In which year did Ansari go into space? How many days did she spend in space? How much money do you think she paid for the trip?'*
3. Ask students to give the class the answer to the comprehension question.

C. Ansari advises young people to take all the opportunities that they can find.

D. What about you? Discuss these questions in class.

Read all the questions aloud. Read the first question aloud and give the class some time to think of answers. Help volunteers (who have put up their hands) to reply and express their own personal ideas. Do not worry about language mistakes here, as long as the class can understand what individuals say.

Answers depend on the children.

UNIT 18 LESSON 2

Student learning outcomes:

Students will:

- study and practise adjectives for describing materials
- develop their listening skills
- learn about making a time capsule

Suggestions and answers

A. Listen and point to the objects. Then listen and repeat.

Read the script on page 153 of the Student's Book aloud. Pause so that the children can find the picture and point to it. Then do listen-and-repeat.

B. Write the phrases on three lines in your notebooks.

B. -proof: a waterproof jacket, a shock-proof watch, a fireproof door.
 -resistant: a stain-resistant worktop, a heat-resistant mat.
 non-: a non-stick pan, a non-slip shower mat, a non-flammable T-shirt.

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

C. 1. waterproof 2. non-slip 3. heat-resistant 4. non-flammable
 5. non-stick 6. shock-proof

D. Listen to your teacher and complete the advice for making a time capsule.

1. Take some time to explain what a *time capsule* is. Get the children to look carefully at the pictures and say what they can see: *A child is putting a photo in a plastic envelope and is putting the envelope into a time capsule. A time capsule is like a metal tube, which you can open and close at one end. He is burying the time capsule in the ground. In the distant future, people may find the time capsule, open it and discover things about our lives today.*
2. Read the introduction and sentences aloud, which give further information about time capsules.
3. Get the children to write a numbered list 1-6 in their notebooks.
4. Read the sentences on page 154 of the Student's Book aloud. Pause after each one so that the children have time to write the missing words in their notebooks.

5. Ask children to tell the class the complete sentences. Write the missing words on the board, so that children can correct their answers. They should write out the complete sentences in their notebooks for homework.

Answers depend on the children.

Additional activity

If your class is interested in the topic of time capsules and the advice contained in Ex D, give them this further information and invite questions.

This will have the benefit of preparing the class for part of the story in Lesson 3 on page 117.

There are scientific reasons for preparing things to put in time capsules. Colour photos fade and disappear, but black-and-white photos do not fade.

Newspapers fall to pieces because of the ink that is used to print newspapers.

Objects are wrapped separately so that material from one object does not affect another object.

Batteries leak and the liquid damages other things, so do not put them in a time capsule.

Real ink lasts longer than ball-point ink.

E. Evaluating: Look at Ex. D. Which bits of advice did the makers of the time capsule follow, or not follow? Write your answer in your notebook.

Answers depend on the students.

UNIT 18 LESSON 3

Student learning outcomes:

Students will:

- develop their reading skills
- order events in a narrative
- discuss the topic of time capsules
- suggest things for a time capsule
- practise their speaking skills
- study the themes of Travel and Transport, and Life Skills Education
- study and discuss the sub-theme of Organizing personal belongings

Preparation before the class

If possible, bring in photos from a magazine or catalogue of the following: a DVD player, a solar panel charger used for making electricity. Bring in a picture dictionary too.

Suggestions and answers

A. Read and locate specific information to answer the question. Skim through the picture to increase understanding.

1. Get the children to look carefully at the picture and tell you what they can see. Help them tell you that *a family is travelling in a sailboat and a man is looking to see if he can see land.*
2. Then follow the usual procedure for a reading text as detailed in Unit 2 Lesson 3, Ex. A.

A. They came from the north.

They landed in Pakistan, near the mouth of a large river.

Suggestions and answers

STUDY CORNER

- Read the example sentences and the explanations aloud, using the children's first language if necessary.
- You can help illustrate the difference by drawing two time-lines on the board: *For a period draw:* |←..... for→| *For a starting point, draw:* | (since)→.....
- Ask a few check questions: 'How long is the period in the first sentence?' (six weeks) 'What was the starting date in the second sentence?' (March 15th)
- Read the example sentences aloud again and get the class to repeat them.

A. Copy and write the words or phrases on the correct line.

1. Draw the two lines (period: / starting point:) in Ex. A on the board.
2. Read the words and phrases aloud. Explain that some of the words/phrases talk about a period; the others talk about a starting point.
3. Read the first word/phrase aloud (*three days*) and ask the class: 'On which line should I write it?' Give the class a moment to think and then ask for an answer. (*period*)
4. Continue with the same procedure until all the words/phrases are up on the board on the correct line. Get the children to copy the table into their notebooks.

A. period:	three days, a long time, six months, half an hour, forever,
starting point:	1st May, (last) Tuesday, yesterday, seven-thirty, (last) July

B. Look at the notes and make sentences about the starting points.

1. Give the children some time to look at the example and box of phrases.

TEACHERS PLEASE NOTE:

1. Tell them to ignore the phrase for Simon (*for seven months*), as this is used in Ex. C.
2. Read the example sentence aloud and get the class and individuals to repeat it.
3. Point out that Ex. B practises sentences with *since*, 'so we are talking about the starting points.' Read out all the starting points, e.g. 'December 19th, 7.30', etc.
4. Help individuals make a sentence for Max. Standardize and get repetition. Continue with the remaining people in the box.
5. Put the children in pairs and let them practise talking about the people in the same way. Monitor while they are doing this and correct as necessary.

B. Zarah has been at sea since 19th December.

Max has been on the seabed since 07.30.

Hina and Ismat have been in the cave since yesterday.

Mehvish has been in the desert since 16th January.

Simon has been sitting on a column since last July.

Nabil has been in space since the beginning of November.

Jalal and Lehri have been up in a balloon since last Tuesday.

C. Listen to your teacher. Write in your notebook information about the time periods for the people in Ex. B.

1. Read the example sentence aloud. Tell the class that they must listen and write down the periods that they hear.
2. Get them to copy the names only in a list in their notebooks, e.g. *Zara, Max*, etc. Tell them to write the answer for Simon: *7 months*.
3. Read the script on page 154 of the Student's Book aloud. The children do not write anything, but point to the names of the people on their lists.
4. Read the script again, pausing so that the children have time to write their answers.

- | | |
|------------------------------------|---------------------------------|
| C. 1. Simon: seven months. | 5. Hina and Ismat: 36 hours |
| 2. Zarah: about six weeks | 6. Mehvish: exactly two weeks. |
| 3. Max: 40 minutes. | 7. Nabil: exactly three months. |
| 4. Jalal and Lehri only three days | |

D. Ask and answer to check the information.

1. Read the example question and answer aloud and get the class to repeat them.
2. Put the children in pairs. They check their answers to the listening activity in Ex. C by asking and answering questions.
3. At the end, check the answers with the class. Get an individual to ask another one across the class (open pairs) and receive an answer. Check with the class that the answer given is correct.

E. Activity: What about you? Answer the questions in full sentences. Then exchange books and report to the class.

1. Read the rubric aloud. Explain that the children are going to write sentences in their notebooks.
2. Get the class to read aloud and repeat the example sentences.
3. Read the 3 questions aloud. If you like, for abler classes, write these extra questions (or similar) on the board: *How long have you been playing basketball? How long have you been playing football? How long have you been playing hockey? How long have you been using computers? How long have you been playing computer games?*
4. Tell the children to write answers to all these questions in their notebooks, like the example answers, using *for* or *since*. They should do this writing task individually and silently.
5. Get pairs of pupils to exchange books. They read their partner's sentences aloud, adding the child's name, e.g. *Mehmood has been living in his present flat for all his life*.

Answers depend on the children.

Additional activities

Spelling patterns for homework: *pre-*, *post-*

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

postpone, *postscript (PS)*.

predict, *prepare*, *preposition*, *preview*, *previous*.

UNIT 18 LESSON 5

Student learning outcomes:

Students will:

- develop their dictionary skills
- practice using vocabulary for dictionary study
- write a story about a time capsule
- develop their writing skills

Suggestions and answers

A. Match each question on the left (1-7) with an information box on the right (A-G). One has been done for you.

1. Give the class time to familiarize themselves with the table. Explain that the sections on the right-hand side are information areas that you find in a dictionary. The questions on the left are the kind of questions that you ask yourself, before you turn to a dictionary for help.
2. Read the questions and the headings aloud. Answer any questions, e.g. *stress, definitions, abbreviations*.
3. Get the children to work in pairs to do the matching exercise.
4. Get answers from pairs, writing these on the board so that the other children can check.

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

B. Ask and answer the questions.

1. Read Question 1 aloud and ask the class to answer it (*a chip*). Point out that the answers are not on the page, but the children must think of answers themselves.
2. Tell the class to write a numbered list of 1-7 in their notebooks.
3. Get the children to work in pairs to do the exercise. They write the answers in their notebooks.
4. Get answers from pairs, writing these on the board so that the other children can check.

B. 1. chip 2. formal 3. rose 4. countries 5. letter 'c'
6. hopeful, hopeless 7. kilogram

C. Creativity: Write a story of a time capsule that your class buried at your school.

1. Get the children to find the lists of objects for their time capsules that they wrote in their notebooks in Lesson 3.
2. Write these questions on the board: *Who buried the time capsule? When and where did they bury it? What did they put in it? Who found the time capsule? When did they find it? What did they say when they opened it?* (Use direct speech.)
3. Go through the questions one by one. Ask for answers from the class. Allow several individuals to give their answers to a question. This will give the class some ideas for their story.
4. Point out that the story must be in third person (*he, she, they*), not first person (*I*), as the children will not be around to see the opening of the time capsule in maybe 1000 years' time.
5. Get the children to write the story in class or for homework.

Answers depend on the children.

Museums come to life

All answers are highlighted in grey.

UNIT 19 LESSON 1

Student learning outcomes:

Students will:

- study and practise a dialogue
- study reported questions (wh- questions)
- develop their speaking skills

Suggestions and answers

A. Read the dialogue.

1. Tell the class to look at the picture. Ask some questions, e.g. *'Where is the boy? Is the boy or the woman the patient? Who is examining the boy?'* Check that the children understand the word *patient*.
2. Ask a child to read the comprehension question aloud.
3. Tell the children to read the dialogue silently in their books to find out the answer, while you read the dialogue aloud.
4. Get the class to tell you the answer. Ask a few more questions, e.g. *'How did Luke lose his memory? (in a car accident) When was the car accident?'* (last week)
5. Read the dialogue again and do listen-and-repeat. Put the children into pairs to practise reading the dialogue aloud.

A. Musa has lost his memory.

B. Post-reading: Read and match.

1. Get children to read the reported questions in Ex. B aloud. Get choral repetition.
2. Read the dialogue again. Pause after each question and say, *'Now find the reported question in Exercise B.'* Ask a child to give the answer.
3. Get the children to copy the reported questions in Ex. B into their notebooks. They must leave a blank line after each one. Monitor while they do this, as children often forget to leave blank lines.
4. Get the children to work in pairs. For each reported question, they look for the matching direct question in the dialogue and write it in their exercise books.
5. At the end, ask pairs of students to read the reported question aloud followed by the direct question.

- B.**
- a) Musa asked the doctor what he just said. Sorry, what did you just say?
 - b) The doctor asked Musa which his favourite pop group was. And which is your favourite pop group?
 - c) The doctor asked Musa how many brothers and sisters he had. How many brothers and sisters have you got?

- d) The doctor asked Musa whose car he was in at the time of the accident. Whose car were you in at the time of the accident?
- e) The doctor asked Musa which primary school he went to. Musa, which primary school do you go to?
- f) The doctor asked Musa which sports he played. Which sports do you play, Musa?
- g) The doctor asked Musa where he spent his holidays. Where do you usually spend your holidays?

UNIT 19 LESSON 2

Student learning outcomes:

Students will:

- practise reported questions (wh- questions)
- write a dialogue from reported speech

Suggestions and answers

STUDY CORNER

- Read the questions in the left-hand column aloud.
- Read the sentences in the right-hand column aloud, point to the changes in tense and person, but do not go into a lot of explanation. It is sufficient for the children to see examples of the changes.
- Read the sentences aloud again and get choral repetition.

A. Read Gul's diary about her first day at secondary school. Write Gul's reported dialogue as direct speech.

1. Read the rubric aloud. Explain that Gul just spent her first day at secondary school. Ask a few questions, e.g. *'When you first go to secondary school, do you know all the children there? Do you have many friends on the first day? Do you want to make new friends?'*
2. Read the text aloud, but do not ask the class to repeat it.
3. Draw figures of two girls on the board and write their names: Gul (on the left) and Ismat (on the right).
4. Elicit the first direct question from the class. Standardize and get choral and individual repetition. Write the question on the board. (*'What's your name?'*)
5. Elicit the first direct answer from the class. Standardize and get choral and individual repetition. Write the answer on the board. (*'Ismat'*). Continue with the same procedure.
6. Quickly rub off the questions and answers on the board and get the class to write the dialogue in their exercise books. They can work in pairs and help each other.

A. Gul: What's your name?	Gul: What job does your dad do?
Ismat: It's Ismat.	Ismat: He has a TV-repair business.
Gul: Where do you live?	Gul: Who is your favourite singer?
Ismat: On Jinnah Road.	Ismat: I like Kylie.

B. What did they ask? Read and report the questions.

1. Give the class a little time to look at the pictures. Point out that there are pictures of a boy in the left-hand side, and pictures of a girl on the right-hand side.

2. Get individuals to read the questions aloud and get the class to repeat them.
3. Help an individual report the second question. Standardize and get the class to repeat it.
4. Continue with the other questions.
5. Put the children into pairs and let them practise the questions. Go round and correct as necessary.

B. I asked him which sports he played.	I asked her what she had done today.
I asked him where he was going.	I asked her which instrument she played.
I asked him which his favourite ice cream was.	I asked her who was coming to dinner.
I asked him where he lived.	I asked her how many fish she had.
I asked him how many fish he had caught.	I asked her who her favourite singer was.

C. Practise reporting the questions and make up the answers.

1. Demonstrate the oral practice. Get a child to report the first question from Ex. B. Get another child to reply across the class with a reported answer.
2. Do this with different pairs of children for the remaining items.
3. Put the class into pairs and let them practise reporting both the questions and the answers. Go round and help as necessary.

C. (The questions are fixed; some of the answers may vary)

I asked him which sport he played.	I asked her what she had done today.
He said he played football.	She said she had gone shopping.
I asked him where he was going.	I asked her which instrument she played.
He said he was going to school.	She said she played the guitar.
I asked him which his favourite ice cream was.	I asked her who was coming to dinner.
He said his favourite ice cream was strawberry.	She said that Dada was coming to dinner.
I asked him where he lived.	I asked her how many fish she had.
He said he lived at Number 17.	She said she had ... fish.
I asked him how many fish he had caught.	I asked her who her favourite singer was.
He said he hadn't caught any.	She said her favourite singer was ...

UNIT 19 LESSON 3

Student learning outcomes:

Students will:

- develop their reading skills
- study vocabulary for archaeology and museums
- chat about museum-visiting experiences
- develop their listening skills while listening for details
- study the theme of Media
- study and discuss the sub-themes of Media as a source of general information; Types of media

Suggestions and answers

A. Read the text and answer this question.

1. Ask the children to look at the pictures on page 122.
2. Ask the children to look at each picture in turn and ask them general questions about them: e.g. *Where are these figures displayed? Do they all look the same, or different? From which century do they date? Have a guess!* 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, e.g. *Emperor, terracotta*.
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 play the Audio Recording, or read the text aloud.
6. Ask the class to tell you the answers.

A. The Terracotta Army is about 2,200 years old. There are about 8,000 figures.

B. Reading for detail: Read Text 1 again and complete the Fact File in your notebook.

1. Ask the class to look at Ex. B and help individuals to read aloud the headings.
2. Check that the class understands words like *warrior, ruler, location*.
3. Put the children into pairs to help each other read the text again and to write the answers in their notebooks.
4. Go around the pairs and help as necessary. Ask pairs to answer the questions.

B. Location of museum:	Xi'an, China
Date created:	in the years following 210 BCE
Date discovered:	1974
Name of ruler:	Qin Shi Huang
Number of warriors:	over 8,000, and maybe more

C. Listening for details. Listen and underline the extra details about the museum.

1. Explain to the children that they must listen very carefully to your sentences and underline the correct details.
2. Read aloud the script on page 154, without stopping. The children read the details as they listen, but do not write.
3. Read aloud the script again. Pause at the end of each paragraph, so that the children have time to mark their answers.

- C.**
1. **16,000** workers worked on the memorial.
 2. The workers used **ten** different moulds to make the faces.
 3. The sculptures were made of **terracotta**.
 4. The warriors all look **different** and were **painted**.
 5. Researchers uncovered these weapons: **swords, spears, axes, (no guns), shields, daggers, arrowheads**.

D. Reading (2): How Natural History comes to life

Read the text and answer the question.

1. Ask the children to look at the picture on page 123.
2. Ask the children to look at the picture. Explain that visitors can either wear electronic eyeshades, or use their smartphone or tablet.
3. While you are doing this, teach the children some words that they will need for the reading text: *App, skeleton*.
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 play the Audio Recording, or read the text aloud.
6. Ask the class to tell you the answer.

D. After you download the Augmented Reality (AR) App onto your smartphone, you can point it at an exhibit, and the exhibit comes to life on your phone.

E. Post-reading: Mark these statements about Texts 1 and 2 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.

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

F. Scanning: Complete the sentences with words/phrases from Texts 1–2 printed in bold. (Not in order)

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.

F. 1. permanent collection	5. Terracotta
2. duplicates	6. sculpture
3. skeleton	7. fur
4. memorial	8. fragments

1. In the next lesson, ask students to summarize orally what they learnt while studying Lesson 3, Texts 1-2.
2. Get the class to look at the pictures only, but to cover the text.
3. Ask them general questions like these, 'Where, why and how were the original Terracotta Army figures made and displayed? When and how were the figures later discovered and displayed?'
4. Do not ask the class to tell you specific details, unless they are interested in doing this and have good memories!

For Text 2: Preparation before the class.

Do an online search of 'Augmented Reality in Museums'. Download an image of a visitor using AR on his/her tablet.

Show this image to your class, using either your tablet, laptop or smartphone.

1. Ask the class to look at the picture only, but to cover the text.
2. Ask them general questions like these, 'What is the difference between Virtual Reality (VR) and Augmented Reality (AR)? Ask individual students how they can view an object with VR. Ask other students how they would view an object with AR.'
3. Ask the class to chat about a) their most interesting visits to museums, and b) their most boring visits to museums.
4. Ask the class, 'In which different ways can museums keep their visitors interested?'

UNIT 19 LESSON 4

Student learning outcomes:

Students will:

- study and practise reported questions (yes/no questions)
- do a survey and report the questions and answers
- listen to an interview and note the information
- develop their listening skills
- study the spelling of the suffixes *-ance / -ence*
- Read the questions in the left-hand column aloud. Read the sentences in the right-hand column aloud, point to the changes in tense and person, but do not go into a lot of explanation. It is sufficient for the children to see examples of the changes.
- Read the sentences aloud again and get choral repetition.

A. Activity: Ask your partner the survey questions and circle her/his answers.

1. Tell the children to look at the survey and ask what they think the survey is about. (*personal information*)
2. Put the children into pairs. Child A asks Child B all the questions and circles the answers in pencil in the book. Then Child B asks Child A all the questions and circles the answers.

Answers depend on the children.

B. Practise reporting the survey questions.

1. Get individuals to read the examples aloud and get the class to repeat them.
2. Help an individual report the third question of the survey. Standardize and get the class to repeat it.
3. Continue with the other questions.
4. Put the children into pairs and let them practise the questions. Go round and correct as necessary.

B. I asked her if she walked to school.	I asked her if she liked pineapple.
I asked him if he was an only child.	I asked him if he liked watching sports on TV.
I asked her if she was studying science.	I asked her if she was going swimming next weekend.
I asked him if he was reading any English books at home.	I asked her if she (had) watched TV yesterday evening.

1. Read the examples aloud and get the class to repeat them.
2. Help individuals to report some of their questions and answers. Do not get repetition, as these are personal reports.
3. Then put the children into pairs. Let them practise reporting questions and answers for the whole of the survey.

Answers depend on the children.

C. Report your partner's answers to the class.

1. Introduce this listening activity. Ask questions about Aunty Bridget, e.g. 'What kind of things does she do? Does she go abroad? What kind of films does she make? Can she fly a plane?' Explain that a reporter is interviewing Aunty Bridget about her latest trip.
2. Read the questions aloud but not the multiple-choice answers.
3. Tell the class that they must write the numbers of the questions that they hear.
4. Read the script on page 154 of the Student's Book aloud without stopping. The children only write the numbers of the questions that they hear.
5. Ask the class for their answers.
6. Read the script again. Get the class to stop you when they hear the reporter ask one of the questions. Ask them what they heard.

C. Questions 1, 2, 3, 4, 5

E. Listen again and underline the correct answers.

1. Read the multiple-choice answers on the right aloud. Explain that the children must circle the correct answers in pencil in their Student's Books.
2. Read the script on page 154 of the Student's Book aloud, pausing so that the children can write their answers. Read it again so that the children check their answers. Ask the class for their answers.
3. If you like, get the class to write a dialogue for homework. They change the questions in Ex. D into direct questions (for the reporter), and write Aunty Bridget's answers.

- | | |
|---|---------------------------------|
| E. 1. She visited Madagascar. | 4. She travelled with a friend. |
| 2. She saw 15 types of monkeys. | 5. Not stated. |
| 3. She travelled by boat, on foot, by plane, and by jeep. | |

Additional activities

Spelling patterns for homework: *-ance / -ence*

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

ambulance, appearance, balance, entrance, importance, performance, absence, existence, intelligence, patience, presence, silence.

