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# OXFORD PROGRESSIVE ENGLISH Teaching Guide

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# 1

SECOND EDITION





# Contents

	Introduction	iv
	Single National Curriculum Alignment	xxi
	Single National Curriculum Themes	xxvii
	Extensive Reading notes and answers	xxx
Unit 1	Fiza’s Family	1
Unit 2	Monsters!	14
Unit 3	I want to eat!	20
Unit 4	Check-up, Test, Reading, and Challenge	28
Unit 5	Caring for Nature	34
Unit 6	A House	41
Unit 7	Out in Space	47
Unit 8	Check-up, Test, Reading, and Challenge	56
Unit 9	Shopping	61
Unit 10	The Time of Day	68
Unit 11	Fair Play	75
Unit 12	Check-up, Test, Reading, and Challenge	84
Unit 13	What a noise!	89
Unit 14	Writing a Diary	96
Unit 15	Clever Animals	103
Unit 16	Check-up, Test, Reading, and Challenge	112
	Songs	117
	Games	122
	End-of-Year Test, Instructions, and Mark Scheme	129
	Record of End-of-Year Test	139
	Outline Planning Template	140
	Detailed Planning Template	142
	Sample Plan for Unit 1	144
	Record of Quarterly Assessments	149

# Introduction

## 1. THE COURSE

### 1.1 The Structure of the Course

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

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

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

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

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

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

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

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

## 1.2 The Teaching Methods of the Course

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

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

- Children **learn and work at different paces**. The teacher’s notes for some activities suggest how to give extra help to certain pupils, and provide extension activities for confident children or those who finish first. Regular Reading and Challenge sections provide additional reading texts and language extension work for more able children who have understood the main concepts.
- Children need to **socialize with other children**. By working as a class, in pairs or in groups, they share information and are encouraged to relate in a variety of ways.
- Children **learn in different ways**. There are plenty of attractive pictures and diagrams for children who learn visually. There are listening tasks and songs for children with auditory intelligence (or through hearing). There are language teaching games and activities for children who learn kinaesthetically (or through moving their bodies).
- Children **learn holistically** (through relating language to the whole of life). Cross-curricular links make children aware that English is useful outside the language lesson and can help them engage with real life. Themes include those listed in the Pakistan National Curriculum 2020.

## 2. THE STUDENTS’ BOOK

### 2.1 Organization

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

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

### 2.2 The Content of the Students’ Book

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

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

- Sentences (includes structure, grammar, and punctuation)
- Writing (guided composition in the same text type as the reading text)

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

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

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

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

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

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

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

#### **Text Types in Primary Oxford Progressive English**

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

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

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



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

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

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

### **Discussion and inference**

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

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

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

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

## **Extensive Reading**

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

## **2.4 Listening and Speaking Skills**

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

### **Listening**

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

### **Speaking**

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

## **2.5 Words and Phonics**

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

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

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

### **Phonics**

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

### **Sight words**

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

## 2.6 Sentences

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

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

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


## 2.7 Writing


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


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

## 2.8 Icons in the Students' Book

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

 This is available in the audio-recording.

 Children should do this exercise in their notebooks.

 Discuss higher order thinking skills in class.

## 3. THE TEACHING GUIDE

### 3.1 Page by Page Lesson Notes

These include:

- the student learning outcomes of each lesson
- preparation and materials needed before the lesson, where necessary
- suggestions and answers for the teaching of each activity
- additional activities for children with good English; these might extend the more able or give reinforcement for the less able
- a diagnostic mark scheme to enable teachers to identify individual children's weaknesses. It also indicates which areas the whole class needs to revisit.

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

**Unit 1** gives very detailed lesson notes 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. They are also referred to songs and games that help to teach the language points of the unit. These are given at the end of this book so that they can be found easily.

### **3.2 Language Teaching Games**

The Single National Curriculum emphasizes the importance of play-based, interactive activities for Years 1 and 2 (page 9). You will find a game for each level at the back of Teaching Guides 0, 1, and 2. Children are motivated to learn a language by games that help them to practise language without feeling bored. Games provide a meaningful and enjoyable context to learning and should be seen as an essential part of the course, not an optional extra. Do not just play the games when the teacher's notes tell you to! Use them to revise language and make up your own games. For example, you can motivate a hot, tired class by turning a set of questions into a team game and giving a mark to each team that gets an answer right. If possible, find time every day for a game.

### **3.3 Songs**

Through songs, children learn new language structures and also pronunciation. Singing is a natural way to practise the rhythm, stress and intonation of English. They love repetition and won't get bored if you sing songs you learnt last month or last year. If possible, use the audio-recording to enliven your teaching of the songs and to give the children another model of English. The teacher is sometimes given guidance on pronunciation and stress in case the school is unable to use the audio version. At the back of this Teaching Guide you will find the full text of songs from Students' Books 0 and 1. Most songs are matched with actions to add sense to the songs and increase children's participation.

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

At the back of the teaching guide, you will find a Record of Quarterly Assessment 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.

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

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 detailed mark scheme and a sheet to record the End-of-Year Test results. It can be photocopied or completed electronically.

### **3.6 Optional Photocopiable / Online Weekly Planner**

Teachers may find this a useful grid on which to plan each week's work. A sample two-week plan for Unit 1 is given for you. However, this is only a **sample** and you should write your plans to suit the length of each English period and the abilities of your pupils. A template planner is provided online and this can be completed electronically.

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

An optional audio-recording is available for teachers and students. This can be downloaded onto

any smart-phone, tablet, or laptop. It will help you to teach correct pronunciation and intonation. It will also expose your pupils to a variety of correct English accents.

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

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

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

##### **To login:**

1. Go to [www.oup.com.pk/digital-resources](http://www.oup.com.pk/digital-resources)
2. Click 'Oxford Progressive English'.
3. Click 'Oxford Progressive English Digital 1'.
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 Songs**

The songs in Levels 0–1 include a variety of traditional and modern styles of singing. Ideally, the songs should be introduced when they occur in the unit but this may not be practicable. If classes share audio-equipment, the children can sing along with the songs in assemblies or singing lessons. Either way, they will benefit from plenty of repetition.

#### **4.4 Phonic Tables**

The phonic tables teach the regular spelling patterns that make given phonemes (sounds). They occur in Lesson 2 of each teaching unit and Ex. A of each Challenge section (Books 1 and 2). The children can be asked to listen to and repeat the correct pronunciation and stress of each word. They should also discuss the meanings of the words and use them in the context of interesting sentences.

#### **4.5 Reading Texts**

The reading texts are read aloud expressively by professional actors. They bring the texts alive and

provide children with a variety of correct models of English. Sometimes sound effects help to set the scene and add to the fun. These recordings are a significant addition to the revised course.

## 5. THE STRUCTURE OF BOOK 1: ALL CLASS TEACHERS SHOULD READ THIS.

Each teaching unit has the following components:

### 5.1 Listen and Speak

#### *Listening and speaking exercises*

As spoken English is so important in modern life, every unit has an exercise that practises the children's listening and speaking abilities. So that children focus on the **sound** of the language, the texts of listening exercises are given at the back of the Students' Book. Read them slowly and clearly, repeating each sentence twice. The children may be asked to connect pictures to words with a line, to listen and draw or colour, to listen and do, or to talk to a partner.

#### *Oral practice*

Throughout the book, children are encouraged to practise using commonly used **chunks** (groups of words or formulae like *How are you? Fine, thanks*).

As children learn language incidentally, use simple English commands and greetings (e.g. *Come here. Give me your book, please. Good morning. How are you?*). Take care to stress words correctly and to use good intonation in sentences, as the children will copy the way you speak. For example, your voice will normally fall at the end of a sentence and rise at the end of a "yes/no" question.

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 (e.g. Unit 1, Lesson 1 B).

#### *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. Try not to tell the children the answers to questions. Give them time to think and **elicit** the answers from them. You may wish to keep five or ten minutes for chat at the beginning of a lesson. Chat is not limited by the language structures being taught and should be informal and enjoyable. For an example of chat, see Unit 1, Lesson 2 B. While every school will have its own policy about use of the mother tongue, we suggest it has its place during chat if it helps children to get involved in the theme of the unit.

#### *Repetition and revision*

Do not be afraid to repeat yourself in oral work. If a child makes a mistake, reword it correctly and encourage the rest of the class to repeat it after you (see Lesson 1 B). Oral work also gives you an opportunity to revise language you have taught in earlier lessons. Do not forget to make time to practise language you have taught before.

#### *Songs*

Every teaching unit has a song. Songs help children to use correct stress and intonation. Children also

enjoy them—especially if they use actions to reinforce the meaning—and they help you to drill certain structures in the language. Usually there is only room in the Students’ Book for the first verse of a song. The full text and actions are given on pages 117–121 and can be played on the audio-recording.

## **Games**

On page 122 there is a section on language teaching games to help you develop oral fluency with your pupils. Games are important because they help children to use language naturally with reference to a meaningful context. They are also useful because when children are enjoying themselves they are alert and will learn more than they do when they are bored.

## **Talk boxes**

These practise higher order thinking skills, for example critical thinking, problem solving, inquiry, role play and creativity. Take time to discuss these open-ended questions and encourage children to express different opinions. Do not expect children to write their answers.

## **5.2 Phonics and Words**

The regular sounds of the letters are taught in Lesson 2 of each unit. The phonic boxes are in columns so that the children can see the pattern of the key phoneme (sound). Teach the children to use the correct term ‘phoneme’ when referring to the sound made by a letter or group of letters. We suggest that you can spend a day or two teaching each phoneme. If possible, use the audio-recording to help you teach the correct pronunciation of these words.

In this book, reading is taught mainly by the phonic method. When the children are reading the words in the phonic boxes, we suggest that they sound out the regular phonic sounds of the letters. They should not use the letter names (e.g. BEE AYE TEE - bat) but the letter sounds (BUH AH TUH - bat). Reinforce the regular sounds of letters by getting the children to read down ‘word ladders’. Point out the repeated phonemes and look at the differences between rhyming words like *pan* and *man*.

### **Phonic terms to teach in Year 1**

We suggest that you teach children to use the following terms:

**phoneme:** the smallest unit of sound; this can be represented by one or more letters (e.g. in ‘cat’, there are three phonemes: c-a-t; in ‘chick’, there are also three phonemes: ch-i-ck)

**digraph:** two letters representing one phoneme (e.g. ‘sh’ in ‘fish’)

**split digraph:** two letters that are separated by another letter and represent a single phoneme (e.g. ‘a\_e’ in ‘cake’), also called the ‘magic e’

**sound out:** to segment or break a word into its phonemes

**blend:** to say the phonemes together as a single word

### **Sight words**

It is impossible to keep to phonically regular words all the time. There are a few common words which cannot be sounded out – like *orange*, *bear*, and *woman*. We call these sight words. Do not ask the children to tell you the sound of each letter in a sight word, but encourage them to read the word as a whole.

## **Flashcards**

At the end of each unit, you will find a set of phonic words and picture flashcards. Photocopy these pages onto thick card and cut them out along the given lines. If possible, enlarge them too, as it is important that they can be seen and read with ease from the back of the class. If you are able to laminate them or keep them in a transparent plastic pouch, they will last longer. Get the children to practise matching the pictures and words regularly. Sturdy colour flashcards are also available from OUP. Please ask your sales representative.

## **Words**

Some exercises focus on vocabulary and reading of thematically related sight words. They also reinforce the phonic patterns being taught in the unit within the context of simple sentences. The key themes are listed in the box on the first page of each unit. The first theme is usually taken from the Pakistan National Curriculum. To help you teach new words, encourage the children to bring in real objects for a display table. If possible, put pictures related to the topic on the wall and get the children to chat about the numbers, colours, and uses of the objects.

Remember that children of 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 using language through pair and group work)
- repetition (so revise new language frequently after you have taught it)

## **5.3 Reading**

### **Talking about reading**

Lesson 3 of each unit illustrates the language work of the unit through a short reading text. We hope teachers will give plenty of time to chat about the text and its pictures, relating it to the experiences of the children in the class. At your discretion, you may choose to use the mother tongue to interest the children in the topic of the unit and help them to understand the key concepts.

To help the children to become familiar with new words before the children read them, some key vocabulary is introduced in Lessons 1 and 2 of each unit.

### **Pre-reading, while-reading, and post-reading questions**

Question A of every reading text invites children to discuss something before, while, or after the children reading the text. Do not expect children to write the answers.

### **How to read the reading text**

Whenever possible, play the audio-recording. If this is not practicable, remember that you, the teacher, are the best reader in the room! You can read a section of the text aloud with lively intonation, while the children follow in their books. Please do not ask the children to 'read around the class'. It is boring to hear a text read hesitantly and usually provides a bad model of English pronunciation.

To familiarize the children with the text, ask questions such as *What do you think will happen next? What can you see in the picture? What does \_\_\_ say in picture 2?* When the children know a story well, they can act it out in class. Only then, ask them to read it aloud in pairs or to their parents at home.



### **Comprehension questions**

The early comprehension questions usually have only one correct answer and are text-based.

The last comprehension question is usually to be discussed, not written. It explores inferential skills and there may be no 'right answers'. Encourage the children to express their own ideas in discussion.

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

The talk boxes contain open-ended questions for discussion. They practise higher order thinking skills like critical thinking, problem-solving, inquiry, role-play, creativity, and research. If you have a computer suite, the children can follow the web-links at school. If not, encourage them to follow the link at home under the supervision of a parent.

### **Extensive Reading**

These four reading passages focus on themes and text types. Take time to talk about the texts and relate them to children's own experiences. Read them at any time of year - for example, read the text about Eid during Eid.

### **5.4 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. However, we do suggest that you teach children to use the following terms in Year 1: *letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, comma*.

As for Word work, the Teaching Guide encourages the teacher to help the children to learn the structures of English through imitation, activity, interaction, and repetition. Games and songs will give a natural context and help to motivate the children to enjoy learning how to form correct questions and sentences.

### **5.5 Writing**

It is assumed that teachers will reinforce correct handwriting with regular practice in a handwriting notebook, preferably one with quadruple-ruled lines to ensure correct placing of letters. Handwriting rules were taught in the Introductory Book. They can be revised in Lesson 2 of each teaching unit of Book 1, where one exercise is set between quadruple ruled lines. Dots show the children where to start each letter. Otherwise, handwriting should be taught separately. In this book, children are encouraged to write out all exercises in their notebooks. In addition to this, they are encouraged to do **scaffolded** writing. By 'scaffolded', we mean that a structure and certain words are given to help children to express their own ideas. More able children can venture into more detail and creativity. Less able children will be able to produce some free writing with the help of a writing frame, such as a substitution table.

### **5.6 Check-up, Test, Reading, and Challenge Units**

#### **Check-up**

Every fourth unit starts with revision. This will give you an opportunity to revise listening skills, word and phonic work, and sentence work. In addition to this, make up your own picture-word matching exercises (e.g. those on page 3 of the Students' Book) on the blackboard. Do not worry if you

cannot draw well. Simple, quick sketches will do! Also give dictation of the sentences with the key spellings in Lesson 2 of each teaching unit. Revise all the songs and games too.

### **Tests**

After a thorough revision, get your pupils to do the Test in silence without help. However, you may read aloud the instructions for each exercise. Give the children as long as they need to complete it and have other work such as colouring ready for children who finish early. Record their results in the photocopiable Record of Quarterly Assessments at the back of this book. The test will enable you to identify weaknesses in listening, vocabulary (Words) and grammar (Sentences). We call this **formative assessment** because the test forms and gives direction to your future teaching. Take note of problem areas and re-teach them. If a minority of children have found the test hard, try to give them special assistance to enable them to catch up and do not give them the Reading and Challenge. The **Record of Quarterly Assessments** will help you to track each child's progress and identify areas of weakness in individual children and the class as a whole.

### **Reading and Challenge sections**

Those who have done well in the Test can undertake the Reading and Challenge sections, which provide extension work in reading and language skills for more able pupils. This extra work can be omitted by children who need to consolidate the key concepts. It can also be omitted if you find it difficult to complete the book in a year.

### **End-of-Year Test**

This is a summative test. It is not intended to help you do further teaching since it comes at the end of the academic year. Its purpose is to sum up each child's learning over the year and will help you to write reports for parents. The **Record of the End-of-Year Test** can be passed on to the next teacher.

## **6. CLASSROOM ORGANIZATION**

**Display** pictures which the children have drawn, together with their own writing about the pictures. Find interesting pictures in magazines or newspapers and display them with a simple label. If you do not have a pin board for display, you can hang a string across the front of the classroom and display flashcards and children's pictures by pinning them on the string with clothes pegs. This kind of washing line can really add life to a classroom!

**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 the minimum of disruption. As the children will need to practise some dialogues in groups, be prepared to let them move places sometimes. You may wish to do singing and some games outside.

**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 extension 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 0–2

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.

### **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 Extra Reading and Extension sections. The children will still be able to progress through the course.

### **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,
- 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. Take time to discuss the themes in class and relate them to the children’s experience.

- 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.
- Read aloud a chapter of an exciting children’s book for ten minutes at the end of each lesson.

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

- OPE is organised along spiral lines. So language points are revisited as students progress from one level to the next.
- Play the language teaching games at the back of the book—first with the recommended unit, then when you have five or ten minutes at the end of a lesson.
- 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 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.

**The books are too heavy for small children to carry.**

- Ask the children’s parents to cut out pages that are intended for the teacher. Pages should be cut at least 2 cm from the spine so as to ensure the binding remains in place.



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

Competencies	Standards	Benchmarks	Student Learning Outcomes
C1: Oral Communication Skills	Standard 1: Students understand and articulate widely acceptable pronunciation, stress and intonation patterns of English language for improved communication.	Benchmark I: Recognize and articulate the basic sounds and sound patterns of English language at word and sentence level.	<p>Articulate the sounds of letters of the alphabet in series and in random order. <b>(Lesson 2 of every teaching unit, Unit 3 lesson 5)</b></p> <p>Pronounce and match the initial sound of common words depicted in pictures with their corresponding letters. <b>(Unit 1, Lesson 1 and Lesson 2 of every teaching unit)</b></p> <p>Recognize and identify consonants and vowels in the English alphabet using common consonant blends (/bl/, /cl/, /br/ and /dr/) and digraphs (/th/, /ph/, /ch/). <b>(Lesson 2 of every teaching unit)</b></p> <p>Recognize and pronounce some common consonant digraphs in initial position. <b>(Unit 5, 10, and 11, lesson 2)</b></p> <p>Pronounce and match spoken words with the written words. <b>(Listening exercises in all units)</b></p> <p>Recognize that as letters of words change, so do the sounds. <b>(Lesson 2 of every teaching unit)</b></p> <p>Identify words that begin with the same sound. <b>(Present in phonics tables, lesson 2 of each unit; e.g. Unit 11 lesson 2)</b></p> <p>Identify words that end with the same sound. <b>(Units 1, 2, 7, 9, 13, lesson 2)</b></p> <p>Identify one syllable words that rhyme. <b>(Unit 4 Reading, Unit 13 lesson 1, Unit 12 Challenge)</b></p> <p>Pronounce familiar one-syllable words and common irregular sight words. <b>(Lesson 2 of every teaching unit)</b></p> <p>Recognize words ending with /s/ and /z/ sounds in the plural form of a word. <b>(Unit 4 challenge)</b></p> <p>Recognize and produce individual sounds, and blend the individual sounds in a word e.g. /p/, /i/, /n/ in pin, etc. <b>(Lesson 2 of every teaching unit)</b></p> <p>Change the first sound of a word to make rhyming words, e.g. fan, van, ran, man, etc. <b>(Unit 1 lesson 2)</b></p>
	S2: Students use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both formal and informal settings.	BM 1: Use some formulaic expressions for basic routine greetings and social courtesies for oral interaction in class and school environment.	<p>Articulate, recognize and use some formulaic expressions to:</p> <ul style="list-style-type: none"> <li>• offer and respond to basic routine greetings <b>(Unit 1 lesson 1)</b></li> <li>• express and offer a few basic social courtesies <b>(Unit 6 lesson 3)</b></li> <li>• listen and respond to a few commands <b>(Unit 9 lesson 3)</b></li> <li>• express limited needs. <b>(Unit 15 lesson 1)</b></li> </ul>

		<p>BM 2 - Demonstrate through introductions, recitation of poems, and 'show-and-tell' activities, the social and academic conventions and dynamics to communicate information/ideas.</p>	<p>Demonstrate common conventions and dynamics of oral interactions in group to:</p> <ul style="list-style-type: none"> <li>• express basic emotions (happiness, sadness, anger, etc.) <b>(Unit 3 lesson 4)</b></li> <li>• exchange basic routine greetings <b>(Unit 1 lesson 1)</b></li> <li>• exchange some social courtesies <b>(Unit 15 lesson 1)</b></li> <li>• introduce themselves <b>(Unit 1 lesson 1)</b></li> <li>• participate in conversation <b>(Unit 9 lesson 1)</b></li> <li>• take turns <b>(Unit 10 lesson 1)</b></li> <li>• express needs <b>(Unit 9 lesson 1)</b></li> <li>• express joy while playing <b>(Unit 7 lesson 1)</b></li> <li>• recite poems <b>(Recitation of poems and songs in almost every unit)</b></li> <li>• Use appropriate body language for different communicative functions.</li> </ul> <p><b>(Actions for songs as detailed in the teaching guide, Games such as Simon Says, Unit 9 Lesson 1)</b></p>
<p>C2 – Reading and critical Thinking Skills</p>	<p>S1 - Students discover, understand and engage with a variety of text types through tasks, which require multiple reading and thinking strategies for comprehension, fluency and enjoyment.</p>	<p>BM 1 - Use reading readiness strategies, identify and articulate digraphs, recognize words and sentences as meaningful units of expression and paragraphs as graphical units of expression.</p>	<p>Identify, recognize and articulate common two to three lettered sight words and words with common spelling patterns. <b>(Unit 1 lesson 2)</b></p> <p>Identify naming words. <b>(All units e.g. clothes in Unit 11, musical instruments and transport in Unit 13, Picture Dictionary at the end of the book)</b></p> <p>Identify initial consonant clusters. <b>(Lesson 2 of teaching units, e.g. Units 2, 3, 6, 7)</b></p> <p>Identify digraphs in initial and final position in a word. <b>(Lesson 2 of teaching units. e.g. initial position: Units 5, 10, 11; final position: Units 2,3, 7, 9, 13)</b></p> <p>Identify action words. <b>(Unit 3, lesson 2 and 4)</b></p> <p>Read common naming and action words and match with pictures. <b>(Unit 3 lesson 2 and lesson 4)</b></p> <p>Read aloud three letter words with reasonable level of accuracy in pronunciation <b>(Unit 1 lesson 2)</b></p> <p>Identify punctuation marks in sentence (e.g. Capitalization, comma, full stop, question mark, etc.) <b>(Units 1, 7, 9, 8, 14 lesson 5)</b></p> <p>Recognize and practice that words combine to make sentences. <b>(Unit 2 lesson 4, Unit 5 lesson 2, Unit 7 lesson 4 and 5, Unit 7 lesson 7, Unit 8 challenge, unit 9, lesson 3 and 5, Unit 10 lesson 4, Unit 11 lesson 4, Unit 13 lesson 5, Unit 14 lesson 4 and 5, Unit 16 Check-up)</b></p>

		<p>BM 2 - Locate information from a visual cue or a graphic organizer and express the information verbally.</p>	<p>Point out/name some common objects in a picture or an illustration. Describe them in a word or two, or a sentence. <b>(Unit 1 lesson 1, lesson 2, Unit 3 lesson 4, lesson 5, Unit 4 Check-up, Unit 5 lesson 3.</b></p> <p>Point out specific information in a calendar like name of the month, and days of the week using sight reading strategies. <b>(Unit 10 lesson 1 and 5)</b></p>
		<p>BM 3 - Identify factual information applying reading comprehension and thinking strategies.</p>	<p>Use pre-reading strategies to predict a story by looking at picture(s) in the text. <b>(Pre-reading activities present in every unit)</b></p> <p>Interact with text and use reading strategies (while reading) to:</p> <ul style="list-style-type: none"> <li>• locate specific factual information <b>(Lesson 3 of every teaching unit)</b></li> <li>• use pictures or rebus in texts to increase understanding <b>(Lesson 3 of every teaching unit)</b></li> <li>• guess what follows in a story <b>(Unit 3 lesson 3, While-reading task)</b></li> <li>• follow sequence in a simple procedure or a picture map. <b>(Unit 3 lesson 6, all units)</b></li> </ul> <p>Respond to the text (post-reading) to:</p> <ul style="list-style-type: none"> <li>• express likes / dislikes about the story <b>(Unit 2 lesson 3)</b></li> <li>• express understanding of story through pantomime. <b>(Unit 3 lesson 3)</b></li> </ul> <p>Read familiar words appearing on a variety of reading material such as food labels, toy boxes, etc. <b>(Unit 8 Challenge, Unit 9 lesson 1, Unit 9 lesson 5)</b></p>
		<p>BM 4 - Gather and locate simple information for specific purposes using various aids and study skills.</p>	<p>Arrange a list of words in alphabetical order. <b>(Unit 11 lesson 6, Unit 15 lesson 5)</b></p> <p>Brainstorm to gather ideas for various activities/tasks. <b>(Unit 1 lesson 3, Unit 2 lesson 3, Unit 3 lesson 3, Unit 5 lesson 3, Unit 9 lesson 3, Unit 10 lesson 3, Unit 14 lesson 3)</b></p> <p>Identify a book by looking at its title. <b>(Unit 8 Reading E)</b></p> <p>Locate texts/lessons by looking at titles and pictures. <b>(Contents page)</b></p> <p>Read familiar words appearing on a variety of reading material such as food labels, toy boxes, etc. <b>(Unit 3 lesson 1, Unit 12 Check-up)</b></p>
<p>S2 - Students read and analyze 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 - Recall stories and nursery rhymes, express personal reactions to characters and events in them.</p>	<p>Recite short poems or nursery rhymes with actions. <b>(In all teaching units)</b></p> <p>Listen to a story/fairy-tale of a few sentences read aloud by the teacher. <b>(All units)</b></p> <p>Read aloud the same story/fairy tale themselves. <b>(All units)</b></p> <p>Identify names and characters. <b>(All fiction texts)</b></p> <p>Respond orally in yes or no, their likes or dislikes about the story/characters. <b>(Unit 2 lesson 3, All fiction texts)</b></p>

<p>C3 - Formal and Lexical Aspects of Language</p>	<p>S1 – Vocabulary: Students enhance their vocabulary for meaningful and effective communication.</p>	<p>BM 1 - Recognize and use with correct spelling, naming, action and describing words, rhymes, common phrases and formulaic expressions from immediate surroundings.</p>	<p>Recognize the different categories of some:</p> <ul style="list-style-type: none"> <li>• simple action words <b>(Unit 3 lesson 2)</b></li> <li>• naming words e.g. animals, fruits, vegetables, parts of body, objects <b>(See themes, Picture Dictionary)</b></li> <li>• colours, shapes, size, directions (left/right) <b>(Unit 9 lesson 1 and 3)</b></li> <li>• numbers in words and first, second and third, etc. <b>(Unit 2 Lesson 4, Unit 15 Lesson 4)</b></li> <li>• In pictures, classroom, at home and in immediate environment. <b>(All units)</b></li> </ul> <p>Articulate and identify simple rhyming words in text. <b>(Unit 4 Reading, Unit 12 Challenge, Unit 13 lesson 1)</b></p> <p>Articulate, recognize and use some common phrases and formulaic expressions to:</p> <ul style="list-style-type: none"> <li>• offer and respond to basic routine greetings/ courtesies</li> <li>• express limited needs. <b>(Unit 1 Lesson 1, Unit 6 Lesson 3, Unit 10 Lesson 3, Unit 15 Lesson 1)</b></li> </ul> <p>Spell simple one/two syllable words. <b>(Phonics tables in lesson 2 of all units)</b></p> <p>Trace and copy familiar words learnt in class. <b>(Unit 1 lesson 2, Unit 2 lesson 2, Unit 3 lesson 2)</b></p> <p>Provide the missing letter in simple one/two syllable words. <b>(Unit 1 lesson 4, Unit 2 lesson 2, Unit 4 Test, Unit 7 lesson 2, Unit 8 Check-up)</b></p>
	<p>S2 - Students understand punctuation, syntax, grammatical functions, rules and application for developing accuracy in their spoken and written communication.</p>	<p>BM 1 - Recognize grammatical functions of some parts of speech and use them for spoken and written purposes.</p>	<p>NAMING WORDS (NOUNS)</p> <p>Recall and match common naming words with pictures from immediate environment. <b>(All units and Picture Dictionary)</b></p> <p>Use naming words in their speech and writing. <b>(All units)</b></p> <p>Recognize and change the number of simple naming words by adding or removing "s" (singular/plural). <b>(Unit 3 lesson 1 and 2, Unit 6 lesson 4, Unit 8 challenge)</b></p> <p>Identify gender of naming words from immediate environment (masculine/feminine). <b>(Unit 1 lesson 2, 3, and 4, Unit 4 Check-up)</b></p> <p>Recognize that people and places have particular names. <b>(Unit 1 lesson 1 and 3, Unit 8 challenge)</b></p> <p>SUBSTITUTION WORDS (Pronouns) (subjective form) <b>(Unit 1 lesson 2, Unit 1 lesson 3, Unit 2 lesson 4, Unit 4 Test, Unit 5 lesson 4)</b></p> <p>Recognize and use substitution words as subjective case: I, we, you, he, she, it and they. <b>(Unit 6 lesson 2, Unit 7 lesson 3, Unit 10 lesson 2)</b></p> <p>Recognize and use words that point to something: this, that, these, those. <b>(Unit 5 lesson 5, Unit 6 lesson 3, Unit 12 Check-up)</b></p> <p>Recognize and use questioning words: what, who, where, when, why. <b>(Unit 1 lesson 3, Unit 2 lesson 3, Unit 3 lesson 4, Unit 7 lesson 3, Unit 10 lesson 4)</b></p> <p>ARTICLES</p> <p>Identify a or an as articles. Choose between a or an. Recognize that plural nouns do not take the articles a or an. <b>(Unit 7 lesson 2)</b></p> <p>DOING WORDS (verbs)</p> <p>Physically respond to, and use some common action words. Use am, is, are in short sentences to identify and describe a person, place, and thing e.g. I am. <b>(Unit 9 lesson 4, Unit 11 lesson 4, 5 and 7)</b></p>



			<p>DESCRIBING WORDS (adjectives) Use some describing words showing quality, size and colour e.g. soft, big, yellow <b>(Lesson 5 of Unit 1, 2 and 5)</b> Identify and use words showing possession e.g. my, your, his, her, our and their. <b>(Unit 1 lesson 4, Unit 2 lesson 2, Unit 2 lesson 4, Unit 5 lesson 2, Unit 8 Challenge)</b></p>
		<p>BM 2 - Recognize and use punctuation such as comma, full stop, question mark, exclamation mark and capitalization to read and write simple sentences.</p>	<p>CAPITALIZATION Apply capitalization to the initial letter of the first word of a sentence. <b>(Unit 1 lesson 4, Unit 14 lesson 5, Unit 10, Unit 16 Challenge)</b></p> <p>PUNCTUATION Recognize and use a full stop at the end of a statement. <b>(Unit 16 Challenge)</b> Recognize and use a question mark at the end of a question. <b>(Unit 14 lesson 4, Unit 16 Challenge)</b> Recognize and use of comma in a list. <b>(Unit 9 lesson 5, Unit 14 lesson 5)</b></p>
		<p>BM 3 - Use and respond to simple commands and questions verbally and non-verbally</p>	<p>TYPES OF SENTENCES Recognize, physically/orally respond to and use simple sentences showing request and command in a school scenario. <b>(Unit 5 lesson 3, Unit 11 lesson 3, Unit 16 Challenge)</b> Comprehend and respond to simple wh-questions. <b>(Unit 1 lesson 3, Unit 2 lesson 3, Unit 3 lesson 4, Unit 7 lesson 3, Unit 10 lesson 4)</b></p>
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 words and sentences using writing techniques.	<p>Practise holding a pencil correctly. <b>(Tracing exercises in all units)</b> Trace and draw vertical, horizontal, slanted, curved lines forwards and backwards. Trace and draw circles, curves and strokes. <b>(Tracing exercises in all units)</b> Colour within lines and create simple patterns <b>(Unit 1 lesson 1, Unit 4 Check-up, Unit 4 Test, Unit 4 Reading)</b> Recognize that English is written from left to right. <b>(Unit 3 lesson 5)</b> Trace and write small and capital letters following appropriate writing models of regular shape and size. <b>(Unit 3 lesson 5)</b> Write small and capital letters in series and in random order. Take dictation of alphabets. <b>(Unit 3 lesson 5)</b> Trace and write simple one syllable words with correct spelling. Leave regular spaces between words. <b>(All writing exercises)</b> Write numbers from 1 to 10 in words. <b>(Unit 6 lesson 2 and 7 lesson 1)</b> Write date and captions on page top. <b>(Unit 14 lesson 3)</b> Write name and phone number <b>(Unit 1 lesson 4 of TG notes)</b> Trace and write simple sentences leaving spaces between words using correct capitalization, punctuation and spelling. <b>(All tracing exercises in lesson 2 of each unit)</b> Construct simple sentences of three/four words using correct capitalization, punctuation and spelling. <b>(Writing exercises in Lesson 4 and 5 of each teaching unit)</b> Fill in missing information to complete simple sentences. <b>(Lesson 4 of every unit)</b></p>

		BM 2 - Write naming and action words, sentences, answers to simple questions and guided stories about familiar topics.	Write appropriate naming and action word(s) to identify an object or an action in a picture. <b>(Unit 1 lesson 2, Unit 3 lesson 4, Unit 7 lesson 4)</b> List items of similar category from a given text. <b>(Exercises about colours, feelings, parts of the body, food, drinks, animals, etc. in lesson 2 of every unit)</b> Show a series of actions in a picture by writing action verbs. <b>(Unit 7 lesson 4, Unit 8 Checkup, Unit 12 Challenge)</b> Recognize and write rhyming words from a poem. <b>(Unit 7 lesson 7)</b>
		BM 3 - Write a variety of simple interpersonal and transactional texts using guided writing techniques e.g. greeting cards, postcards, dialogues (speech bubbles, cartoon strips) using vocabulary appropriate to the communicative purpose and context.	Recognize the conventions of a greeting card and make/ fill in through guided activity, simple greeting cards • Draw illustrations to make greeting cards <b>(Unit 15 lesson 6):</b> • Write names of addressee and sender <b>(Unit 15 lesson 6)</b> • Write appropriate words and formulaic expressions. <b>(Unit 15 lesson 6)</b> Identify and fill in speech bubbles with given appropriate words and formulaic expressions. <b>(Unit 2 lesson 1, Unit 3 lesson 1, Unit 7 lesson 4, Unit 9 lesson 1, Unit 15 lesson 3)</b>
		BM 4 – Identify and use word order, spelling and punctuation.	Identify and revise written work for spelling and punctuation. <b>(Unit 14 and 15 lesson 5)</b>
C5 - Appropriate Ethical and Social Development	S1 - Students develop ethical and social attributes and values relevant to a multicultural, civilized society.	Guidelines	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. <b>(Unit 5 lesson 3)</b> Students need to appreciate and feel a sense of interconnectedness with their community and the world at large and develop attributes such as tolerance, respect, equality and gender equity in them which is the basic essence of Islam and all other religions. <b>(Unit 6 lesson 3, Unit 11 lesson 3)</b> Students need to be fostered with a sense of peace and social cohesion. <b>(Unit 2 lesson 3, Unit 4 Reading, Unit 6 lesson 3)</b>

## OXFORD PROGRESSIVE ENGLISH 1

### SINGLE NATIONAL CURRICULUM THEMES AND TEXT TYPES

Note that some Sub-themes listed for Grades I–III are covered in Students’ Books II and III. Other themes, such as Gender Equality and Equity, are covered in the way stories are written. So boys and girls are equally represented and there is no gender stereotyping. For example, boys can cry (as in Unit 9) and girls can be brave (as in Unit 11). Starred additional themes are not listed in the SNC but are common primary topics.

UNIT	THEMES *ADDITIONAL THEMES	SUB-THEMES	TEXT TYPES
Extensive Reading <ul style="list-style-type: none"> <li>• Hazrat Muhammad رسول الله ﷺ and his Kindness to Children</li> <li>• Kindness at Eid</li> <li>• A Newspaper Story about Kindness</li> <li>• Kindness to all Pakistanis</li> </ul>	<ul style="list-style-type: none"> <li>• Role Models (8)</li> <li>• Festivals and cultural events (7)</li> <li>• Peaceful Co-existence / Peace Education (2)</li> <li>• Patriotism / National Pride (4)</li> <li>• Media (14)</li> </ul>	<ul style="list-style-type: none"> <li>• Incidents from the life of Hazrat Muhammad رسول الله ﷺ (8.1)</li> <li>• Religious festivals in Pakistan</li> <li>• Heroic deeds of children depicting personal bravery (8.3)</li> <li>• Sharing / Charity (2.3)</li> <li>• Love for Pakistan (4.1)</li> <li>• Media as a source of learning and holistic development (14.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Biography</li> <li>• Information</li> <li>• News report</li> <li>• Map</li> <li>• Factual text</li> </ul>
Unit 1 – Fiza’s Family	<ul style="list-style-type: none"> <li>• Self, people, places &amp; Globe (3)</li> <li>• Technology (11)</li> <li>• Nature (5)</li> <li>• * Clothes</li> </ul>	<ul style="list-style-type: none"> <li>• Myself (3.1)</li> <li>• My family (3.1)</li> <li>• My home (3.1)</li> <li>• Famous inventions (11.1)</li> <li>• Colours (5.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Story as a cartoon</li> <li>• Lyric poem (song)</li> </ul>
Unit 2 – Monsters!	<ul style="list-style-type: none"> <li>• Peaceful Co-existence/ Peace education (2)</li> <li>• Ethics and values (1)</li> <li>• Life Skills (18)</li> <li>• * Parts of the body</li> <li>• * Feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Making friends</li> <li>• Sharing/Charity</li> <li>• Tolerance (1.8)</li> <li>• Sharing (18.5)</li> </ul>	<ul style="list-style-type: none"> <li>• Story as a narrative</li> <li>• Lyric poem (song)</li> </ul>
Unit 3 – I want to eat!	<ul style="list-style-type: none"> <li>• Nature (5)</li> <li>• Health, personal safety, and drug education (17)</li> <li>• *Animals</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy food</li> </ul>	<ul style="list-style-type: none"> <li>• Folk tale</li> <li>• Table</li> <li>• Instructional text (recipe)</li> <li>• Lyric poem (song)</li> </ul>
Unit 4 – Dadi can’t hear!	Self, people, places & Globe	<ul style="list-style-type: none"> <li>• My family (3.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Realistic story</li> </ul>

UNIT	THEMES *ADDITIONAL THEMES	SUB-THEMES	TEXT TYPES
Unit 5 – Caring for Nature	<ul style="list-style-type: none"> <li>• Environmental education (9)</li> <li>• Nature (5)</li> <li>• Education and Employment (12)</li> <li>• Dignity of labour (13)</li> <li>• Participatory citizenship (16)</li> <li>• Life Skills (18)</li> <li>• Peaceful Co-existence / Peace Education (2)</li> <li>• *Birds</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge/awareness of immediate natural environment (9.1)</li> <li>• Importance of the use of biodegradable products (9.2)</li> <li>• Taking care of plants/animals/ birds (5.1)</li> <li>• My school (12.1)</li> <li>• Doing small chores (13)</li> <li>• Avoid littering (16.5)</li> <li>• Taking care of animate small things (18.1)</li> <li>• Curiosity and learning (18.6)</li> <li>• Collaboration (2.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Realistic story</li> <li>• Lyric poem (song)</li> </ul>
Unit 6 – A House	<ul style="list-style-type: none"> <li>• Self, people, places &amp; Globe (3)</li> <li>• Ethics and values (1)</li> <li>• Peaceful Co-existence / Peace Education (2)</li> </ul>	<ul style="list-style-type: none"> <li>• Myself (3.1)</li> <li>• My home (3.3)</li> <li>• Tolerance (1.8)</li> <li>• Co-operating (2.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Fantasy story</li> <li>• Lyric poem (song)</li> </ul>
Unit 7 – Out in Space	<ul style="list-style-type: none"> <li>• Technology (11)</li> <li>• Life skills (18)</li> </ul>	<ul style="list-style-type: none"> <li>• Famous inventions (11.1)</li> <li>• Curiosity and learning (18.6)</li> </ul>	<ul style="list-style-type: none"> <li>• Science fiction</li> <li>• Lyric poem (song)</li> </ul>
Unit 8 – The Robot	<ul style="list-style-type: none"> <li>• Technology (11)</li> <li>• Life Skills (18)</li> </ul>	<ul style="list-style-type: none"> <li>• Famous inventions (11)</li> <li>• Taking responsibility/care of inanimate small things (18.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Realistic story</li> </ul>
Unit 9 – Shopping	<ul style="list-style-type: none"> <li>• Health, personal safety, and drug education (17)</li> <li>• Life skills (18)</li> <li>• Nature (5)</li> <li>• *Shopping</li> </ul>	<ul style="list-style-type: none"> <li>• Confiding in family members (17.4)</li> <li>• Listening to others (18.4)</li> <li>• Fruits (5.5)</li> </ul>	<ul style="list-style-type: none"> <li>• Realistic story</li> <li>• Lyric poem (song)</li> </ul>
Unit 10 – The Time of Day	<ul style="list-style-type: none"> <li>• Ethics and values (1)</li> <li>• Life skills (18)</li> <li>• Health, personal safety, and drug education (17)</li> <li>• Life skills (18)</li> <li>• Sports (20)</li> <li>• *Time: Hours and days</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuality (1.5)</li> <li>• Good habits (18.2)</li> <li>• Playing games/exercising (17.3)</li> <li>• Local sports (20.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Description of routines</li> <li>• Lyric poem (song)</li> </ul>

UNIT	THEMES *ADDITIONAL THEMES	SUB-THEMES	TEXT TYPES
Unit 11 – Fair Play	<ul style="list-style-type: none"> <li>• Ethics and values (1)</li> <li>• Peaceful Co-existence / Peace Education (2)</li> <li>• Gender equality (6)</li> <li>• Role Models (8)</li> <li>• Health, personal safety, and drug education (17)</li> <li>• Avoid social evils (19)</li> </ul>	<ul style="list-style-type: none"> <li>• Bravery (1.2)</li> <li>• Sense of fair play (1.3)</li> <li>• Respect for elders (1.4)</li> <li>• Sharing/Charity (2.2)</li> <li>• Little boys and girls are equal. (6.1)</li> <li>• Heroic deeds of children depicting personal bravery / courage / honesty (8.3)</li> <li>• Learning to say ‘no’ to an inappropriate situation (17.5)</li> <li>• Avoid tale bearing (19.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Realistic story</li> <li>• Lyric poem (song)</li> </ul>
Unit 12 – Get ready!	<ul style="list-style-type: none"> <li>• Self, people, places &amp; Globe (3)</li> <li>• 1. Ethics and values (1)</li> </ul>	<ul style="list-style-type: none"> <li>• My family (3.3)</li> <li>• Punctuality (1.5)</li> </ul>	<ul style="list-style-type: none"> <li>• Realistic story</li> </ul>
Unit 13 – What a noise!	<ul style="list-style-type: none"> <li>• Travel and transport (10)</li> <li>• Adventure (21)</li> <li>• Life skills (18)</li> <li>• *Musical instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Different modes of transport (10.1)</li> <li>• Accepting challenge for a field trip (21.1)</li> <li>• Being grateful (18.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Story with repetition</li> <li>• Lyric poem (song)</li> </ul>
Unit 14 – Writing a Diary	<ul style="list-style-type: none"> <li>• Ethics and values (1)</li> <li>• Life Skills (18)</li> <li>• Avoiding social evils (19)</li> <li>• *Weather and Feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Honesty / Truthfulness (1.1)</li> <li>• Listening to others (18.4)</li> <li>• Avoid telling lies (19.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Daily diary</li> <li>• Lyric poem (song)</li> </ul>
Unit 15 – Clever animals	<ul style="list-style-type: none"> <li>• Crisis awareness and management, Risk reduction (15)</li> <li>• *Parties</li> <li>• *Animals: Parts of the body</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing danger signs/signals (15.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Fable</li> <li>• Greetings card</li> <li>• Lyric poem (song)</li> </ul>
Unit 16 – Sara’s Cold	<ul style="list-style-type: none"> <li>• Health, personal safety, and drug education (17)</li> <li>• Crisis awareness and management, risk reduction (15)</li> </ul>	<ul style="list-style-type: none"> <li>• Confiding in family members (17.4)</li> <li>• Avoiding accidents at school (15.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Realistic story</li> </ul>

# Extensive Reading

## For Themes and Sub-Themes: See Detailed Contents in Student's Book 1

These reading passages can be studied at any time of the year. They are intended to encourage children to read for meaning. There is no associated language work, so focus on discussing the themes and text types of each reading passage.

### Lesson 1: Hazrat Muhammad ﷺ and his Kindness to Children

#### Student Learning Outcomes

1. To explore the theme of the text: Role models – Incidents from the life of Hazrat Muhammad ﷺ (8.1)
2. To demonstrate comprehension of a text
3. To locate specific factual information
4. To recognize the text type of biography

#### Suggestions and answers

##### A. Read and talk about the text.

1. Read the text aloud and discuss what it is about. If necessary, use the mother tongue in discussion as the extensive reading passages should be read for meaning.
2. Ask the children to tell you about grown-ups who are kind to them. Elicit that a role model is someone who shows us how to behave well by their actions. Hazrat Muhammad ﷺ is a good role model because He ﷺ showed people how to be kind.
3. Explain that a biography is the story of someone's life.

##### B. Tick the correct words. Copy the sentences.

1. Go through the sentences orally and ask the children to tick the correct words.
2. After discussion, the children can copy the sentences in their notebooks.

B. 2. played      3. sweets      4. back      5. Eid

### Lesson 2: Kindness at Eid

#### Student Learning Outcomes

1. To explore the themes of the text: Festivals and cultural events – Enjoying festivals (7.1), Peaceful Co-existence – Sharing/Charity (2.2)
2. To demonstrate comprehension of a text
3. To use pictures to increase understanding
4. To recognize an information text

### Preparation and materials

- (optional) pictures or videos of Eid celebrations

### Suggestions and answers

#### A. Read and talk about the text.

1. If possible, show pictures or videos of Eid celebrations to stimulate discussion of what we enjoy at Eid.
2. Ask the children to tell you what they did last Eid. Encourage them to tell you who they saw and what they ate. What did they most enjoy?
3. Ask different children to describe what is happening in the picture. Elicit that the lady is giving some food to a hungry family. The man in the purple kameez is helping an old man to walk. Elicit that we all help others at Eid. This helps us to understand the text.
4. Explain that this is an information text because it tells us what real people do at Eid. It is not a made-up story.

#### B. Match and copy the sentences.

1. Ask different children to read aloud the beginning of each sentence and match it to the correct ending.
2. The children can copy the complete sentences in their notebooks.

B. 2. presents    3. hungry    4. sick    5. old    6. day too

### Lesson 3: A Newspaper Story about Kindness

#### Student Learning Outcomes

1. To explore the themes of the text: Role models – Heroic deeds of children depicting personal bravery (8.3), Media – Media as a source of learning and holistic development (14.1)
2. To guess what follows in a story
3. To demonstrate comprehension of a text
4. To recognize the text type of a news report

### Preparation and materials

- (optional) Bring a newspaper into class.

### Suggestions and answers

#### A. Read and talk about the text.

1. If possible, show a newspaper to the children. Elicit that a newspaper tells us important things that have just happened.
2. Ask why some parts are in big letters. Elicit that they are headlines, which help us to guess what the story is about.
3. Read the headline in Lesson 3. Ask the children to guess what the newspaper story is about. The headline and picture will help them to guess that it is about a little girl saving her grandmother's life, but until they read the story, they won't know how.
4. Read the rest of the story to the children. Discuss how Amna was sensible and brave to ring her mother and to follow her mother's advice carefully.

5. Elicit that Amna was brave because she did not panic. She was calm, sensible and caring, and helped her grandmother to get better.

**B. Complete the sentences.**

1. Ask the children to complete each sentence orally.
2. Those who finish early can copy the sentences in their notebooks.

**B.** ....well ....mother ... pills ... life

## **Lesson 4: Kindness to all Pakistanis**

### **Student Learning Outcomes**

1. To explore the themes of the text: Patriotism/National Pride – Love of Pakistan (4.1), Ethics and values – Tolerance (1.8)
2. To elicit the theme of all four extensive reading texts: Kindness
3. To demonstrate comprehension of a text
4. To follow a picture map
5. To recognize a map and factual text

### **Preparation and materials**

- (optional) Bring a wall map of Pakistan into class.

### **Suggestions and answers**

**A. Read the text. Talk about the pictures.**

1. If possible, show the children a wall map of Pakistan. Point to where you all live. Help different children to come to the map and show places that they have visited.
2. Read the text aloud. Discuss the differences between Pakistanis – for example, the different languages they speak and the different clothes they wear. Talk about the differences between rich and poor, their large/small houses and the ways they travel.
3. Elicit that we should all be kind to each other because we share the same country, Pakistan. We should treat all other Pakistanis in the same polite, kind way, however rich or poor they are.
4. Point out that all four reading texts are about the importance of kindness.

**B. Complete the sentences with the words.**

Talk through the sentences orally before asking the children to complete them.

**B.** 2. country      3. languages      4. clothes      5. Pakistanis



# Fiza's Family

Note that the ideas given for Unit 1 set the pattern of practice for the rest of the book, so Units 2–16 are less detailed. Very brief teaching suggestions can be found at the back of the Students' Book. The following notes are more detailed. All answers are highlighted in grey. You can use the photocopiable and downloadable planning template on page 142 to help you plan each unit. Alternatively, you can enter your own details on the online Detailed Planning Template. A sample plan for Unit 1 is included on page 144 of the Teaching Guide, but please note that your plans will differ according to the length and number of English lessons in your timetable. They will also vary according to the level of your pupils.

## UNIT 1 LESSON 1

### Student Learning Outcomes

1. To explore the language of introductions, develop speaking skills, and introduce the topic *Myself and my family* (A)
2. To develop listening skills (B)
3. To revise the short vowel sounds and colours (B)
4. To sing a song with correct rhythm and stress (C)

### Preparation and materials

You will need (optional):

- (optional) the audio-recording (which you should previously download onto a smartphone, tablet, or laptop) + speakers. See Introduction, Section 4.1.
- colour pencils for each child
- two glove puppets (You can also use two soft toys or make glove puppets by drawing faces on two white socks with coloured felt pens. Pin or sew the toe of the sock into two "ears".

### Suggestions and answers

#### A. Talk to your friend.

1. Using glove puppets to demonstrate dialogues: If you have two glove puppets or soft toys, show them a little scene when the puppets greet each other.

Cat puppet: [Turning to bear puppet] *Hi! I'm Candy.*

Bear puppet: [Turning to cat puppet] *Hello! I'm Balu. Nice to meet you.*

Cat puppet: *Nice to meet you too. How are you today?*

Bear puppet: *Fine, thanks.*

Cat puppet: [Turning to class] *Hi! I'm Candy and this is my friend Balu.*

Keep these puppets/soft toys to help you introduce other dialogues in the book.

2. Introduce yourself to the class and ask a few children to tell you their names with a dialogue like this:

T (Teacher): *Hello! My name's (Mrs Hussain.) What's your name?*

C1 (Child 1): *I'm (Aamna).*

T: *Hello, Aamna. [Shake her hand and smile.] How are you?*

C1: *I'm fine, thanks.*

T: *[Turning to another child] And what's your name?*

C2 (Child 2): *My name's (Hamid).*

T: *Hi, (Hamid). Nice to meet you.*

C2: *Nice to meet you too, Mrs Hussein!*

3. The children work in pairs, introduce themselves and ask each other's names.

4. They then stand up in pairs and introduce themselves and their partners to the rest of the class like this:

C1: *Hi! I'm (Faisal). This is my friend (Noor).*

## **B. Listen and colour the pictures.**

1. Talk about the colours of things in the class like this. Extend the language further if the children are already familiar with their colours:

T: *[holding up pen] What's this? Yes, (Fatima).*

C1: *It's pen.*

T: *[without drawing attention to the child's mistake] Good. It's a pen. Repeat that everyone. It's a pen.*

Class: *It's a pen.*

T: *Well done. What colour is it?*

C2: *It is red.*

T: *[shortening It is to It's to give an example of natural spoken English] Good. It's red. Whose pen is this? etc.*

2. The children colour the pictures as you tell them, using the instructions on page 119 of the Students' Book.

3. Chat as they colour and ask them to talk about the pictures as they work.

**B.** The children colour the mug yellow, the bat orange, the jug red, the pen blue, the dog brown, the bus green, and the hen black.

## **C. Sing this song: Teddy says**

1. If you have the audio-recording, play the song, miming the actions as it goes. If not, sing the song yourself or say it as a rhyme, miming the actions.

2. Ask the children to repeat each line after you, miming the actions with you.

3. Teach them the actions and other verses. See this book, page 117.

4. Sing the song with every lesson this fortnight, either as a warmer at the beginning of a lesson or to finish off with it.

## UNIT 1 LESSON 2

### Student Learning Outcomes

1. To revise the phonic pattern of the five short vowel sounds: *a, e, i, o, u* (A)
2. To learn the vocabulary needed for the story text (B)
3. To revise the colours orally and recognize key sight words (B)
4. To learn simple verbs in the present continuous, e.g. *She is running. He is hitting a ball.* (C)
5. To practise good handwriting, positioning letters correctly between quadruple-ruled lines (C)

### Preparation and materials

You will need:

- word and matching picture flashcards of the words in the phonic box of this unit: *cat, mat, hen, tin, pot, jug. Sturdy*, ready-made colour flashcards are available from OUP. Alternatively, you can make them yourself by photocopying the relevant pages of this book on card. Then cut out the flashcards and, if possible, laminate them so that you can re-use them frequently.
- (optional) a pin board or a string hung across the front of the class + 10 clothes pegs
- (optional) the objects in Ex. B: a ball, book, tablet, flower, toy bus, and teddy bear
- the audio-recording (which you should previously download onto a smartphone, tablet, or laptop) + speakers (see Section 4.1)

### Suggestions and answers

#### A. Read these words.

1. Before you teach any lessons on Phonics, please read Introduction Section 2.5 on Phonics.
2. Revise the five short vowel sounds that were taught in the Introductory book, taking **one sound a day**. Do not just do phonics in one lesson. Do 10 or 15 minutes every day. Teach each phonic pattern like this:

Pin up or peg up the picture flashcard of the cat. Hold up the matching word flashcard. Pointing to each letter, ask the children to repeat **the phonemes** (not the letter names) after you.

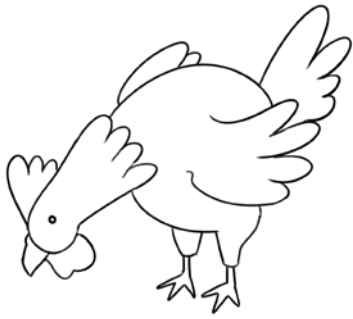
T: [Show the picture.] *What's this?*

Class: *It's a cat.*

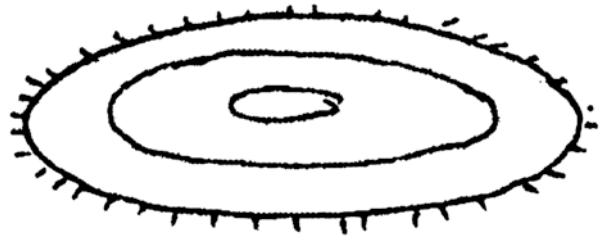
T: *Read after me* [pointing to each letter on the word flashcard as you read the sound] *a c (kuh) – a (ah)– t (tuh), a cat*

Class: *a c – a – t, a cat*

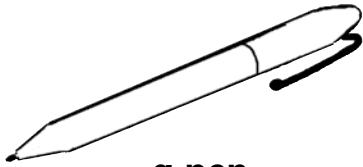
3. Do the same for the flashcard of the mat.
4. Peg or pin up the picture cards and ask different children to come up and match the corresponding word card.
5. Draw the following line drawings on the board. Keep them simple, so that they are easy to copy—and don't worry if they aren't perfect! It's enough if the children can recognize what they are. Write the words in a different order below. Ask different children to come up to the front and join the pictures to the words.



**a hen**



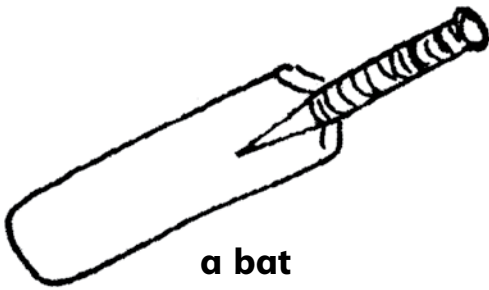
**a mat**



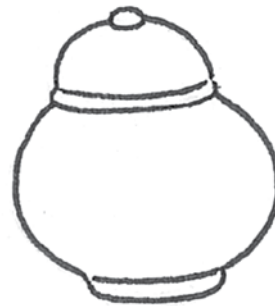
**a pen**



**a dog**



**a bat**



**a pot**



**a cat**



**a mug**



**a jug**

- a. The children draw and colour the pictures on paper and write labels.
  - b. Display the best pictures with labels on the pin board or peg them on the “washing line” to give the children a purpose for writing and drawing beautifully.
  - c. Point out the repeated phoneme in each word ladder. If possible, ask the children to repeat the words after the audio-recording.
  - d. Ask the children to make up their own sentences with each word.
6. **Game:** To reinforce these five sounds, when you have taught them all, play **Phonic Bingo**. (See Games, page 122)
7. **Spelling Homework:** Show the children how to learn spellings by the ‘**Look, cover, write, check**’ method: Ask them to: a) look at each spelling, b) cover it with a pencil case, c) write it without looking, and d) remove the pencil case and check whether it is right. If it is correct, they can move on to the next word. If it is wrong, they go through the process again: looking at the word, covering it, writing it without looking, and finally checking the spelling. They should use this method to learn their spellings at home. Test them the following week.
8. **Testing spellings:** After the children have had a few days to learn their spellings, test them. Ask them to shut their books. Dictate each word in the list, repeating it twice and giving the children plenty of time to write it. Make up a simple, meaningful sentence with each word so as to give it context. Mark the spellings afterwards and ask the children to correct the spellings that they have got wrong.

## B. Read. Match the pictures to the words.

1. Unlike the phonic words in A, these are sight words, to be recognized as a whole. (See Introduction, Section 2.5.)
2. If possible, show real objects and write the new words on the board. Ask different children to match the objects to the words and read them aloud. **Do not sound them out phonically!** Teach them as a whole as we have not yet taught these phonic patterns.
3. Copy simple pictures onto the board and ask different children to come up and match the words to the pictures with a line.
4. **Chat** about each picture, focusing not on particular subjects but on fluency of speech. For more about chat, see the Introduction, Section 5.1. Repeat and extend what children say, correcting their English without drawing attention to it. Focus on the meaning, not the grammar. Here is an example of chat:

### Chat

T: *What’s this?*

C1: *Ball.*

T: *Yes, it’s a ball. What colour is it?*

C2: *Red and green.*

T: *Well, it’s red, but this colour isn’t green, it’s yellow. What do you do with balls?*

C3: *We hit ball.*

T: *Yes, we hit balls (correcting the English without going on about it!). What else do we do with balls?*

C4: We can throw, Teacher.

T: Good, we can throw them. etc.

5. **Extension:** Extend able children by asking questions like: *Where do you play with balls? Have you got a tablet? What games do you play? What book do you like best? Where can you see a bus? What sound does it make? Can you see any flowers in the classroom? What's the teddy in the picture doing?*
6. Ask the children to match the pictures to the words in the book.