UNIT 19 LESSON 5

Student learning outcomes:

Students will:

- develop their reading skills
- revise vocabulary for parts of houses and furniture
- study and write a shape poem

Suggestions and answers

A. Read the poem with actions, and choose.

1. Tell the class that they are going to read a poem about houses.
2. Ask them where they live, e.g. *in a flat / apartment / house*. Ask those who live in a flat which floor they live on. Find the child who lives on the highest floor.
3. Ask the children to look at the high-rise building in the picture. Point out that the shape of the poem is like the shape of the high-rise building. Teach that there are pairs of words that mean the same: *apartment = flat; lift = elevator*. Write these words on the board and get the class to say them.
4. Read the comprehension question aloud.
5. Tell the children to read the poem while you read it aloud. Get the class to give you the answer.

A. Houses have become taller and bigger.

B. Write the central idea of the poem.

Sample answers

Modern houses are different from ancient houses.

In today's age, people are living like 'bees in a hive'.

C. Circle the words for parts of houses (e.g. windows). Underline the words for furniture (e.g. beds).

1. Tell the children to make two lists in their exercise books. One list is headed '*Parts of houses*'; the other list is headed '*Furniture*'.
2. Get the children to read the poem aloud in pairs. They pause and write down the vocabulary in their exercise books. Check the answers with the class.

C. Parts of houses: windows, doors, floor, elevator

Furniture: beds, chairs, table

D. Find words or phrases in the poem that mean the following.

- | | | |
|-----------------|-----------------|--------------------------|
| D. 1. ancestors | 2. on all fours | 3. it was no time at all |
| 4. exceedingly | 5. elevator | 6. gigantically high |
| 7. nudge | 8. scrape | 9. hive |

1. Prepare for this free writing task in the classroom.
2. Explain what a shape poem is (*a poem that is in the shape of the subject of the poem*).
3. Help the children choose one or two details of their chosen home, and revise vocabulary that they have studied in OPE, e.g. parts of the house, furniture, building materials, whether the house moves (*tent/boat*) or stays still (*tower/castle*).

Answers depend on the children.

E. List rhyming words from the poem 'Houses'. Write a short poem on one of these homes (based on the same central idea).

Rhyming words: doors-fours; chairs-upstairs; all-tall; high-sky; Man-began

Short shape poem: Answers depend on the students.

F. Express your opinion on the topic, 'Houses'.

Students to express their likes and dislikes about the poem, including what they agree or disagree with. Encourage them to voice their opinion. There are no right or wrong answers.

All answers are highlighted in grey.

UNIT 20 LESSON 1

Student learning outcomes:

Students will:

- study and practise a dialogue
- revise and practise vocabulary for different transport
- revise parts of a machine
- develop their speaking skills

Suggestions and answers

A. Read the dialogue.

1. Get them to tell you who they can see in the picture (*Dan and Uncle Steve*).
2. Help them tell you what they can see (*some kind of machine*). Do not correct language mistakes here. While you are doing this, teach the children some words that they will need for the reading: *a microlight plane*. Use a magazine picture for this, or a board drawing.
3. Read the comprehension questions aloud and check that the children understand them.
4. Tell the children to read silently from their books to find the answer, while you read the dialogue aloud. Get the class to tell you the answer.

A. He's making a time machine. It has seats and seatbelts.

It doesn't have wheels or a roof.

It goes forward and back very fast in time.

B. Ask and answer questions about the following, using these words.

1. Help individuals read the nouns and then the questions aloud.
2. Check that the class understands the questions.
3. Ask class the first question and get responses from individuals; accept both short answers and full sentences.
4. Repeat the procedure, getting children to ask and answer the remaining questions across the class. With Question 4, do not expect children to distinguish between 'pilot' and 'fly'; some children may already know the noun 'a pilot' and this will reinforce the word.

B. 1. some types of jet plane, a helicopter, a balloon.

2. a jet plane, a bicycle, a microlight.

3. jet planes, bicycles, buses and microlights have wheels; the others don't.

4. you drive a bus; you fly a plane, a helicopter, a balloon, a microlight; you ride a bicycle; you pilot a jet plane, a powerboat, a helicopter; you steer a bus, a bicycle, a powerboat, a helicopter, a microlight

5. Jet planes, powerboats, buses, helicopters, microlights need fuel. Power boats and buses can use solar power.

C. Discuss this question in your class.

D. Work in groups to list as many compound words as you can in five minutes.

C. and D. Answers depend on the children.

UNIT 20 LESSON 2

Student learning outcomes:

Students will:

- study and practise vocabulary for information technology (IT)
- study and practise adverts for IT products
- revise and practise purpose clauses + *to*

Suggestions and answers

A. Listen to your teacher and find the correct picture, then listen and repeat.

Read the script on page 155 of the Student's Book aloud. Pause to give time to the children to find and point to the correct picture. Do listen-and-repeat.

B. Match the pictures in Ex. A to their purposes.

- B.** a) earphones b) monitor c) smart speakers d) ringtone
e) joystick f) touchpad g) satellite dish

C. Match two speech bubbles to each product.

1. Read the product specifications below each of the products aloud. Explain the meaning of words/phrases, e.g. *digital camera, portable*.
2. Get individuals to read aloud the speech bubbles. For each one, ask the class to match it to one of the three products.

C. Picture A:

I listen to music when I'm on the school bus.

I can store many more songs on this new model.

Picture B:

I sent my e-pal some video clips of my birthday party.

We can check where we are using this map App.

Picture C:

I'll take it on the plane and watch a film.

I can use the keyboard function to type emails.

UNIT 20 LESSON 3

Student learning outcomes:

Students will:

- develop their reading skills
- practise reporting direct speech
- discuss the next part of a story
- study the theme of Travel and Transport
- study and discuss the sub-theme of Taking a tour

Suggestions and answers

A. Skim the text for specific information: Where do you think these places are? Read and check, then number the pictures in order.

1. Get the class to tell you what happened in the dialogue in Lesson 1 of this unit: *What was Uncle Steve making? (a time machine) Who did he show it to? (Dan)*
2. Tell the children to look at the pictures 1-4. Ask them some questions, e.g. *'What is happening in Picture 3? What can you see? Is it an old city or a modern city? Do you recognize the tower in Picture 2? Have you been there?'* Do not confirm or correct the children's answers.
3. Repeat the procedure with the other pictures.
4. Using magazine pictures or drawings on the board, check that the children understand these words: *drains, rubbish, stadium, scarves, First Aid box.*
5. Tell the children that they have to read the story and number the pictures in order. Tell them to read silently while you read the story aloud, or play the Audio Recording, which has many sound effects to animate the story.
6. Get answers for the order of the pictures and write them on the board.
7. Help the children to explain what happened in each picture. Do not worry about language mistakes here, as long as the class can understand what individuals say.

A. Order: 2, 1, 4, 3.

B. Post-reading: Answer these questions.

- B.** 1. Three: fighting in the arena, a volcano was erupting, the great fire of Rome.
2. Sandra 3. Dan 4. Dan 5. Dan
6. Uncle Steve 7. Dan 8. Uncle Steve 9. Just like bad eggs.

C. Find and underline the direct questions in the story. Then report them.

Direct the class's attention to the other 3 questions, and write them on the board. Ask the class to report them. They are quite tricky, so do not worry if the children cannot do them. On the other hand, this will give the abler children an opportunity to do something more difficult.

- C.** 'How do you start the machine?' asked Dan. → Dan asked Steve how he started the machine.
'Have you guessed where we are?' asked Steve. → Steve asked them if they had guessed where they were.
'Can we see a football match?' asked Dan. → Dan asked if they could see a football match.

D. Predict and discuss: What do you think is going to happen next? Demonstrate the use of prepositions of position, time, movement, and direction.

Ask the class for their ideas. Do not correct language mistakes here.

E. Underline the difficult words and find their meaning from a dictionary. Also locate an entry word from the dictionary.

Inform students that the word you look for in a dictionary is called the entry word.

D. and E. Answers depend on the children.

UNIT 20 LESSON 4

Student learning outcomes:

Students will:

- study and practise the present simple for future
- develop their listening skills
- study and practise using the 24-hour clock for timetables
- study and practise purpose clauses with *so that*
- study the spelling of suffixes *-ant / -ent*

Suggestions and answers

STUDY CORNER

- Read the explanation in the box aloud. Then get individuals to read the example sentences on the bottom line of the box aloud. Write *It starts at 9.00.* on the board and underline the verb 'starts'.
- Make a 24-hour clock on the board. Draw a big circle, with numbers 1-12 round the clockface. Point to numbers in random order and get individuals to give you the 24-hour clock number, e.g. *for 1 o'clock, the 24-hour clock number is 13.* Continue writing up the remaining numbers 13 – 24.

A. Listen to your teacher and write the times on the timetables, using the 24-hour clock.

1. Read the rubric and the example speech bubble aloud. Allow the children time to look over the two timetables. Explain that they are going to hear information about train times and plane times, which they must write in the table. Either they can write the times in pencil in their Student Books, or they can copy the timetables into their notebooks.
2. Read the first section of the script on page 155 of the Student's Book aloud; the children listen but do not write. Give the class a tip: *Write the ordinary numbers that you hear first. Then later you can change these numbers into the 24-hour clock numbers.*
3. Read the section again, pausing so that the children have time to write.
4. Ask for answers from the class, and write them on the board, so that the children can correct their answers. If any information was difficult to find, read that section of the script again.

Train timetable

13.30	Depart Lahore
21.15	Arrive Rawalpindi
21.30	Depart Rawalpindi
22.45	Arrive Taxila

Flight information

14.30	Check-in at Karachi
15.30	Last check-in time
16.15	Depart Karachi
18.00	Arrive Dubai

STUDY CORNER

- Read the example sentences aloud and get the class to repeat them. Write them on the board while individuals dictate them to you.
- Point out that these are **purpose clauses**: *we use purpose clauses with so that, when—*
 - a) *we have a negative, e.g. so that we won't miss the flight, or*
 - b) *when the subject is not the same – I'll do some shopping / we can have, or*

c) *when the subjects are completely different people, e.g. I drove / she would not be late*

Circle the pronouns in the sentences on the board to make this clear.

B. Match sentence halves to make complete sentences.

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

C. Write sentences using *so that* and other necessary verbs.

- C.** 1. We took some food with us so that we wouldn't get hungry.
2. He let me sit next to the window so that I could see out.
3. I didn't tell anybody about the trip so that people wouldn't call me a liar.
4. Please turn off your smartphones so that we can start the lesson.
5. Please applaud our visitor when she arrives so that she feels welcome.

Additional activities

As extra practice, get the children to write some sentences about themselves with *so that*, using their own ideas. Write these examples on the board to give them some ideas.

I usually do my homework early during the weekend so that ...

People record TV programmes at home so that ...

Families go to the park so that ...

Some children save up their pocket money so that ...

Spelling patterns for homework: *-ant, -ent*

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

assistant, attendant, consonant, distant, giant, servant.

student, fluent, accident, president, urgent, intelligent.

UNIT 20 LESSON 5

Student learning outcomes:

Students will:

- develop their reading skills
- study and practise opinion markers in a story
- discuss different kinds of endings for a story
- write a different email for the ending of a story

Suggestions and answers

A. Read Part 2 of the story and answer the question.

1. Get the children to look at the three pictures. Ask them: *In which countries are these three big wheels? (London, Austria, China)*
2. Read the comprehension question aloud, then play the Audio Recording or read Sandra's email aloud while the children follow silently in their books.

A. Possibly not; she doesn't trust Uncle Steve's machine.

B. Evaluation: Discuss these questions about the story-ending in Ex. A.

Explain the meanings of *positive* (*optimistic, looking for the best in something*) and *negative* (*pessimistic, looking for the worst in something*).

- B.**
1. It's a positive ending, because the children reached home safely.
 2. Yes, because the story in Lesson 3 also caused some problems for the children.
 3. No.

C. Critical thinking and opinion markers: Write the opinion markers with similar meanings in your notebooks.

1. Read the words in the box aloud, without translating.
2. Write a double column on the board, ready for the pairs of words from the box.
3. Write up the first word '*amazingly*'. Ask for another word with the same meaning (*surprisingly*) and write this next to the first word.
4. Continue with the remaining pairs of words. If the class is unable to find a pair of words, continue with the other words and do the difficult items last.
5. Finally, answer any questions about the vocabulary, translating if necessary.

- C.**
- amazingly, surprisingly.
 - curiously, strangely.
 - fortunately, luckily.
 - naturally, of course.
 - sadly, unfortunately.

D. Complete the sentences with a suitable word from Ex. C.

1. Get individuals to read the sentences aloud. Check/Explain any unknown words, e.g. *tasty*.
2. Go through the exercise with the class. Accept alternative answers.

D. Sample answers

Example: **Luckily**, we found a doctor in Vienna. **Amazingly**, he had studied in Aston!

2. **Of course**, we all tried some Chinese food. It was **surprisingly** good and very tasty.
3. **Unfortunately**, we had to leave China after lunch, although we wanted to stay longer.
4. **Surprisingly**, Mum asked if we had a good day. **Curiously**, she hasn't asked many questions.
5. **Fortunately**, Mum hasn't heard about the dog-bite. She always worries about us!
6. **Strangely**, my ankle doesn't hurt any more. I think the doctor did a good job.
7. **Naturally**, Uncle Steve is planning another trip on Saturday. **Sadly**, I won't be able to go.

E. Creativity: Write a different email-ending to the story. Decide whether to write: a) a happy / an unhappy ending; b) a certain / an uncertain ending.

1. Prepare for this exercise in class. Write some questions on the board, e.g. *Did you go to another place? If so, where? What year was it in the place that you visited? What was life there like? Did you manage to get back home? Are you safe now, or are you in difficulty? How are you feeling?*
2. Get some answers from the class for these questions and write them in note form on the board. Ask further questions.

3. Allow the children some time to look at the notes on the board, to choose the ones which they would like to use in their answers and to copy them into their notebooks.
4. In this way, if they are writing/finishing the task for homework, they will be able to read the notes in their notebooks.

Answers depend on the children.

Revision and Extension

All answers are highlighted in grey.

UNIT 21 LESSON 1: LET'S CHECK

A. Complete the sentences with *for/since* and the verb in brackets.

- A. 1. Dada **has been** in front of the TV **since** six o'clock.
2. He **has grown** vegetables in Lebanon **for** the past four years.
3. My cousins **have drawn** four pictures **since** lunch-time.
4. Ricardo **has kept** his guitar **since** he was nine years old.
5. Dada **has lain** ill in bed without speaking **for** two days.
6. Uncle Steve **has had** the same van **for** 15 years.
7. I **have not ridden** a horse **for** a very long time.
8. I'm hungry! I **haven't eaten** anything **since** breakfast.

B. Join the two sentences with *unless*.

- B. 1. **Unless** the villagers keep guard dogs, the cheetahs will kill their goats.
2. Cattle are not dangerous **unless** they have young calves with them.
3. We will not see any buffaloes **unless** we stay at the waterhole.
4. A lion will not attack humans **unless** it is old or injured.

C. Choose the correct word to complete the sentences.

- C. 1. c 2. a 3. b 4. b 5. a 6. c

D. Dictation: Listen to your teacher and write the sentences.

- D. The full script is on page 155 of the Student's Book.

UNIT 21 LESSON 2: LET'S CHECK

A. Complete the sentences with a single adjective from the box. Alternative answers are possible.

- | | |
|--|---|
| A. 1. She's making a beautiful red dress. | 4. I'm going to buy a large wooden chopping board. |
| 2. I bought myself a pair of black leather shoes. | |
| 3. Ali needs some new cotton sports trousers. | 5. She gave me two green Pakistani shirts. |
| | 6. We need to buy a new steel water jug. |

B. Write the questions in direct or reported speech.

- | | |
|--|---|
| 1. I asked her what her name was. | 6. 'Did you go to Kenya last month?' |
| 2. I asked her where she was going. | 7. 'How did you hurt your arm?' |
| 3. I asked her where she lived. | 8. 'Were you studying apes in Kenya?' |
| 4. I asked her which floor she lived on. | 9. 'How many rhinos did you see / have you seen?' |
| 5. I asked her if she liked house music. | 10. 'Are you going to Africa again?' |

C. What would you like to do if you had the chance? Make up short dialogues.

C. Answers depend on the children.

Unit 21 Test

Preparation before the test

1. Each child will need their notebook to write the answers.
2. You will need a copy of the Record of Quarterly Assessments on page 222.

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. have you had | 3. as a | 5. for |
| 2. since | 4. so that | |

B. Rewrite the following sentences, using the word(s) in brackets, to give the same meaning. (5 Marks)

- B. 1. She closed the door quietly in order not to wake the baby.
2. Mama made sandwiches so that we wouldn't be hungry.
3. She asked me where I (had) bought my computer games.
4. I asked them if they were both coming to the play.
5. Unless we leave now, we'll miss the bus.

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

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

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

- D. 1. They talked about the computer chip, paper, the toilet and glasses.
2. People talked about paper, which was invented in 105 CE.
3. We now have toilets, and human waste doesn't run into the rivers.
4. They can read, write and do close-work.
5. Early computers filled a room, but a modern computer chip is as big as your fingernail.

E. Write an article for your school magazine about 'Life in the future'. (10 Marks)

Answers depend on the children.

UNIT 21 LESSON 3

Reading (i) Writing compositions

Student learning outcomes:

Students will:

- develop their techniques for writing skills
- chat about personal study habits
- study the themes of Education and Technology
- study and discuss the sub-theme of Good Study Habits

Reading: Study Skills (1) Writing Compositions

Note: This lesson is about developing **writing skills** rather than developing **reading skills**. The process of reading and the discussion of writing skills will help, it is hoped, both teachers and students.

Suggestions and answers

A. Read the suggestions below for preparing to write a composition. Mark the suggestions like this.

1. Work through the suggestions 1.1 – 1.4 one-by-one with the whole class, like this:
 - The teacher reads aloud the suggestion.
 - Each pupil marks the suggestion in pencil.
 - Individual pupils comment to the class on the suggestion, and add their own ideas.
2. If you like, try the exercise in 1.4. This is a technique for writing the difficult ‘first paragraph’, especially if pupils have ‘Writers’ Block’ (when they don’t know what to write.)

There are no Answer Keys for these exercises.

B. Study Skills (2) How to edit your homework on a computer

C. Put these planning and writing steps in the best order. Note the words in bold.

1. Read aloud the rubric and check that the class knows what to do.
2. Read aloud the steps in the printed order a) to g). Check and explain if necessary words like, *draft*, *proof-read*, *edit*, *delete*, *mind-map*. A *mind-map* is a diagram of lines and circles, with words and headings, but not sentences. Write an example on the board.
3. Pupils put the steps into the correct order.
4. Pupils check their answers in pairs.

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

D. Write **Do** or **Don’t** at the start of each suggestion.

1. Read aloud the rubric and check that the class knows what to do.
2. Read aloud the steps in the printed order 1) to 10). Check and explain if necessary words like, *lark* (an early bird), *owl* (a late-night bird), *interrupt*, *continuity*.
3. Pupils complete the sentences with **Do** or **Don’t**.
4. Pupils check their answers in pairs.

D. 1. Do 2. Do 3. Do 4. Don’t 5. Don’t
6. Do 7. Do 8. Don’t 9. Don’t 10. Do

E. Discuss the suggestions in this lesson, first with your classmate, then with your class.

1. To focus this discussion, give the class a simple task. Say, ‘Mark with a tick, in pencil, the two most useful suggestions in this Lesson. Mark with a cross one suggestion that you didn’t find useful.’

2. Ask individual pupils for their comments. Always ask 'Why? / Why not?'
3. You may learn something about your pupils' individual working and study habits during this exercise and this lesson. Don't expect all pupils to work in the same way; 'A class of 30 pupils is composed of 30 individuals.'

F. Underline the adverb of manner, time, place, and frequency in the following sentences.

F. 1. slowly 2. sometimes 3. five days 4. always 5. yesterday 6. then

UNIT 21 LESSON 4

Student learning outcomes:

Pupils will:

- develop their reading skills
- study vocabulary for volcanic eruptions
- study fronted adverbials in a narrative
- chat about possible developments of a story
- chat about human relationships
- study the theme of Peaceful co-existence
- study and discuss the sub-theme of Resolving / not resolving quarrels

Suggestions and answers

Reading (ii): The story of Anan and Chichi

(This story is adapted from a Hawaiian myth of two warring sisters. One sister ruled over the waves and created floods and storms; the other sister ruled over the mountains and created volcanic eruptions.)

A. Read the story about volcanoes to find answers to these questions.

1. Ask the children to look at the picture on page 138. Ask them questions about it: e.g. *Where is the volcano? What is happening in the picture? Might this situation be dangerous, and if so, for whom?* 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: *lava, steam, ash, clouds.*
3. Read aloud the comprehension questions.
4. Ask the children to read silently from their books to find the answer while you read the story aloud. (There is no Audio Recording for this text.)
5. Ask the class to tell you the answer/s.

A. 1. two sisters 2. none (neither of the sisters)

B. Circle the correct words to describe the text-type.

1. It is important that pupils understand the difference between the different text types of OPE Book 5. See notes below.
2. Read aloud the statements and ask the class for answers. Go through the answers one-by-one with the class.

- | | |
|-------------|---------------------------------|
| 1. myth | 3. volcanoes, islands |
| 2. feelings | 4. old stories which are untrue |

Notes:

A legend is a traditional story, not authenticated, often about a historical person in the past.

A myth is a traditional story, especially one that explains a natural or social phenomenon. It typically involves supernatural beings or events.

A fairy tale is a children's story about magical or imaginary beings or lands.

Study Corner

Go through the Study Corner. Pupils will look for examples in Ex. C.

C. Underline all the fronted adverbials in the story. The first is done for you.

C. Answer key:

Paragraph 1: Once upon a time, One day, As she was leaving,

Paragraph 2: In fact,

Paragraph 3: After about sixty days, Over the next few days, Stamping her foot furiously, Feeling the ground shaking beneath them,

Paragraph 4: By now, After seeing the escaping animals,

Paragraph 5: Standing on a high hill and choking on the thick smoke, With great force,

Paragraph 6: Feeling both scared and angry, In a final angry act,

Paragraph 7: At this point, So for thousands of years,

Paragraph 8: Since that day, From generation to generation,

D. Write answers to the questions in complete sentences in your notebook.

- D.**
1. She planned to be back within forty days.
 2. She became impatient and then angry because her sister had not returned.
 3. She caused a severe earthquake that went on for several weeks.
 4. They became scared and tried to escape.
 5. Volcanoes send up into the air clouds of smoke and dust, hot rocks and stones, and clouds of steam. They also send out rivers of fire (lava).
 6. They felt angry with each other for thousands of years.

E. Evaluate these questions, first with a classmate, then with the class.

E. Suggested answers:

1. Not badly, but inconsiderately and thoughtlessly.
2. Not sensibly, but understandably.
3. They became angrier, possibly because they couldn't resolve their quarrels.
4. 'Go away and don't come back! / I don't want to see you again.'
5. The British philosopher Bertrand Russell (died 1970) said, 'War does not determine who is right – only who is left.'

2. Study the first sentence as an example. Point out that we can leave out 'when': it is a common noun referring to time and can be dropped.
3. Let the children work through the text in pairs. They lightly strike through any words that can be left out.
4. Go through the story with the class, explaining any tricky points below.

B. Part 1.

I remember the Monday evening **when** the earthquake happened.

(We can leave out 'when': it is a common pronoun referring to time.)

We were finishing a delicious supper, **which** Dadi had cooked for us.

(You cannot leave out 'which': it is in a non-defining relative clause, which gives extra information.)

I was thinking about the project **that** I was doing for homework,

(We can leave out 'that': it is an object relative pronoun in a defining relative clause.)

and **which** I had not yet finished.

(We cannot leave out 'which': it is an object relative pronoun in a defining relative clause, but is joined to the rest of the sentence with 'and'.)

My friend Hamid, **who** was staying with us, was watching TV.

(We cannot leave out 'who': it is a subject relative pronoun in a non-defining relative clause.)

Suddenly, the table **that** was in the room started to move.

(We cannot leave out 'that': it is a subject relative pronoun.)

Part 2.

Dadi, **who** was in the kitchen, called out 'Get under the table!'

(We cannot leave out 'who': it is a subject relative pronoun in a non-defining relative clause.)

At that moment, the glasses **that** were on the shelves started to shake noisily.

(We cannot leave out 'that': it is a subject relative pronoun in a non-defining relative clause.)

The pot **that** I had bought for my mother slid off the edge of the table and broke.

(We can leave out 'that': it is an object relative pronoun in a defining relative clause.)

The lamp **that** hung in the centre of the ceiling started to swing.

(We cannot leave out 'that': it is a subject relative pronoun in a non-defining relative clause.)

C. Analyse descriptive, narrative, and expository paragraphs (texts) to note differences.

1. Expository comes from the word expose, meaning to state facts, without the writer's opinion.
2. Narrative writing narrates a story – real or imaginary – stating what happens to the characters.
3. Descriptive writing describes a person, place, animal, thing or object, using adjectives.

Answers depend on the students.

End-of-Year Revision

All answers are highlighted in grey.

UNIT 22 LESSON 1

Student learning outcomes:

Students will:

- revise present and past tenses in an email
- revise past tenses in a narrative
- revise future tenses in a dialogue

Suggestions and answers

A. Read the email and choose the correct verb forms.

A. Dear Mona,

I'm writing to introduce myself, as I'm looking for an e-pal.

I'm 12 years old and I **live** in Penang in Malaysia with my parents and younger brother. I **love** travelling. Luckily my parents **have taken** us to lots of interesting countries already. We **have been** to Sweden and Switzerland. Last summer we **went** to Tunisia; it **was** very hot! I **haven't been** to Pakistan yet, but I **hope** I'll get there one day.

What about you? **Have you travelled** a lot? What games **do you usually play**? And what kind of books **do you enjoy** reading? Please send me an email about yourself. I **am looking** forward to hearing all about you!

Love, Fang Ming.

B. Put the verbs in brackets into the correct tense.

B. Abdul and Bashir **were travelling** across Turkey. Until then they **had been** very lucky. They **had not had** any accidents. One evening, while they **were driving** over the mountains, they had a flat tire.

They **decided** to spend the night in the hills. They **drove** the jeep onto a flat area near the road and **got** out. Next they **set** up their camp. While Bashir **was putting** up the tent, Abdul **cooked** supper. Later, as they **were eating** supper, they **heard** a noise. Someone **was walking** round their camp. While they **were looking**, a camel **walked** slowly past their camp-fire.

C. Complete the dialogues. Choose the best verb form.

C. 1. A: Are you going to send an email to your new e-pal?

B: Yes, I think I **will do** it tomorrow evening.

A: **Will you** send a photo of yourself?

B: No, I don't have a smartphone.

A: But I do! Come round this evening and I **will** take your photo. Then I **will email** it to you and you can forward it to your e-pal.

2. A: Are you in a hurry?
B: No, my bus **leaves** at 5.15.
A: **Do you have** to change buses?
B: No. **It takes** me right to the street where I live.

UNIT 22 LESSON 2

Student learning outcomes:

Students will:

- practise suggestions in a dialogue
- revise structures and rewrite sentences
- punctuate sentences correctly, with/without direct speech

Suggestion and answers

A. Complete the dialogue. Put the verbs in brackets into the correct form and add any necessary words.

- A. A: I'd like to improve my Arabic. Can you give me some advice?
B: Of course. How **about joining** an Arabic class?
A: I've already joined one. But it's a difficult language.
B: Keep **trying!** Don't give up yet.
A: But the class goes too fast for me.
B: If I were you, I **would have** some private lessons.
A: That could be rather expensive. What else **could I do**?
B: What about **watching** TV programmes in Arabic?
A: But they speak very fast! I can't understand a word.
B: Why **don't you watch** just the children's programmes?
A: That sounds like good idea. I think I **will try** that!

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

- B. 1. I asked Azka what time the ticket office opened.
2. I asked Kashif if he had bought anything in the market.
3. I grew up on a street where there were lots of children.
4. Arabic, which is spoken from Morocco to Oman, is written from right to left.
5. Apples and pears are grown by the farmers in the hills.
6. I've heard that two men were caught by the police.
7. You might catch the bus if you run now.
8. You won't know where to go unless you listen to the guide.
9. Although we didn't spend a long time in the zoo, we saw most of the animals.

C. Write the following sentences in your notebook with the correct punctuation.

- C. 1. If I were you, I would buy the larger bag.
2. Her son's shirt is in the bag and the twins' shoes are under the bed.
3. The shopkeeper carefully counted out seventy-five pounds.
4. 'Excuse me, Madam? Could you sign the form here, please?' he said.
5. 'Stop!' cried the policeman.
6. I asked the teacher, 'What time does the exam start?'
7. I asked her whether she was Lebanese or Egyptian.
8. 'It's very hot today,' they said, 'so we'll take some water with us.'

UNIT 22 LESSON 3

Student learning outcomes:

Students will:

- develop the children's reading skills
- study a quiz about language learning
- revise the spelling pattern *-ough*

Suggestions and answers

Note: This is a grammatical revision lesson.

To save time, go through all the grammatical terms in items A-L at the beginning. Most of these terms have been used in rubrics and headings in OPE 3-5, and so they should be familiar to students:

A **main clause** must have a Subject and a Verb.

A **noun phrase** does not have a verb, but has one or more nouns or pronouns.

Determiners include words like *the / a / an / some*

Prefixes come at the beginnings of words.

Suffixes come at the ends of words.

A. Main clause: A girl wandered ...

Noun phrases: A girl with black hair, the long road, some dry-roasted peanuts, her old messages

B. Nouns: girl, hair, road, peanuts, messages

C. Adjectives: black, long, dry-roasted (an adjectival phrase), old, her (possessive adjective)

D. Verbs: wandered, chewing, scrolled

E. Adverbs: idly

F. Prepositions: with, along, through

G. Articles and determiners: A, the, some, her

H. Pronouns: she

I. 'Hey!' said a strange voice behind her. 'Give us a peanut, can you?'

'No way!' she said, though she didn't look round.

'I'll take them then,' said the voice.

When she turned at last, she saw to her horror a multi-coloured six-legged alien, which was flapping its enormous wings at her.

- J.** a) dishonest
 b) misbehave
 c) incorrect
 d) impossible
 e) irresponsible
 f) anti-clockwise
 g) illegal

- K.** a) adventure
 b) information
 c) admission
 d) astonishment
 e) quietness
 f) perfection

L. All her housework had to be finished before sunrise.

UNIT 22 LESSON 4

Student learning outcomes:

Students will:

- develop the children's listening skills
- get children to assess their progress in English
- practise giving advice for language learning

A. Listen to your teacher. Number the topics in the correct order in column 3. Underline what the children say about their progress in English.

1. Introduce the survey form. Go through the items in the left-hand column and get repetition. Go through the examples in the column next to it. Note that there are no examples for *listening, speaking, reading*.
2. Read the example speech bubble aloud. Point out that this is noted in the 'Listening' column as *answer Number 1* and *'must improve'*.
3. Tell the children to listen and point to the correct headings.
4. Read the script on page 155 of the Student's Book aloud, all the way through without stopping.
5. Read the script again, pausing after each section so that the children have time to write their answers in the 'Listening' column. They circle an answer and write a number next to it.
6. Let the children compare their answers in pairs.
7. Read the script again so that they can check their answers. Pause after each section and ask the class what they heard.

- | | |
|------------------------------|--------------------|
| A. 1. e) must improve | 5. b) must improve |
| 2. f) must improve | 6. h) OK |
| 3. d) OK | 7. a) OK |
| 4. g) must improve | 8. c) must improve |

B. What about you? Circle your answers in column 4 (My progress).

1. Demonstrate the first item with the class to show that this is a personalized exercise. Ask a few children: *'Pronunciation. How is your pronunciation? Is it OK or do you need to improve it? If you think it's OK, you write OK for item 'a'. If you need to improve it, you write 'I must improve' for item 'a'.*
2. Let the children assess their current progress: They circle 'OK' or 'I must improve' in pencil in their books. Then they compare their answers in pairs.

Answers depend on the children.

C. Match the advice below to the possible problems in column 1.

1. Get the children to write the numbers 1-7 in their notebooks.
2. Read the example item aloud. Point out that it is advice for 'e' (*Vocabulary*).
3. Let the children do the matching exercise individually or in pairs. They write their answers in their notebooks.
4. While they are doing this, go round the class and monitor their progress. If they find one item difficult, they should go on to the next item.
5. If they have done the exercise individually, they can compare their answers in pairs.
6. Go through the answers with the class. If a child offers a wrong answer, check with the class whether they all have the same answer.

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

D. Discuss your progress in pairs. Give each other advice.

1. Explain that the children should ask for advice only for those things where they need to improve.
2. Read the example speech bubbles aloud and get choral repetition.
3. Get a child to say what she/he needs to improve. Help another child offer advice, using one of the phrases from activity 3.
4. Do this two or three times with different children.
5. Put the children into pairs. They say what they need to improve, while their partner offers advice.

End-of-Year Test

Name:

Class:

A. Write the missing parts of the dialogue, using the word(s) in brackets.

The boys in Year 5 are discussing a school project.

A: What shall we do with the ground next to the school car park? Has (1) _____ got any ideas?

B: It's too big for a garden, and it isn't (2) _____ for a hockey pitch.

C: We could (3) _____ make a school garden. We could grow vegetables and salads, (4) _____ ?

B: (5) _____ the vegetables and salad crops are watered, they will die.

A: (6) _____ (we) plant some fruit trees, guavas for example?

C: If we dig a pond, we can use the pond water for our plants and trees (7) _____ there is not enough rain.

A: We must speak to the Head Teacher. If she likes our plans, she (8) _____ possibly agree.

B: (9) _____ (I) a suggestion? In my opinion, we should ask our Biology teacher for her advice (10) _____ (make) any more plans.

Functions

10

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

1. Gran said that Dada had already done the shopping for her. (... 'Dada ...')

2. 'You must never go onto the roof of the house, Ayesha.' (She told ...)

3. Did the dogs bite both the children? (... the dogs?) _____

4. The Big Wheel in Dubai was not working. It was built in 2019. (... in 2019 ...)

5. 'Are you going to the mela on Saturday, Dawood?' 'No, I'm not.' (I asked Dawood ...)

Sentences

10

C. Choose the correct answer from a, b, c or d.

1. The wooden roof of the museum rotted and ...
a) uncovered b) concealed
c) protected d) collapsed
2. Don't add ...
a) some garlic b) too much garlic
c) too many garlicks d) a garlic
3. She's ... wheat grains to make loaves of bread.
a) planting b) picking
c) grinding d) growing
4. This ... can carry water to the garden.
a) channel b) dam
c) pond d) tank
5. I managed to track ... my cousin by email.
a) down b) over
c) into d) towards
6. Our class is ... money for our local hospital.
a) placing b) raising
c) lifting d) balancing
7. My sister has just ... up taekwondo.
a) pushed b) lifted
c) raised d) taken
8. The police officer ... Ali's father to his office.
a) inspired b) nudged
c) summoned d) begged
9. The adviser completed an aerial ... of the farm.
a) survey b) zoom
c) reserve d) zone
10. A ... was erected as a ...
a) figure / miniature b) memorial / statue
c) sculpture / monument d) statue / memorial

D. Read the text and answer the questions in full sentences.**A terrible sea journey**

Vasco da Gama's expedition started from the capital city of Lisbon, on the west coast of Portugal on July 9th, 1497. He had a fleet of four ships and a total of 140 sailors. Da Gama was determined to find a sea-passage from the west coast of Europe to the Indian subcontinent. He and his companions wanted to bring back valuable spices like pepper from southern Asia by ship.

It took them six months to sail down the west coast of the African continent. Then they sailed round the southern point of Africa, which is today called the Cape of Good Hope. By the time they had reached the south-east coast of Africa, most of the sailors were terribly sick with an unknown illness. Da Gama wrote in his diary: "Many of our men fell ill here. Their feet and hands got bigger. Many of their teeth fell out, so they could not eat."

As they sailed farther up the east coast of Africa, they met local merchants, who sold them fresh fruit, guavas, oranges and papayas. After six days of eating fruit, da Gama's men had completely recovered.

The next year, Da Gama continued the story in his diary: 'From India, we returned across the Arabian Sea. After we had been at sea for 12 weeks, the sailors began to fall sick again. They felt miserable and weak, and could not pull up the sails. Clearly it was the same illness.

We were unbelievably lucky, as a strong breeze got up. Six days later, we had reached the coast. After I had sent a man on shore, he brought back a sack of oranges, which our men ate. We were incredibly thankful, because immediately the sailors' health improved. Possibly these fruits saved their lives.

- ' By the end of this journey, we had sadly lost more than half of the ship's company. We clearly recognized that our sailors had fallen sick after they had been at sea for ten weeks or more. By the end of our second journey, we had concluded that a supply of fresh fruit, particularly oranges, keeps sailors healthy.

If I am able, I shall tell other ships' captains about our conclusions. It is certainly important that everyone should know this. Perhaps in future, my medical discovery could be as important as the discovery of new sea passages.'

Da Gama returned to Lisbon in 1499, on August 29th.

1. Where and when did the expedition start and finish?

2. What disaster happened twice at sea?

3. On the two sea journeys, which foods saved the sailors' lives?

4. Why do you think the sailors travelled so far to buy spices?

OPE 5 END-OF-YEAR TEST: ANSWER KEY

A.

- A: What shall we do with the ground next to the school car park? Has (1) **anybody** got any ideas?
- B: It's too big for a garden, and it isn't (2) **big enough** for a hockey pitch.
- C: We could (3) **always** make a school garden. We could grow vegetables and salads, (4) **couldn't we?**
- B: (5) **Unless** the vegetables and salad crops are watered, they will die.
- A: (6) **Why don't we** plant some fruit trees, guavas for example?
- C: If we dig a pond, we can use the pond water for our plants and trees (7) **whenever** there is not enough rain.
- A: We must speak to the Head Teacher. If she likes our plans, she (8) **might** possibly agree.
- B: (9) **Can I make** a suggestion? In my opinion, we should ask our Biology teacher for her advice (10) **before we make** any more plans.

- B.** 1. Gran said, 'Dada has already done the shopping for me.'
2. She told Ayesha never to go onto the roof of the house.
3. Were both the children bitten by the dogs?
4. The Big Wheel in Dubai, which was built in 2019, was not working.
5. I asked Dawood if he was going to the mela on Saturday, and he said that he wasn't.

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

- D.** 1. It started in Lisbon on July 8th 1497, and finished there on August 29th 1499.
2. The sailors became very sick and weak, and many of them died.
3. A supply of fresh fruit, like oranges, papayas and guavas, saved the sailors' lives.
4. They wanted to buy and bring back valuable spices like pepper from southern Asia by ship.
5. If sailors know that a supply of fresh fruit, particularly oranges, keeps them healthy, fewer sailors will die on long sea journeys.

Answers depend on the children.

Lesson Plans

Unit 2 – Expeditions

Objectives: converse in English; revise requests and replies; practise present perfect verb form; develop reading, writing, listening and speaking skills; study vocabulary for expeditions; present group work; study plurals of compound nouns; listen to and understand a story about an expedition; write a narrative.

Day 1

- Ice-breaking activity: For your first English lesson, break the ice by encouraging students to share their experiences of their summer vacation. Ask them prompt questions: Where did you go? What was the best part? What was the worst part? What did you learn from this trip? Instructor can use prompts at his/her own discretion.

Lesson 1 – Learning through mime artistry

- Direct this activity to discussion of meaning of 'Expeditions', using these prompts: what kinds of expeditions are there; what is the purpose of an expedition; have you undertaken any expedition; if yes, share your experience; what equipment do you require for an expedition?
- Select 5 students to stand up and perform following actions to demonstrate present perfect tense. Instructor may customize the actions, depending on resources available. Have one student drop a pencil. For this, instructor to write example on board: _____ has just dropped his/her pencil. Have the remaining students perform these actions and ask class what they have just done. Open a book; zip a bag; sit down; turn towards a window; walk to the board, etc.
- Exposition: Present perfect tense is used to indicate an action that has happened recently or just happened. Next, direct students to make appropriate sentences from pictures in Ex. A on pg. 2.
- Call 3 students to the board and secretly give them an action to perform without them saying anything. Pretend to hold a purse over your shoulder; pretend to pick up something; pretend to comb your hair; pretend to read a note, then act happy, as if having read good news. Once each mime action is performed, ask class what each performer has just done.
- Exposition: A mime act or miming means acting out a story using facial expressions and body gestures.
- Proceed with Ex. B as explained in rubric.
- For question-and-answers activity in Ex. C, teacher could start off by asking a question from one student and having him/her answer it. Prompts: what plans do you have for the weekend; what did you have for breakfast; what is your favourite sport; which book are you currently reading; do you have games period today; which class do you have after this period?

Day 2

Lesson 2

- Whole-class discussion - Brainstorming: students to provide input about tools/equipment needed for a successful expedition. Ask what would happen without such equipment. After brainstorming, direct students to take a look at Ex. A on pg. 3. This exercise contains relevant information about equipment that is required for different types of expeditions. Proceed with Ex. A as stated. Next, discuss the purpose of each equipment given in the picture.

- Ex. B would further clarify purpose of each equipment given in Ex. A. Instructor to read aloud sentences and let students answer.
- Group activity: for Ex. C, sort students into groups of 4-5 and assign one topic to each group. When done, ask each group to present their discussion in the form of a presentation for the class. Students can present their work using Powerpoint presentation or chart paper, whatever available to instructor.
- Ex. D Exposition: When two or more words are joined, a compound noun is formed. Example: sea + food = seafood; arm + chair = armchair; fire + fly = firefly; market + place = marketplace; cup + board = cupboard. Countable nouns are people, places, animals and things that can be counted. Example: there are 5 apples in the basket; there are 2 sofas in the drawing room, etc. Uncountable nouns include examples of water, sand, cheese, information, knowledge, etc.
- Students to work on Ex. D individually.
H.W. Students to read diaries in Ex. A and B of Lesson 3. Note meanings of difficult words, using an online dictionary.

Day 3

Lesson 3 – Reading for understanding

- Discussion: ask students whether any one of them writes a diary. If yes, generally about what and how often.
- Exposition: Features of diary writing – narrate a personal experience in first-person; describe personal experience; mention date of entry and can be written in informal/conversational style. Discuss purpose of writing a diary. Further explain that a diary/journal is used to express personal feelings, emotions or thoughts. It may be handy if you don't feel you can share your feelings with another person.
- Listening/Speaking Prompts to be written on board. Students to brainstorm and raise hands to answer. Why dust is harmful to engines; can you think of other types of storms that are also harmful? Why is it smart to plan ahead for such expeditions?
- Pair work: Ex. C. Since this is a comprehension exercise, it is important to inform students that they should paraphrase or write answers in their own words, without changing the meaning. Exposition: paraphrasing is not done in the order of words originally written. Paraphrasing is done by using different words to explain what the author is saying. For example, demonstrate by writing the first 2 lines of diary on page 5, on the board. Write rephrased version like this: Although we had carefully planned for our survival, we ran out of food and water sooner than we thought. We became so dehydrated that we were unable to swallow anything.
- For Ex. D, help pupils link the extra phrases with words in the given diaries. Explain that it is important to read the sentence before and after the given number to establish a link to what the author is talking about. For a start, read the first 3 lines of diary in Ex. A on pg. 4. Next, direct students to sentence B in Ex. D on pg. 5 and how the author means to talk about the weather and sentence B further expands the subject matter of sun and weather. Help students understand contextual clues similarly by asking them to read the preceding and subsequent sentences where numbers are shown and link it to sentences in Ex. D.
- For Ex. E, discuss the meaning of each word with class first. Next, students will trace words/phrases that mean the same in the diaries and underline them. Verify answers with class.