### C. Trace and complete the sentences with these words.

1. Unlike the chat in B, this exercise focuses on a particular language pattern, in this case, the present progressive (or continuous) tense and the use of *he* and *she*.
2. In focused language practice, we concentrate on accuracy of grammar, not fluency. Pointing to the pictures, have a dialogue focusing on the given structures like this:

#### Focused language practice

T: Look at page 3, Letter C. [Help them to find the place.] Now, everyone look at Number 1. Is he a boy or a girl?

C1: Boy.

T: Yes, he's a boy, so we say, **he**. What's he doing?

C2: He hitting ball.

T: Yes, he's hitting a ball. [Repeat it as often as you like!] What's he doing, everyone?

Class: He's hitting a ball.

T: Well done! He's hitting a ball.

3. Explain the new words with actions (e.g. picking) or, if necessary, by translating into the mother tongue (e.g. mending).
4. Give the children more practice in using the present progressive (or continuous) tense by miming certain actions, e.g. sitting, drinking, reading, eating, swimming, flying. Each time, ask the children to guess, *What am I doing?* to get the response, *You're ...ing.*
5. Ask different children to mime actions of their own choice. This time, ask *What's he/she doing?* to get the response, *He's / She's ...ing.*

#### Handwriting practice

1. Before the children complete the exercise, draw quadruple lines on the board in one colour and demonstrate how to place letters in another colour.
2. Ask different children to come up and practise writing letters in the correct position, following the correct direction. Point out the black dot on each letter and remind the children that they should start writing the letter at the dot.
3. Make it clear that all letters should sit on the third line down. Capital letters and ascenders like *h*, *b*, *f* should touch the top line. Descenders like *g*, *y*, *p* should touch the bottom line.
4. The children should trace all given words and complete the missing word, using one of the words in the pink box.

- C. 1. He is hitting a ball.      2. She is running.      3. She is picking a flower.  
4. She is playing with a tablet.      5. He is mending a van.

## UNIT 1 LESSON 3

### Student Learning Outcomes

1. To read and discuss a story (A)
2. To recognize the cartoon text type (A)
3. To demonstrate comprehension of a story (B)
4. To revise the names of members of a family (B, C)
5. To infer unstated meaning from a text (E)

### Preparation and materials

- the audio-recording (which you should previously download onto a smartphone, tablet, or laptop) + speakers

### Suggestions and answers

#### A. While reading: Talk about the pictures. Ask: Can you see the monster in each picture? Why can't Ali see it?

1. **Before-reading:** Explain (in the mother tongue if necessary) that the children in the pictures will be their 'book friends' all year. Sara, Ali, and Fiza are Pakistani and live in Pakistan. Sara is the oldest. She is 8 years old. Next is Ali. He is 6 years old. The youngest is Fiza. She is 5 years old. Balu is Fiza's teddy. Fiza thinks Balu is her best friend, but everyone else thinks Balu is a toy. Their friend Adam lives next door and we will meet him later. Adam's father is Pakistani and his mother is English.
2. **Text type:** Explain that this is a cartoon, or a story that is told in pictures with speech bubbles.
3. **While-reading: Chat** (that is, have an informal conversation) about the people in each picture. (See Introduction Section 5.1 and Lesson 2 B for more about *chat*.) Suitable leading questions are:
  - a. What's he/she doing?
  - b. What's he/she wearing?
  - c. What do you like doing –  
Playing with a tablet? Playing with a car, doll, or bat and ball? Reading?  
Drawing? Cooking? Watching TV?
  - d. How many:
    - chairs can you see in picture 1?
    - books can you see in picture 2?
    - bananas / mangoes / flowers can you see in picture 3?
    - parrots can you see in picture 4?
    - brothers/sisters do you have?
4. Reading a picture story: Ask the children to point to picture 1 in their books. Tell the story in your own words or play the audio-recording, discussing the questions asked by the reader.

5. Pointing to each bubble, ask the children to point and read after you. Do not sound out the words phonically. Treat them as sight words. (See Introduction Section 5.2 for the difference between phonic words and sight words.)
6. Do the same for each picture, reminding the children to start at the top left, moving to the bottom right.
7. Ask the children to practise reading the bubbles in pairs. They can also practise reading it at home with their parents.
8. Chat about the story: Ask: Why doesn't Ali help his sisters, his mother and his father? Elicit, in the mother tongue if necessary, that sometimes people get so interested in tablets, smartphones, and television that they lose interest in real life. This is very sad and sometimes stops them from helping others. Point out that we should all limit our time on the screen.
9. **While-reading question:** After you have finished the story, re-read the question at the beginning of the story: *Can you see the monster in each picture? Why can't Ali see it?* Look for evidence of the monster in each picture and ask what part of its body we can see. Elicit that Ali can't see it because he is busy looking at his tablet.

**B. Complete the sentences with words from the story.**

1. Talk about families. Ask the children, *Do you have a brother/sister? What's his/her name? How many brothers/sisters do you have?*
2. Ask the children to complete the blanks, finding the spellings in the story.
3. They write the complete sentences (including the example) in their notebooks.
4. Remind the children to begin each sentence with a capital letter and end with a full stop. Extension: The children write further sentences, e.g. Sara is Mama's daughter. Ali is Mama's son. \_\_\_\_\_ is my brother. \_\_\_\_\_ is my sister. \_\_\_\_\_ is my mother. \_\_\_\_\_ is my father.

**B.** 2. brother      3. mother      4. father

**C. Answer these questions.**

1. Remind the children that names begin with a capital letter. Ask different children to write their own names on the board. Check that they start each one with a capital letter.
2. Different children then write names of the people in the story on the board.
3. Orally, ask what each person in the story likes.
4. Get the different children to read each question and answer, supplying the right name. Check that they say *like* in the question and *likes* in the answer.
5. They all write the questions and answers in their notebooks.

**C.** 2. Ali – tablet      3. Mama – flowers      4. Papa – van

**D. Discuss: Do Mama and Papa think there is a monster?**

Chat about the story. Elicit from the children that Mama and Papa don't think there is a monster because they haven't seen it. They think Ali is imagining the monster because he plays games on his tablet all the time. There is no need to write an answer to discussion questions, but take time to talk about the difference between imaginary worlds and the real world.



## UNIT 1 LESSON 4

### Student Learning Outcomes

1. To practise the present progressive (continuous) tense (A)
2. To use *She, He, They, and It ...* (A, B)
3. To write their own names correctly, using capital letters at the beginning (C)
4. To use capital letters at the beginning of names (D, E)

### Preparation and materials

You will need:

- handwriting notebooks, preferably with quadruple ruled lines
- to write each child's name at the top of the first page in their handwriting books

### Suggestions and answers

#### A. Complete the sentences with these words.

1. Ask questions orally, using the key pronouns. Expect the children to use the correct pronouns in their answers, for example, tell two children to mime eating. Ask the rest of the class, *What are they doing?* to get the response: *They are eating.*
2. Talk about each picture in A and complete the sentences, first orally, then in books.
3. The children copy the complete sentences into their notebooks.

A. 2. It      3. They      4. She      5. He      6. It

#### B. Complete these sentences.

1. Ask the children to complete the sentences orally, then in their books. Where necessary, point to pictures in A.
2. The children copy the complete sentences into their notebooks. Check that they have used capital letters at the beginning of their sentences.

B. 2. It      3. He      4. She      5. They      6. It      7. She

#### C. Write your name. Begin it with a capital letter.

1. Write each child's name at the top of a page of their handwriting books.
2. Ask the children to copy their own names, focusing on correct formation of letters and a capital letter at the beginning. Check that they are writing their names correctly.
3. They then write their names beautifully in their textbooks.

#### D. Match the small letters to the capital letters.

1. Write a selection of lower case letters on the board.
2. Ask different children to come to the front and write the correct matching upper case or capital letter beside each one.
3. Remind the children that we use capital letters at the beginning of sentences and names.
4. The children match the capital and lower case letters in their textbooks.

**E. Use capital letters in these names.**

1. Write the names of several children in the class, omitting the first letter.
2. Ask other children to come to the front and write the correct capital letter at the beginning.
3. The children complete the names, using capital letters, in their textbooks.
4. Ask the children to write their names in their notebooks. For homework, ask them to learn their **phone numbers** from their parents and to write their phone numbers besides their names.

E. 2. Fiza                      3. Sara                      4. Papa                      5. Mama                      6. Balu

**UNIT 1 LESSON 5**

**Student Learning Outcomes**

1. To revise vocabulary for clothes (A, B)
2. To use an apostrophe to show possession (A, B)
3. To write a scaffolded description, using own words (C)

**Preparation and materials**

- If possible, bring in some clothes before the lesson
- (optional) a pin board or a string hung across the front of the class + 10 clothes pegs

**Suggestions and answers**

**A. Follow the lines to find out who wears the clothes.**

1. Hang a number of different types of clothes on the line with clothes pegs (or pin them up).
2. Chat about their colour. Ask, *who wears the shorts / trousers / dress / suit / shirt / socks?* to get the response,  
*A boy / girl / man / woman wears the \_\_\_\_\_.*
3. Ask the children to follow the lines upwards and tell you who wears the clothes. Start with No. 1: *Ali's shorts.*
4. Model on the board how to write each phrase as they say it. Explain that the apostrophe shows that the clothes belong to someone.
5. The children write the phrases in their notebooks. They could also draw each item of clothing.

A. 1. Ali's shorts                      3. Sara's dress                      5. Balu's shirt  
2. Papa's trousers                      4. Mama's suit                      6. Fiza's socks

**B. Complete the sentences with these words.**

1. Chat about the colours of the clothes in A.
2. Ask the children to complete the sentences in their textbooks.
3. They can then write the complete sentences in their notebooks.

**B.** 2. black                      3. red                      4. green                      5. blue                      6. white

**C. Write about the dog's clothes.**

1. The purpose of this exercise is to teach children to write in their own words. When children are writing in a second language, you can *scaffold* their writing with the help of a writing frame or model. (For more about scaffolding, please read the Introduction, Section 5.5.)
2. The children may find it helpful if you put a writing frame like this on the board:

The dog's	shorts socks shoes ears fingers	are	blue. red. yellow. green. brown. black. white.
	hat tail pot ball bat	is	

3. This gives them all the spellings and the language structure they need, but they have to make sensible choices when they frame their own sentences.
4. Remind the children that we say *are* for more than one and *is* for one. We say *are* for trousers and shorts because they each have two legs.
5. Encourage more able children to write what the dog is doing, e.g. *It is hitting a ball. It is running. It is going to break a pot!*

**C.** The children can write in their own way, according to their ability.

Photocopiable flashcards for Unit 1

**a**

**cat**

**mat**

**e**

**hen**

**i**

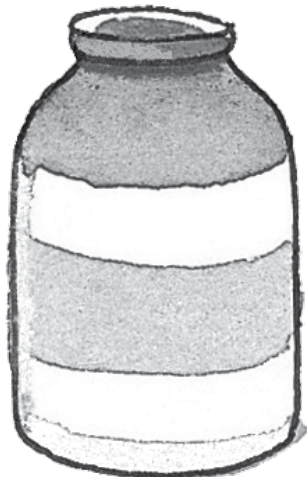
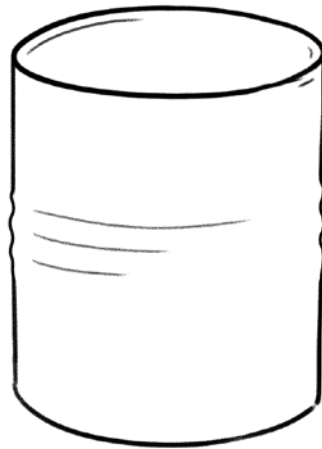
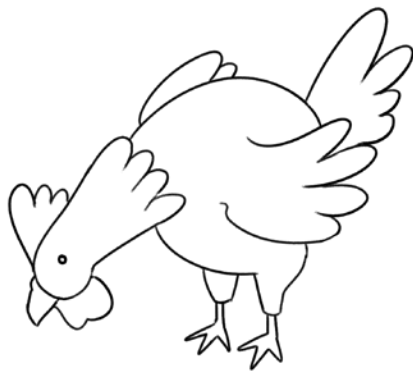
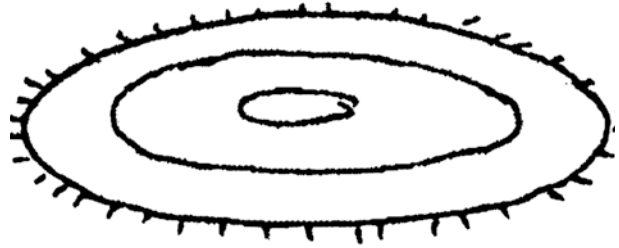
**tin**

**o**

**pot**

**u**

**jug**



# Monsters!

Note: For detailed teaching procedures, see suggestions for Unit 1. Brief teaching suggestions can be found at the back of the Students' Book. All answers are highlighted in grey.

## UNIT 2 LESSON 1

### Student Learning Outcomes

1. To develop speaking and listening skills (A, B, C, D)
2. To use the polite forms *please* and *thank you* and introduce the theme, *Making friends*. (A)
3. To learn vocabulary related to feelings (B and C)
4. To sing a song with correct rhythm and stress (D)

### Preparation and materials

- (optional) the audio-recording (which you should previously download onto a smartphone, tablet, or laptop) + speakers

### Suggestions and answers

#### A. Complete the sentences with these words.

A. Please give me a book. Here you are. Thank you.

#### B. Act out these words.

To practise this, play *Simon says*. See page 122. Children mime each expression as you say the words.

#### C. Listen and write the correct numbers in Ex. B.

Read the text on page 119 of the Students' Book. The children write the number beside the words in the box. Write *thirsty* on the board and the number 1 beside it as an example.

C. angry 7    happy 2    sad 5    sleepy 6    afraid 4    thirsty 1    hungry 3

#### D. Sing this song: *Ten in the bed*

If possible, play the audio-recording and get the children to sing along. If not, ask the children to sing each line of the first verse after you. Then ask the children to sing with you for the other nine verses, taking away a number each time and holding up the correct number of fingers. For details, see Unit 1, Lesson 1 C. For actions to the song, see page 117.

## UNIT 2 LESSON 2

### Student Learning Outcomes

1. To learn the phonic patterns *er* as in *flower* and *y* as in *happy* (A, B, C)
2. To recognize sight words connected to the topic of parts of the body (D)

## Preparation and materials

You will need:

- matching picture and word flashcards for the following words: *flower, monster, water, happy, sleepy, angry*. Photocopy and cut these out before the lesson.
- (optional) the audio-recording (which you should previously download onto a smartphone, tablet, or laptop) + speakers

## Suggestions and answers

### A. Read. Match the pictures to the words.

First ask the children to match the word flashcards to the pictures. They then match the pictures to words with a line and then copy the matching pictures and words in their notebooks. Note that NOT all words can be connected to pictures (e.g. *thirsty*). Point out the repeated phoneme in each word ladder. If possible, ask the children to repeat the words after the audio-recording. Then ask the children to make up their own sentences with each word. They learn the spellings for homework. For procedures for setting and testing spellings, refer to Unit 1, Lesson 2, Ex. A 11–12.

### B. Game.

Ask the children to stand up. Say the words in the phonic box in a different order. The children put up their hands if they hear the 'er' sound at the end of the word and nod their heads if they hear the 'y' sound. If they do the wrong action, they are out and have to sit down. The last child standing is the winner.

### C. Trace and complete the words using 'er' or 'y'.

On the board, demonstrate how to place *er* and *y* between quadruple ruled lines. Ask different children to come and complete the letters on the board, checking that they are starting at the dot, following the correct direction, and placing the letters correctly on the lines. Ensure that *er* touches the two middle lines and *y* touches the bottom line.

- |                                 |                             |
|---------------------------------|-----------------------------|
| C. 1. Fiza's brother is sleepy. | 2. The monster is angry.    |
| 3. Fiza's mother is happy.      | 4. Teddy is drinking water. |

### D. Label the pictures with these words.

Ensure that children label the pictures correctly.

## UNIT 2 LESSON 3

### Student Learning Outcomes

1. To recognize the text type of a narrative in contrast to the cartoon in Unit 1 (A)
2. To read and discuss a story (A)
3. To demonstrate comprehension (B)
4. To relate the text to the children's own experience (D)

## Preparation and materials

- (optional) the audio-recording (which you should previously download onto a smartphone, tablet, or laptop) + speakers

## Suggestions and answers

### A. While-reading: Describe the picture of the monster. Ask: Do you think the monster is good or bad?

1. **Pre-reading:** Ask the children to describe the picture of the monster in their own words. Play the audio-recording or read the text aloud with expression, asking the children to follow in their books. Stop to talk about the text and the pictures.
2. **While-reading:** Ask questions to check that the children are understanding it. Stop at the end of each section. Ask the children whether they think the monster is good or bad. Accept all ideas. Point out that Sara and Ali are perhaps sensible to run away as they do not know whether the monster is good or bad. Fiza is not so sensible, but she is kinder in feeling sorry for the thirsty, hungry, and tired monster. She welcomes him as we would welcome a guest.
3. **Text type:** Discuss the difference between this story and the story in Unit 1 Lesson 3. Elicit that the story in Unit 1 is told as a **cartoon**. Speech bubbles show what each person says. This story is told as a **narrative**. The storyteller tells us what each person says.

### B. Complete the sentences with these words.

- |   |                                      |
|---|--------------------------------------|
| B. 2. His wings are green.                    | 3. They run away.                    |
| 4. She gives him some water and some mangoes. | 5. He goes to sleep under the chair. |

### C. Discuss: How do you welcome friends to your house?

Talk about the ways we welcome friends, for example, we ask them to sit down; we offer them food and drinks; we are friendly. Encourage the children to tell you about times when they have welcomed visitors. Discuss how Fiza was a good host to the monster.

The children can act out the story in groups of four.

**Talk box:** Elicit from different children what they like or dislike about the story. Encourage them to express different points of view and explain that there are no 'right' answers. Some might like it because it is funny or teaches us to welcome strangers. Some might dislike it because it is unrealistic and they don't believe there are monsters. Accept all answers.

## UNIT 2 LESSON 4

### Student Learning Outcomes

To practise the language structures:

How many \_\_\_\_\_ does it have? It has ..... (A)

How many \_\_\_\_\_ do you have? I have ..... (B)

The monster's \_\_\_\_\_ is / are big / small / long / short. (C)

### Suggestions and answers

#### A. Look at the pictures. Answer the questions using these words.

Ask the questions orally before you ask the children to write the answers.



- |  |   |
|--|---|
| <p><b>A.</b> 2. It has eight legs.<br/>4. It has three eyes.</p> | <p>3. It has one tail.<br/>5. It has seven spots.</p> |
|--|---|

**Extension:** Children can make other similar questions and answers. For example:  
How many teeth does it have? It has nine teeth. How many ears does it have? It has two ears.  
How many mouths does it have? It has one mouth.

**B. What about you? Ask and answer questions using these words.**

Children answer questions about themselves, e.g. *I have ten fingers. I have two ears. I have two legs. I have ten toes. I have one nose.*

**C. Write sentences using the table.**

- |  |  |
|--|--|
| <p><b>C.</b> 1. The monster's ears are small.<br/>2. The monster's mouth is big.<br/>3. The monster's tail is long.<br/>4. The monster's eyes are big.</p> | <p>5. The monster's legs are short.<br/>6. The monster's nose is small.<br/>7. The monster's wings are short (or small).<br/>8. The monster's teeth are small.</p> |
|--|--|

**Extension:** What colour are the monster's ears? They are blue.  
What colour is the monster's tail? It is green.

**UNIT 2 LESSON 5**

**Student Learning Outcomes**

1. To practise using adjectives (A) and the present progressive or continuous (B)
2. To write about a monster using adjectives and numbers (C)

**Suggestions and answers**

**A. Circle the correct words.**

- A.** 2. long      3. short      4. small

**Extension:** The children write more sentences about the animals in the pictures, for example: 1. *This monster has a short tail and long ears.* 2. *This monster has a long nose, short legs, and big ears.* 3. *This monster has long wings and short legs.* 4. *This monster has a long tail and small eyes.*

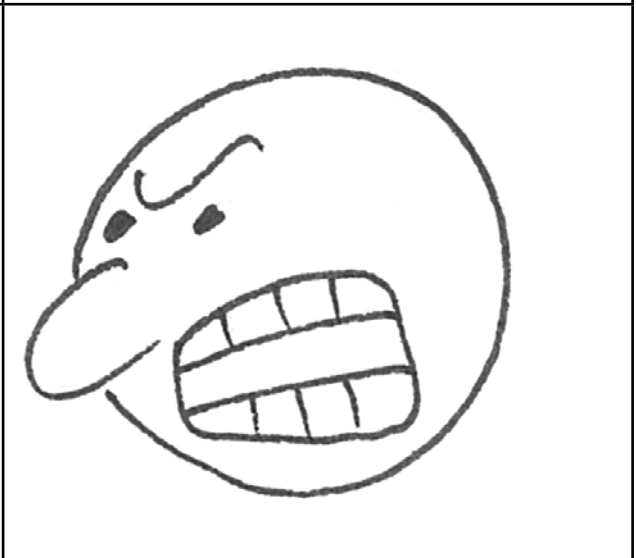
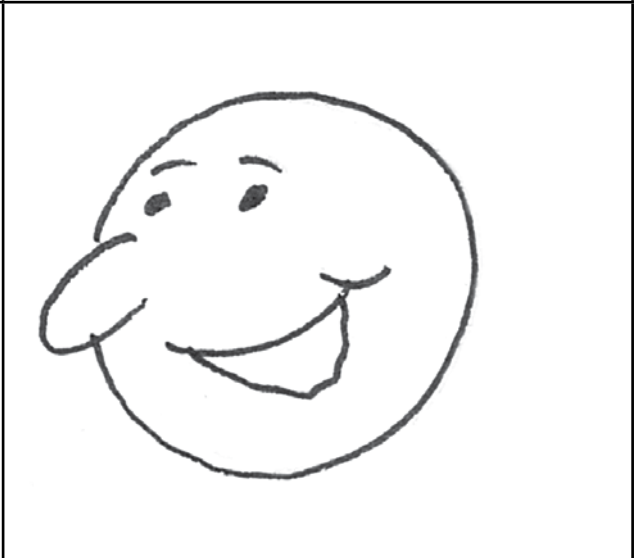
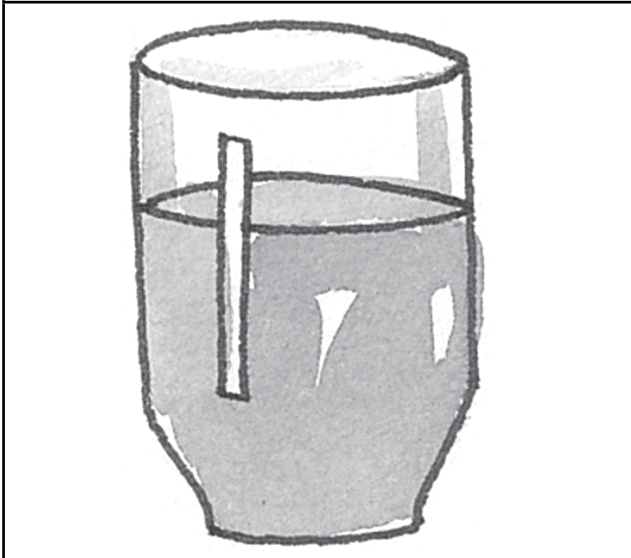
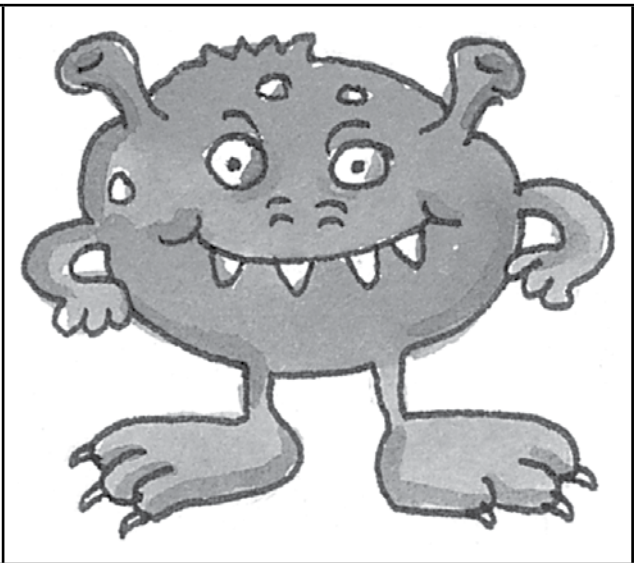
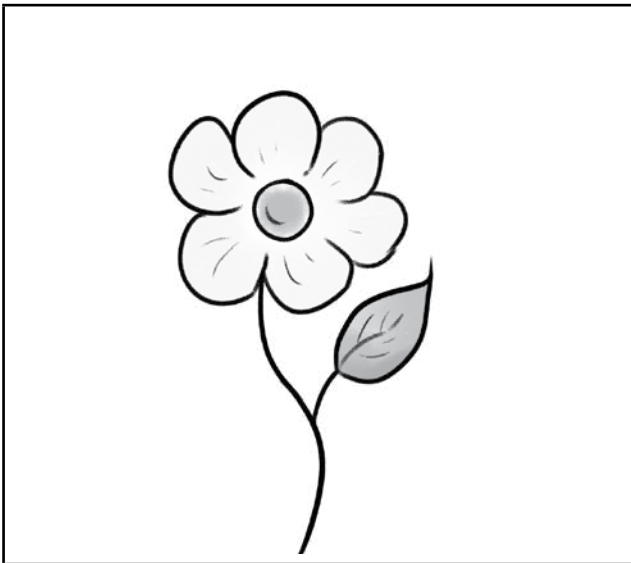
**B. Match the pictures to the words.**

- B.** 2. sitting      3. flying      4. running

**C. Draw and colour a monster. Write about it.**

Encourage the children to draw large colourful monsters. Able children can write a lot about their monsters, describing what they are doing as well as the parts of the body. Less able children can follow the pattern in the book. Every child should draw a different monster and therefore do a different piece of writing. Correct the children's writing and ask them to write fair copies in their best handwriting. Ask them to colour the pictures as beautifully as possible and read out their descriptions to the class. Display the pictures of monsters and accompanying writing on a pin board.

<b>er</b>	<b>flower</b>
	<b>monster</b>
	<b>water</b>
<b>y</b>	<b>happy</b>
	<b>sleepy</b>
	<b>angry</b>



# I want to eat!

Note: For detailed teaching procedures, see suggestions for Unit 1. Brief teaching suggestions can be found at the back of the Students' Book. All answers are highlighted in grey.

## UNIT 3 LESSON 1

### Student Learning Outcomes

1. To develop speaking and listening skills (A, B, C)
2. To introduce the topics of food (A) and animals (C)
3. To teach the structure ...*wants to* ... (B)
4. To sing a song with correct rhythm and stress (C)

### Preparation and materials

You will need:

- puppets for dialogue
- (optional) small pieces of at least two types of freshly cut fruit that are easy to eat with fingers e.g. banana and apple
- (optional) the audio-recording (which you should previously download onto a smartphone, tablet, or laptop) + speakers

### Suggestions and answers

#### A. Ask your friend: What do you want?

First, model this with puppets or two able children. Then get the children to practise asking questions and answering them in pairs. They can choose what they want.

**Extension:** Have a little 'fruit party' in the class. Bring in some freshly cut fruit and present it nicely on plates. Ask the children to wash their hands. Then ask different children to take the plates around offering their classmates a choice, using the language in the dialogue. Make sure that they say *please* when asking and *thank you* when they take their chosen piece of fruit.

#### B. Listen and match.

Read the dialogue on page 119 of the Students' Book in different voices for each part. The children listen and connect the two parts of the sentences.

1. Ali wants to swim in the river.
2. Sara wants to drink some water.
3. Fiza wants to go home.
4. Adam wants to go to sleep.

**Extension:** Ask how each child feels: *Ali feels hot. Sara feels thirsty. Fiza feels sad. Adam feels sleepy.*

### C. Sing this song: *The Alphabet*

If possible, play the audio-recording of the song every day for a week or two and get the children to sing along. Explain that up to now, we have learned to read with the regular sounds that letters make in words (phonemes). In the alphabet, we use the NAMES of letters, not the SOUNDS. The alphabet helps us to find words in a dictionary. Look at the Picture Dictionary on page 122 of the Students' Book. All the words on this page are about food and drink. Point out that the first word begins with *a*, which is the first letter of the alphabet. The next three words all begin with *b*, the second letter. The next two words begin with *c*, the third letter and so on. As there isn't a word beginning with *d*, we move on to the next letter, *e*. For details, see Unit 1, lesson 1 C. See Students' Book for the words.

## UNIT 3 LESSON 2

### Student Learning Outcomes

1. To learn the phonic patterns *ea* as in *tea* and *ing* as in *sitting* (A, B)
2. To recognize sight words connected to the topic of food (C)

### Preparation and materials

You will need:

- matching picture and word flashcards for the following words: *tea, ice cream, leaf, sitting, drinking, running*. You will find these at the end of the unit. Photocopy and cut them out before the lesson. Alternatively, just show the page and point.
- (optional) the audio-recording (which you should previously download onto a smartphone, tablet, or laptop) + speakers

### Suggestions and answers

#### A. Read. Match the pictures to the words.

Point out the repeated phoneme in each word ladder. If possible, ask the children to repeat the words after the audio-recording, using the correct pronunciation. Then ask the children to make up their own sentences with each word. Set the spellings for homework and test the children after a few days. Use the flashcards to help you teach the key phonemes. For more detailed suggestions, see Unit 1, Lesson 2 A.

#### B. Trace and complete the sentences with 'ea' or 'ing'.

On the board, demonstrate how to place *ea* and *ing* between quadruple ruled lines. Ask different children to come and complete the letters on the board, checking that they are starting from the correct point, following the correct direction, and placing the letters correctly on the lines. Ensure that *ea* touches the two middle lines and *g* touches the bottom line. Check that the children are tracing accurately.