H.W. Research about mountains K2 and Mount Everest. Note five facts each. This can be done with the help of parents.

Day 4

Lesson 4

- Recall present perfect verb form using the word 'just' from Lesson 1. Ask a few students to share sentences with this form. Emphasize that the focus of next exercise is present perfect verb form using 'has gone' and 'has been'. Write these sentences on the board: *He has been reading throughout the weekend. She has been studying all day. He has gone to get groceries.* Students to come up with their own sentences using this form. Proceed with Ex. A.
- For Exercises B and C, students to review their H.W points about K2 and Mount Everest. Each student to share one point about any mountain. Then, proceed with Exercises B and C and verify answers with class.
- For Ex. D, instructor could use these prompts as discussion points, in conjunction with Listening Exercise on page 148. Discuss mountain-climbing with students, how demanding it is, what equipment is required and what hazards climbing poses for climbers.

Lesson 5

- Ex. A Exposition: There are several challenges that mountain-climbers face, such as weather conditions, breathing problems, altitude sickness, ice, falling rocks, slippery slopes and avalanches. Explain altitude sickness and avalanche. Ex. A comprises of some precautions that mountaineers need to take before beginning the climb. Proceed with Ex. A as mentioned in rubric. After completion, ask students to give brief pointers on the precautions that mountaineers need to take.
- Before students attempt Ex. B, explain that the given columns are divided into pronouns, verbs, adverbs and adjectives. Ask students the part of speech that each column contains. Explain that the answers are not necessarily included in one line. They have to select appropriate part of speech to complete each sentence. Write the given example on board. Then ask students to underline each part of speech in the column given. Direct their attention to sentence formation from given words. Get choral repetition. Let students work on the rest of this exercise individually. After completion, teacher could call out few students to share their sentences, write them on the board and get choral repetition.
- Ex. C is narrative text. Exposition: Features of narrative writing: written in first-person; the plot focuses on main events and the order in which they happened; describe characters by their thoughts/attitudes/actions and setting – where the story took place. Explain with the help of prompts given in Ex. C. Record student input on the board in points. Let students take notes. This task can be completed as H.W.

Unit 3 – E-pals: Computers

Objectives: understand the difference between e-pals and pen-pals; understand the concept of instant communication; understand IT vocabulary; understand usage of computer through demonstration; study chronological order of completing a project; practise verb forms *will* and *going to*; write an ending to a story; read a poem; and write letters in accurate order.

Day 1

Lesson 1

- Start off with a class discussion about e-pals. Use these prompts: does any one of you write emails to friends? Where are those friends living? How often do you write an email to them?
- Exposition: Letters are different from emails since we use our hands to write them. We hand over letter to the post office so that our letters can be sent to the recipient/receiver. Depending on the location of the receiver, it could take days or weeks for them to receive the letter. However, technology has made it easier and faster for people to receive messages INSTANTLY. Emphasize 'instantly', meaning that it takes only a few seconds to send messages online. We write emails using computers and can send receivers our messages within seconds, even if they are living in a different country. We may not be able to interact with them face-to-face, but email allows us to remain in contact online.
- Proceed with Ex. A, stopping at important phrases and clarifying the following meanings: pen-pal vs. e-pal; also, explain that birthdays and weddings are different in other countries because of cultural differences, etc.
- Go through Ex. B by first discussing nationalities. Prompts: The people who live in Australia are called [students answer]. Once this is clear to every student, proceed according to example provided. Students can work in pairs to make sentences. After completion, get choral repetition for each sentence.
- Ask and answer activity in Ex. C could be conducted across the classroom. Instructor to start off with first question and select a student to answer. For successive questions, students could have other classmates answer.
- Discuss plans with students, using prompts given in Ex. D.

Day 2

Lesson 2

- Lesson 2 could be conducted in the IT lab or possibly when a classroom has a functional computer. Begin with a discussion of elements of Information Technology. Exposition: Information Technology comprises of using computers to send and receive messages.
- If done in IT lab, teacher could point to visible parts of the computer and ask pupils to name them. Also, demonstrate usage of search engines to look for information. Open a browser and explain what browser is used for. Similarly, explain home page, URL, desktop, monitor and website. Next, instructor could demonstrate how an email is written, including email address, subject line and content.
- Once everyone is clear about tech words, proceed with Ex. A. Students to examine the picture given in Ex. A on page 9. Call out the label and ask students to state the answer. Students to simultaneously fill in the given word bank. Call out one student each to answer what each part of the computer is used for. Next, read aloud sentences in Ex. A, stopping at blanks for students to answer. After completion, instructor to explain how the sizes of computers evolved from filling up an entire room to the size of a laptop or tablet.
- Before carrying on with Ex. B, demonstrate important icons. Explain that icons show the type of programs that are on the computer, such as Paint, My Computer, My Documents and Recycle Bin. Instructor could explain what each icon serves to do. Direct their attention to Start Menu and what it does. Open a program and show Menu Bar. Next, shift attention to task bar and how

it shows pinned and open files. Explain that the right side of the task bar shows time, calendar, volume control, Wi-Fi connection and Quick Launch icons. Quick Launch means that some programs are readily accessible in taskbar so that user does not have to open multiple windows to get to a program.

Day 3

Lesson 3

- Ex. A is about ordering items. Explain that activities are done in stages. For example, going to school also requires passing through some stages – waking up, washing face, taking a bath, having breakfast then leaving. Similarly, Ex. A requires ordering the stages according to dialogue. Help pupils link the stages to the corresponding text. Mention that the stages are not directly mentioned in the dialogue. We have to deduce from the given words where each stage is to be placed. Go through the dialogue aloud, then read stages aloud. Next, read Ali's dialogue and link it with first stage of choosing a project and numbering it 1. Go steadily with subsequent dialogues and guide students in linking the stages. Use prompts, once Ali has decided what he want to work on, what should he do next? How should he find information about his chosen topic? If he finds useful information, what should he do with it? [Save work] Before starting the project, he needs to plan his work – what is another word for this [layout].
- For Ex. B, go over the meanings of words in first column. Emphasize that the given vocabulary is related to animals – their features, how they look like, how they behave, the place they live in and what they eat. Once the meanings are clear, call out words in first column aloud, students to read aloud answer in choral repetition.
- Ex. C Exposition: An effective project is divided into sections that make it easier for reader to find relevant information and differentiate introductions from main bodies and conclusions with clarity. The words from word bank display some of the elements that are required for successful project completion. The title comes first and shows what the project is about. Sub-headings are used to organize your work and find information easily. It prevents your work from becoming clogged up. Sources are used for citation of information that we used from books, articles, journals or websites. Since we always collect information, it is mandatory to cite the sources we took information from. A project with relevant images draws attention and could help explain a topic.
- For Ex. D, ask students what they have understood from saving work on a computer. How can data be saved? Why is it essential to save data? What mediums could be used to save data? Guide students with answers. Proceed with Listening Exercise on page 149.
- Recall Lesson 2 with students, regarding demonstration of Information Technology. Let students read text in Ex. E silently. Next, ask students about vocabulary words they could find in this text and underline them. Instructor to explain meanings of: searching, browse, scroll, folder, email address, email, bounces, forward, and Inbox, after writing the terms on board. Proceed with comprehension question.
- At this point, students might have a good grasp of IT terminology. Let them work on Ex. F individually. After completion, go through the answers with class.
- Explain Ex. G first before carrying on with Listening Exercise. How does reader choose an appropriate ending? Elicit that the ending depends on the tone, pacing and events of the story. Explain the terms: tone, pace and plot. Guide students with these prompts: 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? With the help of these prompts, follow up with Listening Exercise.

Day 4

Lesson 4

- Ex. A requires students to replace verbs with either *will* or *going to*. Explain the following difference on board in 2 columns. Both verbs *will* and *going to* are used to talk about the future. *Going to* is used when making predictions. Instructor to explain meaning of predictions. Also, it is used when something was decided before it was spoken. For example, *I am going to buy new shoes this weekend*. *Will* is used when a decision is made rapidly while speaking. It is also used for facts. Here, explain that facts are true events that have evidence. They cannot be denied. Example, *I will try on that summer dress*.
- Read aloud the dialogues and ask students if there is any word they find confusing. Answer their queries. Ask them to underline wrong verbs. Next, explain that the prompts in italics will help them decide whether they need to use *will* or *going to*. Read first dialogue again and elucidate that *going to* is being used because speaker B had already decided to learn Italian because he bought resources to learn it. This decision was already made before, not while speaking. Go steadily through the rest of the dialogue and ask students to raise their hands to call out their answers.
- Pair work: For Ex. B, explain that students have to replace actions –italicized in Ex. A – and use appropriate verb form *will* or *going to*, to talk about actions. After completion, each pair to share one dialogue each.
- Individual work: Ex. C. After completion, proceed with Listening exercise.
- Ex. D – Recall with students how an ending to a story is written, discussed in previous lesson. Now, they have to come up with their own ending for this story. Explain the words given in word bank. Next, students to brainstorm their ideas in threes. Instructor can take input and write pointers on the board. Students to take notes so that they can use those pointers to write their own story. This task can be completed as H.W.

Lesson 5

- Instructor will read aloud poem in Ex. A while students follow in their books. Ask following questions: *who is the speaker; in the first stanza, what is the speaker waiting for; why is the speaker excited; in second stanza, which words indicate that email is faster than sending letters?* Once students have understood the poem, proceed with Ex. B: read aloud questions and get choral repetition for the answers.
- Ex. C – Explain that letters/emails have a salutation and ending. Salutation is '*Dear _____*' if informal; ending is '*Love/Regards _____*'. Next, instructor should read text in the columns aloud and take input from students. Accept correct response.
- Ex. D is about ordering text in the right places. Explain that ordering sentences means placing them in a logical order, or in the right place so that they make sense. Demonstrate by reading prompts in this exercise so that students can tell it makes no sense. Ordering can be done by arranging sentences in the order of events they happened. Moreover, it can be used to arrange the most important points, followed by least important points. Emphasize how an email is written. Ask: what is the first step? Salutation – Dear Mrs. Scott. Next, the first line of letters/emails is used to ask about someone OR inform someone. In this exercise, Anna Bate wants to

inform Mrs Scott about Sandra's illness. So what would come after salutation? Next line could be used to explain PURPOSE/REASON of illness, so which sentence would that be? Now, you want to conclude your letter, how will you do it? That leaves the ending, what would it be.

- Guide students for Ex. E. Ask them to brainstorm possible reasons for skipping school and write their ideas on the board. Next, instructor could write following prompts on board.

Dear _____; Hope you are _____; This is to inform you that _____ would be unable to go to school tomorrow, because _____. Please provide notes for the work covered in class on Monday. Hopefully, he/she will recover by Tuesday. Sincerely/Regards _____.

Unit 4 – The Show

Objectives: study vocabulary for damaged items; use different words to describe damaged goods; learn to offer help for different scenarios; demonstrate how to give advice; understand problems that require help; read, understand and answer questions about a short story; listen for understanding; study past perfect tense and summarize a story.

Day 1

Lesson 1 - Collaborative learning

- Ex. A - Get volunteer students to share their experiences of buying damaged products of any type. Did they decide to keep it or replace it? How did they manage to get the broken product exchanged?
- Ask students to find a word in the dialogue that is synonymous with / means the same as 'damaged.' Students to share input on words that mean the same as 'damaged' and note. Emphasize that not every synonym can be used on all types of products. The describing words vary and depend on different types of objects. For instance, we use words: torn, shabby, faded, ripped, slit, worn-out, etc., for clothes. Ask students to come up with words to describe damaged smartphones, tablets, and furniture. Record correct responses on board.
- Coming to Ex. B, emphasize that the pictures show objects that are damaged in some way. The words beneath the pictures indicate the type of damage to the object.
- Teacher could explain Ex. C with the following example to demonstrate how to offer help. I ordered a suit online but it was different from the way it was shown in picture online. Plus, the back piece of my shirt was missing. I went to the outlet and this is how the conversation followed:
Me: I ordered this suit from your website. However, it is different from the picture and the back piece for the shirt is also missing. Could you please help me find another suit to exchange this one?
Salesperson: Sure. We apologize for the inconvenience caused. Our new collection just arrived today. Let me know which one you like.
- Teacher to ask following prompts and call out names of students to answer how they offer help. Your classmate forgot to bring a pencil. How do you offer help? A student falls in the playground. What do you do? Your friend is short of cash to buy lunch from canteen. How can you offer help?

Lesson 2

- Before explaining Study Corner, ensure that the meaning of advice is clear to every pupil. Then ask them what kinds of situations they seek advice for and from whom. Make two columns of Problem and Advice on the board. Write example problem: Saira starts feeling sick at school.

Advice: Teacher advises her to call her parents to take her home. Now, for each problem, call out one student to offer advice to another pupil for a certain, real-life problem. Prompts: [Name of student] has over-grown hair. What would you advise him? / ___ tore her shirt. / ___ spilled water on the floor. / ___ got injured while playing. / ___ ran out of pencils. / ___ forgot the textbook at home.

- Next, explain how the use of a comma can change the meaning of sentences, with example given in Study Corner. Emphasize the importance of using comma correctly.
- For Ex. A, call out one student each to mention the problem in a picture. Next, explain that there is no perfect advice. For each situation, there could be several ways of solving the problem. For example, if a student has injured himself while playing, one person might suggest that he run to the school clinic; another person might advise him to call home. Bring their attention to the word bank in Ex. B and the example, demonstrating how different phrases can be used for one situation. Pair activity: Sort students into pairs to attempt Ex. B.
- Individual work – Ex. C. Next, have students work with their previous pairs to compare their answers. Take feedback on answers from pairs.

H.W. Read text in Lesson 3 and note meanings of difficult words for discussion in next class.

Day 2

Lesson 3 – Reading for comprehension

- Listening/Speaking: First, ensure that the meaning of outlaw is clear to pupils. To enhance student understanding about outlaws, draw their attention to the American Wild West, which existed between 1860 and 1890. This period is known for its legendary outlaws, injustice, violence and chaos. An outlaw is a person who is denied state privileges and protection. Since they were refused jobs and other opportunities, they engaged in gun-fighting, violence and robberies to support themselves. One of the most famous outlaws of the Wild West was Billy the Kid, who was famous for stealing and murdering people. He often managed to escape arrest.
- Emphasize that the passage given on pages 16-17 has a lighter tone because these are kids pretending to be outlaws to earn cash. 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.
- Whole-class discussion: For Ex. B, instructor could read aloud statements and have one student each to answer and give justification.
- Pair work: Pupils to attempt Ex. C in pairs. Explain the first sentence that a group of schoolboys is referred to as a gang. Explain how students can look for specific answers from the passage. Ask students to read the paragraph first to check if the given statement is referring to the given event/fact. Underline the sentence that matches with the question. Underline the word that is missing from given statement and would complete the sentence so that it makes sense. Similarly, for question 2, ask what the characters intend to use to kill birds and chickens. Ask them to find relevant paragraph and line. Bow and arrows. Have students attempt the rest in pairs. After completion, verify answers with class.

- For Ex. D, explain that for the ending, students must focus on plot development, character development and tone of the story. Ask them to connect this event to real life – what would happen if they behaved this way? What consequences could they face for their actions? Would their parents accept or reprimand them? Justify the consequence.

Lesson 4 – Past perfect tense

- Exposition: Past perfect tense uses verb form to have – had to indicate that an action was completed before another event happened and to indicate result of action. Example, I had finished breakfast before the school van arrived. I had finished homework before sleeping. If I hadn't finished breakfast before leaving, I wouldn't have been able to concentrate in class. Instructor could ask students to share their examples and accept correct responses. Next, differentiate between simple past and past perfect. Past perfect can be used to show the order in which events happened, such as, finishing homework before sleeping time. The negative form for past perfect would be had not. Example, I had not known that this celebrity was in town these days.
- For Ex. A, read the dialogue aloud and explain that never see would become had never seen. Write this on board. Read aloud the rest and ask students to state correct response. Record them on board. Conduct listening exercise.
- Individual work: Ex. B. Verify answers with class after completion. Ex. C to be given as H.W.

Day 3

Lesson 5

- Call out one student each to read aloud a sentence from Lesson 4, Ex. C, given as H.W.
- Recall main events from the story in Lesson 3 and how it ended. Ask students to recall the endings they had come up with and to read Ex. A to find out the actual ending. Emphasize the difference between right and wrong. Ask students why, what the characters had done to Aunt Emily, was wrong. Poor health, disturbing a sick person, earning cash at the expense of someone else's poor condition. Next, discuss that what characterizes an action as wrong is the consequence. If the consequence is hurtful/harmful to others, it is wrong.
- Pair work: Ex. B.
- Individual work: For Ex. C, write the statements on the board and let students copy. Ask them to go through the passage again and underline the words that they think would complete their sentences. Discuss answers with class.
- For Ex. D, explain summary writing on the board, using pointers. Exposition: A summary is a concise explanation of the main events that happened in the story. If you were to share this story with family or friend, you would not narrate it word by word; rather, you would condense the story and narrate the main events to make it interesting for the reader/listener. Strategies for summarizing a story include: narrating who the characters were, what their purpose was and why; setting – where did the story take place; conflict – what was the problem / rising action in this story; resolution – how was the problem resolved and how it ended. Using these pointers, ask students to raise hands to mention a statement in response to these elements and note them on board. For summary writing, transition words, such as Firstly, Next, Finally, However, Thus, Therefore, Afterwards, etc. can be used. Elucidate that summarizing does not necessitate narrating events in order sentence by sentence from the passage. The words must be rephrased, without ruining the order of events.

- As an example, summarize the first four paragraphs from Ex. A in Lesson 3. Write this summary on the board: William and Henry belonged to a group of Outlaws. One day, they decided to buy a bundle of bows and arrows to kill small animals. However, they did not have enough money. Therefore, they decided to do a small show to collect money. Explain how 10 lines were summarized into 2 lines. Next, students could work in pairs to complete the summary.

Unit 5 – I'm full!

Objectives: study the process of making food; understand countable and uncountable nouns; study food vocabulary and using the right verbs; play a guessing game; sort a recipe in order; match text to pictures; understand difference between active voice and passive voice; learn what different foods are made out of; fill a table by listening to the teacher; learn about the traffic light coding system and write a recipe.

Day 1

Lesson 1 – Differentiation: countable vs. uncountable nouns

- Whole-class discussion: Start off by asking students whether they have observed anyone in their family making any sort of food and the process they followed to make it. Use a simpler food item and write its processes on the board, like a recipe. It could be tea, omelette, popcorn, etc. emphasize that making anything requires a process, meaning that some things need to be done in an order for that thing to turn out perfectly. If the order is not followed properly, the item gets ruined. The dialogue in Ex. A demonstrates exactly how it happens.
- Students to read dialogues and underline the processes/ingredients needed to make pancakes. Verify these processes with class and ask what went wrong and why. The kids did not use the right quantity of ingredients and forgot to add oil, which is why the pancakes got burnt.
- Next, read aloud phrases in Study Corner for differentiation. The phrases here can be divided into the category of vegetables and spices. Draw two columns on the board and ask students to come up with items for each category. Note them down on the board. Next, read aloud phrases in Study Corner and ask pupils to call out the category, then note in their textbooks.
- For Ex. B, explain again that when it comes to food, the quantity of ingredients matters to give the right taste. Too much or too little of something could turn the recipe into a disaster. For example, imagine having an omelette without tomatoes, or tea without water, etc. Exposition: *A few* refers to items that can be counted, such as *a few potatoes*. *A little* refers to uncountable nouns and indicates a small quantity/amount of something. Example: *He ate only a little because he was sleepy*. Go through the sentences in Ex. B with class, by reading aloud sentences and accepting responses from pupils.

Lesson 2

- Conduct listening exercise and ask students to point to the correct picture. Next, emphasize vocabulary used for cutting each food item. We can't use one verb for every food item. Depending on the type of food, we need the right verbs, such as the example given. Similarly, you can grate cheese but you can't boil it. Encourage students to come up with their own responses for pictures. Ask what other food items can be grated, sliced, chopped, etc. Example: cheese, carrot, cauliflower can be grated; onion, tomatoes and chillies can be chopped, etc.
- For Ex. B, sort the class into two groups. Let each group have one table to demonstrate their action. Call one student from each group and secretly show a chit with action written, to

demonstrate for the other group. Prompts: cutting chicken; washing vegetables; stirring tea; pouring water; grating carrot and so on, depending on instructor.

- For Ex. C, first ask students about the steps required to make an omelette. Next, point to each picture in order and ask students to verify the step. When done, do Ex. D as mentioned. Ask students to use sequence words, such as: firstly, secondly, then, next, etc.

Lesson 3 – Visual literacy: Picture match

- The previous lesson demonstrated process of making an omelette. Lesson 3 focuses on the processes and ingredients required to make an ice cream. Go through each process with the class by reading aloud each step and pupils underlining the process/ingredient. Explain that each step also has a corresponding picture to show how it is carried out. Next, for Ex. B, explain that the underlined, bold words/phrases hint at either the text or a picture, just like example for both given. Again, go over each underlined phrase with class.
- Ex. C Exposition: Each dialogue has a word/phrase that suggests a picture. Students can identify the picture either by the ingredient or process. For example, question C has a mention of *cream*. If you observe all pictures, picture 1 has a container labelled *cream*. There is no other picture that indicates usage of cream in ice cream. Therefore, through the process of elimination, we are left with picture 1. Attempt the rest of the questions with class, starting with question A. Ask which picture indicates temperature; which picture shows the quantity of ice cream in one tub; which picture points to chocolate ice cream. Here, point out that some pictures might over-lap; however, we use elimination to match correctly. This is done by examining which illustration is the worst match for the text.
- Individual work: Ex. C.
- Exposition for Ex. E: Differentiate between active and passive tense. Active voice is when the subject performs an action. It has subject, verb and action/object. Example: Danial added fruits to his ice cream. Passive voice: the action/object has something happening to them. Example: Fruits were added to ice cream. Coffee was first cooled slightly for drinking. Explain that active voice has a stronger impact than passive voice, in writing and speaking. Sentences should mostly be written with active voice. Recipes usually make use of passive voice. Point to examples of passive voice in Ex. E. ask students to number the items correctly. Then, call out one student each to state the step in a sentence, using passive voice.
- Pair activity: Ex. F. After completion, each pair could share one sentence each. Exposition: You can have a mango, Oreo, vanilla ice cream, but you can't have an egg ice cream, or carrot ice cream.

Day 3

Lesson 4

- Study Corner shows that making one food item requires a variety of other ingredients. For example, tea requires tea leaves, water, milk and sugar. Likewise, with ice cream and omelette. For Ex. A, go over each food item and ask students to come up with their knowledge of ingredients.
- For Ex. C, explain a few past participles on the board: discover-discovered; hide-hid; find-found; put-put, etc. instructor to read aloud present form of verbs one by one, students to call out correct verb.
- Ex. D – explain that the given table indicates where each food item or material is grown, produced, made or built. Each country specializes in producing something and selling it to other countries to improve trade. USA and China are both known for harvesting maize. Since USA

grows more of it, we give USA 2 ticks on the table and 1 tick to China. Proceed with the rest of the exercise, with the corresponding Listening Exercise on page 150. Students can verify answers in pairs, as explained in Ex. E.

Lesson 5

- Write Healthy Food and Unhealthy Food in two columns on the board. Ask students to come up with different foods for each category. Next, ask them what classifies as healthy or unhealthy – nutrition content. Explain that the dialogue in Ex. A focuses on colour labels that companies use to indicate how healthy/harmful a food item is. The colour shows how much fat, salt and sugar are present – these are ingredients that need to be consumed in balanced proportions. Red colour indicates that this food should be eaten in less quantities; yellow indicates moderate consumption, whereas green colour indicates regular consumption for a balanced diet and healthy living.
- Once the traffic light coding system is clear to students, proceed with listening exercise for Ex. B. verify answers with class.
- For Ex. C, briefly recall the difference between countable and uncountable nouns. Ask students what is happening in each picture and to find the words/phrases. The words are given, for which students need to make sentences, just like example given. After discussion, this exercise should be completed individually.

Unit 7 – Triathlete

Objectives: fill a table; discuss lifestyle with classmates; listen for understanding; study prefixes; answer and discuss survey questions; give advice and agree or disagree politely; study synonyms related to sports; practise present simple and present continuous; ask and answer questions based on illustrations and analyse a poem.

Day 1

Lesson 1

- Explain that a triathlon is a sports competition where athletes compete in swimming, running and cycling. The person who competes in triathlon is called a triathlete. Triathletes follow a rigorous diet that is rich in proteins and vitamins to maintain their stamina for triathlons. Begin Ex. A by asking students what they do to maintain a healthy diet and how much / often, they eat junk food. Read aloud sentences and prompt students to tick the column that is relevant to their lifestyle. A lot means – regularly; quite a lot means mostly; very little / few means rarely, and none means never. Next, sort students into pairs, as mentioned in rubric, to complete this exercise.
- After completion, have each pair share a statement about themselves, just like the example given in Ex. B.
- Before proceeding with Ex. C, explain very little / few and lot of / much / many of the board. Remind students of very little / few, from Unit 4. These are quantifiers that are used to indicate amount or quantity. Just like very little, much is also used for uncountable nouns. Example: I haven't had much to eat. A lot of / lots of are informal styles and we can use both for singular uncountable nouns and plural countable nouns. Much is used to indicate singular uncountable nouns. Example: he does not have much money for lunch today. Many can be used with plurals. Example: how many apples did you bring for the pie?
- Let students work through Ex. C individually. After completion, proceed with Listening Exercise

on page 151.

- Ex. D Exposition: Prefixes are letters that are placed at the beginning of words and change meaning. Examples: possible-impossible; clockwise-anti-clockwise; able-unable/disabled; agree-disagree; happy-unhappy; legal-illegal; correct-incorrect, etc.
- Next, explain that common prefixes in English Language include un-, mis- and dis-. In Ex. D, we come across uni-, bi- and tri-. The words beginning with uni-, such as unicycle, would be placed in that category. Likewise, for the rest of the words. This exercise could be done as H.W.

Day 2

Lesson 2

- Ex. A Exposition: Survey questions are used to ask people about their thoughts, feelings, lifestyle or how often they do something. In Ex. A, these survey questions are directed towards family members and how they live their day-to-day lives. Now, emphasize that for different activities, different verb forms are used, such as *makes* for phone calls. *Make* is used for creation of something or the result of making something. Example: I made this painting for my grandmother. *Do* is used for duties and actions. Example: I need to do H.W this Saturday.
- Go over survey questions with class and let students call out the correct verb form. Note answers on board. Next, students will answer blanks for family, individually.
- After completion, sort students into pairs to complete Ex. B.
- Ex. D to be done as mentioned in rubric.
- For Ex. E, recall with students situations that require asking for help and giving advice. Using the survey questions, students to come up with examples and raise hands to share their advice with the class, like the example given. Another student could raise his/her hand to agree/disagree and provide a reason.

Day 3

Lesson 3

- Ensure that the meaning of triathlon is clear to students. Also explain that an interview is a formal conversation between 2 or more people where one person asks questions and the other answers. Ex. A is an interview of triathlete Wayne Boyle, where he talks about his studies, training, diet and sports events. Ask students to look at the words in word bank first, then read the interview and circle the topics that Boyle talks about.
- Listening/Speaking: Ask following comprehension questions from class. What is the challenge of being an athlete? Does every triathlon have the same distance? What advice does Boyle offer? What is the advantage of living in Australia for an athlete?
- For Ex. B, have students read the interview again. Go over the questions one by one, asking how old Boyle is, where he lives, etc. this should be followed by a pair activity for Ex. C.
- For Ex. D, explain that these are phrases, which have a word that means the same in the interview. The answer for first one is triathlete. Go through the rest of the questions with class and accept correct answers.
- For Ex. E, explain the scale: 1 – never; 2 – rarely; 3 – mostly; 4 – every day. This scale is used in surveys to indicate frequency of an action how someone feels about something. Students to work through exercise individually.
- Ex. F is about an Olympic Triathlon. Explain that Olympic games are a combination of

international sports events that are held every 4 years e.g. 2020, 2024, 2028, 2032, etc. Explain that the 2020 Olympics that were scheduled for Tokyo, Japan, were postponed because of Covid-19 Pandemic. The table given in Ex. F provides information on distance for each sporting event and suggestions on winning the game. Conduct Listening Exercise on page 151.

Day 4

Lesson 4

- Study Corner Exposition: Present continuous tense is used to indicate actions that are still happening and will end. Example: I am participating in the basketball competition. Present simple tense is used for things that remain the same and don't change. I play basketball.
- Ask pupils to go through words in Ex. A. they can raise questions if they don't understand the purpose of mentioned equipment. Next, discuss the purpose of each equipment and go through each one at a time, letting pupils call out the relevant picture.
- For Ex. B, instructor could ask questions like example given and receive response from students. Follow this up with Ex. C, for which instructor could call out a student to talk about one picture each.
- Choral repetition: The previous two exercises were about asking and answering questions. Now, instructor could ask questions for each picture and get choral repetition for answers.
- Individual work – Ex. E.

Lesson 5

- Students to read the poem. Teacher to write following questions on the board for class discussion. Which words indicate that Father William was old? Why was Father William unusual for his age? What does Father William mean by the phrase, "I've got enough cares!?" What is the mood of this poem – serious, amusing, tragic? What kind of a relationship does Father William have with his son? What is the theme/main idea of this poem? Instructor could explain what a theme is and how to identify the tone. Theme is the central idea of the poem; whereas mood is associated with emotions that the poem brings out in the reader – how it makes the reader feel. This is a humorous poem.
- Once this brief analysis is clear to students, have them complete Ex. B individually. Verify answers with class.

Unit 8 – The Magic Paintbrush

Objectives: practise reflexive pronouns; write a story with dialogues, based on pictures; study phrasal verbs; complete sentences using phrasal verbs; use past tenses in sentences; develop reading and listening skills; complete sentences with words from a story; select correct conjunctions in sentences; develop speaking skills and practise direct/indirect speech.

Day 1

Lesson 1

- Write heading Reflexive Pronouns, on the board. Exposition: Reflexive pronouns indicate that the object of a sentence is also the subject. For example, I treated myself to ice cream after winning the game. Singular reflexive pronouns: myself, him/herself, itself and yourself; plural reflexive pronouns: themselves, ourselves and yourselves. This explains the Study Corner in Ex. B, on page 42.
- Now, students to read the dialogue in Ex. A and underline examples of reflexive pronouns. After completion, verify answers with class.

- Next, write these verbs and phrases on the board. *Hurt – He injured himself while playing football; Blame – She blamed herself for sleeping late. Help – We helped ourselves to a delicious dish of Lasagna! Introduce – Before beginning an interview, you should introduce yourself.*
- Ensure that the above is clear to students. Take a few valid examples from pupils as well. Individual work: Ex. C.
- For Ex. D, students to examine what is happening in the pictures and given prompts. Teacher to note pointers on the board, in sequence according to the pictures. Sort class into groups of 4-5. The groups will work on their act and select 2 students only for the play. Teacher can facilitate the students in writing their dialogues.
- When all groups are prepared, have one pair from each group – one at a time – come to the board to present their work.

Day 2

Lesson 2

- Draw pupils' attention to italicized words in Ex. A. Ask them to examine the action in pictures given, keeping in consideration these phrases. Teacher to read sentences aloud – one at a time – and students to call out relevant picture.
- Explain that phrasal verbs combine verbs with either a preposition or adverb; for e.g., *asked after, broke down, keep up, take off, ask around, cheer up, calm down, etc. Due to the collision, his car broke down; She cheered up after reading an amusing book; He asked around for the location.* Considering Study Corner, read aloud the first example sentence in the box. Explain, translating if necessary, that all the phrasal verbs in Ex. A are inseparable, i.e. the preposition must follow the verb.
- Pair work: Briefly discuss meanings of words given in Ex. B word bank. Sort students into pairs to complete the exercise and discuss answers with class.
- Students to go through past participles given on page 160 of Student Book. This exercise should be completed individually.

H.W. Read The Magic Paintbrush in Lesson 3 and note meanings of difficult words, for discussion in next class.

Day 3

Lesson 3

- 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 paintbrush 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, societal problems and corrupt politicians.
- Next, ask pupils to individually underline all elements of magic realism in this story – magic paintbrush; bird coming to life; spider; lamp; farm animals; gifts for others and stuff for the greedy headman.
- Points of discussion: Draw attention of pupils to 1st line of 4th last paragraph and elaborate on this quotation. Write this quotation on board for further emphasis: *If greed is stronger than compassion, there will always be suffering.* Next, compare between the characters of headman and Sumba. Third, how is Sumba benefitting the society?

- Proceed with Ex. B as stated in rubric. Facilitate students in placement of thoughts in the right places. This can be done by focusing on the subject of the sentence then locating the part in story where similar subject is being spoken of. Next, note down corresponding line number of paragraph. Explain that number 1-6 are arranged in different places throughout the story. Pupils to read the preceding and subsequent sentences to determine arrangement of new sentences. Ask them to focus on the main idea or theme being discussed in the paragraph to arrange new sentences.
- For Ex. C, students may read the story again, silently. Teacher will read aloud questions on page 145 of Student Book and accept correct responses.
- Individual work: Ex. D.
- Group activity - For Ex. E divide the class into groups of 3. Assign one question each to each group. Allot time to students to note down their points for discussion. After completion, 2-3 people from each group may present their argument.

Exit slip: If you had a magic paintbrush, how would you use it?

Day 4

Lesson 4

- Exposition (Conjunctions / Study Corner): Conjunctions are used to connect words, phrases or sentences. Common conjunctions are: so, yet, and, but, or, since, although, until, before and after. Examples: *I can't forward this until this typo is corrected*, etc. Elucidate that students have to select the correct conjunction from Ex. A, after listening attentively to the story. Ask them to focus on the events happening in chronological order, then select the right conjunctions.
- Coming to speech bubbles in Ex. B, emphasize how conjunctions are used to separate events, whether they are happening before an event, after an event/action or at the same time, using the words – before, until, after and as soon as. Pupils to come up with sentences of their own, using actions in word bank and use appropriate conjunctions. Instructor could ask each student to share one sentence each.
- For Ex. C, write these simple past tense sentences on the board. I arrived late yesterday. I had coffee for supper. We went bowling last Saturday. Next, students will come up with sentences to describe pictures, in order. Teacher to note down sentences in order of pictures, on the board.
- Individual work: Ex. D.

Lesson 5

- Students to go through the story The Magic Paintbrush, silently. Ex. A to be individual work. Verify answers with class.
- Study Corner Exposition: Write the example dialogue in Ex. B on the board. Explain that a dialogue tagline could be written in different ways, such as with pronoun (read aloud 1st sentence in Study Corner); with noun (2nd phrase) and name (3rd sentence). The first italicized words in dialogue taglines are verbs; the ensuing italicized words display emotion.
- For Ex. C, write question, statement and reply on the board. Elucidate that dialogues could comprise of questions, answers/replies to questions and statements. Read aloud first example. Also explain that the prompts in brackets indicate who the words are spoken by. The dialogue in first example is spoken by one person among townspeople. For the rest of the prompts, students may either use the prompt collectively or to indicate one person speaking. Students can also add emotion in taglines. Go through the rest of the sentences with class. Then, pupils to write correct sentences in notebooks.

- Ex. D Exposition: This exercise is asking for a valid conclusion. The final part / conclusion of a story ends by informing the reader how a problem was solved or what finally happened to the main characters. Do you want the story to have a happy or sad ending? Your ending could be of many types: (1) Problem solved (2) Continuation of problem and (3) Something unexpected happens. A story needs to have a satisfying ending so that readers want to share it with others. A story's ending solves all loose ends. It shows the fate of characters – does life turn out better or worse for them?
- Now students will go through the questions and brainstorm ideas. Teacher could record ideas on the board. Students to note pointers so that they can expand those ideas for a coherent ending. Explain that this story should be written in paragraphs and a dialogue of a new speaker must begin with a new paragraph.
- This task could be completed as pair work or as H.W.

Unit 9 – Saving the turtle

Objectives: understand the concept of conservation; study endangered turtles in Pakistan; come up with suggestions for collecting donations; understand and practise different categories of plural nouns; study direct/indirect speech; write a report using indirect speech; answer survey questions; write a report on survey data; read a poem; study connecting words and write a report using connecting words.

Day 1

Lesson 1

- Pre-reading task: Students to research endangered species in Pakistan – for class discussion. Students to identify factors that are endangering Pakistan's wild life.
- Starter activity: Begin with a class discussion on endangered species of Pakistan; which areas they are found in and why are they facing threat of extinction. Next, write the following names of conservation organizations on the board: World Wildlife Fund; Sindh Wildlife Department; Zoological Survey Department; Pakistan Animal Welfare Society, Snow Leopard Foundation and Bio-resource Research Centre. Ask students if they can understand what these organizations are about and why is their existence important?
- Teacher's exposition: Wildlife is an important part of earth's biodiversity and ecosystem. Nature is important for survival of species, both in the present and future. Killing wildlife disrupts the food chain and natural habitats, such as killing elephants for their tusks. It is vital to conserve wildlife to maintain balance in nature. Therefore, we have conservation organizations to protect species from environmental or man-made threats. Wildlife sanctuaries exist to preserve and raise wildlife in a stable environment, away from threats. What are some steps you could take to preserve wildlife/nature? [Take one point each from volunteer students]
- Next, write following prompts on the board, whilst students read dialogue in Ex. A and underline answers for questions in Ex. B. Which conservation organization is mentioned here? What is the purpose of this project? What strategy has been used here for conservation of turtles? Follow this up by verifying answers for Ex. B.
- Write Suggestions on the board and ask some students how they make suggestions. Exposition: A polite way of making suggestions is asking questions, rather than sound like you are ordering another person. E.g., What if we, would you be able to, have you considered, how about this, etc.

Write these pointers on the board for collecting charity: Fundraising; Spreading messages and convincing people online to donate to a good cause; create a campaign at school or an online campaign; Talent Show to collect donations; Art Exhibition; movie at cinema and sports event. Examples: Let's create a campaign to collect money for turtle conservation; Shall we speak to the principal about organizing an Art Show to collect money? Have students use these prompts to make suggestions, using phrases from word banks.

Wrap-up: Proceed in the same way for pictures given in Ex. C.

Lesson 2

- Exposition: Regular plural nouns end with –s, such as: dog-dogs, chair-chairs, table-tables. If a noun ends in –s, –sh, –ch, –x or –z, we add –es. Example: box-boxes; bus-buses; bush-bushes. For nouns ending in –fe or –f, we add –ves, such as loaves. However, this cannot apply to chief, roof, etc, because they are exceptions. If a noun ends in –y and the letter before y is a vowel, we add –s. Example: boys. If there is a consonant before y, we replace y with –ies. Example: lorry-lorries, fairy-fairies. Some nouns remain the same, such as sheep, fish and deer. Some irregular nouns include: tooth-teeth; child-children, mouse, mice, man-men, woman-women, goose-geese, etc.
- Ex. A to be done as individual work. After completion, discuss answers with class.
- For Ex. B, explain that, as mentioned before, we have the category of nouns ending in –f or –fe, where they get replaced with –ves. Have the class say the words in (1) and (2) out loud in choral repetition. Next, explain that in the pictures, we have plural nouns in the category of irregulars and nouns that end in –f or –fe. Sort students into trios to work through this activity and share answers with class. After completion, have students write down singular form of words given in word bank. Discuss which category of nouns they belong to. Say the words out loud.
Ex. C could be done as H.W. Also, read story in Lesson 3 for discussion in next class. Note meanings of difficult words, using an online dictionary.

Day 2

Lesson 3

- Starter activity [Listening/Speaking]: Write the following prompts on board for class discussion: What is water pollution? What are the problems mentioned in this story? What was the purpose of creating Green Turtle Reserve? What danger do turtles face when they crawl to the beach? Why can't turtles be carried to the beach? What dire threats is marine life facing?
- Next, explain that the pictures a-d, given in Ex. A, on page 50 show a problem faced by turtles. Ask pupils to describe the pictures, then underline the corresponding text in the story.
- Exposition: Although Karachi has its own seaside, marine life, especially turtles, are endangered because of littering and pollution on beaches. According to WWF, a few species of turtles face threats of extinction. Only a few turtles can live past their first year. While crawling to the sea, they get caught by birds or crabs. In the sea, they may get eaten by large fish. Since oceans are polluted, turtles and other fish think that plastic is food; so, they eat it, which proves fatal for their survival. Other turtles get entangled in nets.
- Ex. B to be attempted individually. Verify answers with class. Ask students to justify false statements.
- For Ex. C, explain the answers to blanks are included in the story and fact file. Before proceeding, mention that the Fact File includes some accomplishments in conservation of turtles. The fact that many eggs are now protected indicates that eggs are safe from wild animals or poaching

and kept at sanctuaries for healthy growth. Releasing hatchlings shows success of turtles going to the sea. Tagging means that marine biologists attach a label/tracker on turtles' shells to trace their movements. The most common tags include flipper tags – attached to flippers – which could either be of plastic or metal. Researchers and biologists use these tags to understand habitat, behaviour, nesting sites and growth rates among turtles. The fourth point in Fact File indicates that around 30,000 turtles have been rescued from fishing nets and brought to safety.

- Proceed with Ex. C with the class. For (1), explain that the sentence is talking about a fishing net, so students need to find the word that means the same as getting caught in a net. For (2), mention that an oil spill is dangerous for marine life because it releases harmful chemicals that could be fatal to fish.
- Group activity: For Ex. D, sort students into groups of 4-5, depending on class strength. Ask them to imagine that they are working on Green Turtle Reserve project. Ask them to make a poster, using a chart paper, to showcase and illustrate their efforts. Write following prompts on the board for discussion. What is the project currently working on? What is the rationale/purpose of the project? How will the project conserve sea turtles? What are some achievements of the project so far?
- After completion, each group can present their work by coming to the board. If class time ends, this may be continued in next lesson.

Day 3

Lesson 4

- On the board, in 2 columns, write Direct Speech and Indirect/Reported Speech. Copy the sentences in the Study Corner onto the board. Get children to read the sentence aloud while you write. Then go through the split-board, showing how the tenses of the verbs **move one tense back** when you are reporting direct speech, e.g. *I don't know becomes she didn't know.*
- For Ex. A and B, read aloud the dialogue first, then get choral repetition for corresponding reported speech in Ex. B. Start off by reading the first dialogue in Ex. A and corresponding example in Ex. B. After completion, let students record answers in their notebooks.
- For Ex. C, explain that the survey questions are about individual efforts of pupils that indicate how much they save or waste something, mostly water, electricity and products. Teacher will read aloud the questions. Then count the number of students saying 'Yes' and ask students to write that number in corresponding column. Repeat the same process for 'No' column.
- Coming to Ex. D, explain that using the prompts in Ex. C, students may write a report in paragraph or bulleted format. The purpose of a report is to state facts. A report, generally, answers questions about Who, What, When, Where and Why. A survey report is an analysis of data collected or responses from participants. Students may start off with the paragraph: Today, our teacher conducted a survey to check our conservation habits. We received some interesting responses on how some students take accountability for environmental conservation, while some other students need to take more care in not being wasteful. This paragraph can be followed by a bulleted list of answers, such as the examples given. The report can end with the following: We concluded/learnt how important environmental conservation is. After gaining awareness of our conservation habits, we learnt how we should be more careful. I, personally, need to waste less water and cut back on buying canned drinks.
- Above task may be completed as H.W, depending on remaining class time. Make sure that students note pointers about discussion so that they are able to write a report.