- B. 1. drinking ... tea    2. eating ... beans ... meat    3. sitting ... reading    4. swimming

**C. Write the words in the correct columns.**

**Extension:** Play the **Blindfold Game**. See page 123 of this book. Children can add other food of their choice to the table.

- C. Sweet food: cakes, mangoes, ice cream  
Salty food: beans, eggs, meat

**UNIT 3 LESSON 3**

**Student Learning Outcomes**

1. To recognize the text type of a traditional folktale
2. To read and discuss a folktale
3. To demonstrate comprehension

**Preparation and materials**

- (optional) the audio-recording (which you should previously download onto a smartphone, tablet, or laptop) + speakers

**Suggestions and answers**

**A. While-reading, point to the pancake. Ask: Will the pancake get away?**

1. **Pre-reading:** Ask the children to put up their hands if they have eaten pancakes. Ask them to tell you what they eat with pancakes - perhaps sugar, honey or lemon.
2. **While-reading:** Play the audio-recording or read the text aloud with expression, asking the children to follow in their books. Stop to talk about the text and the pictures. Ask questions to check that the children are understanding it. After each section, ask the children to predict, *Will the pancake get away?*
3. **Role Play:** This is a good story to act out for an assembly. Get the children to practise it in class and then make posters to advertise it for the rest of the school. You can add as many animals as you like so as to give more children speaking parts.
4. **Text type:** Explain that this story is a **folk tale** (or traditional tale). People have told folk tales for a very long time and nobody knows who told the story first. Folk tales often change according to who tells them. For example, you could change it by adding more animals to chase the pancake.

**B. Tick the sentence if it is true. Cross if it is not true.**

- B. 2. T    3. F    4. F    5. T    6. T    7. F    8. T    9. F

**Extension:** The children correct the false sentences and make them true.

**C. Discuss: Can we always trust strangers when they offer help?**

Elicit that it is dangerous to talk to strangers unless our parents encourage us. We should only trust people who are known to us - and even then, we should sometimes be careful!

## UNIT 3 LESSON 4

### Student Learning Outcomes

To practise the language structures:

*Who is ...ing...? \_\_\_\_\_ is ...ing... (A, B)*

*Why is \_\_\_\_\_ ...ing ...? He/She is ...ing because ... (C)*

### Suggestions and answers

#### A. Write the correct names in the answers.

Play **Guess who?** Instructions are on page 123 of this book.

A. 2. Adam      3. Ali      4. Fiza      5. Papa      6. Mama

#### B. Ask and answer more questions about the picture.

Ask similar questions about the clothes in the picture, e.g. *Who is wearing a red shirt? Adam is wearing a red shirt.*

#### C. Answer the questions using these words.

- C. 2. She is sleeping because she is sleepy.  
3. He is eating a pancake because he is hungry.  
4. He is running away from a rat because he is afraid.  
5. He is hitting the rat because he is angry.  
6. She is drinking cola because she is thirsty.

You may also accept short answers beginning with *Because ...*

**Extension:** Make other questions beginning with *Why*.

## UNIT 3 LESSON 5

### Student Learning Outcomes

1. To match upper case (capital) letters to lower case (small) letters (A)
2. To use capital letters at the beginning of sentences and full stops at the end (B)
3. To write about animals' food habits in the present simple tense (C)
4. To revise numbers (D)

### Suggestions and answers

#### A. Trace the small letters. Write capital letters beside them.

Children trace the lower case letters and write the corresponding capital letters beside the lower case letters.

#### B. Copy the sentences. Start with capital letters. End with full stops.

First discuss the new vocabulary e.g. *seeds*.

- B. 1. Cows eat grass.      3. Hens eat seeds.      5. Frogs eat insects.  
2. Dogs eat meat.      4. Snakes eat frogs.      6. Insects eat us.

**C. Write what each animal eats.**

**C.** 2. Fish eat fish. 3. Tigers eat meat. 4. Goats eat grass. 5. Cats eat rats.

Difficult spellings can be found elsewhere on the page. Accept any other answers that make sense, e.g. *Parrots eat fruit*.

**D. How many animals are there in Ex. C? Write sentences.**

Encourage the children to write the numbers in words rather than figures. Point out that the words given in Ex. C begin with capital letters because they begin sentences. When the children write them in Ex. D, they are in the middle of sentences, so they should each begin with a lower case (small) letter.

**D.** 1. There are four parrots. 2. There are four fish.  
3. There are two tigers. 4. There are five goats.  
5. There are three cats. (There are five rats.)

**UNIT 3 LESSON 6**

**Student Learning Outcomes**

1. To recognize the text type of instructions (A, B)
2. To read and discuss a recipe (A)
3. To demonstrate comprehension and use common verbs (B)
4. To match food words with their collocations, e.g. *a slice of bread* (C)

**Preparation and materials**

- If possible, bring in the ingredients and materials for making sandwiches. Ensure the children can wash their hands before the lesson and that the desks are clean. If possible, allow the children to make the sandwiches themselves. At the end they should eat their sandwiches!
- Download the audio-recording and bring in speakers and a smartphone, tablet, or laptop.

**Suggestions and answers**

**A. Read the instructions.**

If you make sandwiches in class, play the audio-recording or read the instructions first and discuss what you need to do beforehand. Use the same language orally to tell them what to do. This is a good opportunity to practise speaking and listening skills.

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

**B.** First, you **wash** your hands. Then you **get** a knife. You **put** butter and jam on the slices of bread. Next you **put** one slice of bread on top of the other slice. You **cut** the sandwich in half. Finally, you **eat** the sandwich.



**C. Match the words and the pictures.**

Ask the children to complete other common collocations with food words, e.g. *a bunch of grapes, a carton of milk, a loaf of bread, a piece of cake.*

- |                               |                       |                     |
|-------------------------------|-----------------------|---------------------|
| <b>C.</b> 1. a glass of water | 2. a cup of tea       | 3. a slice of bread |
| 4. a jar of jam               | 5. a packet of butter |                     |

**UNIT 3 LESSON 7**

**Student Learning Outcomes**

1. To revise common vocabulary related to food (A)
2. To revise the use of *who* as a question word (B)
3. To ask and answer questions beginning with: *What do you want?* in the negative and positive forms: *I don't want ...thanks. I want ...please.* (C)

**Suggestions and answers**

**A. Do the crossword puzzle.**

- |                         |           |           |           |
|-------------------------|-----------|-----------|-----------|
| <b>A. Clues across:</b> | 1. butter | 4. glass  | 6. jam    |
|                         | 7. meat   | 8. banana | 9. orange |
| <b>Clues down:</b>      | 1. bread  | 2. tea    | 3. egg    |
|                         | 5. sweet  | 7. mango  | 8. bean   |

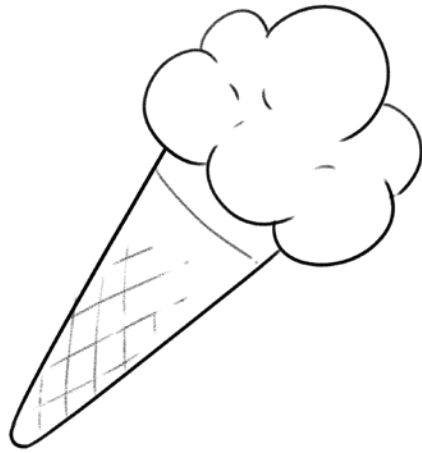
**B. Answer the riddles.**

- |                          |                |                |                |
|--------------------------|----------------|----------------|----------------|
| <b>B.</b> 1. I am a cow. | 2. I am a hen. | 3. I am a cat. | 4. I am a dog. |
|--------------------------|----------------|----------------|----------------|

**C. Game. 'What do you want in your sandwich?'**

Play this game along each row. Praise the rows that keep the questions and answers going without mistakes or long pauses.

<b>ea</b>	<b>tea</b>
	<b>ice cream</b>
	<b>leaf</b>
<b>ing</b>	<b>sitting</b>
	<b>drinking</b>
	<b>running</b>



# Check-up, Test, Reading, and Challenge

All answers are highlighted in grey.

## CHECK-UP and TEST

### Teaching objectives

1. To revise the previous three units
2. To test how well the children have understood them
3. To help those children who have not attained the expected learning outcomes
4. To give feedback to parents about the children's listening skills, vocabulary, and grammar
5. To track each child's progress through the year

### Preparation and materials

You will need to:

- photocopy the Record of Quarterly Assessments on the inside back cover of this book to record the results of the tests. If there are more than 30 children in your class, photocopy the number of sheets required. Note that you should keep this record carefully so that you can add the results of the quarterly tests in Units 8, 12, and 16.
- coloured pencils for Ex. A.

### How to conduct the Check-up and Test

1. Give plenty of oral work before you ask the children to write.
2. Most children should be able to write the answers to the questions in the Words and Sentences sections.
3. Revise all the songs, stories, games, and listening exercises in the previous three units.
4. After you have done the revision exercises, give the revision test, which gives marks out of twenty.
5. If percentages are required, multiply the results by 5.
6. Record the results on the Record of Quarterly Assessments.
7. The results can be given in three categories: Listening, Words, and Sentences. In reports to parents, you may prefer to term these as Oral work, Vocabulary, and Grammar.
8. The Challenge section can be omitted if you are pressed for time or if the majority of children have found the test difficult. In this case, give time to re-teaching the problem areas.
9. At the end of the year, pass the Record of Quarterly Assessments on to the next teacher, who can use it to see strengths and weaknesses in the class.

## CHECK-UP

### Suggestions and answers

#### A. Listen, match, and colour.

Revise colours and numbers orally before you ask the children to complete this listening exercise.

- A. The children should connect pictures and colour as instructed in the listening exercise on page 119 of the Students' Book. 1. Fiza - mangoes (orange) 2. Ali - ice creams (uncoloured) 3. Sara - sweets (red) 4. Mama - beans (green) 5. Papa - eggs (brown)

#### B. Ask and answer questions about Ex. A.

This can be done orally or in writing. If you ask the children to write these questions and answers in their notebooks, write the spellings of the food words (mangoes, ice creams, sweets, beans, eggs) on the board. Figures can be used instead of number words.

- B. 1. How many mangoes does Fiza have? She has five mangoes.  
2. How many ice creams does Ali have? He has three ice creams.  
3. How many sweets does Sara have? She has five sweets.  
4. How many beans does Mama have? She has ten beans.  
5. How many eggs does Papa have? He has eight eggs.

#### C. Write questions and answers about these pictures.

- C. 1. What is this? It is a van. 3. What is this? It is a hen. 5. What is this? It is a cat.  
2. What is this? It is a ball. 4. What is this? It is a book.

#### D. Complete the words with er, y, ea, or ng.

Revise the words in all the phonic boxes in Units 1–3. Give a spelling test using at least two words with each pattern. Re-teach the words the children have found difficult.

- D. 1. flowers 2. beans 3. a teddy 4. She is eating.

**Extension:** The children write their own sentences about the pictures, e.g. *The flowers are orange. There are three beans. The teddy is sitting. The cake is sweet.*

#### E. Complete the sentences using the words in the box.

- E. 2. drinking 3. sitting 4. wearing

#### F. Now answer the questions about the monster.

- F. 2. They are small. 4. It is big. 6. They are white.  
3. They are long. 5. It is happy.

#### G. Write six sentences about the colours in the picture.

The children write freely about the picture according to their ability. To help the less able children, you could write this writing frame on the board:

The monster's	hat shirt trousers ball book feet cup flower	is are	red. brown. yellow. blue. green. red, yellow and green.
---------------	---	-----------	--

## TEST

### Preparation and materials

Each child will need coloured pencils (red, green, blue, yellow, brown, orange, and black). You will need a copy of the Record of Quarterly Assessments from the back of this book.

### How to give the test

1. Explain that the children must not look at each other's work or talk to each other during the test.
2. Read aloud each question and explain what the children have to do, if necessary in a language the children understand.
3. Reassure them that you will not be angry if they make mistakes. It is to help you to help them learn well.

## REVISION TEST ANSWER KEY

### A. Listen, colour, and draw.

Read aloud the following listening exercise and mark accordingly. Give credit for colour or recognizable drawings in roughly the right place.

Look at the monster.

- |  |   |
|--|---|
| <b>A.</b> Colour its legs red.<br>[Pause to give the children time to colour.] | (½ mark)  |
| Colour its shirt orange. [Pause.]  | (½ mark)  |
| Colour its banana yellow. [Pause.]   | (½ mark)  |
| Colour its ears green. [Pause.]  | (½ mark)  |
| Draw a blue ball on the monster's head. [Pause.]                               | (½ mark for correct object/colour,<br>½ for position) |
| Draw a white egg on the monster's tail. [Pause.]                               | (½ mark for correct object/colour,<br>½ for position) |
| Draw a glass of cola on its nose. [Pause.]                                     | (½ mark for correct object/colour,<br>½ for position) |

### Total marks for Listening: 5

#### B. Complete the words in the sentences.

- B. 1. The monsterer is happy. 2. It is eating a banana.  
3. It is sitting on a mat. 4. It has four legs.

(½ mark for each correct phoneme)

#### C. Draw lines to match the words to the pictures.

Give half a mark for each word that is correctly matched to a picture with a line. Every child should be given a half mark for Number 1 so that nobody scores 0!

(½ mark for each correctly matched word)

### Total marks for Words: 5

#### D. Circle the correct word.

- D. 1. They 2. are 3. It 4. has 5. four (1 mark for each correct word)

#### E. Choose the best answer.

- E. 1. c 2. b 3. c (1 mark for each correct answer)

#### F. Write these sentences with capital letters and full stops.

- F. Adam is Ali's friend. He likes pancakes. (½ mark for each correctly placed full stop.  
½ mark for each correct capital: Ali, He)

### Total marks for Sentences: 10

## READING

### Student Learning Outcomes

1. To extend the reading skills of children who have met the learning outcomes of the previous three units
2. To contextualize the phonic patterns that will be taught in the Challenge section

### Preparation and materials

- (optional) the audio-recording (which you should previously download onto a smartphone, tablet, or laptop) + speakers

### Suggestions and answers

#### A. While-reading: Talk about the pictures.

1. **While-reading:** Ask the children to talk about the clothes and colours in the pictures. If possible, play the audio-recording of the story. If not, read it aloud in an amusing way, shouting when Fiza is trying to make Dadi hear! Discuss misunderstandings that people can have if someone doesn't hear properly. Elicit that at the end of the story, Dadi does not want the children to think that she is deaf!
2. **Text type:** Explain that this is a **realistic story** because it is like real life. It is set in a familiar setting—in 21<sup>st</sup> century Pakistan—so the characters are like our friends and

families. There are no talking animals, monsters or spaceships! Point out that when Mango Jango appears, the story is not realistic because there are no multi-coloured monsters in real life.

**B. Circle the words and copy the sentences.**

Discuss the questions orally in class before you ask the children to complete the task and copy it neatly in their notebooks.

**B.** 2. hear                      3. drink                      4. tea                      5. Fiza                      6. tea and water.

**C. Read, trace, match, and colour.**

Draw the children's attention to the phonic patters at the top right of the page. Ask the children to think of other words with these patterns (e.g. *pink, think, apple, little, hear, dear*).

**C.** Check that the children trace the letters correctly, starting at the dot and that they match the correct pictures to the words. They can colour as they wish.

**D. Copy and label the pictures in Ex. C.**

**D.** The children copy and label the pictures in their notebooks. Check that their handwriting is correctly formed, as in the Students' Book.

**E. Read all the words. Circle the rhyming word.**

Elicit from the children that the ends of rhyming words sound the same. Point out that the spellings are sometimes different as in *tea* and *tree*.

**E.** 2. eat                      3. drink                      4. hear                      5. brother                      6. tea

**CHALLENGE**

**Student Learning Outcomes**

1. To extend the language skills of children who have met the learning outcomes of the previous three units
2. To learn phonic patterns with -le, -nk, and -ear
3. To form plural nouns correctly

**Preparation and materials**

- (optional) the audio-recording (which you should previously download onto a smartphone, tablet, or laptop) + speakers
- pencils and rubbers for the crossword

**Suggestions and answers**

**A. Learn the spellings. Make up sentences with the words.**

The spellings in this and in other Challenge units are taken from the UK National Curriculum for Year 1 (like all other spellings in OPE 1). Ask the children to repeat the words after you or the audio-recording. Encourage them to make up interesting sentences that show the meanings of the words. Discuss what is happening in the picture of a family at a table. Elicit that the woman is saying thank you for her cup of tea and the little girl has spilt some tea



on her shirt. The children learn the spellings for homework. (For procedure, refer to Unit 1, Lesson 2A.)

**B. Complete the crossword with words in Ex. A.**

Encourage the children to do the easy clues first and to complete the blanks before filling in the crossword. They should use pencil, not pen, so that they can rub out wrong guesses if necessary. Point out that all the words can be found in the phonic table and that the picture will help them.

<b>B. Clues down:</b>	2. near	3. table	5. drink	6. apple	8. thank
<b>Clues across:</b>	4. hear	5. dear	7. little	9. pink	10. ear

**C. List four fruits. Use the picture dictionary on page 122.**

Explain that a dictionary helps us to a) find the meanings of words b) spell words correctly. Some dictionaries list words according to theme—like the Picture Dictionary at the back of the book. As they get older, they will use dictionaries that list words in alphabetical (ABC) order. If you look at the words on page 122, you will find that they are in alphabetical order too. Ask the children to identify four fruits.

**Extension:** Ask the children to find sweet foods (apples, bananas, cake, chocolate, jam, orange, sweets). Point out that some words belong in TWO groups—fruits and sweet foods.

**C.** apple, banana, mango, orange

**D. Write the plurals.**

Read and discuss the grammar box about plurals. On the board, demonstrate how we usually add *s* when there are more than one, but words ending in *sh*, *ch*, or *ss* end with *es*, e.g. *dishes*, *brushes*, *dresses*, *princesses*, *matches*, *torches*. Explain that 's' at the end of a word sometimes makes the 'z' sound as in *boys*, *dogs*, and *torches*. However, in some words, it makes the 's' phoneme as in *cats* and *sticks*. For the teacher's information, this is when the final consonant is not voiced. There is no need to explain this to the children at this level. Write up some other irregular plurals that do **not** end with *s*, e.g. *men*, *people*, *children*, *sheep*, *mice*, *feet*.

**D.** 2. dresses 3. sheep 4. girls 5. brushes 6. boys

**E. Match. Write sentences about the picture.**

**E.** 2. The men are reading newspapers. 3. The women are sitting on a mat.  
4. The girls are wearing yellow dresses. 5. The boys are swimming in the water.

**F. Write your own sentences about the picture.**

**F.** Children will have their own ideas, for example: The sheep are white / in a field. The men are under the tree / wearing black trousers. 4. The women are looking at their smartphones / wearing sunglasses. 5. The girls are running / playing chase. 6. The boys are wearing white vests / having fun.

**Extension:** Ask the children to write their own account of a picnic. Who did they go with? Where did they go? When did they go? What did they do, eat, wear? What did they enjoy/ not enjoy?

# Caring for Nature

Note: For detailed teaching procedures, see suggestions for Unit 1. Brief teaching suggestions can be found at the back of the Students' Book. All answers are highlighted in grey.

## UNIT 5 LESSON 1

### Student Learning Outcomes

1. To develop speaking and listening skills (A, B, C)
2. To explore the topic of caring for animals and birds (A, B)
3. To sing a song with correct rhythm and stress (C)

### Preparation and materials

You will need:

- puppets for the dialogues
- (optional) the audio-recording (which you should previously download onto a smartphone, tablet, or laptop) + speakers
- (optional) If possible, find large colour photos or posters of wildlife in magazines or books

### Suggestions and answers

#### A. Read these dialogues with your friend.

Model with two puppets or able children before the children practise in pairs. If possible, show the children large colour photos of animals, birds, fish, and other wildlife. Ask them to describe the pictures in their own words. Discuss where the creatures live and what they eat.

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

Encourage the children to work in pairs, following the model of Ex. A when talking about these three pictures. They can use their own words, but here are possible responses.

1. What's that? It's a spider. Tell me about it. It has eight legs. It's grey. It lives in a hole.
2. What are those? They're flies. Tell me about them. They have six legs. They're grey/brown. They live in a rubbish bin.
3. What are those? They're snails. They have no legs. They're pink and brown. They live in shells.

### Extension

In turns, the children describe an animal and guess what their friends have described. If you have brought photos into the class, encourage the children to write descriptions of them. Correct the writing and display fair copies with the photos on a pin-board.

### C. Sing this song.

Ask the children if they eat fish. Discuss where fish live, eliciting that they live in rivers and the sea. Talk about ways of catching fish in nets or with a fishing line. Explain that fish need clean water to live in. Nowadays, many fish are dying because the rivers and seas are full of plastic. Point out that we should try to use as little plastic as possible and always put waste plastic into a bin so that we don't leave litter that can damage wild animals. Explain that this is a traditional English folk song sung by fishermen to their children. If possible, play the audio-recording of the song every day and ask the children to sing along. If this isn't possible, get the children to sing it with you—first repeating each line, then singing along. For details, see Unit 1 Lesson 1 C. See page 118 for the words and actions of the song.

**Inquiry:** If you have a computer suite in your school, ask the children to work in pairs or groups to find out about an animal of their choice. If not, they can do the research at home with a parent. They could use the National Geographic website for children: [www.kids.nationalgeographic.com](http://www.kids.nationalgeographic.com)

They can simply talk about the photos and video-clips. Afterwards, they can tell their classmates two or three interesting facts about the animal.

## UNIT 5 LESSON 2

### Student Learning Outcomes

1. To learn the phonic patterns *sh* as in *shirt*, *th* as in *this*, *ay* as in *day* (A, B, C)
2. To learn the days of the week (A)
3. To recognize secondary colours (D)

### Preparation and materials

You will need:

- matching picture and word flashcards for the following words: *fish*, *shirt*, *shell*. You will just need word cards for *this*, *mother*, *father*, *Monday*, *Tuesday*, *Wednesday*
- the audio-recording of the phonic words

### Suggestions and answers

#### A. Read. Match the pictures to the words.

For detailed suggestions, see Unit 1, Lesson 2 A. Play **Run and match**, see page 123.

Note that the phonic sound of *th* is hard as in *this*, not soft as in *thank*. Get the children to read and make sentences with these words.

Every day for a fortnight, get the children to write in their books: Today is \_\_\_\_\_ day.

Yesterday was \_\_\_\_\_ day. Tomorrow will be \_\_\_\_\_ day.

Use the flashcards to practise reading each word. Point out the repeated phoneme in each word ladder. If possible, ask the children to repeat the words after the audio-recording, using the correct pronunciation. Then ask the children to make up their own sentences with each word and learn the spellings for homework.

## B. Game. Play 'Bingo!'

See page 119 of the Students' Book for instructions.

## C. Trace and complete the sentences about the pictures.

On the board, demonstrate how to place *sh*, *th*, and *ay* between quadruple ruled lines. Ask different children to come and complete the letters on the board, checking that they are starting from the correct point, following the correct direction, and placing the letters correctly on the lines. Ensure that *h* touches the top line and *y* touches the bottom line. Check that the children are tracing accurately.

- C. 2. sheep ... those                      3. this ... fish                      4. father ... shirt.

## D. Look at the pictures in Ex. A. What colour are they?

- D. The shell is pink.  
The dish is brown.  
The fish is purple.  
The sheep is white.  
The shirt is red.  
The shoes are black.

## UNIT 5 LESSON 3

### Student Learning Outcomes

1. To recognize the text type of a realistic story with a familiar setting (A)
2. To read and discuss a story (A)
3. To demonstrate comprehension of key vocabulary in the story (B and C)
4. To demonstrate comprehension of key events and days of the week (D)
5. To discuss how we can care for the environment

### Preparation and materials

- (optional) the audio-recording (which you should previously download onto a smartphone, tablet, or laptop) + speakers

### Suggestions and answers

#### A. Before-reading: Talk about litter. While-reading: Ask: How do Ali and Adam help the crow?

1. **Pre-reading:** Elicit that 'litter' is anything we throw away because we do not want it. Ask the children to tell you where they can see litter - maybe in the street or in canals.
2. **While-reading:** Play the audio-recording or read the text aloud with expression, asking the children to follow in their books. At the end of each day, discuss what has happened. Elicit that the bird recovers because the children find out what crows eat and give it the right kind of food. At the end of the story, discuss the problem of litter and waste plastic. Point out that plastic can harm wildlife and we should be careful to put rubbish in the bin. Re-read the pre-reading question and elicit that the children help the crow in two ways.

They give it food, water and rest (just as Fiza did for the monster in Unit 1). They also pick up plastic from the playground so that it can't get trapped again.

3. **Text type:** Elicit that this is a realistic story because it is set in the familiar world—in a school like the school where your pupils study.

**Activity:** Ask the children if there is litter in the grounds and consider doing a litter pick to encourage the children to be responsible for keeping the playground clean and safe for wildlife. Remind them to wash their hands afterwards.

**B. Write questions and answers like this.**

Practise the full questions and answers. Talk about the colours as well. Extension: Ask the children to write about the colours of each picture, e.g. The plastic bags are blue and pink.

- B.** 2. What is this? It is a snail. 3. What are these? They are flies. 4. What is this? It is a spider. 5. What is this? It is a spoon. 6. What are these? They are nuts / seeds.

**C. Circle the correct words.**

- C.** 2. sad                      3. fly                      4. bag                      5. water                      6. banana

**D. Match. Write true sentences in your notebook.**

Elicit that Ali and Adam give a different kind of food to the crow each day. They don't give the bird the kind of food they like, but they take the trouble to find out what kind of food the crows like. Explain that the moral is what we learn from a story. In most stories, we understand the moral but it is not stated. Discuss what the moral of this story is, eliciting that the children learn that they should not drop rubbish because they have seen how it harmed the baby crow.

- D.** 2. On Tuesday, they give it nuts and seeds.  
3. On Wednesday, they give it flies and spiders.  
4. On Thursday, they give it snails and it flies away.  
5. On Friday, they put plastic bags in the bin.  
6. The moral is: Look after animals and don't drop rubbish.

**E. Discuss: How can we care for nature, animals, and birds?**

Talk about the question, accepting the children's ideas. For example, we can plant and water trees. We can be kind to tame animals and leave wild animals alone. We can stop leaving litter and pick it up when we find it. Remind the children of the importance of washing hands carefully after picking up litter.

## UNIT 5 LESSON 4

### Student Learning Outcomes

To practise the language structures:

1. *Are these ...? Yes, they are. No, they are not. They are ...* (A)
2. *How many ... are there? There are ....* (B)
3. *They have ...* (C)

## Suggestions and answers

### A. Copy and answer the questions.

Point out that the spellings can be found elsewhere in the exercise. **Extension:** The children write an additional question and answer about the colour of each picture, e.g. What colour are the shells? They are pink.

- A. 2. No, they are not. They are flies.                      3. No, they are not. They are crows.  
4. No, they are not. They are spiders.                      5. No, they are not. They are boys.

### B. Ask and answer questions about the pictures in Ex. A.

The children ask questions about the pictures in A, following the model.

- B. 2. How many flies are there? There are four flies.  
3. How many crows are there? There are three crows.  
4. How many spiders are there? There are five spiders.  
5. How many boys are there? There are two boys.

### C. Answer riddles about the pictures in Ex. A.

Explain that a riddle is a puzzle. It has clues and you have to guess the answer.

- C. 2. spiders                      3. boys                      4. crows                      5. shells

**Extension:** The children make up clues about other creatures.

## UNIT 5 LESSON 5

### Student Learning Outcomes

1. To begin each day of the week with a capital letter and order the days of the week (A)
2. To write simple descriptions (B and C)
3. To practise the language structure: *It is... It has ..* (B and C)

### Suggestions and answers

#### A. Write the days in order. Begin each one with a capital letter.

- A. Monday                      Tuesday                      Wednesday                      Thursday                      Friday

#### B. Circle the right word from each box.

- B. 1. parrot                      2. green                      3. long                      4. short

#### C. Write four sentences about each bird as in Ex. B.

The children write their own sentences. Able children can write about their own experience of these birds. Children with basic English can follow the pattern in B like this:

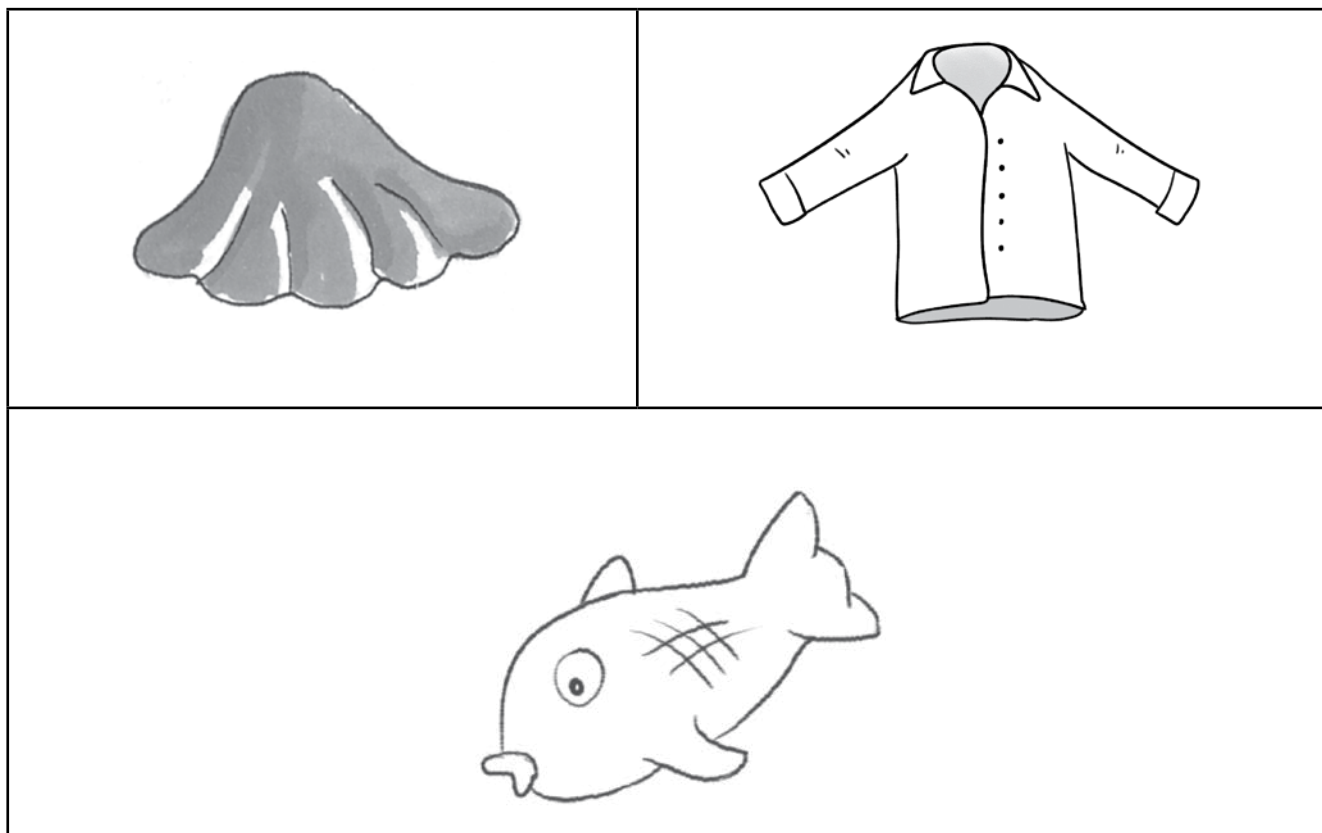
- C. 2. This is an owl. It is grey. It has a short tail. It has a short neck.  
3. This is a flamingo. It is pink. It has a short tail. It has a long neck.  
4. This is a drongo. It is black. It has a long tail. It has a short neck.

A very able child might describe the bird in many ways. Encourage this kind of child to experiment with words and to risk making a few mistakes in the first draft, for example: *This owl has big eyes and it is sitting on a tree. It flies around in the night and it eats rats and mice. It says Ooo ooo! I saw an owl in my uncle's garden.*

Photocopiable flashcards for Unit 5

<b>sh</b>	<b>shell</b>
	<b>shirt</b>
	<b>fish</b>
<b>th</b>	<b>this</b>
	<b>mother</b>
	<b>father</b>

<b>ay</b>	<b>Monday</b>
	<b>Tuesday</b>
	<b>Wednesday</b>





Note: For detailed teaching procedures, see suggestions for Unit 1. Brief teaching suggestions can be found at the back of the Students' Book. All answers are highlighted in grey.

**UNIT 6 LESSON 1****Student Learning Outcomes**

1. To develop listening skills (A and B)
2. To explore the topic of home and furniture (A and B)
3. To count up to 13 (A)

**Suggestions and answers****A. Ask and answer questions like this.**

After they have practised orally, the children may also write as many of the questions and answers as they can. Accept any reasonable room for the answers.

- A.**
1. Where is the pan? It is in the kitchen.
  2. Where is the bed? It is in the bedroom.
  3. Where is the tap? It is in the kitchen/bathroom.
  4. Where is the chair? It is in the living room.
  5. Where is the shower? It is in the bathroom.
  6. Where is the stove? It is in the kitchen.
  7. Where is the TV? It is in the living room.
  8. Where is the dish? It is in the kitchen.
  9. Where is the spoon? It is in the kitchen.
  10. Where is the lamp? It is in the bedroom.
  11. Where is the door? It is in the living room/bedroom.
  12. Where is the window? It is in the bedroom.
  13. Where is the knife? It is in the kitchen.

**B. Listen and draw.**

Read the text on page 120 of the Students' Book. Accept recognizable drawings. Get the children to colour them nicely and take pride in them. You may also get them to write sentences, e.g. *The pan is on the stove.*

## UNIT 6 LESSON 2

### Student Learning Outcomes

1. To learn the phonic patterns *oo* as in *book* and *oo* as in *moon* (A)
2. To practise positioning letters correctly (B)
3. To use the phonic words in context (B and C)
4. To sing a song with correct rhythm and stress (D)

### Preparation and materials

#### You will need:

- matching picture and word flashcards for the following words: *book, room, hook, moon, spoon, school*
- (optional) the audio-recording (which you should previously download onto a smartphone, tablet, or laptop) + speakers

### Suggestions and answers

#### A. Read. Match the pictures to the words.

Use the flashcards to practise reading each word. Point out that *oo* is short in the first column and long in the second column. Ask the children to repeat the words after the audio-recording, using the correct pronunciation. Then ask the children to make up their own sentences with each word. They can learn the spellings for homework. For detailed suggestions, see Unit 1, Lesson 2 A.

#### B. Trace and complete the sentences with words from Ex. A.

Remind the children that in *oo*, the letters should touch the middle two lines.

- |              |        |          |                  |
|--------------|--------|----------|------------------|
| B. 1. school | 2. too | 3. spoon | 4. book ... room |
|--------------|--------|----------|------------------|

#### C. Now use these words in your own sentences.

Children write their own sentences.

#### D. Sing this song: *Hey diddle diddle*

For details, see Unit 1, Lesson 1 C. See page 119 for the actions of the song. Emphasize that this nursery rhyme is rather like a dream. Introduce the word 'fantasy', meaning something that we imagine. Animals can do weird things like jump over the moon and play the fiddle. Non-living things like a dish and spoon can run. Explain that a fiddle is a kind of violin or stringed instrument. Here, 'sport' means 'fun'.

## UNIT 6 LESSON 3

### Student Learning Outcomes

1. To recognize the text type of a fantasy story (A)
2. To read and discuss a story (A)
3. To demonstrate comprehension of a story (B, C)
4. To discuss a theme of the story (C)

## Preparation and materials

- (optional) the audio-recording (which you should previously download onto a smartphone, tablet, or laptop) + speakers

## Suggestions and answers

### A. While reading, talk about the pictures. Ask: What is strange about Mango Jango's house?

1. **While-reading:** Play the audio-recording or read the text aloud with expression, asking the children to follow in their books. Stop to talk about the text and the pictures. Ask questions to check that the children are understanding it.

2. **Text type:** Discuss how this story is like a dream. Explain that, like 'Hey diddle diddle', it is a fantasy. A fantasy is a dream-like story that usually has magical creatures. *Harry Potter* is an example of the fantasy genre or text type, although the children will not be ready for this for some years! Ask the children to tell you what is strange and enjoy the humour of it. Chat about dreams the children have had.

### B. Complete the sentences with these words.

B. 2. back                      3. fly ... house                      4. tea ... ice cream                      5. apple

### C. Discuss what we learn from the story. Then tick 1 or 2.

Elicit from the children that Mango Jango's house and ways are very different from Fiza's, but this doesn't matter. It is possible to do things in different ways and not be a bad person.

C. 1. Friends can be different.

## UNIT 6 LESSON 4

### Student Learning Outcomes

To practise the language structures:

1. This is a ... / These are ... (A)
2. ... look/looks like ... (B)
3. in, on, under, behind (C)

## Suggestions and answers

### A. Talk about the things in Mango Jango's kitchen.

Talk about the colours and what the objects look like. Use the structures: **This is a** (*white/silver tap*). **It looks like** (*a snake*). **These are** (*pinky-white dishes*). **They look like** (*shells*). Count them.

### B. Match. Then write complete sentences.

Remind the children that we say only one object **looks** like ..., but several objects **look** like ...

- B.** 1. The tap looks like a snake. 2. The dishes look like shells. 3. The pan looks like a frog. 4. The spoons look like little girls. 5. The knives look like little boys. 6. The window looks like an apple. 7. The stove looks like a crocodile.

**C. Complete the sentences with these words.**

Before you do the exercise, play *Where is it?* (page 123] to practise the use of prepositions.

- C.** 1. on 2. on 3. in 4. on 5. under 6. in 7. behind

**UNIT 6 LESSON 5**

**Student Learning Outcomes**

1. To practise the use of ... *don't usually* ... (A)
2. To practise the use of *but* (B)
3. To use the numbers 15–20 (C)
4. To write about a room using comparisons (...*looks like*...) (D)

**Suggestions and answers**

**A. Sing 'Hey diddle diddle' again. Say what is strange.**

Sing the song on page 39 of the Students' Book again before you do this exercise. Point out that it is a fantasy song, so un-real and dream-like things happen in it.

- A.** 1. Cats don't usually play the fiddle. 2. Cows don't usually jump over the moon. 3. Dogs don't usually laugh. 4. Dishes don't usually run.

**B. Complete the sentences with these words.**

- B.** 2. ... eats from a shell.  
3. ... drinks cold tea.  
4. ... eats hot ice cream.  
5. ... sleeps in the kitchen.  
6. ... showers in the living room.

**C. Count these objects and write how many.**

- C.** 2. 12 sweets 3. 11 knives 4. 16 pens 5. 14 dishes

**D. Draw a strange living room. Write sentences about it.**

The children draw a strange room, making each object look like something else. They write about their pictures, following the pattern in the table.

Open answers

**oo**

**book**

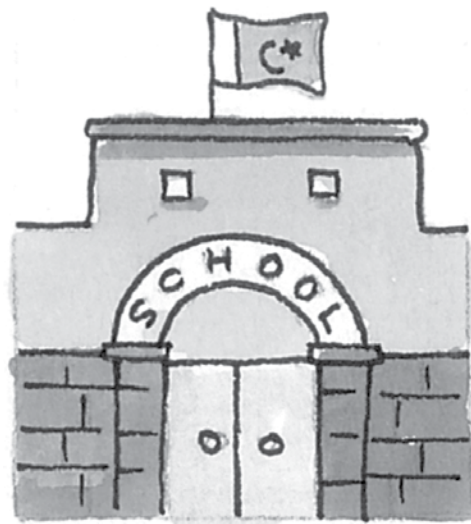
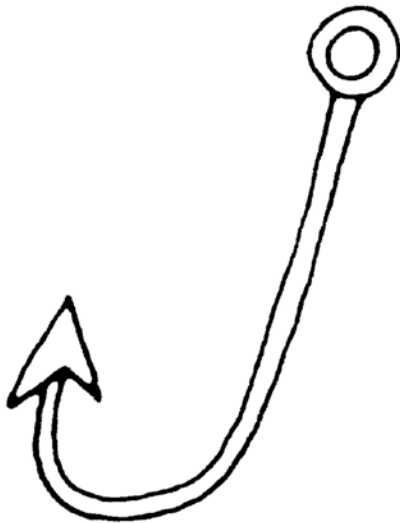
**room**

**hook**

**moon**

**spoon**

**school**



# Out in Space

Note: For detailed teaching procedures, see suggestions for Unit 1. Brief teaching suggestions can be found at the back of the Students' Book. All answers are highlighted in grey.

## UNIT 7 LESSON 1

### Student Learning Outcomes

1. To make exclamations and revise common adjectives (A)
2. To develop listening skills (B)
3. To sing a song with correct rhythm and stress (C)
4. To count up to 20 (D)

### Preparation and materials

- You may wish to use puppets for A
- (optional) the audio-recording (which you should previously download onto a smartphone, tablet, or laptop) + speakers

### Suggestions and answers

#### A. Choose the right phrase for each picture from the box.

Practise using the same adjectives about other objects in the classroom.

- A. 1. How big!      2. How lovely!      3. How small!      4. How cold!      5. How hot!

#### B. Listen and draw.

Read the text on page 120 of the Students' Book.

**Extension:** For more able children, ask the children to draw examples of modern technology, for example, a TV, a microwave oven, a smartphone.

#### C. Song: *Oh, how lovely!*

For details, see Unit 1, Lesson 1 C. See page 119 of this book for suggestions on how to sing this song as a round. Ask the children to tell you about beautiful evenings they have experienced.

#### D. Count up to 20.

Practise counting classroom objects up to 20.

## UNIT 7 LESSON 2

### Student Learning Outcomes

1. To learn the phonic patterns *ee* as in *sheep* and *ar* as in *car* (A–C)
2. To use *a* and *an* correctly (D)

## Preparation and materials

You will need:

- matching picture and word flashcards for the following words: *sheep, tree, three, car, cart, star*
- (optional) the audio-recording (which you should previously download onto a smartphone, tablet, or laptop) + speakers

## Suggestions and answers

### A. Read. Match the pictures to the words.

Use the flashcards to practise reading each word. Point out the repeated phoneme in each word ladder. If possible, ask the children to repeat the words after the audio-recording, using the correct pronunciation. Then ask the children to make up their own sentences with each word. They learn the spellings for homework. For detailed suggestions, see Unit 1, Lesson 2 A.

### B. Game: Your teacher will read words from Ex. A in a different order. Put up your hand if she says the *ee* phoneme.

Ask all the children to stand up. Read the words from Ex. A in a different order, including both words with *ee* and *ar*. Explain that they must raise their hands if they hear the phoneme *ee*. If they raise their hands for the wrong phoneme (or don't raise their hands for the right phoneme) they are out and must sit down. When they are good at the game, make them sit down if they are slow to respond. The last few children standing are the winners. This game will help you to identify which children are unable to distinguish between the two key phonemes in this unit.

### C. Trace and complete the sentences with *ee* or *ar*.

Elicit that the picture is strange because the sheep is green and the trees are red! Point out that both *ee* and *ar* touch the two middle lines. Ensure that the children start writing each letter in the correct place.

C. 1. green      2. three feet      3. trees      4. cart      5. ... are thirteen stars ...

### D. Match. Write *an* before words starting with *a, e, i, o, u*. Write *a* before other words.

Remind the children that we write *an* before words beginning with vowels.

D. (on left) an ear      an eye      a mouth      a shoulder  
(on right) a nose      an orange      an ice cream      an egg      an arm

## UNIT 7 LESSON 3

### Student Learning Outcomes

1. To recognize the text type of a science fiction story (A)
2. To read and discuss the story (A)
3. To demonstrate comprehension (B and C)



## Preparation and materials

- (optional) the audio-recording

## Suggestions and answers

### A. While-reading: Talk about space travel. Ask: *How are Ping and Gul Khan different?*

1. **Pre-reading:** Elicit that the sun, moon and stars are in space. A few brave people really do travel into space in space ships, but nobody has ever really seen an alien like the one in the picture!

2. **While reading:** Play the audio-recording or read the text aloud with expression, asking the children to follow in their books. Suggest they place a ruler below each line to keep the place. When you come to the end of page 47, discuss the while-reading question. Elicit that Ping knows a lot about modern technology, but Gul Khan doesn't. He knows how to sit still and Ping doesn't. They have different talents—like all the children in the class.

3. **Text type:** Explain that this is a science fiction story. Science fiction is often set in the future and may include space aliens whose bodies and habits are very different from ours. Ask the children if they have seen any science fiction films on television. After you finish the story, in the mother tongue if necessary, discuss the uses of TVs, computers, and smartphones. Encourage the children to see that although these are all useful, they do not necessarily make us happy. It is also important to be calm and enjoy the beauty of the natural world.

### B. Answer these questions.

- B.**
2. He lives on a farm in the hills.
  3. She has twelve smartphones and thirteen computers.
  4. He has twelve goats, eleven sheep, thirteen apple trees, and a small cart.
  5. She can fly from star to star. She can jump over hills. She can swim across the sea.
  6. She can't sit still.

**Extension:** Ask the children, 'What do you learn at school?' Elicit that at school we learn to write, read, do sums, sing, draw, etc.

### C. Discuss and complete the answers.

Elicit that each character in the story teaches the other something new.

- C.**
1. She learns to sit still.
  2. He learns to fly from star to star, jump over hills, and swim across the sea.

## UNIT 7 LESSON 4

### Student Learning Outcomes

To practise the language structures:

1. *my, your, their, his, her* (A)

2. *Yes, I can. No, I can't.* (B)
3. *Yes, they can. No, they can't.* (C)

### Suggestions and answers

#### A. Complete the sentences using the words in the box.

Before you do the exercise, play *What are they doing?* (TG page 124) to practise the use of *his, her, their*.

- A. 2. her      3. your      4. my      5. his      6. their

#### B. Answer these questions using 'Yes, I can.' Or 'No, I can't.'

- B. 1. Can you fly? No, I can't.  
 2. Can you eat? Yes, I can.  
 3. Can you swim? Children answer truthfully.  
 4. Can you read? Children answer truthfully.  
 5. Can you jump over a book? Yes, I can.  
 6. Can you jump over hills? No, I can't.  
 7. Can you sit still? Children answer truthfully.

Children answer truthfully about themselves. For fun, you could give them a minute of silence and note the names of children who moved, but make it clear that those who sit still are no better or worse than the wriggly ones!

**Extension:** Get the children to work in pairs. They ask a friend the same questions as in Ex. B. They record their friend's answers truthfully like this: *[Name] can't fly. He/She can eat. etc.*

#### C. Ask and answer questions about animals.

A maximum of nine questions and answers may be made—three with each verb.

- C. *Can crows fly? Yes, they can. Can crows read? No, they can't. Can cats swim? No, they can't. (or Some cats can swim.) Can cats fly? No, they can't. (or Yes, they can when they are in a plane.) Can cats read? No, they can't. Can fish swim? Yes, they can. Can fish fly? No, they can't. (or Yes, they can when they are flying fish.) Can fish read? No, they can't.*

## Unit 7 LESSON 5

### Student Learning Outcomes

1. To use the correct pronoun: *I, They, He, We, You, It, She* (A and B)
2. To use common adjectives (A and B)

3. To use apostrophes to show missing letters, e.g. *I'm* for *I am* (A and B)
4. To create negative sentences, using *not* (C)
5. To use capital letters at the beginning of sentences and names (D)

### **Suggestions and answers**

#### **A. Choose the right phrase for each picture from the box.**

- A.**
2. She's sad.
  3. They're cold.
  4. You're welcome.
  5. He's angry.
  6. We're sleepy.

#### **B. Now write the sentences in Ex. A in complete form.**

On the board, show how we can miss certain letters out (as in A) by using an apostrophe. Explain that both forms are correct but we usually use apostrophes when people are talking.

- B.**
2. She is sad.
  3. They are cold.
  4. You are welcome.
  5. He is angry.
  6. We are sleepy.

#### **C. Write the opposite of the sentences in Ex. B.**

- C.**
2. She is not sad.
  3. They are not cold.
  4. You are not welcome.
  5. He is not angry.
  6. We are not sleepy.

#### **D. Copy. Use capital letters and full stops.**

First revise the difference between small letters (lower case) and capital letters (upper case). Ask the children to recite their alphabet in sequence and sing the alphabet song again (Students' Book page 14).

- D.**
1. My name is Toot.
  2. Here is my spaceship.
  3. It has twenty windows.
  4. There are seventeen doors.
  5. We can fly to the stars.

## UNIT 7 LESSON 6

### Student Learning Outcomes

1. To describe examples of modern technology (A)
2. To reorder words to make sentences, using capital letters and full stops as clues

### Suggestions and answers

**A. Talk about the pictures. Write sentences about them.**

These are suggested descriptions only. Able children should use their own words to describe the objects in more detail.

- A.**
2. You can keep food cold in a fridge. There are shelves in the fridge and in the door. There is a light in the fridge. You can keep food for a long time in the freezer.
  3. You can talk to people on a smartphone. You can also take photos and videos. You can send text messages and photos too. A smartphone has a screen. You can charge it with electricity if you push the charger into an electric socket.
  4. You can keep a room cool with an air conditioner. There is an on/off switch and a remote control so that you can turn it on from your chair. The fan blows cool air into the room. We use it in the summer.

**B. Arrange the words in the right order to make sentences.**

- B.**
2. A laptop computer has a screen.
  3. You can talk on a smartphone.
  4. A fridge keeps food cold.
  5. You can take photos with a smartphone.

**Activity:** Ask the children to bring in broken gadgets, such as old smart phones, remote controls or electronic games. Tell them not to bring in working gadgets as someone might want to steal them. Give the children small pieces of card and help them to label the parts of each object with a felt tip pen (e.g. on/off switch, screen, plug). Display labelled objects on a 'museum table'.

## UNIT 7 LESSON 7

### Student Learning Outcomes

1. To revise the use of apostrophes to show possession (A)
2. To distinguish rhyming words even if they have a different spelling pattern (B)
3. To describe new objects clearly and with precision (C and D)

### Suggestions and answers

#### A. Whose are they? Write the names of the objects in the pictures.

- A. 2. Sara's smartphone                      3. Mama's laptop computer                      4. Papa's car

#### B. Match the rhyming words.

First ask the children to pick out the rhyming words in the songs on page 30 (daddy-laddy, fishy-dishy) and 39 (diddle-fiddle, moon-spoon) of the Students' Book.

- B. 2. day-say                      3. toe-go                      4. feet-eat                      5. spoon-moon                      6. why-my

#### C. Describe the pictures. Use the writing frame.

Chat about the children's experiences of tablets and microwave ovens before you ask them to make sentences from the table.

- C. 1. A tablet has earphones. You can play games on it. A tablet has a screen. You can go online on it.  
2. A microwave oven has a door. You can heat drinks in it. A microwave oven has a dish. You can cook food in it.

**Extension:** Able children add their own details.

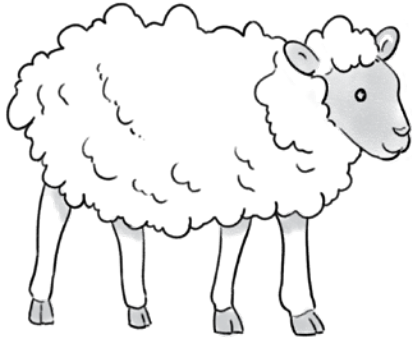
#### D. Describe another object. Ask a friend to guess what it is.

Encourage the children to think of other examples of modern technology such as a food mixer, a hair-dryer, or a robot toy.

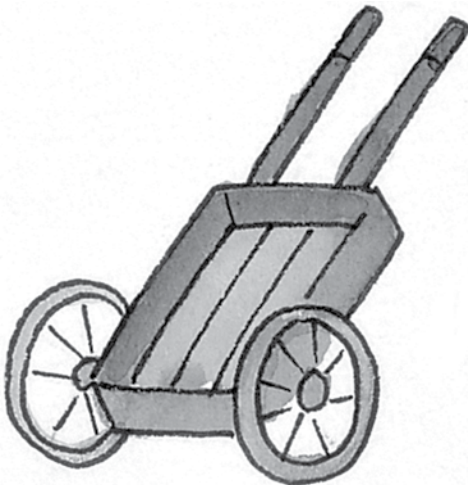
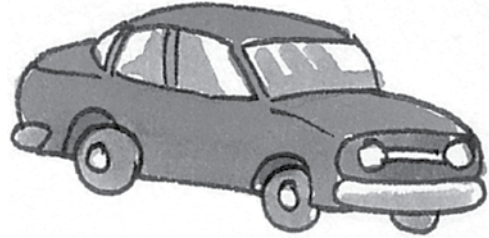
- D. Open answers are acceptable.

Photocopiable flashcards for Unit 7

<b>ee</b>	<b>sheep</b>
	<b>tree</b>
	<b>three</b>
<b>ar</b>	<b>car</b>
	<b>cart</b>
	<b>star</b>



3



# Check-up, Test, Reading, and Challenge

Brief teaching suggestions can be found at the back of the Students' Book. All answers are highlighted in grey.

## CHECK-UP and TEST

### Teaching objectives

1. To revise the previous three units
2. To test how well the children have understood them
3. To help the children who have not attained the expected learning outcomes
4. To give feedback to parents
5. To track each child's progress through the year

### Preparation and materials

You will need to:

- download the audio-recording onto a smartphone, tablet, or laptop and bring in speakers
- locate the Record of Quarterly Assessments started in Unit 4 so that it can be completed with the results for this test

### Revision

Revise the previous three units as you did in Unit 4 (page 28 of this book).

### Suggestion and answers

#### A. Listen and write the correct day.

Read the text on page 120 of the Students' Book. Ensure that you leave time for the children to count the foods. The children write the name of the day under the matching foods. Point out that the names of the days will NOT be in order from left to right.

A. Wednesday      Tuesday      Friday      Monday      Thursday

#### B. Ask and answer questions about Ex. A.

Note that this time, the children write what Ping eats in order of day, starting with Monday. Point out that there is no *s* after *eat* in the question (because the verb comes after *does*), but there is an *s* in the verb *eats* in the answer.

B. What does Ping eat on Tuesday? She eats cakes. What does Ping eat on Wednesday? She eats samosas. What does Ping eat on Thursday? She eats bananas. What does Ping eat on Friday? She eats fish.

#### C. Count how many Ping eats.

Do not forget to count what Ping has in her hands!

C. She eats 12 samosas, 15 cakes, 5 fish, 20 meatballs, and 13 bananas.

#### D. Complete the words with 'ee', 'ar', 'sh' or 'oo'.

D. 1. star      2. shower      3. tree      4. spoon  
5. cart      6. sheep      7. book      8. shell



**E. Where are the balls? Write eight sentences.**

To revise these prepositions, play *Where is it?* (page 124 of this book)

- E.** There is a ball on the laptop. There is a ball under the table. There is a ball behind the lamp. There is a ball in the jug. There is a ball in the bucket. There is a ball behind the door. There is a ball on the chair. There is a ball under the bed.

**Extension:** Write about things you can see in this picture. For example: *You can see the bedroom and the bathroom. In the bathroom, you can see a basin, a tap, and a bucket. In the bedroom, you can see a table, a laptop, a lamp, a jug, two pictures, two chairs, a window, two curtains, a bed, two pillows, and eight balls.*

**F. Complete the sentences with these words.**

To revise *his, her, their*, play *What are they doing?* (page 124 of this book) You can also revise *my* and *your* if you ask children directly (*What are you doing? I am touching my head*) or *What am I doing? (You are touching your nose.)*

- F.** 1. her                      2. my ... his                      3. their                      4. your

**G. Write about Blop.**

The children should write about Blop's family in their own words. They could include these details.

- G.** Blop has 12 eyes, 2 ears, 6 legs, and 18 toes. Blop has a father, mother, sister, and brother. He can fly.

**Extension:** Encourage the children to describe Blop in their own words.

**TEST**

**Preparation and materials**

1. Each child will need a pencil.
2. You will need a copy of the Record of Assessments from the back of this book. Use the same record that you completed after the test in Unit 4 so that you can track each child's progress through the year.

**How to give the test**

Explain that the children must not look at each other's work or talk to each other during the test. Read aloud each question and explain what the children have to do, if necessary in a language the children understand.

Reassure them that you will not be angry if they make mistakes. It is to help you to help them learn well.

**REVISION TEST ANSWER KEY**

**A. Circle a, b, or c.**

Read aloud the following listening exercise twice. Read slowly, giving the children time to tick the correct boxes.

Mango Jango goes to a strange school. He does not learn to read. He learns to ride elephants. He goes to school on Sunday but he does not go to school on Monday or Tuesday! His teacher is Mrs Bing. She is strange too. She jumps on the table and has seventeen eyes.

- A.** 2. c                      3. a                      4. b                      5. c                      6. b

**Total marks for Listening: 5** (1 for each correctly circled word)

**B. Look at the pictures. Write the words.**

**B.** 2. spoon                      3. shell                      4. star                      5. book                      6. sheep

**Total marks for Words: 5** (1 for each correctly spelt word)

**C. Circle the correct word.**

**C.** 1. live                      2. have                      3. They                      4. her                      5. their (5 marks)

**D. Complete the questions and answers.**

- D.** 1. Are these files? Yes, they are.  
2. Is this a laptop? No, it is not.  
3. Is this a laptop? Yes, it is.

(3 marks, 1 for each correctly completed question and answer).

**E. Write these sentences with capital letters and full stops.**

**E.** Mango Jango has wings. He can fly, but Ali can't.

(1 mark for 3 correct capital letters. 1 mark for 2 correctly placed full stops.)

**Total marks for Sentences: 10**

**READING**

**Student Learning Outcomes**

1. To extend the reading skills of children who have met the learning outcomes of the previous three units
2. To contextualize the phonic patterns that will be taught in the Challenge section

**Preparation and materials**

- (optional) the audio-recording (which you should previously download onto a smartphone, tablet, or laptop) + speakers

**Suggestions and answers**

**A. Before-reading: Talk about the pictures.**

1. **Pre-reading:** Talk about the pictures and ask the children to predict what the story is about.

2. **While-reading:** If possible, play the audio-recording of the story. If not, read it aloud in an expressive way. Discuss the games that children play and how we can mend broken toys. Elicit that the boys are learning about machines when they take apart the robot and put it back together.

3. **Text type:** Elicit that this is a realistic story because it is about real life and real people. Ask the children to tell you about things they have mended.

**Problem solving:** Talk about the importance of looking after our toys. Elicit that if they do break, we should try to mend them - perhaps with glue or a needle and thread. Praise children who tell the class how they have mended old toys. Ask them to bring in the mended toys and display them on a 'museum table'.

## B. Match and copy the sentences.

Discuss the sentences orally in class before you ask the children to complete the task and copy it neatly in their notebooks.

- |    |                                    |                                      |
|----|------------------------------------|--------------------------------------|
| B. | 2. The robot is yellow and purple. | 3. They take turns to play with it.  |
|    | 4. Then the robot stops.           | 5. The boys take out a little stick. |
|    | 6. The robot goes BRUMRUMRUM!      |                                      |

## C. Write the words in the correct order.

Draw the children's attention to the phonic patterns at the top right of the page. Ask the children to think of words with these patterns (e.g. *boy, toy, point, noise, turn, Thursday, purple, crow, yellow, window*). Elicit that **ow** makes a different phoneme in *show* and *blow* from the phoneme in *cow* and *brown*. Explain that it is common in English for the same spelling pattern to make different sounds in different words. Then ask the children to look at the pictures in Ex. C and suggest if any of the words follow the key patterns on this page.

- C. 1. robot      2. yellow      3. bowl      4. boy      5. purple      6. stick

## D. Write the words from the story.

Turn this exercise into a race by challenging the children to try to find two examples of each phoneme first. There are more than two words for some phonemes.

- |    |                                       |                                   |                                   |
|----|---------------------------------------|-----------------------------------|-----------------------------------|
| D. | 2. oy: <b>toy, boys</b>               | 3. ay: <b>Thursday, play, say</b> | 4. oi: <b>noisy, noise, point</b> |
|    | 5. ur: <b>Thursday, purple, turns</b> | 6. ow: <b>yellow, bowl</b>        |                                   |

## E. Answer the questions.

Explain that every story or book has a name or a title. It is always at the beginning of the book or story. It is usually in big, bold letters.