Day 4

Lesson 5

- Students to read the poem individually and fill in adjectives from word bank in Ex. A. Teacher will read poem aloud from Listening Exercise on page 146 of Student Book. After completion, students to read poem aloud in choral repetition.
- Read the words given in Ex. B word bank aloud. Explain that these are 'discourse markers' or 'linkers' that may be used in addition to conjunctions. Discourse markers come in different categories: compare and contrast; emphasis; cause-effect/result and example. Write following examples on the board:
 - Compare-contrast: Even though I don't enjoy exercising, I jog for 30 minutes daily to remain fit. [Although, however, on the contrary, on the other hand, even though.]
 - Emphasis: Her declining health is the foremost reason she must hire a nutritionist. [First, secondly, thirdly, mainly, most importantly, foremost, furthermore, moreover]
 - Cause-effect: I am tired of reading. Therefore, I'm going to do some cooking instead. [Therefore, Thus, Hence, Consequently, Resultantly, As a result]
 - For conclusions, we may use: in conclusion, to conclude, to sum up, in summary or in short.
 - We can demonstrate examples by using: For example, or for instance.
 - For similarities, we may use: likewise, whereas, or similarly.
 - For indication of time, we may use: meanwhile, during, following, or subsequently.
- Ask students to come up with their own examples. Students to complete Ex. B individually. Teacher to verify answers with class. Also, explain the process of using linkers with pupils. First, read the passage to get an idea of context. This makes it easier to use linkers correctly. The given passage is talking about the threats faced by turtles and mentions these problems in an order. Then it moves on to the result of those threats and what may be done to protect turtles.
- For Ex. C, write the following features of report writing on the board or take a print-out and hand it over to students.

Features of report writing:

- A report mentions accurate facts as they happened. Answers questions about: Who, What, When, Where and Why.
- Report should be precise and use simple language. Writer should avoid his/her opinions/emotions.
- Facts in a report should be relevant, otherwise, validity of a report is affected.
- Convey maximum amount of information using numbers of words.
- A report should not have grammatical, spelling or factual errors.
- After handing over a print-out, instructor to explain above points to students. Next, pupils will read the given prompts in Ex. C and come up with sentences, using transition/connecting words from Ex. B or more. The slashes between prompts separate sentences. Instructor to record points from students on the board. Students will note down points for compilation of report. Teacher could write the first paragraph on board: Orang-utans are known as the only surviving great apes outside South Africa. They can be found in islands of Borneo, which is the largest island in Asia; and Sumatra island in Indonesia, which is the sixth-largest island in the world. During past hundred years, the population of orang-utans has fallen due to several reasons.

Unit 10 – The Beginning of Farming

Objectives: study and practise question tags; talk about weekend using question tags; complete a summary by filling blanks; learn about early farming practices and Neolithic Revolution; practise ordinal numbers; understand concept of centuries; study abbreviations; study a play-script; practice sentence structure of action + to + infinitive verb; use although correctly in sentences; talk about fish-farming; write a paragraph on fish-farming.

Day 1

Lesson 1

- Write title Tag Questions on the board. Exposition: Tag questions are used to verify information we think is true. They include verb forms of *be* and *have* and are accompanied with pronouns – You, he/she, they, etc. If the clause is positive, the question tag is usually, but not always, negative. Read examples in first column of Study Corner. If a clause is negative, the question tag should be positive. Read examples from 2nd column of Study Corner. Instructor may ask a few students to share their own example. Afterwards, ask them to read dialogue in Ex. A and underline question tags. Point out that the tags for full verbs (e.g. *pull / swallow*) are always do for the Present Simple and *did* for the Past simple. Verify answers with class.
- For Ex. B, students may practise by calling out another student and asking their tag questions. Instructor to supervise.
- Recall from Unit 3 Lesson 5 that a summary is a concise, shortened passage about any text. A summary highlights main events from a story/passage. The passage given in Ex. C summarizes practices of farming among early humans and how they fought for survival. The words in the word bank are cues for some food items that early humans ate for survival. Instructor could explain that the second sentence or 3rd blank mentions relation to fruit family, so the answer for 3rd blank is fruit. Have students work through this task individually and discuss answers with class.

Lesson 2

- Draw 2 columns on the board with headings: Cardinal Numbers and Ordinal numbers. Cardinal numbers show an amount of something, example – one, two, three, four; whereas, Ordinal Numbers indicate a position of something, example – first, second, third. Demonstrate on the board: 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 11th, 14th, etc.
- Likewise, the numbers given in Ex. A word bank are ordinal numbers that need to be matched to their textual form in given table. Example: 99th – ninety-ninth; 44th – forty-fourth.
- Ex. B Exposition: One year equals 365 days; 366 in leap year. One decade equals 10 years; one century to 100 years and one millennium to 1000 years. When you are born, the time of your birth till your first birthday is counted as 1 year; 0-1. Similarly, Years 0 till 100 are counted as the 1st century. One millennium is from Year 0 till year 1000. The period between Year 100 to 200 was 2nd century. Years 200 – 300 were 3rd century. If we count all the way to present, we have reached 21st century, which will last till Year 2100. We are still 80 years away till the start of 22nd century! A person who lives for 100 or more years is called a centenarian.
- In OPE books, the years before year 0 are called 'BCE' (before Common Era). Years after Year 0 are called 'CE' (Common Era). Previously, many publications called the years before Year 0 'BC' (before the birth of Christ). Publications called the years after Year 0 'AD' (after the birth of Christ). The dating system of 'BCE/CE' is a sign of increasing diversity in all cultures of the world.
- Ex. B may be completed as pair work.

- Ex. C – Ask student to examine the phrases given in the table and try to understand categories. Explain that in the first column, the phrases/abbreviations are used to refer to people. Abbreviations are shortened versions of words. Example, Mr is short for Mister, PhD is short for Doctor of Philosophy or Medicine; Ave – Avenue; St – street, etc. Abbreviations may be used for job titles, maps and streets. Let the students complete Ex. C individually.
 - Next, explain that abbreviations given in Ex. D need to be placed in front of given words. Example, *co/com* is short for *company*. Have students attempt the rest individually, then discuss answers with class.
 - Ex. E demonstrates SMS language that is commonly used by people. Mention that people save time by using letters and numbers to shorten words in communication through SMS. For example, the first one is Where are you; the second one is I will be 10 minutes late too. Students can work through the rest in pairs.
 - Group activity: Sort students into groups of 4-5 to write 5 lines each in SMS language. Depending on class time remaining, one person from each group may come to the board to write their phrase in SMS language and share with the class.
- H.W. Read playscript in Lesson 3. Note meanings of difficult words for discussion in next class.

Day 2

Lesson 3

- Exposition: The earliest forms of farming/agriculture began 20,000 years ago. This is when early humans moved from hunting animals to harvesting crops for survival. Since harvesting was dependent on seasons, there were times when there was sufficient food to feed a whole family; whereas at other times, families had to starve. Compared to modern societies, where food is readily available, early humans had to walk for hours/days to find a staple item. If they couldn't find food in one area, families migrated to other areas. The first form of agriculture included: wild plants, fruits and herding livestock. Early humans discovered how to farm by digging the ground and collecting grains. Farming allowed them to settle in one place for at least a year.
- Ask students to underline phrases that indicate how early humans fought for survival. Discuss answers with class. Examples: sewing buffalo skins with bone needle and sharp grass; using stone to grind grains of wheat, etc.
- Read aloud sentences in Ex. B. Students to call out correct answer and justify false statements.
- Study Corner Exposition: The phrases in Action column indicate what is happening. The next 2 columns indicate purpose of performing an action and to what end. The purpose columns show the result/intention of performing an action and 2 different ways in which a sentence may be constructed. The second column uses *to*, as an indication of purpose. Third column uses *so that* to demonstrate purpose. The structure for this is:
Plenary: For a wrap-up session, ask students to come up with their examples.

Day 3

Lesson 4

- Exposition: Here's what we know about the beginnings of farming: before discovery of farming, early humans increasingly foraged and hunted animals for food. The discovery of grains brought an end to foraging as early humans could settle in one place. There were times when early humans had to starve for days. Once they began farming, they did not need to migrate. They became even better farmers by storing grains during winter, then harvesting them. It also made

them smarter as they discovered which grains were best for cultivation. This is what Maisy did in the story, in Lesson 3. It was because of storage of grains that the family decided to stay in that place.

- Now ask students what some other methods of survival in that story were depicting how early humans survived. Next, Ex. A to be done individually. After completion, call out one student each for every question.
- For Ex. B, ask students whether they remember some conjunctions. Ask them to use those in sentences. The Study Corner on page 58 presents us with a new connecting word – Although. Explain that *although* may be used either at the beginning or in the middle of a sentence. If used at the beginning, we separate clauses with a comma, just like in the example. If in the middle of clauses, we omit the comma. Ask students to come up with their own examples.
- For completion of Ex. B, the first column of the table in Ex. B shows phrases that would be used at the beginning of the sentences, after Although, and separated by comma. The second column shows clauses that would be placed in continuation of given sentences, without comma. Let pupils work individually. Then discuss answers with class.
- Ex. C – Before students write sentences about themselves, let them talk briefly about what they did. Read aloud sentences and let a few volunteer students answer. After completion, students to complete the task on their own.

Lesson 5

- Students will read the passage and answer the question. Explain that there is one more method of survival presented in this story – domestication of animals. The term used for this is Pastoralism. Early farmers began domesticating animals for their usage and fulfil their needs. They grew beans, barley, grains and wheat. They used cattle as a source of milk and cheese; goats and sheep to get meat, wool and milk. Foraging stopped when farming and pastoralism began. This allowed several families to settle in one area and exchange their harvests with others – barter. When they settled, they built circular, one-room homes for protection. This is exactly what Part 2 of the story shows – storage of grains, sufficient food, staying in one place, domestication and more families coming to stay in one area. The families worked together for survival.
- For Ex. B, ask students to examine pictures and describe what early farmers are doing. Ask them to reflect on the purpose of what is shown in pictures. Next, proceed with listening Exercise.
- Explain features of paragraph-writing on the board. A paragraph is a combination of sentences that express an idea in detail. Mostly, a paragraph comprises of a topic sentence, which is the main idea of a paragraph summed in one sentence; supporting sentences, which explain the topic sentence in more detail or provide information; and concluding sentence – which shows that the next paragraph is going to begin with a new idea.

Write this starter sentence on the board. In the beginning, early farmers built dams across streams to create small ponds for their fish. Later, they began building bigger, better dams – to provide deeper water for their fish. Afterwards, whenever, they needed more ponds, they simply dug holes in the ground.

Now pupils to go through prompts silently and come up with their own sentences. Volunteers to raise their hands and share with the instructor. Instructor could write pointers on the board. Students to note pointers and could complete this task as H.W.

Unit 12 – Hot Rocks

Objectives: understand different natural disasters and their types; find locations where natural hazards are recurrent – on the world map; talk about natural disasters in home country; study going to + verb for making predictions or talking about future plans; understand the difference between optimism and pessimism; study silent letters; read a story; understand stages of a disaster; answer comprehension questions; practise adverbial phrases; assign titles to text; make up boasts in a team and write boasts individually.

Day 1

Lesson 1 – What a disaster!

- Pre-reading task: Students could be given a research task about natural disasters and its types, for discussion in class. Optional: research about history of natural disasters in Pakistan.
- Write the term Natural Disaster and its definition on the board: a natural disaster is any event/ phenomenon that leads to loss of life and destruction of property. Now ask children if they can think of any disasters and discuss with the class. Start off by asking whether anyone has read/ watched the book/movie The Wizard of Oz. If yes, mention that the natural disaster in that book was a tornado. Can children come up with more disasters?
- Instructor could show a PowerPoint containing pictures of natural disasters and ask students if they can accurately identify their types. Discuss: what are some natural disasters that have happened in Pakistan?
- Exposition: Some of the most prevalent natural hazards in different countries are: earthquakes, hurricanes, floods, tornadoes, tsunamis, drought and wildfires.
 - o Floods happen when the ground is unable to hold water, or water cannot run-off. The floods in Pakistan in 2010 were the deadliest in Pakistan’s history of natural hazards. About 20 million people were affected. People died or became homeless due to loss of property.
 - o Tornadoes are storms with powerful, rotating winds.
 - o Hurricanes bring violent gales and flash floods that cause loss of life and property. Hurricanes of 2018 in USA caused mass destruction, loss of property and prolonged power outages.
 - o Wildfires happen when lightning strikes, especially in forests. The recent bushfires of Australia destroyed around 6,000 homes.
 - o Drought is a prolonged period of dry weather and less rainfall, due to which crops stop growing and people die of starvation. Tharkarpur District in Sindh is affected with prolonged droughts that have caused water/food shortage, lack of agricultural produce, malnutrition and other health problems. Tsunamis happen due to powerful, giant tidal waves caused by earthquakes in the sea. 2004 was a deadly year for Indonesia when over 200,000 people are killed, and damage was estimated at \$10 billion. Tsunami of 2011 in Japan killed over 18,000 people and displaced around 500,000.
 - o Earthquakes happen when the ground violently shakes for a few minutes. The higher the frequency, the greater the damage and loss of life. October 2005 earthquakes in Pakistan killed around 100,000 people. Over 3 million people were rendered homeless. Around 250,000 farm animals died due to collapse of buildings. Also, earthquakes in Pakistan led to massive landslides, which further caused destruction of life and property.

- Next, pupils to observe the pictures individually. Instructor to read aloud sentences in Ex. A and let pupils call out answer by saying: picture a, picture b, etc.
- Moving to Ex. B, explain that, like you mentioned earlier, some countries are known for their historical disasters, possibly because they were the deadliest – as in causing many deaths – or they caused massive destruction, leading to loss of billions. Proceed with part 1 of Listening Ex. Before doing Part 2, teacher could show a world map to students and ask them to identify places mentioned in this exercise. Proceed with part 2 of Listening Ex.
- For Ex. C, teacher could ask students to close their notebooks and answer your questions. Prompts: Which country is known for earthquakes and landslides? Which country has recorded the worst hurricanes? Where do tornadoes usually occur? Which country has frequent volcanic eruptions? This country is known for its giant waves. What is the term used for giant waves and where are they recurrent?
- For Ex. D, ask students to recall some information from their research and your exposition. Discuss points with class as wrap-up session.

Lesson 2

- Ask students to examine and describe the situation in pictures in Ex. A. instructor to proceed with Listening Exercise and ask students to call out, plus justify their answers.
- Study Corner Exposition: The structure going to + verb is used to express future plan or predictions. It shows that something has been intended or decided on, but not confirmed yet. It remains to happen. Examples: The sky is turning grey. It is probably going to rain tonight. I am going to visit my family this weekend. I am going to make pasta today.
- Next, draw two columns on the board and write Optimism and Pessimism in each. Optimism is a belief that good things will happen in the future. Pessimism is a belief that the future is full of bad things. Example: I did not do so well in today's paper [pessimism]. Don't worry, you still gave your best, so keep your hopes high [optimism]. Instructor to read aloud examples from Study Corner given in Ex. B. Students to carry on with Ex. C individually.
- Ex. D Exposition: silent letters in English have no direct pronunciation, but they change sound of the consonant/vowel preceding it. Give following examples: the underlined letters are silent. Almond, honest, castle, debt, lamb, Christmas, listen, often, hour, knew, knit, knock, whole, etc. Afterward, read aloud words, one at a time, given in the word bank. Ask pupils to underline the silent letter. When all complete, get choral repetition for the words. Students to complete the task by making separate columns in their notebooks, individually – can be done as H.W.
H.W. Read the story in Lesson 3, Ex. A and attempt given question for discussion in next class.

Day 2

Lesson 3

- Listening/Speaking: Start off with discussion on the order in which events happened. Next, ask students why this order is important. Explain that a natural hazard progresses in a series of stages. For instance, it takes hours or days of heavy rains to cause floods and landslides. Likewise, in this story, an earthquake, followed by strange weather patterns – dark clouds, dust, ash – finally caused a tsunami that broke onto the island. Next question: what were the consequences of each natural catastrophe? How did the weather wreak havoc on lives of residents?
- For Ex. B, ask students to underline answers in the passage. After completion, discuss answers with class.

- Pair activity: In Ex. C, each of the given phrases mentions a situation that happens during a natural hazard. Students may work in pairs to complete this exercise. Discuss answers with class.
- For Ex. D, explain that as mentioned earlier, a disaster happens in stages until final impact. This exercise refers to volcanic eruption and disappearance of the volcano that followed. Ask students to work through the stages. After completion, discuss answers with class.

Lesson 4

- Write time-phrase and place-phrase on the board. Explain that these are adverbial phrases that indicate when or where something happens. Examples: We are going to visit the place where we went last weekend. I remember the time when we played hopscotch every day. Instructor may ask students to come up with their own examples.
- Pair activity: Sort students into pairs or trios, depending on class strength, to attempt Ex. A. verify answers with class. Afterwards, ask students to underline time-clauses and circle place adverbials. Discuss.
- Individual work: Ex. B.
- Ex. C may be done in pairs or trios. After completion, each pair to share one question each.
- Ex. D to be done individually. Each student to share one sentence each.

Day 3

Lesson 5

- Explain that boasts refer to feelings of excessive pride towards oneself or another person. Also point out that if done in the wrong way, it may be considered impolite and people generally avoid a boastful person. Exposition for identifying correct title for a passage – first read the titles available, then move on to reading the whole text. Underline key features or traits in the given passage that can link you to the title. The information for options in word bank can be found in the given text. Ask yourself: what is the text about? What is the main idea? How does the passage describe it? Then select accurate title. Select title that matches best with information in the text.
- Read aloud sentences in Ex. A. Students to call out answer from word bank. Students may complete Ex. B as individual work. Discuss answers with class.
- Group activity: Sort students into groups of 4-5 to complete Ex. C. After completion, have the groups present their ideas with class. Each group member to share one sentence each.
- Ex. D to be completed individually. They may make up their own titles as well. This exercise may be completed as H.W.

Unit 13 – What's in the future?

Objectives: study about different weather conditions; tick the correct box about weather; understand the difference between certainty, probability and possibility; study about the future of technology; understand Zero Emission Zones, future technology and climate emergencies from a magazine article; complete sentences with words from text; practise present perfect tense; use Dictionary to complete sentences; study collective nouns; complete a survey and write a paragraph about life in the future.

Day 1

Lesson 1 – What’s in the future?

- Start off with a class discussion on the unit title. Ask students what the title is referring to and what they understand by it. What does the future hold? Back then, people used to live without computers, mobile phones, iPods, smart phones, tablets, etc. Compare that lifestyle with modern lifestyle; how much have our lifestyles transformed because of technology. At this point, instructor could ask students to do brief research about advantages and disadvantages of technology. This could be your wrap-up discussion when you end the unit.
- Exposition: When we are talking about the near/far future, we are not only referring to technology. We are referring to a change in how humans interact with each other, how we live, advancements in technology, etc. the era we are living in is called the digital age. Imagine how people lived without internet. We have shifted from computers that filled rooms to flat screens. We have drone technology to capture shots while staying in one place. Smartphones, if used the right way, have made it easier for us to navigate around the world, look up information instantly and organize our lives. Some companies have even started using robots in manufacturing, such as Mitsubishi and Adidas. Although they haven’t begun replacing human jobs 100 percent, they are mainly used in electronic manufacturing and automotive industries, where some tasks could be dangerous for humans.
- Next, students to go through the pictures in Ex. A and explain if they understand what the weather conditions mean. Students may be sorted into trios to check words in Dictionary and note. After completion, instructor to read aloud words one by one and students to repeat the words, with correct pronunciation.
- For Ex. C, explain that the given column includes weather conditions that are predicted in certain areas of Pakistan, during either morning – a.m. – or evening – p.m. Instructor to mention that the listening exercise would be read aloud, and students must tick the boxes correctly. After completion, verify answers with class.
- Afterward, write the terms Certain [certainty], Probable [probability] and Possible [Possibility] on the board in 3 columns, with examples given in Study Corner. Use translation for these terms if necessary. Mention that certainty means without doubt or confirmed that something will take place. Probability indicates what is likely to happen. When something is probable, you are confident that it is going to happen. Possibility refers to what can happen. It might be possible for something to happen, but there might be no probability of it happening. Example, since it is cloudy today, is possible it might rain in Karachi tomorrow; however, there is no probability it might happen.

Lesson 2

- Mention that Ex. A includes phrases about events that happen in a certain weather condition, or the actions you take during a certain weather condition. For example, in the first sentence, since the weather is hot, you would have iced water to cool down. Students may work in pairs to attempt the rest of the exercise. Verify answers with class, giving reasons.
- Ex. B, like Ex. A, is also a matching exercise. This time, students must read observe the pictures carefully and describe them. Then, read the descriptions and try to understand the functions of each robot. Now differentiate between the options will and can. Can indicates an ability to do something or that something could possibly happen. Will indicates willingness to do something. For example, I can get up to make tea for myself, but I will not because of tiredness.

- Students could complete this exercise and Ex. C in the same pairs. Discuss answers with class.
H.W. Read text in Lesson 3 Ex. A and with the help of parents, research about future technology, zero emission zone, drone technology, climate emergency and mass extinction for discussion in next class.

Day 2

Lesson 3

- Listening/speaking: write the following prompts on board for class discussion: why are Zero Emission Zones important? Briefly describe the climate emergencies that this planet is facing. What is pedal power? What is the function of a drone?
- Next, for correct title placement, mention that in each text, the scientist is describing functions/ purposes and how it will impact the future. Ex. A to be completed individually. Also ask students to underline the benefits of each technology. Verify answers with class. Ex. B to be done individually.
- For Ex. C, have pupils read through the given texts on pages 77 and 78. Attempt exercise individually.
- Ex. D also includes answers from texts on pages 77 and 78. The first one is remote control. To fill in these blanks, ask pupils to focus on the function of each technology mentioned in the sentence, then locate their answers.
- Coming to Ex. E, explain that the word *will* indicates probability and confidence in something happening. It is a prediction of what is likely to happen, as demonstrated in examples. Ask students to come up with their ideas of what is likely to happen in Pakistan and share them with class.