1. The title of this story is 'The Robot'.
2. The title of this book is 'Oxford Progressive English, Book 1'.

## CHALLENGE

### Student Learning Outcomes

1. To extend the language skills of children who have met the learning outcomes of the previous three units
2. To learn phonic patterns with oy (as in *boy*), oi (as in *point*), ur (as in *turn*), ow (as in *crow*)
3. To use simple present forms correctly

### Preparation and materials

- (optional) the audio-recording (which you should previously download onto a smartphone, tablet, or laptop) + speakers

### Suggestions and answers

#### A. Match. Learn the spellings. Make up sentences with the words.

**A.** Ask the children to repeat the words after you or the audio-recording. Encourage them to make up interesting sentences that show the meanings of the words. Point out that *oi* and *oy* make the same phoneme. The children learn the spellings for homework. (For procedure, refer to Unit 1, Lesson 2A.)

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

Questions 1–3 refer to the song on page 2 of the Students' Book. Sing it again. Questions 4–7 refer to the pictures in Ex. A.

- |   |                                       |
|---|---------------------------------------|
| <b>B.</b> 1. A teddy is a furry toy.    | 2. In the song, Teddy says, Point up. |
| 3. Teddy says, Turn around.             | 4. The bowl in Ex. A is yellow.       |
| 5. Thursday is the name of a day.       | 6. Ali is the name of a boy.          |
| 7. In Ex. A, the boy's shirt is purple. |                                       |

**C. Label the crow. Use the picture dictionary on page 124.**

Ask the children to use the picture dictionary to find the correct spelling of each body part of the crow.

**C.** The children label the crow's *eye, claw, leg, tail, and wing.*

**D. Solve the puzzle and write sentences like this.**

Read and discuss the grammar box about verb endings. On the board, demonstrate how we add *s* to a verb after *he, she,* and *it,* but not after *they.* Ask the children to follow the lines to find who gets what. Explain that each line goes to one of the words in the last column of the table. Remind them to say *gets* for one person and *get* for two.

**Extension:** Ask the children to imagine that they are looking at the shop. What would each one get? Encourage them to have different opinions.

- |   |                                     |
|---|-------------------------------------|
| <b>D.</b> 2. Ali and Adam get a football. | 3. Sara gets a book.                |
| 4. Fiza and Mango Jango get a teddy.      | 5. Fiza's mother gets orange juice. |
| 6. Fiza's father gets a sandwich.         |                                     |

**E. Write eight questions and answers about the shop like this.**

Get the children to practise making questions and answers about the shop by counting the things in the window. Encourage them to write the numbers in words. Write the spellings on the board if necessary.

- E.**
1. How many teddies are there? There are two teddies.
  2. How many dolls are there? There are four dolls
  3. How many footballs are there? There are five footballs.
  4. How many cartons of orange juice are there? There are fifteen cartons of orange juice.
  5. How many bottles are there? There are twelve bottles.
  6. How many sandwiches are there? There are eight sandwiches.
  7. How many brown sweets are there? There are ten brown sweets.
  8. How many white sweets are there? There are seven white sweets. (or How many sweets are there? There are seventeen sweets.)

# Shopping

Note: For detailed teaching procedures, see suggestions for Unit 1. Brief teaching suggestions can be found at the back of the Students' Book. All answers are highlighted in grey.

## UNIT 9 LESSON 1

### Student Learning Outcomes

1. To develop speaking and listening skills (A)
2. To explore the topic of shopping (A)
3. To sing a song with correct rhythm and stress (B)
4. To revise commands and the difference between *right* and *left* (B and C)

### Preparation and materials

- You may wish to use puppets for the dialogues
- (optional) Bring in the downloaded audio-recording and speakers

### Suggestions and answers

#### A. Play shopping with a friend. Take turns to buy and sell.

First model a conversation in front of the class with a bright child, or with the help of puppets. Then get them to practise in pairs asking for things in the picture.

**Extension:** Set out a "shop" for the children, laying out some common objects on a table. Label each object and price it. Ask the children to come up one by one, they ask for things politely, using the language in A. To add to the fun, you can pretend to be a dishonest shopkeeper. The child who comes up to buy the materials has to check carefully that you are asking for the labelled price. The rest of the children in the class can keep a careful watch on you too and point out whenever you over-charge or give incorrect change!

#### B. Sing this song: *Here we go Looby Loo*

For details, see Unit 1, Lesson 1 C. Complete words and actions for the song are on page 119 of this book. When demonstrating the difference between right and left, always turn your back to the class so that your right is also their right.

#### C. Game: 'Simon Says'

Play *Simon says* (see page 122), practising the use of the phrases in the song, in particular, the use of *right* and *left*.

## UNIT 9 LESSON 2

### Student Learning Outcomes

1. To learn the phonic patterns *y* as in *fly* and *ck* as in *sock* (A, B, C)
2. To practise correct positioning of letters (C)

### Preparation and materials

- You will need matching picture and word flashcards for the following words: *fly, sky, cry, sock, duck, bucket*
- (optional) You will need the audio-recording and speakers

### Suggestions and answers

#### A. Read. Match the pictures to the words.

Use the flashcards to practise reading each word. Point out the repeated phoneme in each word ladder. If possible, ask the children to repeat the words after the audio-recording, using the correct pronunciation. Then ask the children to make up their own sentences with each word. Then they learn the spellings for homework. For detailed suggestions, see Unit 1, Lesson 2 A.

#### B. Use the words in Ex. A to make sentences.

Ask the children to make up sentences with the words. Write them on the board with a blank for the key word. The children copy and complete the sentences in their notebooks.

#### C. Game. Put up your left hand if your teacher says a word with the y phoneme.

The purpose of this game is both to practise listening for the two sounds and the difference between right and left. Say the words from Ex. A in a different order. The children put up their left hands if they hear the y phoneme. When they can do this easily, ask them to put up their right hands if they hear the ck phoneme.

#### D. Trace and complete the sentences with y or ck.

On the board, draw quadruple lines. In a different colour, demonstrate that y touches the bottom line and k touches the top line. Ask different children to come up to the front and write the key words in Ex. A, placing their letters correctly.

- D. 1. My sock is red.
- 2. The fly is black.
- 3. A duck says quack.
- 4. Why are you crying?
- 5. Because the chicken is in the bucket.

## UNIT 9 LESSON 3

### Student Learning Outcomes

1. To recognize the text type of a realistic story (A)
2. To read and discuss the story (A)
3. To demonstrate comprehension (B)
4. 4. to discuss the importance of confiding in family members (C)

### Preparation and materials

- (optional) You will need the audio-recording and speakers

## Suggestions and answers

### A. Before-reading: Talk about things in your bag: Do you have the same things as other people in your class?

- 1. Pre-reading:** Ask each child to take things out of their bags, like pencil boxes, rubbers, pencils, lunch boxes. Discuss whether they all the things look the same. Are there fashions certain types?
- 2. While-reading:** Play the audio-recording or read the text aloud with expression, asking the children to follow in their books. Stop to talk about the text and the pictures. Ask questions to check that the children are understanding it.
- 3. After-reading:** At the end, discuss the pre-reading question. Elicit that there may be fashions that the children like to follow—they may have the same kinds of toys, clothes, or bags. However, elicit that we do not need to follow the fashion and it is fine if we are different from other people.
- 4. Text type:** Elicit that this is a realistic story because it happens in a familiar place—a shop—and there are no magical creatures or talking animals. The problems are the same as those that most children face—the pressure to be the same as one’s friends.  
You may wish to act the story out in class. Discuss what kinds of pencil boxes / clothes / toys the children like/do not like.

**Extension:** Orally, practise the following structure:

I You They	like do not like	it.
He She	likes does not like	

### B. Match. Then copy the complete sentences.

- B.** 2. His mother wanted a bucket and some socks.
3. They did not get a pencil box in the first shop.
4. They got a pencil box in the second shop.
5. It looked like a spaceship.
6. Everyone liked Adam’s pencil box.

## UNIT 9 LESSON 4

### Student Learning Outcomes

To practise the language structures:

1. *There are some ... There aren’t any ...* (A)
2. Simple past tense (B)
3. *Don’t ...* (C)

## Suggestions and answers

### A. Make sentences about the picture using the words below.

To practise vocabulary about food and the difference between **a** (cake) and **some** (bananas), play *I went to the market* (page 125 in the Teaching Guide).

- A. 1. There are some bananas.
- 2. There aren't any eggs.
- 3. There are some mangoes.
- 4. There aren't any cakes.
- 5. There are some apples.
- 6. There are some oranges.
- 7. There aren't any beans.
- 8. There aren't any sweets.

### B. Make sentences about Adam's mother using the past tense.

- B. 2. She got a bucket.
- 3. She went home.
- 4. She had a cup of tea.
- 5. She got some socks.
- 6. She said hello to Sara.
- 7. She made lunch.

### C. These children are in the shop. What do their mothers say? Write the letters of the matching pictures.

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

## UNIT 9 LESSON 5

### Student Learning Outcomes

- 1. To use commas in lists (A)
- 2. To use uncountable and countable nouns with *is/are some* and *isn't/aren't any* (B)
- 3. To use the present progressive or continuous tense (C and D)
- 4. To write about their own pictures in the present progressive (D)

## Suggestions and answers

### A. Copy the sentences. Put commas in the lists.

- A. 1. In the shop, there are pots, pans, dishes, spoons, knives, jugs, and glasses.
- 2. In the shop, there is some milk, some jam, some ice cream, and some rice.



**B. Write sentences about the pictures in Ex. A.**

- B.** There are some jugs. There are some dishes. There aren't any buckets. There is some rice. There isn't any cola. There is some milk. There isn't any water. There is some jam.

**Extension:** Other affirmative sentences can be made in the same way, e.g. *There are some pans / spoons / knives / glasses. There is some ice cream/rice.* Other negative sentences can be made in the same way, e.g. *There aren't any flowers / tins / mats. There isn't any meat / tea / coffee.*

**C. What are the children doing in the pictures in Lesson 4, Ex. C?**

- C.**
- b. He is picking the flowers.
  - c. She is playing with the toys.
  - d. He is running.
  - e. He is eating the sweets.

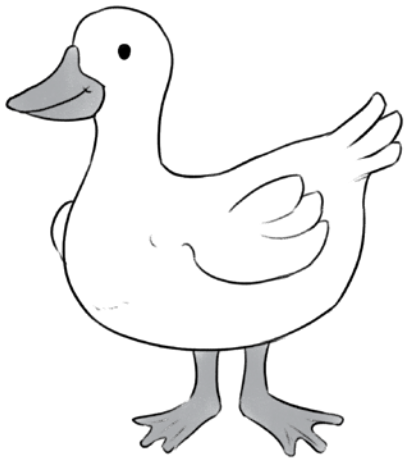
**D. Draw some pictures of good children. Write what they are doing.**

Point out that the children in Lesson 4, Ex. C are being rather naughty! Ask the children what good things they do. Elicit that they are good when they are being helpful to others, e.g. picking up toys, keeping the house tidy, helping their little brothers and sisters, being kind to other children when they are sad, welcoming visitors by giving them food and drink.

- D.** The children write their own ideas about their pictures of children behaving well.

Photocopiable flashcards for Unit 9

<b>y</b>	<b>fly</b>
	<b>sky</b>
	<b>cry</b>
<b>ck</b>	<b>sock</b>
	<b>duck</b>
	<b>bucket</b>



# The Time of Day

Note: For detailed teaching procedures, see suggestions for Unit 1. Brief teaching suggestions can be found at the back of the Students' Book. All answers are highlighted in grey.

## UNIT 10 LESSON 1

### Student Learning Outcomes

1. To develop speaking and listening skills (A–D)
2. To explore the topic of daily routines and time (A–D)
3. To sing a song with correct rhythm and stress (D)

### Preparation and materials

- You may wish to use puppets for the dialogues
- (optional) Bring in the downloaded audio-recording and speakers
- For A, it would be useful to have a large dial clock with hands you can move

### Suggestions and answers

#### A. Ask and answer questions about time.

Teach children how to tell time with the minute hand at 12 and the shorter hour hand changing, focusing on \_\_\_ o'clock. Talk about what we do at different times of the day, in the mother tongue if necessary.

Model a conversation in front of the class with a bright child, or with the help of puppets. Then get them to practise asking and telling the times in the picture.

- A. 2. What time is it? It's 8 o'clock. Time to eat breakfast.  
 3. What time is it? It's 1 o'clock. Time to eat lunch.  
 4. What time is it? It's 4 o'clock. Time to have tea.  
 5. What time is it? It's 6 o'clock. Time to eat dinner.  
 6. What time is it? It's 7 o'clock. Time to go to bed.

**Extension:** Play the game *What's the time?* as given on pages 125–126 of this book.

#### B. Ask and answer questions about Ali's day.

Check that the children use no s after the verb in the question and an s after the verb in the answer.

- B. 2. When does Ali eat breakfast? He eats breakfast at 8 o'clock.  
 3. When does Ali eat lunch? He eats lunch at 1 o'clock.  
 4. When does Ali have tea? He has tea at 4 o'clock.  
 5. When does Ali eat dinner? He eats dinner at 6 o'clock.  
 6. When does Ali go to bed? He goes to bed at 7 o'clock.

**C. Ask and answer questions about you.**

The children will have slightly different answers. Check that they do not use an *s* after the verb (e.g. *I get up, I eat breakfast..., etc.*).

**D. Sing this song: *Today is Monday***

For details, see Unit 1, Lesson 1 C. The words and actions of the song are on page 119 of this book. Use the audio-recording if possible. Chat with the children about what they have for breakfast every day.

## UNIT 10 LESSON 2

### Student Learning Outcomes

1. To learn the phonic patterns *or* as in morning and *wh* as in whistle (A, B, and C)
2. To practise correct handwriting (C)
3. To recognize sight words connected to the topic (D)

### Preparation and materials

- You will need matching picture and word flashcards for the following words: *horse, shorts, morning, whistle, wheel, white*
- (optional) Bring in the downloaded audio-recording and speakers

### Suggestions and answers

**A. Read. Match the pictures to the words.**

Use the flashcards to practise reading each word. Point out the repeated phoneme in each word ladder. If possible, ask the children to repeat the words after the audio-recording, using the correct pronunciation. Then ask the children to make up their own sentences with each word. They learn the spellings for homework. For detailed suggestions, see Unit 1, Lesson 2 A.

**B. Listen to your teacher. Write 1-10 beside the words in Ex. A.**

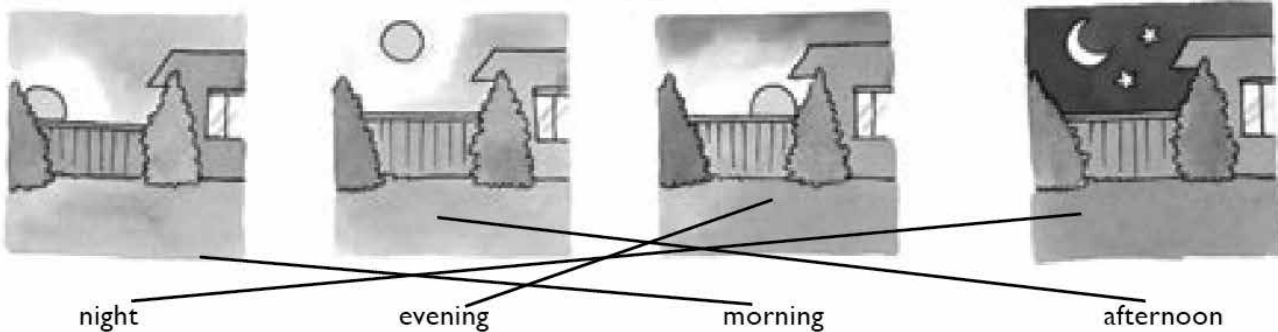
Refer to page 120 of Students' Book for instructions.

**Extension:** Dictate the words, after giving the children five or ten minutes to learn the spellings using the 'Look, cover, write, check' method. See teaching notes for Unit 1, Lesson 2, Ex. A, points 11–12. Remind the children to use this method whenever they learn their spellings for homework.

**C. Trace and complete the sentences with words from Ex. A.**

1. When do we get up? We get up in the morning.
2. What are these? They are shorts.
3. Where is Sara? She is on a horse.
4. The goat has short horns.

**D. Match the words to the pictures.**



**D.** night evening morning afternoon

**UNIT 10 LESSON 3**

**Student Learning Outcomes**

1. To recognize descriptions of routines (A)
2. To read and discuss the text (A)
3. To practise the use of the simple present with *always, sometimes, usually* and *never* (A)
4. To demonstrate comprehension and practise answering questions in the simple present (B and C)

**Preparation and materials**

- (optional) Bring in the downloaded audio-recording and speakers

**Suggestions and answers**

**A. While-reading: Tell the time. Ask: How is Sara's day different from Mango Jango's day?**

1. **While-reading:** Play the audio-recording or read the text aloud with expression, asking the children to follow in their books. Stop to talk about the text and the pictures. Ask questions to check that the children are understanding it. Ask different children to tell the time on each clock.
2. While reading the second page, elicit the ways that Sara is different from Mango Jango.
3. **Text type:** Explain that 'routines' are things that we do every day. We usually use the present tense to describe routines. After you have read the two passages, ask the children to tell you what they always, sometimes, usually or never do. Encourage the children to enjoy the humour of Mango Jango's odd habits!

**B. Write 8 questions and answers about Sara and Mango Jango.**

Ask other questions about Sara and Mango Jango. It is important for the children to learn to say, 'I do not know' in answer to some questions. Practise it while you are asking questions, for example: 'Does Sara/Mango Jango like singing?' We know that Sara likes singing but we don't know about Mango Jango.

- B.**
1. Does Sara get up at 11 o'clock? No, she doesn't.
  2. Does Sara eat insects? No, she doesn't.
  3. Does Sara go to school on Monday? Yes, she does.
  4. Does Sara go to school on Sunday? No, she doesn't.
  5. Does Mango Jango get up at 11 o'clock? Yes, he does.
  6. Does Mango Jango eat insects? Yes, he does.
  7. Does Mango Jango go to school on Monday? No, he doesn't.
  8. Does Mango Jango go to school on Sunday? Yes, he does.

## UNIT 10 LESSON 4

### Student Learning Outcomes

To practise the language structures:

*at* for time, *on* for days, *in* before times of day (A)

affirmative and negative forms of the simple present (B)

question words: *what*, *when*, *where*, *how* and *who* (C and D)

### Suggestions and answers

**A. Look at page 69 and answer the questions. Use 'at' for time. Use 'on' for days.**

Remind the children that there is no 's' at the end of a verb after 'does', but we use 's' in the answer.

- A.**
1. He gets up at 11 o'clock.
  2. He sits in a tree on Monday.
  3. He eats insects on Tuesday and Wednesday.
  4. He swims in the sea on Thursday and Friday.
  5. He goes to school on Saturday and Sunday.

**B. Write eight sentences using this table.**

Do not say what they like if the text does not tell you. Discuss what Sara does and does not like about school.

- B.** Sara likes bread and jam. She likes singing. Mango Jango doesn't like bees. He likes flies. He likes sharks. He likes fish. He likes school.

**C. Complete Mango Jango's questions and copy Sara's answers.**

- C.** 2. How                      3. Where                      4. When                      5. Who

**D. Answer the questions in Ex. C for you, then for your friend.**

Check that the children put an *s* on the verb when they answer for their friend. Open answers are acceptable.

## UNIT 10 LESSON 5

### Student Learning Outcomes

1. To use capital letters before days of the week (A)
2. To describe what someone eats each day in the present simple (B)
3. To write about daily routines using the present simple and *never, sometimes, usually, and always* (C and D)

### Suggestions and answers

**A. Copy the days of the week. Start with a capital letter. Look at a calendar. Write today's date.**

A. Tuesday, Saturday, Friday, Sunday

**B. What does Poppy eat every day? Make sentences.**

- B. 2. Poppy eats flies on Tuesday.
3. She eats ants on Wednesday.
4. She eats fish on Thursday.

**Extension:** They use their imaginations to write what she eats on Friday, Saturday, and Sunday.

**C. Look at Ahmed's table. Then write sentences about his day.**

- A. 2. He never drinks juice for breakfast.
3. He usually goes to school on Monday.
4. He always eats meat for lunch.
5. He sometimes watches TV at night.
6. He never goes to bed at 9 o'clock.

**D. Write six sentences about your usual day.**

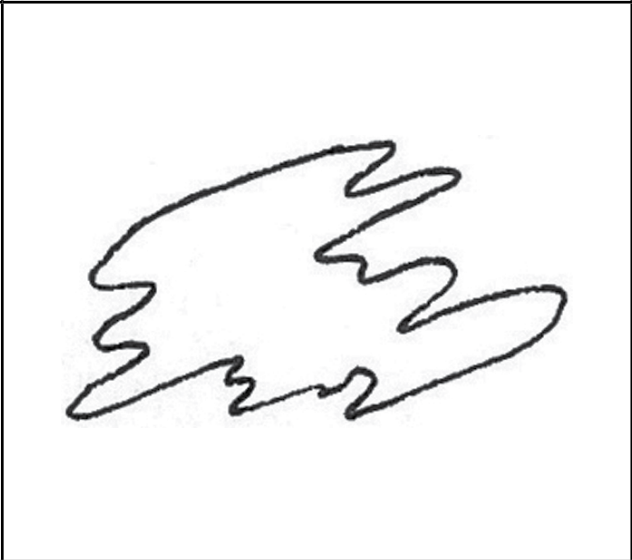
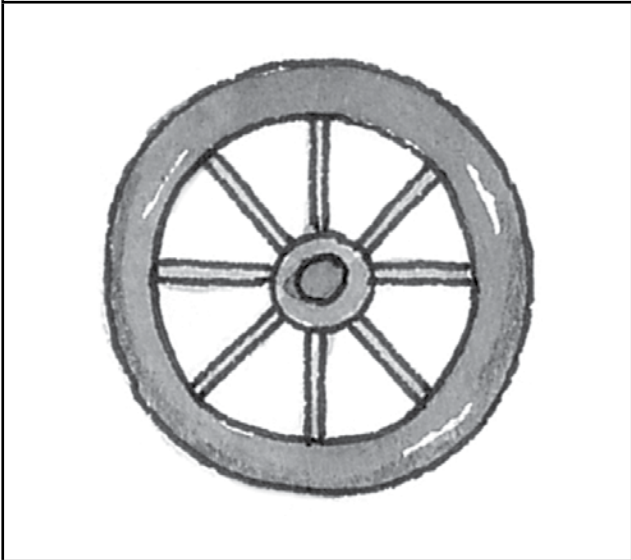
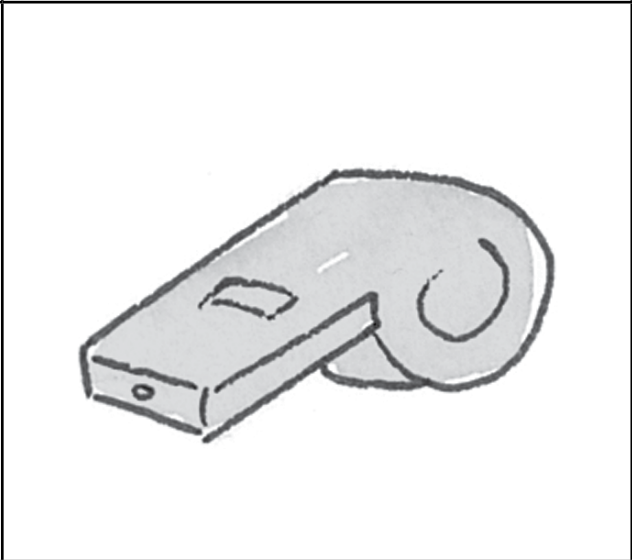
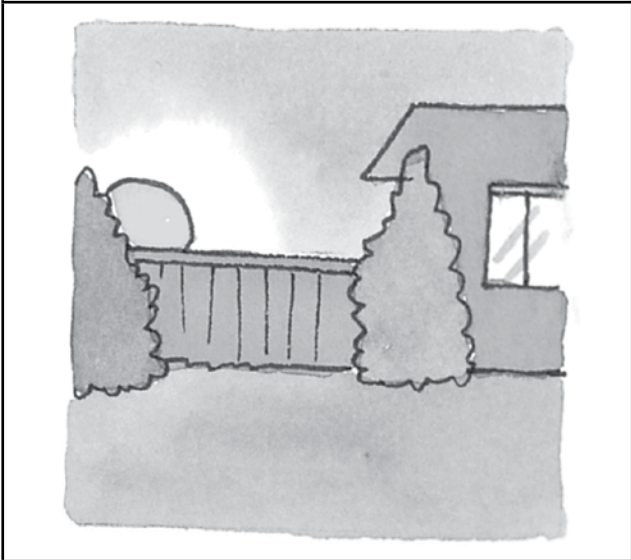
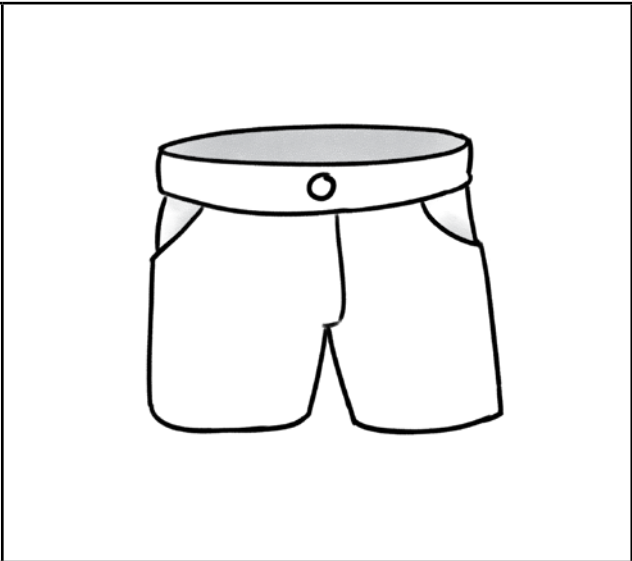
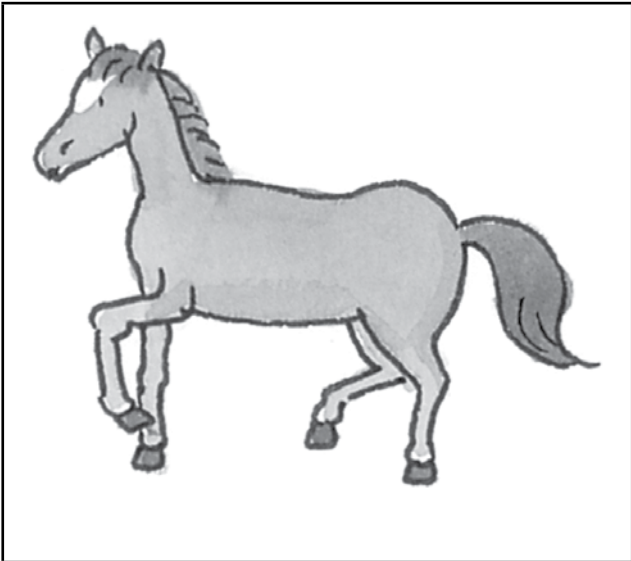
The children write six true sentences about their daily routines. Check that they do not write *s* after the verb in sentences beginning *I...*

**D.** Open answers are acceptable.

**Extension:** They write more sentences about their daily routines, adding extra detail, e.g. where they go, who they go with, and at what time. They can also mention which regular activities they like doing.



<b>or</b>	<b>horse</b>
	<b>shorts</b>
	<b>morning</b>
<b>wh</b>	<b>whistle</b>
	<b>wheel</b>
	<b>white</b>



# Fair Play

Note: For detailed teaching procedures, see suggestions for Unit 1. Brief teaching suggestions can be found at the back of the Students' Book. All answers are highlighted in grey.

## UNIT 11 LESSON 1

### Student Learning Outcomes

1. To develop speaking and listening skills (A)
2. To use *Then* to show consequence (A)
3. To ask and answer questions beginning *What's the matter with ...* (B)
4. To sing a song with correct rhythm and stress (C)

### Preparation and materials

- (optional) You will need the audio-recording and speakers

### Suggestions and answers

#### A. This poor dragon has problems. Find Nancy's answers.

A. 2. a                      3. d                      4. e                      5. b

#### B. Make questions and answers about Ex. A using 'he' or 'his'.

Check that the children begin each answer with a capital letter.

- B. 2. What's the matter with the dragon? He is thirsty.  
 3. What's the matter with the dragon? He is hungry.  
 4. What's the matter with the dragon? He is tired.  
 5. What's the matter with the dragon? There's a hole in his bucket.

#### C. Sing the song: *There's a hole in my bucket.*

Follow the instructions on page 120 of the Students' Book. Explain that this is based on a traditional song. At first the dragon seems stupid. Nancy seems to have all the answers! However, at the end, Nancy turns out to be the stupid one. The dragon needs straw to mend the bucket, a knife to cut the straw, a wet stone to sharpen the knife, and a bucket to carry the water to the stone. But of course, he can't, because there is a hole in his bucket! The dragon should sound triumphant at the end.

## UNIT 11 LESSON 2

### Student Learning Outcomes

1. To learn the phonic patterns *ir* as in *bird* and *ch* as in *chair* (A–D)
2. To develop listening skills (C)
3. To practise correct formation of handwriting (D)

### Preparation and materials

- You will need matching picture and word flashcards for the following words: *bird, girl, skirt, chair, child, children*
- (optional) You will need the audio-recording and speakers

### Suggestions and answers

#### A. Read. Match the pictures to the words.

Use the flashcards to practise reading each word. Point out the repeated phoneme in each word ladder. If possible, ask the children to repeat the words after the audio-recording, using the correct pronunciation. Then ask the children to make up their own sentences with each word. They learn the spellings for homework. For detailed suggestions, see Unit 1, Lesson 2 A.

#### B. Make sentences using the words in Ex. A.

The children make up and write their own sentences.