Lesson 4

- Ex. A is a test of listening; therefore, proceed as mentioned in rubric.
- Next, write the given example from Study Corner – Somebody has drunk my tea – on the board. The structure for present perfect tense is has/have + past participle. Example: Have you seen my book? I have not met you before. Factories have begun using robots in manufacturing. I have been to Murree once. Next, ask students to identify the past participle in examples given in Study Corner and fill the blanks. Discuss answers with class. Instructor could ask students to share some examples of their own.
- For Study Corner 2, explain that there are different types of plurals, as discussed in earlier lessons, ending in –s, –es, –ves, etc. There are irregular plurals, such as man-men, woman-women and child-children. Here, we have singular nouns that appear plural. The first example is of news, as given in Study Corner. Similarly, the words given in Ex. C word bank are singular uncountable nouns. Uncountable nouns are those nouns that can't be counted – as discussed in an earlier lesson, such as rice, water, sand, stars, etc. Students to complete the exercise individually.
- Ex. D can be explained in class. Students can complete it as H.W. Mention that in Study Corner 3, a single unit indicate a whole, therefore, a singular verb is used. A plural verb is used when a noun is used to mean a collection of people. Read aloud the examples in Ex. D to demonstrate the concept. This task may be completed as H.W.

Lesson 5

- Explain that the questions given in Ex. A indicate how technology-oriented a person is. The answers would indicate reliance on technology and frequency of usage. Y / P / N stand for Yes [indicating certainty], Possibly and No. students to complete task individually.

- Pair activity: Students to complete Ex. B in pairs. After completion, each pair will share one sentence each.
- Proceed with Ex. C as mentioned.
- Ex. D is about the lifestyle that students predict for the future. The categories are skills – meaning knowledge required for capability in handling tasks; environment – meaning nature and wildlife and people; and healthcare – meaning medication and hospitals. Using the prompts given in second column, students need to place them in relevant category in first column.
- For Ex. E, explain that students must make sentences from given prompts. For example, the first sentence could be: In the future, everybody should have access to free medicine and healthcare.
- Next, students to select one category and write a paragraph about it. Recall from Unit 9, Lesson 5, how a paragraph is written. Once students get the gist of prompts given, discuss what other ideas they have related to these categories. Draw 3 columns on the board with headings of: Skills, Environment and Health care. Discuss ideas with class and record them on the board, in relevant category. Let students record points. Then they can select their own category and write a paragraph.

Unit 14 – Kidnapped

Objectives: learn parts of structures; study famous landmarks and their structures; read about British Isles, United Kingdom and European Union; complete a quiz about landmarks; read a story from book Kidnapped, answer questions about the story; make sentences using simple past; understand a blurb and write a blurb of a book.

Day 1

Lesson 1 – Name the part!

- Pre-reading task: Students to research about the British Isles for discussion in next class.
- Ex. A - Start of the class by asking students to brainstorm parts/components of a house. They would come up with answers such as: roof, walls, backyard, lawn, etc. Then, ask them to think about architectural structures, for instance, museums, mosques and palaces. What components are these structures comprised of? Ask them to imagine if their house had no ceiling at all, no staircase, no walls, etc. Therefore, each part of a building has a special purpose.
- Next, instructor will read the words from Listening exercise on page 148 of Student Book aloud and ask students to call out the number. One at a time, teacher to explain these components: dome: a round ceiling with circular foundation. The dome in given picture is blue. Some famous domes in architecture include St. Paul's Cathedral, The Pantheon in Rome, and Hagia Sophia in Turkey; arch: a structure in an arch shape looks like a vertical semi-circle. It is built to support heavy weights of dams, bridges, etc; tower: a tall structure that has more height than width; courtyard: any area outside the building that is enclosed by walls but is open to the sky. It serves the purpose of keeping a building cool, especially in temperate climate; turret: a small tower located at the top of a building or another tower. Turrets were built in medieval castles, usually for decoration; gateway: gateway is an entrance through a wall. The Student Book shows a gateway arch; spiral staircase: although spiral staircases may be built for decorative purposes in modern times, in the past they have served to protect kingdoms from foreign attacks; minaret: a tower with a small balcony in mosques where the prayer leader calls everyone to prayer.

- Once above explanations are clear, repeat the words aloud from Listening exercise, in different order and ask students to point out correct label.
- For Ex. B, ask students to name some architectural components near them and share with the class.
- Students to read text in Ex. C. Exposition: The British Isles are a group of over 6000 islands, included Britain and Ireland. Some of these islands have rocks that date back to millions of years ago. Underline the term European Union. This is an organization of 27 European countries that are entitled to privileges and duties of membership. Treaties such as the European Union are formed between countries to promote peace, defence against war, fair trade, participate in environmental protection, protect human rights and encourage technological advancements. If one member state is making efforts to protect environment, other member states must follow suit. Defiance to rule of law of EU may result in expulsion. The term Brexit (Britain's exit) refers to Britain's referendum on leaving EU in 2016. Britain is set to finalize its exit by the end of December 2020. This happened because majority of the British wanted political decisions to be taken inside the UK, not under the influence of EU or other countries.
- Further explain that the region comprising of countries: Britain, Scotland, Northern Ireland and Wales, each with their own demographic groups, religion and languages, such as those mentioned in the text.
- Now mention that the given table of United Kingdom is categorized into types of people of a country and their language. Students to complete the table individually.
- For the second table, mention that Northern Ireland is separate from republic of Ireland. Northern Ireland is still part of British rule, or United Kingdom. Whatever decisions are taken are taken within UK, Northern Ireland is affected as well. The partition happened in 1920, when Southern Island became independent. Now, pupils to fill the table individually.

Lesson 2

- Study Corner Exposition: The term passive indicates that the object in a sentence is used as a subject. For instance, the sentence Ali bought some apples is active, with Ali being the subject. In the phrase: Some apples were bought by Ali is passive, with apples being used as the subject. Similarly, in the given Study Corner, Millennium Bridge and Pyramids are objects being used as subjects. The active phrase would be: The Egyptians built the Pyramids 4,500 years ago.
- Afterward, ask students to examine pictures given on page 83 and identify structural components. Once all pictures are covered in discussion, teacher to ask students to carefully look at the given world map OR show a larger version of a world map by pinning it on the board. Explain that the purpose of this map is to locate the countries where the structures in given pictures, were built. Several countries are famous for their historic architecture/landmarks. Ask: name some of Pakistan's famous landmarks. [Mazar-e-Quaid, Mohatta Palace, Faisal mosque, Badshahi mosque, and Sheesh mahal. Students may note these names for H.W research] Similarly, the given structures are some of the most iconic buildings in different countries.
- Proceed with Listening Exercise on page 148, asking students to call out the correct label. Then ask or guide them to trace those countries on the world map.
- Pair work: Sort students into pairs to complete Ex. B. Mention that in order to identify correct year of construction, scrutinize the pictures and detect if they appear ancient or modern. Examine the structure: the materials used in modern architecture are different than ancient materials. The look of a building displays how old it is; it speaks of its own time, place and culture.

During ancient history, the main material used in architecture was stone. If you look at high-rise buildings today, they are much more evolved and use advanced materials, such as cement, bricks and glass. Each structure has a history of its own. Medieval buildings were built with structures that could protect residents from enemy attacks or invasions.

- When students have completed the exercise, proceed with Listening exercise for Ex. C, given on page 148.

H.W. Read story on pages 84-85. Look up meanings of difficult words in an online dictionary. Research about Jacobite rising of 1745 and Appin Murder of 1752. Students may note 5 points.

Day 2

Lesson 3

- Recall author's purpose [PIE – Persuade, Inform and Entertain] from Unit 3, with students. The events in R.L. Stevenson's *Kidnapped* are inspired by real-life incidents of Appin Murder and Jacobite uprising of 1745. Ask pupils about the author's purpose of this story. This can be determined by the plot and tone of the story. Exposition: A story moves through following stages [draw this graph on the board].

Introduction >> Rising action / Conflict >> Climax / Turning Point >> Falling action >> Resolution

- Mention that the story is an excerpt from the novel. In the introduction, we can understand that something has happened between David Balfour and his uncle, which is why they are both distant. The rising action is uncle being indebted to David and owing him some money. The climax is when uncle sends David to the stairs, to kill him. We shall further discuss other stages in Part 2 of this story.
- For Ex. B, read aloud the phrases and ask pupils to call out True or False. Ask them to justify false statements.
- Next, discuss character traits of David Balfour and his uncle. Record students' responses in points on the board. Then, students attempt Ex. C individually.
- Ex. D may be done as pair work.
- Activity: As per rubric of Ex. E, sort students into trios and assign roles of David, Uncle and Story-teller. Students can come up with dialogues related to the story and act them out.

Day 3

Lesson 4

- Students to read Part 2 of the story and identify falling action, plus ending. Ask these questions: Why would David's uncle want to kill him? Do you think this is the final time his Uncle tries to kill him? After discussion, proceed with Ex. B by reading statements aloud and students calling out either Tick [and tick in textbooks] or skip. Ask them to justify their answers too.
- Group work: Sort students into groups of 4-5 for Ex. C, to write a narrative in their own words. After completion, one student from the group may come to the board to narrate the story to the class.
- Ex. D and E may be given for H.W.

Lesson 5

Pre-reading task: Teacher could take a print-out of blurbs, on a single page, of *Matilda*, *James and the Giant Peach*, *Charlie and the Chocolate Factory*, *Madeline*, *Winnie the Pooh* or any other books of instructor's choice. Hand out each sheet to every student and ask them to read the blurbs.

- Exposition: A blurb is a short text/description about a story, given at the back of a book, to engage reader's interest. A poorly-written blurb may draw away a reader's attention from an otherwise brilliant book. A blurb introduces the reader to plot and characters, without giving away the climax or ending. It includes references to the theme and genre of the story. It engages the reader around main conflict and protagonist. It is precise and catchy. It is NOT a summary and it does not give away the plot of the story. It can include dialogues to arouse the reader's interest about what is actually happening, why it might be happening and what could happen next.
- Have one student read the blurb given in Ex. A. then discuss the elements you mentioned that are given in this blurb. Now explain that the phrase in bold shows what other readers have said about the book. Afterward, students to underline the option that applies. Discuss answers with class.
- For Ex. B, students to think of a book they have read and fill in all those fields that apply. After completion, instructor may select 2-3 students for their responses.
- Moving on the Ex. C, ask students to refer back to stages of a story in their notebooks. Note those key points in their notebook.
- For Ex. D, explain that students need to come up with six points from the beginning of their chosen book, to write their own version of a blurb. 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:

- o Who are the main characters? Do not start telling their entire background. Just introduce how the central conflict in the story revolves around main characters.
- o What is the central problem in the story? Do not give away spoilers or ending. Leave the reader guessing about what happens next.
- o What are some of problems that the protagonist is facing? What challenges must he face to resolve the conflict?
- o Appeal to the target audience. Target audience are those people who enjoy a specific genre and would likely be interested in your book too.
- In the blurb given for Kidnapped, here's what we know: the first paragraph displays the conflict. Then the blurb introduces us briefly to the main character / protagonist, David Balfour, and what has happened to him. Next, the blurb describes the challenges facing David Balfour, then stops at that, leaving the reader to guess. The quotation shows us WHO is likely to be interested in reading this book – those who enjoy adventure stories. An excerpt could be a passage or quote from a book. Since this is a short blurb, students could include either a quote or a few lines from their chosen book. The description would include the key events that happen at the beginning of the story. Lastly, the opinion includes what the student thought about the book: how he/she felt; was the book likeable or not and why; finally, would he/she recommend this book to others or not.
- Ask students to brainstorm given prompts and note. Then, they will articulate a blurb in the form of single or multiple paragraphs.

Unit 15 – Charities

Objectives: understand the purpose of charity; study different types of charitable services; read about relief work in Pakistan; practise uncountable nouns, study suffixes and make sentences, read a story and answer questions; read about Edhi Foundation and Oxfam International; make sentences using who/which, read a formal letter, study format of a formal letter and write a formal letter.

Day 1

Lesson 1 – Kindness Counts!

- Write topic Charities on the board and ask pupils to describe what they understand by the word. Explain that charity is an act of donating money or clothes, food, blankets, etc. to the poor and needy. It could also be an organization established to collect money and donate to people in need. Write the following quotations on board and ask pupils to share their understanding with the class:
 - 1) Your greatness is not what you have, it's what you give.
 - 2) No one is useless in this world who lightens the burden of another – Charles Dickens
- Move on to further prompts such as: Do you know of any charity organizations? Which organizations in Pakistan are set up to help the poor? Instructor to write a list of charity organizations of Pakistan on the board. Next, divert their focus to Eid-ul-Azha. What is the purpose of this festival? Once this concept is clear, ask: What are some small/random acts of charity that you do daily? Have you given charity?
- Exposition: A study conducted at Stanford University in 2018 showed that Pakistan is among the most charitable nations in the world. Our GDP contribution is nearly equal to the likes of Canada and UK. It is estimated that Pakistanis donate around 240 billion to charity every year, either in the form of money or other items, such as food, clothing, shelter, etc. Some renowned charities of Pakistan include: Edhi Foundation, Aman Foundation, Alamgir Welfare Trust, Aga Khan Foundation, The Citizens' Foundation, Chippa Welfare Association and others. [Instructor could ask pupils to research about these organization and the type of work they do.] One of our charities – Edhi Foundation – has been long-standing since 1951. It was founded by the late Abdul Sattar Edhi and his wife Bilquis Banu. The organization provides shelter for orphans, abandoned people and senior citizens. It also has its own ambulance service. The dialogue given in Ex. A on page 88 shows the work that Edhi Foundation does.
- Students will now read the dialogue. Explain the terms: raising money, airlifting and charity concert. Follow this up by reading the sentences in Ex. B aloud and ask pupils to call out the answers. Mention that airlifting is a form of rescue operation in emergencies where it is impossible for ambulances to reach by road. It is used in dire situations where it might otherwise take hours for the ambulance to arrive. For instance, if someone is stranded at sea, it would be impossible for ambulance to drive in water; therefore, a helicopter is sent for airlifting, before a fatality occurs.
- For Ex. C, explain that the sick, homeless and disabled are some of the types of people to whom we give charity. Students to work through this exercise individually. Discuss answers with class.
- Group activity: For Ex. D, sort students into groups of 4-5, such that you have 4 groups altogether. Assign one topic of discussion each. For question 1, the members could come up with more organizations. After completion, one member of each group could volunteer to share their input with class.

Lesson 2

- Pair work: For Ex. A, explain that the sentences on the right are not meanings, but examples from which they need to infer which work is being referred to. For example, in the first example, you have a hint with the word *case*, which is another word for suitcase and luggage. For the second word news, look for the sentence that has an update about what has happened. For the word furniture, find the sentence that mentions any piece of furniture. Equipment includes something

that serves a purpose or has an important use. If you are looking for the sentence corresponding with advice, you are not looking for a fact, but a suggestion. Once all these words are explained, students to complete the exercise individually.

- Proceed with Ex. B. This could be done with 7 random pairs, who could stand up to ask and answer, just like the example given.
- For Ex. C, explain that the words in brackets give clues of what the sentence is referring to. For that, students must find relevant word in Ex. A, as well as read the matching example sentence in Ex. A, to make sense of blanks in Ex. C. Students may complete this exercise with their previous pairs. After completion, discuss answers with class.
- Moving on to Ex. D, explain and recall that uncountable nouns, from Unit 4, are those nouns that cannot be counted, such as sand, water, sugar, music, cheese, etc. The words in the word bank are already included in the given sentences. Students must complete sentences with their own words, using their own knowledge. Pupils may work in pairs to complete the sentences. After completion, each pair could share one sentence each.
- For Ex. D, instructor to read each word aloud and get the class to repeat that word in choral repetition. When all words are complete, students work individually to check the meanings in the dictionary and place the adjectives in 3 columns: -less, -able, and -ful. Student could complete making sentences at home.

Day 2

Lesson 3

- Explain that the text in Lesson 3 shows that charity does not only mean donation of money. The passage refers to Edhi Foundation again and the different services they offer. Mention that Rizwan is a victim, an orphan and a survivor. Some charity organizations, such as Edhi, help orphans, victims of natural disasters and missing people.
- Now, students to read the passage silently and ponder over the type of service offered. To test their reading comprehension, ask the following prompts: How did Rizwan become an orphan? What challenges did Rizwan come across on his journey? Apart from Edhi's service, what other act of charity can you find in this passage? [Kind truck driver] Why did Rizwan feel lonely?
- Ex. B introduces us to another charity organization that has offices in 67 countries. It is helping poor people and victims of natural disasters, human rights violations, and discrimination. It is also working to combat climate change. Oxfam came to Pakistan in 1973 to ensure fulfilment of women's rights and help poor people. [Instructor could ask students to do research on Oxfam Pakistan.] The points given in Ex. B demonstrate some of the services that Oxfam is engaged in. Ask students to read the text, then examine the pictures and write the corresponding number of each picture with its text.
- Exposition: Emergency relief includes urgent situations or events that cause human suffering or threaten livelihoods, such as losing a house after an earthquake, or in Rizwan's case, losing parents. Coming to the second point about clean water, we normally take our clean water supply for granted; however, people in slums do not have the luxury of access to clean water. This poses health risks for residents. Development includes advancements or progress in infrastructural projects, such as roads, railways and bridges.
- For Ex. C, state that each sentence refers to a different type of charity work. Students to complete this exercise individually.

H.W. Research about Abdul Sattar Edhi and Oxfam Pakistan. Complete Lesson 4 Ex. A for discussion in next class.

Day 3

Lesson 4

- Before discussing H.W for Ex. A, start off with discussion on Who vs. Which. Write this title on the board in 2 columns, with following explanations and examples in relevant column. Who is used to refer to person or people. Example: Rizwan, who lost his parents, finally reached his uncle in Rawalpindi. You cannot say: Rizwan, which lost his parents, etc. Likewise, which and that are used to refer to objects or groups. Example: I heard the new restaurant, which opened this month, is doing well. Read the sentences in Study Corner aloud. Further explain that these pronouns separate clauses and give separate information, therefore, they have commas. Now ask students to come up a few examples of their own and share with the class.
- Next, read the clauses in left column of Ex. A aloud and call out one student to state the next clause.
- Individual work: Ex. B. For Ex. C, students can work in pairs to write their sentences. After completion, each pair to share one sentence each.

H.W. Ask students to bring a cut-out of any letter to editor, from any newspaper. If they don't get newspapers at home, they can take print-outs from e-papers or a cut-out from old library newspapers.

Day 4

Lesson 5

- Ask students if they have written any letters to family or friends. Elucidate that those are informal letters, using informal language. However, the given letter sample is of a formal letter. A formal letter is written to bosses, companies or newspaper editors to suggest a proposal, launch a complaint or raise concern about an issue. For example, the cut-outs students have are formal letters. Ask students to read them silently. Have a few students share the concern mentioned in their cut-out.
- Next, draw their attention to the sample letter given on page 93. Explain that a formal letter includes elements such as sender's address, name of sender, date, salutation, introduction, body, conclusion, ending and signature. Now draw their attention to the format of the formal letter. The sender's address and date are written on the right side. The name of the person to whom you are writing, also his/her address, plus salutation are written on the left side. The letter begins with an introduction beneath the salutation, in paragraph form. The introduction of this letter mentions the subject and purpose of writing this letter. The middle or body of the letter mentions details and rationale of organizing an event. The conclusion is a polite request to the Head to grant permission.
- Next, read aloud the sentences in Ex. B, without giving away answers. After reading first sentence, draw focus of pupils to the formal letter and mention that Parveen knows her Head Mrs Ayub; therefore, she has written 'Dear Mrs Ayub' in her salutation and ended with 'Yours sincerely'. Ask students when they would use 'Dear Sir/Madam' and end with 'Yours faithfully'. Ask them to underline correct answer. Question 2 in Ex. B is similar so let students figure out the answer. The third one should also be done independently. Ask student to find out if there are any contraction in the given letter, then choose the right option.

- By this time, students should have a clear idea about charities and the types of services they offer. Write following prompts on the board: Name of organization/charity; What services do they offer? Write the rest from Ex. C. instructor could take input from students and note pointers on the board. Ask them to focus on the correct format of writing a formal letter. Students can note down points in notebooks to write their own version. Explain that introduction would briefly describe the purpose of their letter. The middle would include details about the event they want to organize and when. This would also include a description about the people who will benefit from this charity event. The conclusion would include a kind request of consideration, followed by ending and signature.

Unit 17 – Birds and beasts

Objectives: read about endangered species; practise dialogue about cheetahs; use if and unless in sentences; identify correct animals from listening exercise; complete a report; study cumulative adjectives; practise adjective order; read a parable; study a fact file and design a fact file.

Day 1

Lesson 1

- Pre-reading task: Ask students to research about endangered animals of the world and wildlife. Also read into factors that threaten survival of wildlife.
- We discussed endangered turtles in Unit 8. This Unit covers different endangered species. Start off with a discussion on their research work. What did the students find? Ask them to share their findings with class. Why is it important to save wildlife? What purpose do they serve for our ecosystem?
- The dialogue in Ex. A narrows down focus on endangered cheetahs of Namibia. Students to read the dialogue. Ask the following questions: What are some facts about cheetahs you learned from this dialogue? What challenges are cheetahs facing?
- Next, ask students to attempt Ex. B in textbooks. Discuss answers with class.
- Write the difference between If and Unless on the board in 2 columns. Exposition: If is used to describe an event that could happen or what might happen given the conditions. For example: If you don't eat, you will starve. If you don't prepare, you would lose. Unless can be taken to mean if...not or except if. Example: Unless you eat properly, you will not be healthy. Unless you prepare for the session, you will fail. You cannot buy that new bicycle unless you save your pocket money. He will reach at 5 pm unless there is homework. He will reach at 5 pm if there is no homework. Instructor may ask the students to come up with some of their own examples. Then, attempt Ex. C individually and discuss answers.
- Individual work: Ex. D. For discussion, call out one student to read the whole sentence. Once all are cleared, have the class chorally repeat all sentences in order.