#### C. Game.

To turn this task into a game, ask all the children to stand up. Read the words in a different order. Tell the children that if they respond in the wrong way, they will be out and must sit down. Call them out if they raise their hands when you do NOT say the 'ir' phoneme, or do not raise their hands when you DO say the 'ir' phoneme. Of course if they raise their left hands instead of their right hands, they are also out. The last children standing are the winners.

#### D. Trace and complete these sentences with 'ir' or 'ch'.

1. This bird is wearing a shirt.
2. This child is dirty.
3. Check-up Chick likes chocolate.
4. The girl is wearing a skirt.
5. Don't stand on chairs, children.

## UNIT 11 LESSON 3

### Student Learning Outcomes

1. To recognize the text type of a realistic story (A)
2. To read and discuss the story (A)
3. To demonstrate comprehension (B)
4. To understand the moral of the story (C)

### Preparation and materials

- (optional) You will need the audio-recording and speakers

## Suggestions and answers

### A. After-reading: Talk about being brave. Ask: Why was Sara brave? What did Rahim and Zenab learn?

1. **Pre-reading:** Ask the children to look at the pictures and guess where this story happens. Elicit that it is the school playground.
2. **While-reading:** Play the audio-recording or read the text aloud with expression, asking the children to follow in their books. Stop to talk about the text and the pictures. Ask questions to check that the children are understanding it.
3. **Post-reading:** At the end, discuss the after-reading question. Elicit that the bigger children behave unkindly when they laugh at the poor old man in the street. Sara is brave because she stands up to them. She doesn't laugh. She tells the teacher and helps the old man because she knows that is right.
4. **Discussion:** Ask the children to discuss if Zenab is right to tell her teacher. Should she listen to older children, even when she thinks they are wrong? Do you think they will bully her afterwards? Discuss how difficult it is to do what we know is right when others are doing wrong—especially when we are alone or if they are bigger than us. The older children learn to be kind from Sara.
5. **Text type:** Elicit that this is a realistic story because it is in a familiar setting—a school—and because the children are like real children. The older children behave unkindly but then learn to behave better. There are no 'villains'. Real life is complicated!

### B. Circle the correct words. Copy the sentences.

Discuss each sentence before you ask the children to circle the correct answer.

- |    |            |                 |                   |
|----|------------|-----------------|-------------------|
| B. | 2. laughed | 3. did not want | 4. did not listen |
|    | 5. a chair | 6. helped       | 7. right          |

### C. Discuss how Rahim and Zenab felt at the end. Tick the moral of the story.

Elicit that Rahim and Zenab felt ashamed of their bad behaviour. Point out that a story doesn't tell us everything. We have to *infer* some things. For example, we may infer that Rahim and Zenab looked at the ground because they knew that they did not completely deserve their teacher's 'Well done!' Perhaps Sara didn't tell the teacher that they had laughed because she did not want to make them even more ashamed.

- C. 2. It is good to look after old people.

## UNIT 11 LESSON 4

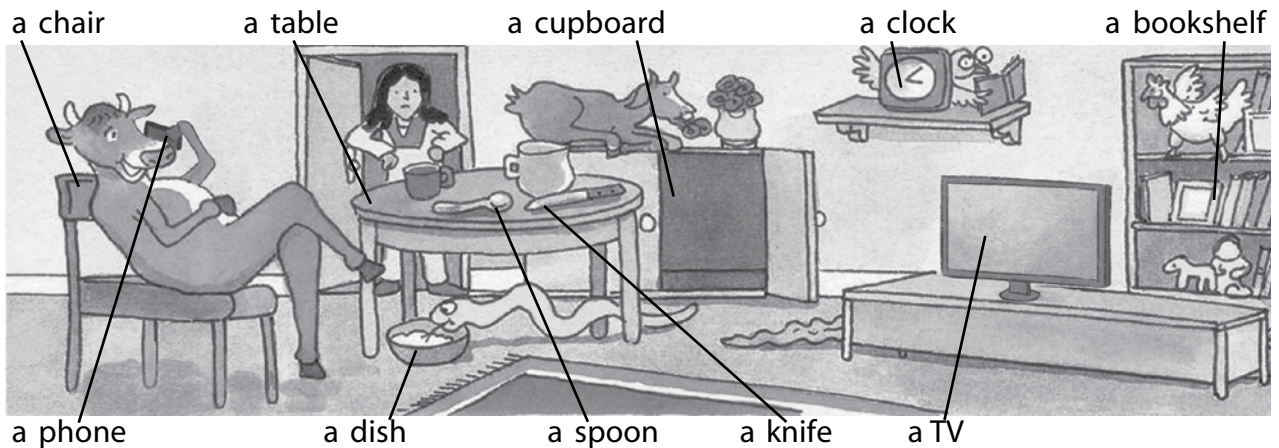
### Student Learning Outcomes

To practise the language structures:

1. I can see ... (A and B)
2. *in, on, under, behind* (C)
3. *Who* + present (D)

## Suggestions and answers

### A. Draw lines to match the labels to the objects in the picture.



### B. What animals can you see in the living room?

The children make sentences using the ten words in A. Encourage them to identify other pictures and use them in other sentences.

**Example:** *I can see a chair in the living room. I can see a snake in the living room. I can see a cow in the living room. I can see a woman in the living room. I can see a jug in the living room. I can see a cup in the living room. I can see a goat in the living room. I can see a crocodile in the living room.*

**Extension:** Able children can describe exactly where they are in the living room, for example, *I can see a cow on a chair. I can see a cup on the table.*

- |    |  |  |
|----|--|--|
| B. | 2. I can see a goat in the living room.  | 3. I can see a cow in the living room. |
|    | 4. I can see a bird in the living room.  | 5. I can see a hen in the living room. |
|    | 6. I can see a snake in the living room. |  |

### C. Write what you think is wrong with the living room.

These sentences can be in any order.

- |    |  |
|----|--|
| C. | 2. There is a snake under the table.   |
|    | 3. There is a cow on the chair.        |
|    | 4. There is a goat on the cupboard.    |
|    | 5. There is a crocodile behind the TV. |
|    | 6. There is a hen in the bookshelf.    |

**D. Answer the questions.**

- D.** 2. The crocodile is sleeping.  
3. The bird is reading.  
4. The goat is eating flowers.  
5. The snake is drinking milk.  
6. The cow is talking on the phone.  
7. The woman is standing at the door.

**UNIT 11 LESSON 5**

**Student Learning Outcomes**

1. To learn some irregular plurals (A and B)
2. To use opposites (C)
3. To express solutions to a problem in writing (D)

**Suggestions and answers**

**A. Write the correct labels under the pictures.**

- A.** 1. women                      2. chairs                      3. men                      4. children

**B. Now ask and answer questions about the pictures above.**

Teach the plural forms of these words and explain that though we add *s* to most words (e.g. *chairs*) when there are more than one, we change some words, such as *women*, *men*, and *children*.

- B.** 1. How many chairs are there? There are two chairs.  
2. How many men are there? There are two men.  
3. How many children are there? There are three children.

**C. Circle one word in each sentence.**

Explain that we use *too* to show that something is not good. It does not mean *very*.

- C.** 2. small                      3. wet                      4. short                      5. tired

**Extension:** To help you to practise adjectives, play *My aunty's cat*, see Games section page 125.

**D. How can the woman chase out the animals on page 76?**

Encourage the children to have their own ideas and help them to write them, beginning, *She can ...*

## UNIT 11 LESSON 6

### Student Learning Outcomes

1. To learn how to use a simple picture dictionary (A–C)
2. To recognize initial letters of words as the key to dictionary work (B)
3. To sort words by alphabetical order (C)
4. To sort words by subject (D)

### Suggestions and answers

#### A. Look at page 124. Label the dragon.

Refer to page 124 of the picture dictionary at the back of the Students' Book for answers.

#### B. Look at pages 126–127. Write the names of things in the house that begin with these letters:

Show the children how to refer to the picture dictionary on pages 126–127 of the Students' Book and find words according to their subject and alphabetical order. Accept any suitable words, e.g. 1. *bed, basin, bucket, book* 2. *mat, mirror, microwave oven, mug* 3. *sheet, soap, shower, shelf, sink, spoon, stove* 4. *tap, towel, table, TV*

#### C. Put the words in the box in alphabetical order. Use commas.

C. apple, bear, cake, dog, egg, frog

#### D. Sort the words in Ex. C into two columns.

Point out that we can organize the same words in different ways: 1) according to topics, such as food, animals, parts of a body, or rooms of a house 2) in the order of the alphabet - alphabetical order.

D.	Food	Animal
	apple, egg, cake	bear, dog, frog

**Extension:** Encourage the children to use the picture dictionary to add other food and animal words to each column. Praise the children who find the most words.

## UNIT 11 LESSON 7

### Student Learning Outcomes

1. To use comparatives (A)
2. To use the picture dictionary to revise clothes (B and C)



## Suggestions and answers

### A. Write eight sentences about Jim and Bob. Use these words.

A number of sentences are possible, for example:

- A. Jim has a smaller hat than Bob. Jim has smaller glasses than Bob. Jim has smaller feet than Bob. Jim has longer legs than Bob.  
 Bob has a bigger hat than Jim. Bob has a bigger shirt than Jim. Bob has shorter legs than Jim. Bob has a shorter tail than Jim. Bob has a longer neck than Jim.

### B. What are they wearing? What are they holding?

- B. They are wearing green shirts, blue hats, and glasses. They are holding books and pens.

### C. Do the crossword.

Check the spellings on page 123.

	<sup>1</sup> d					<sup>2</sup> s	h	o	e	<sup>3</sup> s
	r					o				k
<sup>4</sup> n	e	c	k	l	a	c	e			i
	s					k				r
	<sup>5</sup> s	h	o	r	<sup>6</sup> t	s		<sup>7</sup> h	a	t
<sup>8</sup> g					r					
l			<sup>9</sup> b	o	o	t	<sup>10</sup> s			
o			u		u		u			
<sup>11</sup> v	e	s	t		s		i		<sup>12</sup> c	
e			t		e		t		o	
s			o		r				a	
			n		<sup>13</sup> s	h	i	r	t	

<b>ir</b>	<b>bird</b>
	<b>skirt</b>
	<b>girl</b>
<b>ch</b>	<b>chair</b>
	<b>child</b>
	<b>children</b>



# Check-up, Test, Reading, and Challenge

All answers are highlighted in grey.

## CHECK-UP and TEST

### Teaching objectives

1. To revise the previous three units
2. To test how well the children have understood them
3. To help the children who have not attained the expected learning outcomes
4. To give feedback to parents
5. To track each child's progress through the year

### Preparation and materials

You will need to:

- locate the Record of Quarterly Assessments started in Unit 4 so that it can be completed with the results for this test.

### Revision

Revise the previous three units as you did in Unit 4 (page 28 of this book).

### Suggestions and answers

#### A. Listen and write the times.

Give the children time to write the answers as you read out the text on pages 120–121 of the Students' Book.

A. 7 o'clock                      8 o'clock                      3 o'clock                      7 o'clock                      8 o'clock

#### B. Complete the words with the letters in the box.

B. 1. a shirt                      2. a whistle                      3. a fly                      4. a horse                      5. socks

#### C. Write the words in Ex. B in two columns.

Living	Non-living
a fly, a horse	a shirt, a whistle, socks

#### D. Make sentences with the words in Ex. B.

D. Open answers are acceptable.

**Inquiry:** Ask the children to bring in empty cardboard packets of food, toy boxes, and plastic jars. Help each one to read the labels and discuss what was inside. Display them all on a 'museum table' and encourage the children to read all the labels.

**E. Complete the sentences with these words.**

**E.** 1. elephants                      2. Fiza                      3. water                      4. bath                      5. hot

**F. Write the answers. Take them from Ex. E.**

- F.** 2. They are having a bath.  
3. They are having a bath because they are hot.  
4. Fiza is looking at the elephants.  
5. There are two elephants.

**G. Complete the sentences with these words.**

Accept sensible answers. For example:

**G.** 2. never                                      3. never/sometimes/usually/always  
4. sometimes/usually                      5. always

**TEST**

**Preparation and materials**

You will need a copy of the Record of Quarterly Assessments from the back of this book. Use the same record that you completed after the test in Unit 4 so that you can track each child's progress through the year.

**How to give the test**

1. Explain that the children must not look at each other's work or talk to each other during the test.
2. Read aloud each question and explain what the children have to do, if necessary in a language the children understand.
3. Reassure them that you will not be angry if they make mistakes. It is to help you to help them learn well.

**TEST ANSWER KEY**

**A. Circle a, b, or c.**

Read aloud the listening exercise twice. Read slowly, giving the children time to circle a, b, or c.

**A.** 2. c                      3. a                      4. a                      5. b                      6. b

**Total marks for Listening: 5** (1 for each correctly circled word)

**B. Look at the pictures. Write the words.**

**B.** 2. horse                      3. fly                      4. wheel                      5. skirt                      6. chair

**Total marks for Words: 5** (1 for each correctly spelt word)

**C. Circle the correct word.**

**C.** 1. gets                      2. eat                      3. eats                      4. drink                      5. drinking (5 marks)

#### D. Complete the questions and answers.

- D. 1. Does Sara go to school? Yes, she does.  
2. When does Sara get up? She gets up at 6 o'clock.  
3. Who is Sara's brother? Her (or Sara's) brother is Ali.  
(3 marks: 1 for each correctly completed question and answer).

#### E. Write this sentence with commas and capital letters.

- E. She goes to school on Monday, Tuesday, Wednesday, Thursday, and Friday.  
(2 marks, 1 for four capital letters before the days of the week, 1 for commas after Monday and Tuesday. Note that you should not deduct marks if a child does not put a comma before 'and'. This is correct and common practice. In Oxford books, it is the rule to put a comma before 'and' in lists. This is also correct and is known as the 'Oxford comma'.)

**Total marks for Sentences: 10**

### READING

#### Student Learning Outcomes

1. To extend the reading skills of children who have met the learning outcomes of the previous three units
2. To contextualize the phonic patterns that will be taught in the Challenge section

#### Preparation and materials

- (optional) the audio-recording (which you should previously download onto a smartphone, tablet, or laptop) + speakers

#### Suggestions and answers

##### A. Before-reading: Talk about trips.

1. **Pre-reading:** Discuss times when the children have gone to a new place with their family or with the school. Elicit what the children did, saw, heard and enjoyed.
2. **While-reading:** If possible, play the audio-recording of the story. If not, read it aloud in an expressive way, building up the tension as the family prepare to go on their picnic and becoming slower and calmer in the last four lines when they arrive. Elicit that Fiza's family become calm and happy once they arrive at the lovely sea.
3. **Text type:** Elicit that this is a realistic story because lots of families go on picnics. Ask the children to tell you about real picnics they have had and their experiences of the sea, if any.

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

Discuss the sentences orally in class before you ask the children to complete the task and copy it neatly in their notebooks. Explain that although it is six o'clock at the beginning of the story, the family will leave home at seven, because if they leave too late, the sand will get too hot to stand on when they arrive.

- B. 2. seven    3. hair    4. bread    5. chairs    6. switches    7. sea

### C. Label the pictures with these words.

Draw the children's attention to the phonic patterns at the top right of the page. Ask the children to think of other words with these patterns (e.g. *spread*, *weather*, *catch*, *fetch*, *fair*, *repair*)

C. 2. hair    3. match    4. switch    5. chair    6. bread

### D. Read, trace, and match the rhyming words.

Remind the children that rhymes do not always have the same spelling as in *ready* and *teddy*.

D. 2. catch – d. match    3. head – a. bread    4. hair – c. chair

## CHALLENGE

### Student Learning Outcomes

1. To extend the language skills of children who have met the learning outcomes of the previous three units
2. To learn phonic patterns with *ea* (as in *head*), *tch* (as in *switch*) *air* (as in *hair*)
3. To understand the notion of verbs as 'doing words' and past as time that has gone by

### Preparation and materials

- (optional) the audio-recording (which you should previously download onto a smartphone, tablet, or laptop) + speakers

### Suggestions and answers

#### A. Learn the spellings. Make up sentences with the words.

Ask the children to repeat the words after you or the audio-recording. Encourage them to make up interesting sentences that show the meanings of the words. The children learn the spellings for homework. (For procedure, refer to Unit 1, Lesson 2A.) The children write their own sentences, for example:

A. In the picture, the knife is **spreading** butter on the **bread**. The dog is **catching** a ball. Someone must **repair** the **chair**. The girl has long **hair** on her **head**. The boy is playing a football **match** in **fair weather**. When we turn on a light, we press a **switch**. When I **fetch** Aunty's glasses, I bring them to her.

#### B. Complete the sentences with 'ea' 'tch' or 'air'.

Elicit from the children that the three letters in *tch* and *air* make just one phoneme. (We call these trigraphs because three letters make one phoneme.)

B. 2. weather, match    3. chair, repair    4. hair, heads    5. catch, fetch

#### C. Match the rhyming words.

Point out that rhyming words do not always end with the same spelling.

C. 2. head–a. said    3. switch–d. rich    4. fair–e. care    5. stairs–c. wears

**D. Do the house puzzle. Use the picture dictionary on page 127.**

Remind the children that we can use a picture dictionary to find words in a topic. In each topic, the words are listed in alphabetical order.

**D.** 2. table 3. fridge 4. stove

**E. Turn this story into the past tense.**

Discuss the grammar box. Point out that when we use the past tense, we talk about something that happened before now, for example, something we did yesterday, last week, or last year. We often add *ed* to turn verbs into the past tense. Read the story first and discuss how the children spend their day. Then get the children to turn the verbs in purple into the past tense by adding *ed*.

**E.** (1. On Saturday morning, Fiza **cleaned** her teeth and **combed** her hair at 8 o'clock. 2. Then she **showered** and **dressed** before breakfast. 3. Next, she **walked** to the park with Papa, Sara, and Ali. She **played** on the swings and **kicked** a ball about with Ali. 4. She **talked** to Sara and **laughed** at Papa's jokes. Then Mama **called** them and **asked** them to come home for lunch.

**F. Write what you did on Saturday. Use the past tense.**

Encourage the children to talk about what they did last Saturday. As they tell you, write difficult spellings (like names of places or people or irregular past tenses) on the board. Then get each child to write a true account of what they did. As each account will be different, it is important to correct each one individually. You could ask the children to write out fair copies of their corrected work and display it on the pin-board, preferably with their own illustrations.

**F.** Answers will differ.



# What a noise!

Note: For detailed teaching procedures, see suggestions for Unit 1. Brief teaching suggestions can be found at the back of the Students' Book. All answers are highlighted in grey.

## UNIT 13 LESSON 1

### Student Learning Outcomes

1. To develop speaking and listening skills and use of the present continuous (A)
2. To explore the topic of sound and musical instruments (B and D)
3. To recognize rhyming words (C)
4. To sing a song with correct rhythm and stress (D)

### Preparation and materials

- (optional) the audio-recording (which you should previously download onto a smartphone, tablet, or laptop) + speakers
- You may wish to use puppets for the dialogues. You might also bring in the following instruments for the children to “play”: a box for the drum, a rolled up piece of newspaper for the trumpet, a pair of saucepan lids for the cymbals and use a table top for the piano (unless you can play the piano yourself, which would be even better!)

### Suggestions and answers

#### A. Listen, mime, and guess.

Before you do the listening exercise, model a similar conversation at the front of the class with a bright child, or with the help of puppets. Then get them to practise in pairs. *What are they doing? They're touching their heads.* Remind the children to use the correct possessives: *They are ...ing their ....*

#### B. Say what sounds they make, using these words.

- B. 2. A cycle goes tring.
3. A cow goes moo.
4. A car goes brrm.
5. A cat goes meow.

#### C. Which of these words rhyme with each sound in Ex. B?

Point out that rhyming words do not always have the same spelling patterns (as in 4 and 5).

- C. 2. Sing rhymes with tring.
3. Vrrm rhymes with brrm.
4. Shoe rhymes with moo.
5. Now rhymes with meow.

### **Sing this song: *Oh we can play***

For details, see Unit 1, Lesson 1 C. Complete words and actions for the song are on page 120 of this book. Ask the children to mime each instrument as they sing. If you have brought in the 'instruments' detailed in Materials above, give them out and ask different children to bang, blow, or tap them at the appropriate times.

## **UNIT 13 LESSON 2**

### **Student Learning Outcomes**

1. To learn the phonic patterns *ou* as in *house* and *ow* as in *cow* (A–C)
2. To practise correct handwriting (C)
3. To recognize sight words connected to the topic of transport (D)

### **Preparation and materials**

You will need:

- (optional) the audio-recording and speakers
- matching picture and word flashcards for the following words: *house, cloud, ouch, cow, town*

### **Suggestions and answers**

#### **A. Read. Match the pictures to the words.**

Use the flashcards to practise reading each word. Point out the repeated phoneme in each word ladder. If possible, ask the children to repeat the words after the audio-recording, using the correct pronunciation. Then ask the children to make up their own sentences with each word. Set the spellings for homework. For detailed suggestions, see Unit 1, Lesson 2 A.

#### **B. Use the words in Ex. A in sentences of your own.**

Write some sentences on the board and leave out the key word for the children to substitute. Able children can write their own sentences.

#### **C. Trace and complete these sentences with 'ou' or 'ow'.**

Point out that 'ow' and 'ou' make the same phoneme in these words.

1. brown ... cow
2. now ... shouted
3. out ... house
4. loud
5. cow ... out

#### **D. Write the correct letter beside each word.**

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

## UNIT 13 LESSON 3

### Student Learning Outcomes

1. To recognize a story with repetition (A)
2. To read and discuss the story (A)
3. To demonstrate comprehension using short past tense answers (B)
4. To discuss what we learn from a story (C)

### Preparation and materials

- (optional) You will need the audio-recording and speakers

### Suggestions and answers

#### A. While-reading: Talk about the pictures. Ask: Where was Mr Majid really happy?

1. **Pre-reading:** Discuss the noises you can hear around you. Ask the children, *What noises do you like? What noises you do not like?* Chat about times the children have heard instruments, traffic noises, and animal noises.
2. **While-reading:** Play the audio-recording or read the text aloud with expression, asking the children to follow in their books. Stop to talk about the text and the pictures.
3. **Post-reading:** At the end, discuss the while-reading question. Elicit that Mr Majid was happiest in his Music Shop and that he enjoyed it when people played instruments together in a musical way.
4. Talk about the meaning of 'too quiet' explaining that when we use 'too' in English, it is not what we want. If the field was **too** quiet, it was so quiet that he didn't like it!
5. **Text type:** Elicit that there are repetitive patterns to the story. Mr Majid goes back to his shop exactly the same way that he came, repeating the journey in the opposite direction. Lots of stories have repetition of this kind.

#### B. Write short answers: Yes, \_\_\_\_\_ did or No, \_\_\_\_\_ did not.

- B. 2. No, they didn't. (They went moo.)
3. Yes, they did.
4. Yes, she did.
5. No, she didn't. (She played the cymbals.)
6. No, he didn't.
7. No, he didn't.
8. Yes, he did.
9. No, he didn't.
10. Yes, he did.

**Extension:** Make a frieze of the story for the wall of the classroom. See pages 126–127 of this book.

**C. Discuss and tick what we can learn from the story.**

Talk about the message of the story. Elicit that Mr Majid ran away from each sound but the noises got louder each time. When he lay in the quiet field, he liked it at first, but then he missed his music shop. When he got back, the people were all playing together and the sound was lovely. Sometimes we like quietness and sometimes we like noise. Mr Majid realised that he was lucky to have a music shop and was happy with what he had.

C. 3.

**UNIT 13 LESSON 4**

**Student Learning Outcomes**

To practise the language structures:

1. Simple past (A)
2. *under, over, in the middle of, beside, off, onto, into, out of* (B)

**Suggestions and answers**

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

The children have already learned that we usually put 'ed' at the end of a word to make the past tense. Here, they learn that not all past tenses end in 'ed'. Some of the most common verbs are irregular, e.g. *came, went, ran*, and *got*.

A. 2. played                      3. ran                      4. got                      5. walked                      6. went

**B. Circle the right words in the story.**

- B. 2. into
3. in the middle of
4. onto
5. off
6. under
7. out
8. beside

**UNIT 13 LESSON 5**

**Student Learning Outcomes**

1. To use comparatives, *louder/quieter than ...* (A and C)
2. To use the superlative, *best* (B)
3. To write about yesterday, using the simple past (D)

**Preparation and materials**

If possible, bring the audio-recording and speakers

## Suggestions and answers

### A. Write sentences about the story in Lesson 3, Ex. A.

#### A. *Sample answers*

2. The cymbals were louder than the trumpet.
3. The town was louder than the music shop.
4. The animals were louder than the other noises.

### B. What is your favourite?

If possible, play the audio-recording of the song on page 88 of the Students' Book before the children do this exercise, so that they can decide which sound they like best. The children write according to their own taste.

### C. Write sentences like those in Ex. A, using 'quieter than'.

Ask the children to write sentences which are the opposite of those in Ex. A, starting at the end and going backwards.

1. The piano was quieter than the trumpet.
2. The trumpet was quieter than the cymbals.
3. The music shop was quieter than the town.
4. The town was quieter than the animals.

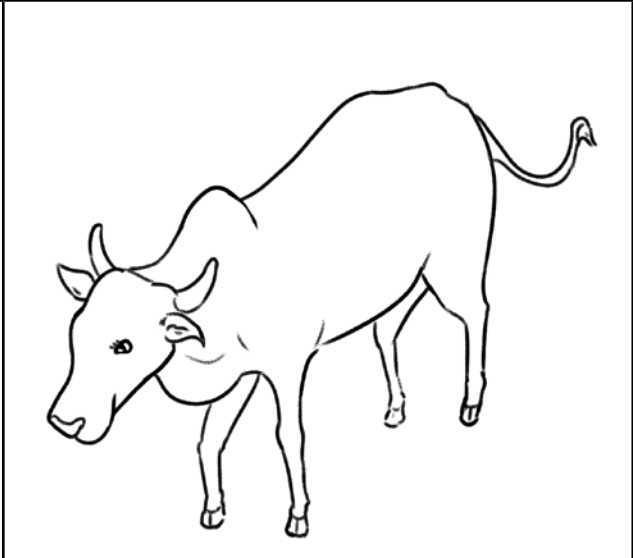
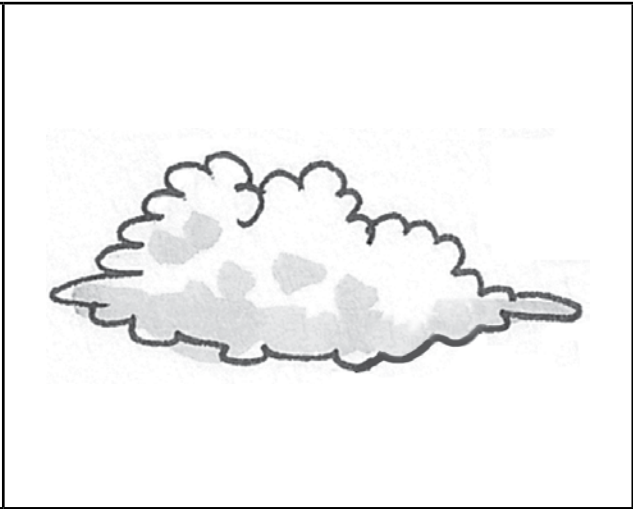
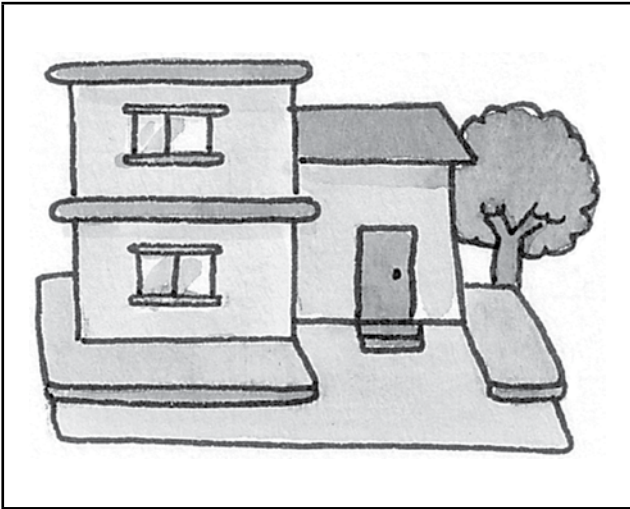
### D. What did you do yesterday? Make sentences.

Ask different children to tell you what they did yesterday, following the pattern in the table. Encourage them to use their own words and tell you the truth.

#### D. Answers will differ.

Photocopiable flashcards for Unit 13

<b>ou</b>	<b>house</b>
	<b>cloud</b>
	<b>ouch</b>
<b>ow</b>	<b>cow</b>
	<b>town</b>



# Writing a diary

Note: For detailed teaching procedures, see suggestions for Unit 1. Brief teaching suggestions can be found at the back of the Students' Book. All answers are highlighted in grey.

## UNIT 14 LESSON 1

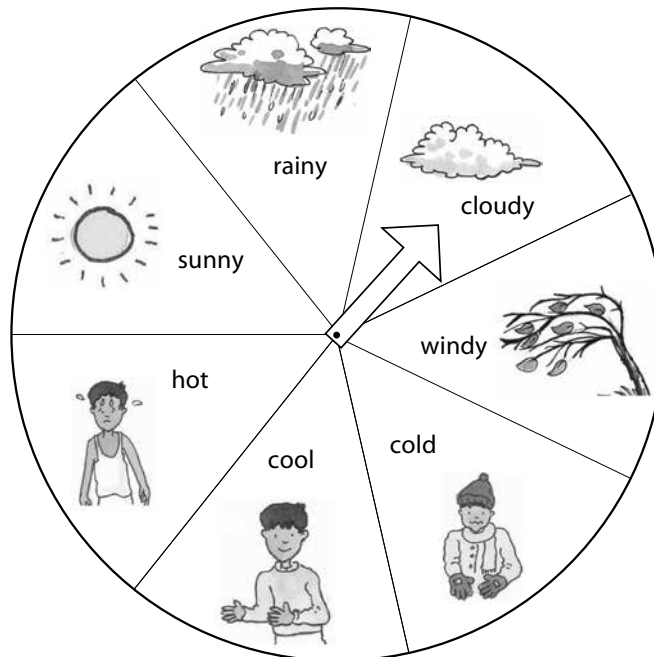
### Student Learning Outcomes

1. To develop speaking and listening skills (A and B)
2. To introduce the topic of weather (A and C)
3. To introduce simple use of the past *was* and future *will be* (C)
4. To sing a song with correct rhythm and stress (D)

### Preparation and materials

You will need to (optional):

- make a weather chart with card. Draw different weather symbols on it, copying the pictures and words on page 94 C of the Students' Book. Pin it on the display board and with a drawing pin, pin over it a pointer like the dial of a clock as shown:



- (optional) You will need the audio-recording and speakers

### Suggestions and answers

#### A. Listen. Raise your right hand if a sentence is true. Cross your arms if it is false.

Discuss the difference between true and false. Then play the game with the help of the instructions on page 121 of the Students' Book.