Lesson 2

- Proceed with Ex. A as mentioned in rubric. Read the Listening Exercise given on pages 148-149, with pupils calling out the correct animal.
- Before proceeding with Ex. B, mention that the report is about animals whose numbers are either increasing, which shows a positive sign, or decreasing, which shows they need more protection. The key is given in the first column. Students must fill the blanks for This Year and Next Year with

either the upward/downward arrow or equal sign, depending on what they hear. Proceed with listening exercise on page 149. Then discuss answers.

- For Ex. C, explain that the table focuses on cumulative adjectives. 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. Also state that the use of comma is important to build on adjectives that describe a noun. Write this order of cumulative adjectives on the board: Articles > Quantity/Numbers > Opinion > Size > Age > Appearance > Colour > Origin > Material > Purpose. In this exercise, we have been given size, colour and origin. Students to note down this order in notebooks and complete the exercise individually.
- Individual work: Ex. D, using the order of cumulative adjectives.
- For Ex. E, recall that in Unit 14, students made phrases from adjectives with suffixes, such as acceptable. In this exercise, students focus on prefixes. Explain how using those prefixes change the meaning of the words. For example: sure-unsure. Students may complete this exercise as H.W.

Day 2

Lesson 3

- Write explanation of a 'parable' on the board and ask students to note. Exposition: A parable is a short, fictitious story written to teach a moral lesson. The story contains a truth about real events and aims to teach principles that we should live by. It is different from fables because fables have animals that think and speak. Parables could have both humans and animals interacting with each other. The famous story, The Boy Who Cried Wolf, is an example of a parable. Similarly, the story given in this lesson is also a parable.
- Students to read the parable in Ex. A, independently. To assess their comprehension, write the following prompts on the board for discussion: Was Suliman right or wrong to play tricks on the lion? Why? Why is playing tricks a treacherous act? Why was the lion right to be enraged? Come up with two character traits each for Suliman and the lion. What moral did you get from this story? Can you relate this story to a real-life incident? Share with the class.
- Pair work: Ex. B. Ask students to read the prompts in Ex. B, then skim through the story and underline corresponding events, then number the prompts in order. Discuss answers with class.
- Individual work: Ex. C.

Day 3

Lesson 4

- Pair activity: Sort students into pairs to read text in Ex. A and walk through Ex. B. After completion, discuss answers, then proceed with listening exercise.
- Students may work through Ex. C with the same pairs. Have a few pairs discuss their input with class.
- For Ex. D, read the given situations aloud, in full sentences, one at a time and call out one student to answer.

Lesson 5

- Exposition: A fact file, also called fact sheet, contains information or facts in a concise manner. It mentions key points about something in the form of a table, bullets and captioned text. It is a

summary of larger information/data. A fact file about an animal usually includes the following elements: animal type, habitat, food, life span, family and what it does. The given text is about albatrosses, which are large, carnivorous birds that can grow up to 11 feet and live up to 50 years. Their wings can grow up to 11 feet – imagine that compared to the average height of a human being. They can glide over oceans for hours without exhaustion. They are usually found on remote islands, where there are no humans. [If possible, instructor could use multi-media to show Google image of an albatross size vs. human.]

- Next, ask students to read the text in Ex. A and underline the following elements: flight facts, diet, habitat and other facts. Have them complete Ex. B individually.
- Ex. C requires writing a fact file about tigers, with the help of prompts given. Write features of fact files on the board:
 - o A fact file is a summary of larger data/study
 - o It summarizes key points
 - o It is a short report written with bullets, tables or sub-headings.
 - o Elements of animal fact file: mention name, type/family, diet, location and what the animal does. You can also include some fun facts.
- Ensure that students write these features in their notebooks. Explain that they could either use bullets or paragraphs, or both to write a fact file. Ask students to brainstorm ideas and share with the class. Instructor to note those pointers on the board and let students copy.
- Group work: Students may be sorted into groups of 4-5 to design their fact on a chart paper. After completion, they can present their work to the class, in next class if time runs out.

Unit 18 – The Time Capsule

Objectives: study about International Space Station; understand how human body works in space; discuss their aspirations or ideas about going into space; place –proof, -resistant and non- phrases in the right category; read a story about a time capsule; make a personalized time capsule; use present perfect tense with starting point and period; match information and write a story about a time capsule.

Day 1 – Make your own time capsule

Note to teacher for starter activity: Since this unit is about time capsule, you could start off with an activity in which students make their own personalized time capsules using either mason jar, time capsules or anything else you think is best. This could be a collection of favourite magazine articles, newspaper articles about historic people, rare photos of historic people with descriptions, stamps, etc. Collectibles could be stored in customized, decorated show boxes, wooden boxes, plastic jars that are easier to handle for children, small cardboard boxes etc.

- Pre-reading task: Ask students to research about famous historical time capsules. Note 2-3 for class discussion. Furthermore, ask them to bring either a shoe box [assuming that a plastic jar may not be readily available], or a scrapbook, or any other item they use as a valued collection box; plus, some valued items in the collections, such as favourite articles, favourite quotes noted on a piece of paper, stamps, old currency, etc. for the class activity.
- Write title Time Capsule on the board. Exposition: A time capsule is any collection or container that includes present day objects, such as rare historical photos, stamps, letters, currency or

coins, newspaper or magazine articles that might benefit people in the future, certificates, school assignment papers, special notes or books from previous years. You can make your own customized time capsule and store it in a safe place. Maybe you look at it after 10 or 15 years. You may find useful information or happy memories.

- Now ask each student about one time capsule each. Next, ask them to take out their shoe boxes, collection boxes or scrap books. Ask them what they have brought to use as their time capsules. After discussion, you may initiate the activity. Those who have brought shoe boxes may decorate it however they like. State that their time capsule should be such that they would enjoy looking at it after 15-20 years.
- Optional: Instructor may place students into groups of 4-5, according to the type of collection box they have brought. Those with shoe boxes could be placed separately, but their work needs to be individual. They can share ideas about how to decorate their collection boxes, etc. If not, you may have them work independently.
- When all done, instructor may ask who, among the class, would like to share their work with the class. They can come to the board to showcase their work. Or, teacher can select some of the best works to demonstrate to the class. Students may take their time capsules home for their collection. If they are comfortable, 2-3 students may keep it in the class as decoration.

Day 2

Lesson 1

- Students read the given dialogue. Ask them to underline all words related to space. They may use the dictionary to look up meanings of difficult words. Discuss answers. Exposition: 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.
- Also explain that 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, after several days in space, their hearts start to get smaller because they are doing less work: in space, the heart doesn't have to pump blood up against the force of gravity.
- For Ex. B, students to note down answers briefly in their textbooks. Instructor to read each question aloud and ask one student to call out answer.
- Before beginning Ex. C, mention that among the famous women who have been to space, Anousheh Ansari is one of them to have championed space travel. She is renowned for being the first Muslim to go to space. Before she set off on her mission in 2006, she contributed \$20 million. She stayed at the International Space Station for eight days and conducted experiments about human body. She is also known as the first person to blog from space. You can find her blog online.
- Next, students to read the text in Ex. C in their own words and share ideas with the class about what they understand from Anousheh's advice. Follow this up with a class discussion on prompts in Ex. D.

Lesson 2

- Ask students to examine the pictures in Ex. A and their captions, and state whether they understand the meaning. Proceed with listening exercise given on page 149 of Student Book. Next, explain the following the given terms.
 - Exposition: Waterproof means that water cannot get into the jacket. A water-proof smart phone or watch is one which can survive in water for a long time, without getting damaged. Stain-resistant means that it is saved from permanent stains or marks. A non-stick pan is one in which food cannot stick. Shock-proof means a device that cannot be easily damaged if dropped. A non-slip mat prevents you from slipping. If something is heat-resistant, it can tolerate heat without absorbing it or getting hot. If something is fireproof, it can tolerate a great amount of heat or fire. Example, this door is fireproof. You might have sprays that say they are highly flammable. Go home and check labels of some sprays mentioning that they should not be placed near fires. If something is non-flammable, it can resist fire or doesn't catch fire easily.
 - Ex. B to be given as individual work.
 - For Ex. C, explain that students must make sense of the sentences by focusing on the action, situation or event. For any situation, the person would need specialised equipment, such as a water-proof jacket. Students may complete this exercise as H.W.
 - Conduct listening exercise for Ex. D as mentioned.
- Wrap-up: Have a few students share points in their own words about what they learned from Ex. D.

Day 3

Lesson 3

- Explain that the given passage is a story about discovery of a time capsule and why things have been changing/evolving. We know of the phenomenon global warming. This is obviously a fictitious tale mentioning global cooling.
- Students could read the prompts in Ex. B first, before reading the passage. They may then complete Ex. B in pairs after reading the passage.
- Ex. C and D to be completed individually, as mentioned in rubric. Discuss answers with class.
- For Ex. E, students may note brief answers in textbooks. For class discussion, teacher may call out one student to state answer.
- Group activity: Sort students into groups of 4-5 for Ex. F. If you have done the activity on Day 1, you may ask students to write 5 things that are most important to them. One member of each group may come to the board to share group's ideas and justify their selection.

Day 4

Lesson 4

- Recall from Units 1 and 12 that the structure of present perfect tense is have + past participle of a verb. It is used to indicate something that began in the past and continues in the present. Examples: We have lived in Toronto for 10 years.
- Explain that in the Study Corner, we go a step further by mentioning the time duration of something happening, such as six weeks of being on space station; and the time when event began, which indicates that the action is still happening. Tony is still present on the space station. Once this differentiation is clear, for Ex. A, teacher could say the words in word bank aloud and have students call out and note in the correct category.

- Read aloud the rubric and the example for Ex. B. Students can do this exercise orally in pairs. They then write the sentences in their notebooks for homework. Tell the class to IGNORE the phrase 'for seven months' as this is an example answer for Ex. C.
- Proceed with Ex. C as mentioned in rubric. Pause your reading of the Listening Script after each sentence so that the students have time to write the time phrases in their notebooks.
- For Ex. D, instructor to state question aloud and select one student to answer each question.
- For Ex. E, students will make sentences individually. They may write a few more for practice, about their hobbies, etc. After completion, teacher to sort students into pairs and have them exchange their work. One student from each pair can report one sentence each. The next pair to continue with the next sentence.

Day 5

Lesson 5

- Start off with a class discussion on what a dictionary is, its purpose and how frequently do students check a dictionary. Explain that the questions given in left column are sample questions that relate to some type of information in the second column. The information presented does not give you literal answers, rather they are inferential. For example, the first question is more of an analogy that just like the computer part – referring to arithmetic logic unit – is used for calculations; a dictionary is used to find meanings. The headings in information column give a cue for the questions given. Question 5 mentions the letter being silent, so this relates to pronunciation.
- Sort students into pairs to complete Ex. A. For Ex. B, teacher may ask the questions, one at a time, and call out one student to state answer.
- For Ex. C, recall Lesson 3 Ex. F with students. Instructor could sort them into the same groups for the story-writing session. Start off by writing following prompts on the board: Which items did you choose for your time capsule? Did you select this item alone or work with a group? Name the item that each group member contributed to the time capsule. What is the purpose of each time capsule? How do you think it will people in the future?

Unit 19 – Museums come to life

Objectives: study and practise reported questions; read about Terracotta Army and Emperor Qin Shi Huang; complete a fact file about Terracotta Army; develop listening skills; differentiate between Virtual Reality and Augmented Reality; complete a survey and report answers of partners in reported speech; study a shape poem and write a shape poem in groups.

Day 1

Lesson 1

- Write Reported Questions on the board. Recall direct and reported speech from Unit 8. This lesson covers reported questions, using direct and indirect speech. Explain that reported questions are when we tell someone else what another person asked. Examples:

Direct question: 'When are you flying to Turkey?' he asked.

Reported question: He asked me when I was flying to Turkey.

Similarly, ask pupils to look at the dialogue numbered 1, on page 116. The question being asked is direct speech. Now look at item e in Ex. B. Read it aloud and explain that this is a reported question.

- Now explain that the dialogues that are numbered in Ex. A are direct speech and have to be converted to reported speech. Instructor may ask 3 students to read aloud dialogues of Doctor, Musa and Mrs S. Afterward, read aloud numbered dialogues one at a time and call out a student to answer it as a reported question.
- Once discussion is complete, students should complete Ex. B as individual work.

Lesson 2

- Since the given Study Corner on page 117 is an extension of direct and reported speech. Instructor may read aloud the questions given in Direct speech column. Call out a student to answer in reported speech.
- Moving on to Ex. A, explain that the dialogue is between Gul and Ismat. In this dialogue, Gul is talking about her conversation with Ismat. Pupils need to write it in the form of direct speech, just like the example given. This exercise should be completed as individual work.
- For Ex. B, sort students into pairs to write dialogues as reported questions. Ask pupils to examine the pictures, then read questions given as direct speech. After completion, for Ex. C, one member of a pair may report one question, the other pair can report next question. Continue this way until all pairs are covered.

H.W. Read magazine article about Terracotta Army in Lesson 3 and note meanings of difficult words. Student may also conduct further research on topics of Terracotta Army and Qin Shi Huang for discussion in the next class.

Day 2

Lesson 3

- Instructor to start off the lesson by narrating a brief history about Terracotta Warriors, since this was an army of great historical significance. The aim is to ensure that students grasp the importance of this army and emperor Qin Shi Huang. We have some fascinating facts about this massive Army of the Dead. Start off with the following explanation, followed by student's research of facts.
- Exposition: Imagine that you are digging a well and you happen to come across an entire City of the Dead. This is exactly what happened to farmers in March 1974, who were simply digging a well and discovered/unearthed what came to be known as the world's largest tomb of China's greatest, most fascinating Terracotta Warriors! You are talking about an army of 8,000 warriors, 600 horses and 130 chariots, all carved to perfection from clay and kept safe in burial ground. This massive tomb was built for the first emperor of China – Qin Shi Huang. Among Qin Shi's greatest accomplishments was unifying China. His greatest ambition was his desire to live forever – achieve immortality. He sent scientists and other experts to other countries to get him the elixir of life. Obviously, that attempt was unsuccessful. Therefore, he had an army built for his tomb / mausoleum – as protection after his death. According to an estimate by archaeologists, it must have taken 700,000 craftsmen to carve an army of 8,000 soldiers. What do you understand about the importance of tombs? The Terracotta Army is a reflection of advanced Chinese warfare 2,000 years ago. All horses in this burial site are saddled, which shows us that saddles were already invented then. Furthermore, bronze weapons indicate advanced technology. Also imagine the brains at that time – each soldier among an army of 8,000 was built with a distinct face. No 2 figures look alike! Necropolis is a word meaning a large burial ground / cemetery / city of the dead. Other famous necropolises include Hamunaptra in Egypt and Glasgow Necropolis in Glasgow, Scotland. Instructor may open a website showing a virtual tour of Terracotta army.

- Next, students may share facts from their research. Afterward, have students read the text in Ex. A, each student switching after reading the first paragraph.
- Ask pupils about the importance of historical monuments. After a brainstorming session, explain that historical monuments are a reflection of culture, history and the greatest people who have ever lived. Monuments are built to showcase their remarkable achievements. Students may be asked to research about historical monuments and their significance. Preserving monuments is important because they help us make sense of history and how people lived. The Terracotta Army was not discovered until 1974, 2,000 years after construction. It helps us understand the conditions of people at that time and how economies worked. Monuments show us what happened long before we were born! They also promote pride and respect for native people.
- For Ex. B, teacher may read aloud prompts and have students answer and note in textbooks.
- Before starting Ex. C, mention that there is more to this army of the dead than we know. We still have to find out how exactly their faces were moulded and the types of weapons present. Listen and underline the correct phrases. Proceed with listening exercise on page 150 of Student Book.
- KWL: Wrap-up by asking students to share one fact each. Draw KWL Chart on the board, in 3 columns: What you Know, What you want to Know and What did you learn. List 3 points each in the columns.
- Brain break: Simon says.
- Students to read text in Ex. D individually. Ask them what they understand by Augmented Reality. The previous passage mentioned virtual reality, which allows us to see real-world objects or places in 360-degree perspective online, without being present at that place. Augmented reality adds interactive elements to an object in the real world. The word augment means to add to something. Augmented reality adds more digital features to something in real world.
- Ex. E includes statements about both AR and VR. Students may briefly go through the paragraphs mentioning elements of AR and VR in both texts, then attempt the exercise. Discuss answers with class.
- Pair work: Students to complete Ex. F in pairs. After completion, each pair could answer one sentence each. Or this exercise may be given as H.W, depending on remaining class time.

Day 3

Lesson 4

- Lesson 4 brings us back to direct and reported speech. Instructor may ask questions given in Study Corner and call out a student to answer each question as reported speech, without letting them look in their books.
- Pair activity: Sort students into pairs to complete Ex. A. for Ex. B, Students may note answers as reported speech, in their notebooks. After completion, have one member of each pair share one sentence each, with the other member sharing the next sentence. The next pair should continue with next sentence.
- For Ex. D, instructor is required to select one student to read dialogues of Reporter. Instructor to assume role of Aunty Bridget. Students to follow in their books and tick correct answers.

Lesson 5

- Students to read the poem. Ask them if they notice anything unusual about this poem. Ask them to notice the shape of the building illustrated on the right side of this poem, then check how the

lines in this poem are written in a manner that give a shape of a house. This is a shape poem – a poem that has a shape of the subject it is talking about.

- Ex. B to be done individually. Discuss answers with class.
- Students could use dictionary to complete Ex. C. After completion, verify answers with class.
- Group activity: Sort the class into groups, such that you have 4 groups altogether for Ex. D. Assign one topic to each group, so that each group works on a different shape poem. They may use a quartered chart paper to write their poem. After completion, they may display their work to the class, in the next session, depending on remaining class time.

Unit 20 – Time Travel

Objectives: have a conversation about time machines; study Artificial Intelligence; study machines that go backwards/forwards; understand functions of technical devices; read a story; develop listening skills; practise present simple tense for future; fill in a flight schedule; understand purpose clauses; study opinion markers and write a suitable ending to a story.

Day 1

Lesson 1

- Prepare for the dialogue in Ex. A by reading aloud the rubric and the four comprehension questions. Tell the class to look carefully at the picture while they try to answer the questions. Next, have 2 students to perform roles of Dan and Steve. Ask the prompt question of what this machine that goes both backwards and forwards in time, reminds pupils of. Time machine. What other machines can they think of that go backward or forward.
- Teacher can ask further questions using prompts in Ex. B. Proceed with Ex. C as mentioned in rubric.

Lesson 2

- Explain that each of the items given in pictures has a specific purpose. Let students examine the pictures first and brainstorm their purposes. Proceed with Listening Exercise on page 151 of Student Book.
 - Next, repeat aloud sentences in Ex. B and ask students to call out and note answer.
 - For Ex. C, explain that the functions of each device are mentioned below their pictures. The speech bubbles indicate which device each person is using. Ask students to focus on the function and match the text. This should be completed individually.
- H.W. task: Read story in Lesson 3 and attempt question in Ex. A rubric, for discussion in next class.

Day 2

Lesson 3

- Listening/Speaking: Discuss H.W with students. Ask following questions: Describe any one place from this text. What are the troubles they came across on their journey? What do you understand about time machines from this text? [They can take you to any era in history or future.]
- Individual work: Ex. B.
- Ex. C is about direct and reported speech. Students should be able to do this individually. After completion, call out a few students to report their answers.
- Group activity: Sort students into groups of 4-5 to work out an ending for the story. Mention that

they only need to write a few pointers. After completion, have each group share their ideas with the class.

Day 3

Lesson 4

- Present simple is used for fixed timings, as it is mentioned in the Study Corner. For example: The train arrives in Lahore at 9 am tomorrow. The cinema opens at 11 am today. The CIE paper is at 3 pm tomorrow. The plane departs in 20 minutes. Read aloud example from Study Corner. Ask students to come up with a few examples of their own.
- For Ex. A, mention that the Listening Exercise includes statements in present simple tense. In the given table, column on the left shows a train timetable – from departure to arrival. The column on the right includes check-in, departure and arrival times at airports. Proceed with Listening Exercise.
- Write title Purpose Clauses on the board. Purpose clauses are used to answer a question or justify why something was done or why something happened. The connecting words for purpose clauses could include: so that, so as to, in order to, in order that, etc. Example: She slept early yesterday so that she could wake up fresh for school. Read aloud examples given in Study Corner.
- Pair work: Sort students into pairs to complete Ex. B. After completion, one student from each pair to mention the complete statement.
- Individual work: Ex. C.

Lesson 5

- Students to read the text in Ex. A individually and write answers to the questions in textbook. Discuss answers with class.
- Instructor to read aloud words in Ex. C and have students repeat the word with correct pronunciation. Explain that opinion markers are those phrases that indicate someone's opinion about another person or thing. They can be used to indicate how someone reacted to something. These words indicate and initial reaction or thoughts/feelings towards another person or object.
- Pair work: Sort students into pairs and let them borrow Thesaurus, if needed, from the library. Discuss meanings of words with class. Then let them complete the work in pairs. Students to complete Ex. D with the same pairs.
- Ex. E calls for writing a suitable ending. Recall from Unit 9 how an ending was written, determining from the plot, development, tone and subject matter of a story. Let students brainstorm a few ideas and record them on the board. Let students note those pointers. This task can be completed as H.W.

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
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						
29.						
30.						

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 1 Date:					Test 2 Date:					Total	
	F	S	W	R	WR	F	S	W	R	WR		
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												
15.												
16.												
17.												
18.												
19.												
20.												
21.												
22.												
23.												
24.												
25.												
26.												
27.												
28.												
29.												
30.												

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		
	F	S	W	R	WR	Total	F	S	W	R		WR	Total
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													
11.													
12.													
13.													
14.													
15.													
16.													
17.													
18.													
19.													
20.													
21.													
22.													
23.													
24.													
25.													
26.													
27.													
28.													
29.													
30.													