**B. Hide something behind you. Your friends guess what it is.**

First play *What's behind my back?* on page 127 of this book. Then get the children to work in pairs. Each time, one of the partners hides something behind his/her back while the other guesses what it is.

**Extension:** Help the children to eliminate wrong answers by asking *Yes/No questions*. For example: *Is it made of plastic/wood/cotton? Is it long/round/thin? Can you write with it / eat it / play with it?*

**C. Talk about the weather like this.**

C. Open answers are acceptable. A weather chart like that suggested above can be used. Each day, a child turns the dial to a suitable word.

**D. Sing this song: *It's raining, it's pouring***

For details, see Unit 1, Lesson 1 C. Complete words and actions for the song are on page 120 of this book. Explain to the children that this is a traditional rhyme. Ask them which words rhyme (*pouring* and *snoring*; *bed* and *head*).

## UNIT 14 LESSON 2

### Student Learning Outcomes

1. To learn the phonic patterns *a\_e* as in *cake* and *ai* as in *train* (A–C)
2. To recognize sight words connected to the topic of Feelings (D)

### Preparation and materials

- You will need matching picture and word flashcards for the following words: *cake, snake, gate, train, rainy, tail*
- (optional) You will need the audio-recording and speakers

### Suggestions and answers

**A. Read. Match the pictures to the words.**

Use the flashcards to practise reading each word. Point out the repeated phoneme in each word ladder. If possible, ask the children to repeat the words after the audio-recording, using the correct pronunciation. Then ask the children to make up their own sentences with each word. They learn the spellings for homework. For detailed suggestions, see Unit 1, Lesson 2 A and Unit 2, Lesson 2 A. Point out that 'a\_e' and 'ai' make the same phoneme. Explain that in the first column, the *e* at the end of the the words changes the sound of the *a*. We often call this the 'magic e'. Nowadays, children are also taught that this is called a 'split digraph'. A digraph shows a phoneme made of two letters (like 'ai' in 'rain'). A split digraph shows a phoneme made with two letters that are separated by another letter (like 'a\_e' in 'made').

**B. Read the 'magic e' words in Ex. A. with and without the 'e'.**

Ask the children to hold a ruler or a book over the *e* at the end of the 'magic e' words. Get them to read the words aloud, e.g. *cak, mak*. Point out that they do not make sense, but if you add an *e*, magically, they change their sound and make sense. This is why we call the silent *e* magic!

**C. Trace and complete the sentences with a\_e or ai.**

- C. 1. waiting ... train    2. late ... rainy    3. again    4. gave    5. plate ... cake

**D. Colour the pictures. Write how they feel.**

- D. 2. He looks happy.    3. She looks angry.  
4. He looks tired.    5. She looks surprised.

**UNIT 14 LESSON 3**

**Student Learning Outcomes**

1. To recognize the text type of a diary—written in the first person (*I*) in the past tense (A)
2. To read and discuss a sample diary (A)
3. To demonstrate comprehension (B)
4. To infer the meaning of the text (C)

**Preparation and materials**

- (optional) You will need the audio-recording and speakers

**Suggestions and answers**

**A. While-reading: Mama writes a diary every day. After each day, ask: Does Mama think Fiza is telling the truth?**

1. **Pre-reading:** Explain that Fiza's mama writes what she did in a little book called a diary. She usually writes it at the end of the day.
2. **While-reading:** Play the audio-recording or read the text aloud with expression, asking the children to follow in their books. Stop to talk about the text and the pictures. Ask questions to check that the children are understanding it.
3. Remind the children of the difference between true and false discussed in Lesson 1. Tell the children some lies and some truths. Ask them to put up their hands when you are telling the truth and to cross their arms if you are telling a lie. Stop at the end of page 96 and ask, *Does Mama think Fiza is telling the truth?* Accept different answers. At the end of page 97, ask, *Was Fiza telling the truth?* Elicit that she was telling the truth!
4. **Text type:** Elicit that a diary is a record of what a person does in a day. It is written in the first person, using *I, me, my* and is usually in the past tense.

**B. Tick the true sentences. Cross the false ones and write true sentences.**

- B. 3. The monster's name was Sara.  The monster's name was Mango Jango.  
4. He came at 4 o'clock.  He came at 5 o'clock.  
5. He gave Mama some sweets.  He gave Mama some flowers.  
6. He ate a towel and cake.  7. He drank some tea and cola.  He drank some tea and juice.

**C. Discuss why it is important to listen to others.**

Ask the children to tell you how they feel if someone does not believe them. Point out that they should listen to others too.

## UNIT 14 LESSON 4

### Student Learning Outcomes

To practise the language structures:

1. *me, you, him, her, them, us* (A and B)
2. future tense (*going to*) (C)
3. past tense (*put*) (D)

### Suggestions and answers

#### A. Complete the dialogue using the words in the box.

A. 2. her    3. them    4. me    5. you    6. us

#### B. Practise reading the dialogue in Ex. A with a friend.

Children do the activity in pairs.

#### C. Ask and answer questions about Ex. A.

- C. 2. What is Mama going to make for Ali? She is going to make some pancakes.
3. What is Mama going to make for Fiza? She is going to make some sweets.
4. What is Mama going to make for Adam and his sister? She is going to make some mango ice cream.
5. What is Mama going to make for Papa? She is going to make some cake, pancakes, sweets, and ice cream.

#### D. Where did Mama put the food for the party?

- D. 1. She put the cake on the table / on a plate.
2. She put the sweets on the table / in a box.
3. She put the pancakes on a plate / on a table.

## UNIT 14 LESSON 5

### Student Learning Outcomes

1. To complete a diary in the past tense, using *was* and *were* (A)
2. To use capital letters for names and at the beginning of sentences (B)
3. To use commas in lists (C)
4. To write a weather diary, using the present, past, and future tenses (D)

### Suggestions and answers

#### A. Complete Sara's diary with 'was' or 'were'.

Ensure that the children fill in the blanks with the correct words. Do not correct the punctuation yet. For answers to Ex. A, see Ex. B.

**B. Sara forgot to use capital letters! Copy Ex. A and put them in.**

**A. (was/were) and B (capital letters).**

Yesterday **was** my birthday. Mama, Papa, Ali, Fiza, Adam, and his sister **were** at my party. My friend Sonia **was** there too. We **were** surprised because a monster came. His name **was** Mango Jango. He **was** a nice monster. We **were** all very happy to see him.

**Extension:** Encourage the more able children to imagine what Mango Jango thought about the day. Ask, *What do you think he liked/didn't like?* Model his diary on the board, taking the suggestions of children and leave out key words for children who are not yet ready to write on their own.

**C. Answer the questions. Use commas.**

Accept these in any order. You may find it helpful to draw a table on the board like this for the children to tick before they do this exercise.

	cake	pancakes	sweets	mango ice cream
Mama	✓	✓	✓	✓
Papa	✓	✓	✓	✓
Sara	✓	✓	✓	✓
Ali		✓	✓	✓
Fiza			✓	✓
Adam and his sister	✓	✓	✓	✓

Explain that the children should put commas after each word in the list.

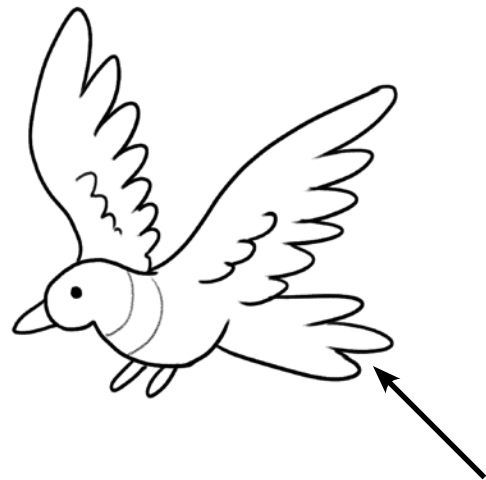
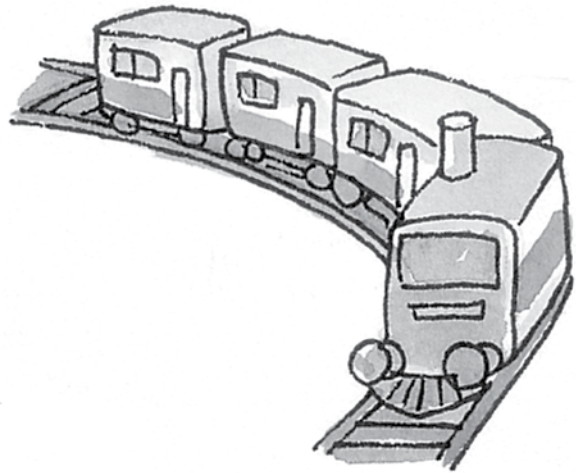
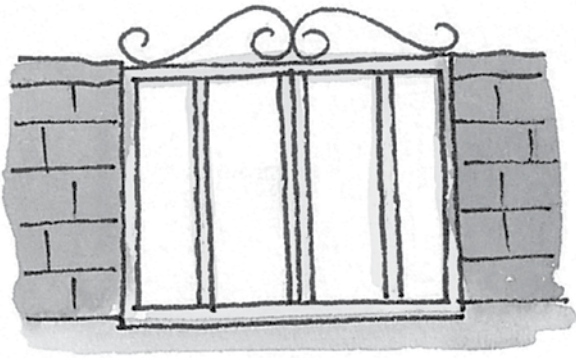
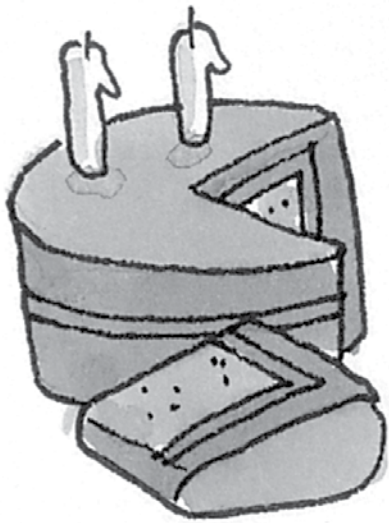
- C.**
1. Mama, Papa, Sara, Ali, Adam, and his sister ate pancakes.
  2. Mama, Papa, Sara, Ali, Fiza, Adam, and his sister ate sweets.
  3. Mama, Papa, Sara, Ali, Fiza, Adam, and his sister ate mango ice cream.

**D. Keep a weather diary. Write a sentence about today, yesterday and tomorrow. Draw a picture too.**

- D.** Open answers are acceptable.

Photocopiable flashcards for Unit 14

<b>a_e</b>	<b>cake</b>
	<b>snake</b>
	<b>gate</b>
<b>ai</b>	<b>train</b>
	<b>rainy</b>
	<b>tail</b>



# Clever Animals

Note: For detailed teaching procedures, see suggestions for Unit 1. Brief teaching suggestions can be found at the back of Students' Book. All answers are highlighted in grey.

## UNIT 15 LESSON 1

### Student Learning Outcomes

1. To develop speaking and listening skills, especially polite language at parties (A)
2. To introduce the topic of parties (A and B)

### Preparation and materials

- You may wish to use puppets for the dialogues
- (optional) You will need the audio-recording and speakers

### Suggestions and answers

#### A. It's party time! Read this dialogue in pairs.

Explain that Teddy and Rabbit are speaking on the phone. First model a conversation in front of the class with a bright child, or with the help of puppets. Then get them to practise in pairs, miming holding a phone.

#### B. It's Teddy's birthday party. Write the picture numbers in the first box. Match Rabbit's replies.

Ask the children to look at the picture sequence and tell you what they think is happening at Teddy's party. Encourage them to enjoy the humour of each picture. For example, in Picture 2, Teddy does not look very pleased to open his present of carrots from Rabbit! Elicit that rabbits like eating carrots so Rabbit has given Teddy a present that HE would like to have. In Picture 3, the greedy crocodile is eating a whole cake, while Rabbit is politely taking a slice from the plate. Crocodile is still eating greedily in Picture 4. In Picture 5, Teddy has carelessly poured orange juice all over Rabbit's clothes. First get the children to match Teddy's words to the pictures and write the picture number in the column on the left. Then help them to match Rabbit's replies with a line. For the teacher, they are shown here in chronological order:

Picture	Teddy's openers	Rabbit's replies
1.	Hi! Do come in.	a. Hello! Happy birthday.
2.	Thanks a lot for the present.	d. That's all right.
3.	Would you like some cake?	c. Yes please.
4.	Would you like milk, juice, or cola?	e. I'd like juice please.
5.	Ooops! Sorry!	f. Don't worry about it.
6.	Goodbye! Great to see you.	b. Bye! Thanks for having me.

When the children have practised the chunks of polite language, get a few children to act out the party in class.

## UNIT 15 LESSON 2

### Student Learning Outcomes

1. To learn the phonic patterns i.e. as in *white* and *aw* as in *straw* (A–C)
2. To practice handwriting skills (C)
3. To recognize sight words connected to the story (D)
4. To sing a song with correct rhythm and stress (E)

### Preparation and materials

- You will need matching picture and word flashcards for the following words: *kite, smile, five, straw, paw, jaw*
- (optional) You will need the audio-recording and speakers

### Suggestions and answers

#### A. Read. Match the pictures to the words.

Use the flashcards to practise reading each word. Point out the repeated phoneme in each word ladder. If possible, ask the children to repeat the words after the audio-recording, using the correct pronunciation. Then ask the children to make up their own sentences with each word. The children learn the spellings for homework. For detailed suggestions, see Unit 1, Lesson 2 A.

#### B. Read the 'magic e' words in Ex. A with and without the 'e'. Note how the 'e' changes the sound of the 'i'.

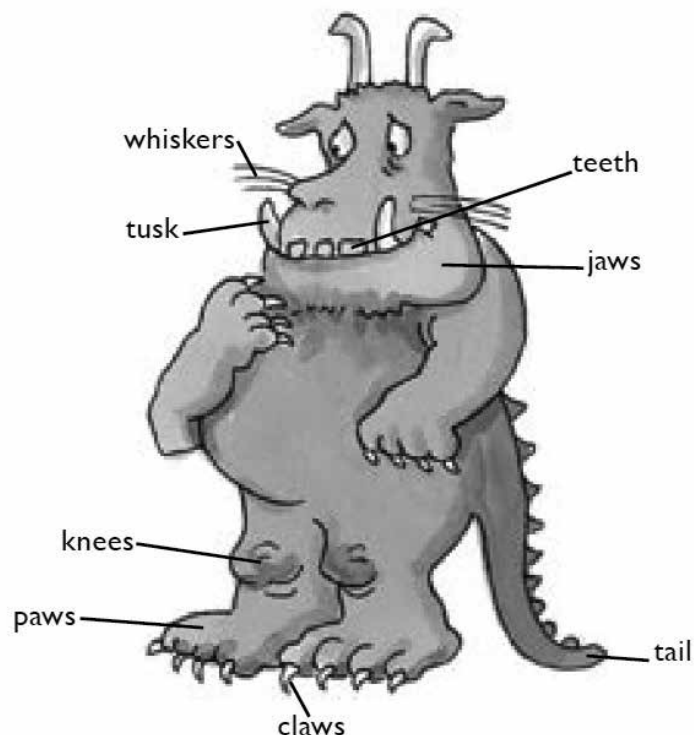
Ask the children to hold a ruler or a book over the *e* at the end of the 'magic e' words. Get them to read the words aloud e.g. *whit, kit*. As for magic e words with *a*, they do not make sense, but if you add an *e*, magically, they change their sound and make sense. This is why we call the silent *e* magic. It is also called a split digraph.

#### C. Trace and complete the sentences with 'i\_e' or 'aw'.

- C. 1. (claws), paw    2. straw    3. white, claws    4. likes



**D. Label the monster with these words.**



**E. The children sing 'Happy Birthday'. You can also sing 'Teddy's having a party' with the actions. Note that the words for this song are not in the Students' Book.**

**Unit 15 Lesson 3**

**Student Learning Outcomes**

1. To read and enjoy a fable, which is also a folk tale (A)
2. To become familiar with the key vocabulary of the story (B)
3. To infer the moral of a story (C)

**Preparation and materials**

- (optional) the audio-recording (which you should previously download onto a smartphone, tablet, or laptop) + speakers

**Suggestions and answers**

**A. Before-reading: Discuss dangerous animals. Ask: What are a tiger's danger signs? When we see danger signs, what must we do?**

1. **Pre-reading:** Explain that dangerous animals can harm us and give us warning signs to stop us from coming nearer. For example, a tiger shows its teeth and claws. A dog growls or barks. If we see the danger signs, we should be careful and keep away.
2. **While-reading:** If possible, play the audio-recording of the story. If not, read it aloud in an exciting way.

3. **Text type:** Explain that this story comes from China. We call it a **fable** because it has animal characters and ends with a moral. Elicit that it is also a **folk tale** and that folk tales are sometimes called traditional stories. 'Folk' means 'people', so ordinary people have told these stories for a long time and we do not know who the first author was.
4. **After-reading:** Discuss the danger signs of the tiger—his sharp teeth and claws. Animals ran away because they were scared of it, just as we keep away from dangerous things. For example, elicit that we keep away from dogs if they show their teeth or growl. We keep away from cars when we see or hear them coming up the road. We can keep safe if we notice the danger signs around us.

**Role play:** Take the children into the hall or the playground. Choose one child to act the fox and another to act the tiger. Divide the rest of the class into four groups - birds, monkeys, snakes, and people. Ask each group to practise their movements - fluttering birds, jumping monkeys, slithering snakes and fruit-gathering people. Ask the tiger to prowl and the fox to pad around the hall. Then start reading the story aloud as the children mime according to what you say. After they run away from the tiger, they should peep nervously from the edge, watching the conversation. Encourage the children acting the fox and tiger to improvise their own words. If this is too difficult, read their parts for them while they mime.

**Creativity:** Discuss what the fox and tiger might be saying in the empty speech bubbles. There are no 'right' answers. For example, in the first empty speech bubble, the fox could say, 'Be careful!' or 'And I like tigers!' or 'Oh yeah?' In the second picture, the tiger could say, 'Oh no!' or 'No, I'm the king.' or 'You're just a fox.' In the third picture, the tiger could say, 'Oh dear!' or 'That fox is dangerous.' or 'Help!' Encourage the children to be creative.

## B. Label the pictures.

B. 2. a tiger      3. a fox

## C. Circle the correct word. Copy the sentences.

Explain that the word 'seemed' means 'looked like, but not really'.

C. 1. jungle      2. eat      3. lie      4. king      5. behind  
6. scared      7. fox      8. tiger      9. ran off

## D. Tick the moral of this fable.

1. Elicit that bullies use their strength to hurt weaker people and that bullying is wrong. The tiger bullies all the animals in the jungle. Talk about the way the fox cleverly tricks the tiger into running away, so the bully does **not** win.
2. Elicit that we sometimes think we cannot win against bullies, but that they are sometimes stupid, like the tiger. We can use our intelligence to escape, even if they are stronger than us.
3. **Critical thinking:** Elicit that telling lies is usually wrong, so the moral is not to tell lies, but in this case, the fox was lying to save his life.

D. 2. Bullies are sometimes stupid.

## UNIT 15 LESSON 4

### Student Learning Outcomes

To practise the language structures:

1. *first, second, third* (A)
2. Question starters: *Who, What, When, How, Why, Where* (B)
3. *My/My friend's favourite ...is ....* (C and D)

### Suggestions and answers

#### A. There was a race at Teddy's party. Look at the picture and say who came first, second, and third.

If you have time, take the children into the playground and run a race to find out who comes first, second, and third. While the children are lining up to come inside, ask the class who is standing first, second, and third in the line.

A. 1. first                      2. second                      3. third

#### B. Complete the questions with these words.

B. 2. What                      3. Why                      4. Who                      5. Where                      6. How

#### C. What is your favourite? Circle the one you like best.

Stress that there are no 'right answers' but point out that too much ice cream and cake is bad for us! Encourage the children to write their own favourite foods and encourage them to mention vegetables. Similarly, encourage the children to mention their own favourite toys.

C. Answers depend on the children.

#### D. Write about your friend's favourite food, present and colour.

Remind the children to use apostrophe s in 'My friend's favourite...'

D. Open answers are acceptable.

## UNIT 15 LESSON 5

### Student Learning Outcomes

1. To put words into alphabetical order (A)
2. To distinguish between the true, the false and what we do not know (B)
3. To write about an animal or bird in own words (C and D)
3. To make a greetings card and address the envelope

### Preparation and Materials

- card and coloured pencils

### Suggestions and answers

#### A. Write these animals in alphabetical order. Look at page 125 and draw them.

Ask the children to draw and label the animals in alphabetical order. Encourage the children to draw and colour the animals beautifully and in their own way. Accept all their efforts!

A. 2. camel    3. kangaroo    4. monkey    5. snake    6. tiger

**B. Read the sentences about the elephant in the picture. Write (T) for true, (F) for false or (?) for 'I don't know'.**

Elicit that it is fine if we don't know the answers to some questions. We should just say so honestly and, if it is important to know the answers, try to find out.

B. 1. F    2. T    3. ? (I don't know)    4. F    5. T  
6. ? (I don't know)    7. ? (I don't know)

**C. Write at least five more true sentences about the elephant.**

C. Open answers are acceptable.

**Sample answers**

It has two eyes. It has big ears. It is grey. It has a long tail and a long trunk. It is very big.

**D. Write at least five true sentences about this monkey. Check your spelling, capital letters and full stops.**

Remind the children to check their spelling. They should also check that they have used capital letters at the beginning of every sentence and full stops at the end.

D. Open answers are acceptable.

**Sample answers**

It has long legs. It has a short neck. It is grey. It has small ears and long fingers. It likes to eat fruit. It is sitting on a tree.

**UNIT 15 LESSON 6**

**Student Learning Outcomes**

1. To guess an animal or object from its description (A)
2. To describe an animal or object and make it into a riddle (B)
3. To develop listening skills (C)
4. To make a birthday card (D)

**Suggestions and answers**

**A. Riddles: What is it?**

Remind the children that a riddle gives clues to a mystery and we have to guess what it is.

A. 2. It is a cow.    3. It is an elephant.    4. It is a car.    5. It is a cycle.

**B. Now make up some riddles of your own. Ask a friend to guess.**

The children write their own descriptions. The rest guess.

**C. Listen. Who gave these presents to Sara?**

C. 2. Mama    3. Mango Jango    4. Papa    5. Fiza    6. Adam

**D. Make a birthday card.**

Whenever a child in the class has a birthday, ask the other children to make birthday cards. Show them how to lay out the greeting as follows:

[Name of birthday girl/boy]

Happy Birthday!

With love from ....

If possible, get the children to make simple envelopes for their cards, addressing the envelopes as follows:

[Name,

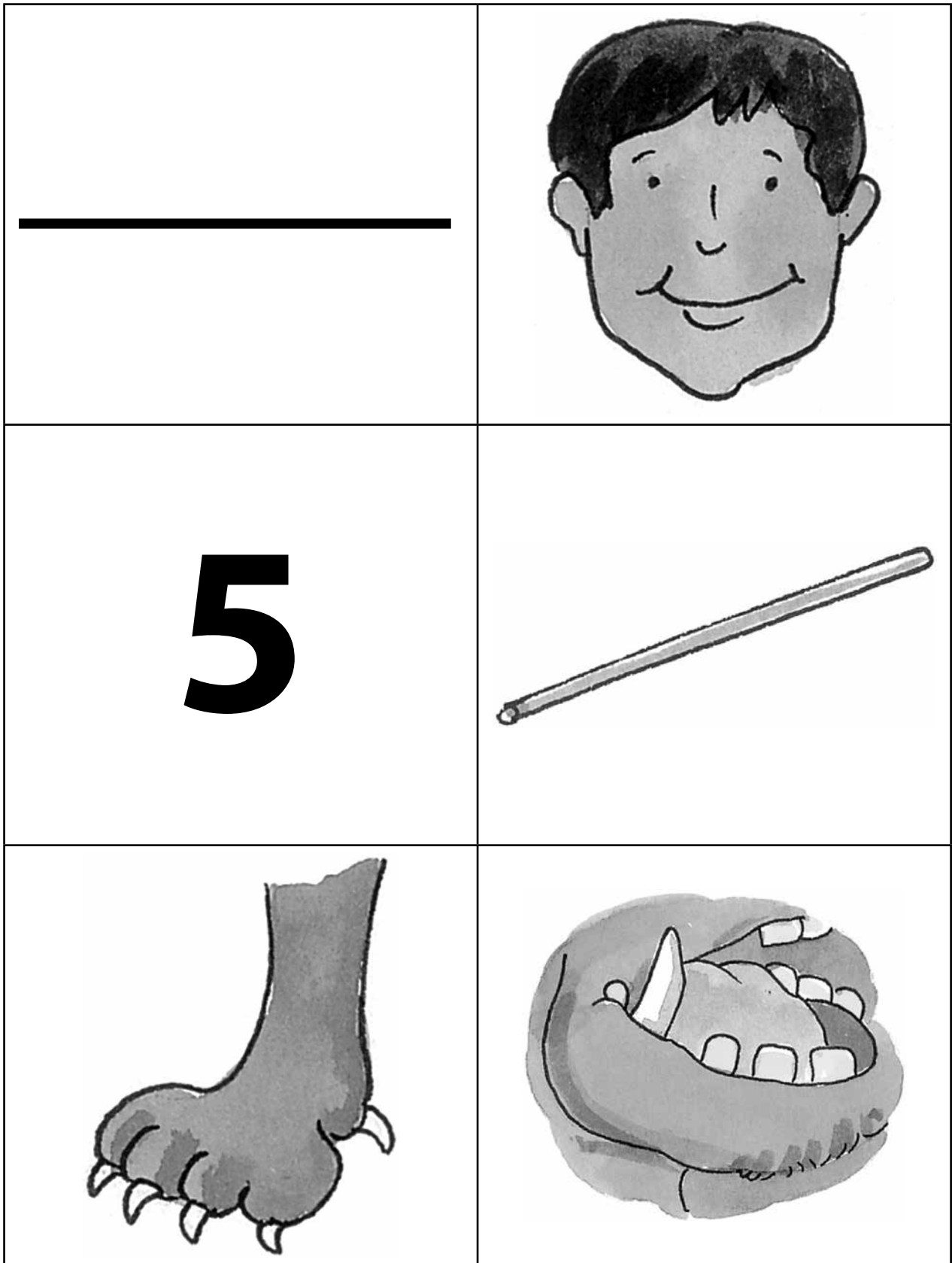
Class X,

Xxxxx School,

City]

Photocopiable flashcards for Unit 15

<b>i_e</b>	<b>line</b>
	<b>smile</b>
	<b>five</b>
<b>aw</b>	<b>straw</b>
	<b>paw</b>
	<b>jaw</b>



# Check-up, Test, Reading, and Challenge

All answers are highlighted in grey.

## CHECK-UP and TEST

### Teaching objectives

1. To revise the previous three units
2. To test how well the children have understood them
3. To help the children who have not attained the expected learning outcomes
4. To give feedback to parents
5. To track each child's progress through the year

### Preparation and materials

You will need to:

- locate the Record of Quarterly Assessments started in Unit 4 so that it can be completed with the results for this test

### Revision

Revise the previous three units as you did in Unit 4 (page 28 of this book).

### Suggestions and answers

#### A. Listen. Tick what Ali is going to do tomorrow.

Read aloud the text on page 121 of the Students' Book.

- A. 1. The children should tick pictures 1, 2, 4, and 5 (but not 3 and 6 because Ali is not doing these two things).

#### B. Listen to what Fiza did yesterday. Number the sentences.

Read aloud the instructions on page 121 of the Students' Book.

- B. The correct order is:
5. Mama dropped the plate.
  3. Mama put the cake on a plate.
  1. Fiza went into the kitchen.
  6. 'Oh dear!' she said.
  2. Fiza and Mama made a cake.
  4. Mango Jango flew into the kitchen.

#### C. Match the sounds.

- C. 2. piano-plonk plonk      3. cat-meow meow      4. drum-boom boom



**D. Complete the words with the letters in the box.**

D. 2. claws      3. five      4. cake      5. cow      6. cloud

**E. The animals are hiding! Write six sentences.**

- E. 2. There are some elephants behind (or under) the trees.  
3. There are some parrots on the trees.  
4. There are some tigers under (or behind) the trees.  
5. There are some crocodiles in the middle of the water.  
6. There are some frogs beside the water.

**F. Complete the sentences with 'bigger' or 'smaller'.**

- F. 2. The tigers are smaller than the elephants.  
3. The bears are bigger than the parrots.  
4. The crocodiles are smaller than the elephants.

**G. Complete the sentences about the day and weather.**

G. Open answers are acceptable.

**TEST**

**Preparation and materials**

- You will need a copy of the Record of Quarterly Assessments from the back of this book. Use the same record that you completed after the test in Unit 4 so that you can track each child's progress through the year

**How to give the test**

1. Explain that the children must not look at each other's work or talk to each other during the test.
2. Read aloud each question and explain what the children have to do, if necessary in a language the children understand.
3. Reassure them that you will not be angry if they make mistakes. It is to help you to help them learn well.

**REVISION TEST ANSWER KEY**

**A. Circle a, b, or c.**

Read aloud the listening exercise on page 121 of the Students' Book twice. Read slowly, giving the children time to circle the correct words.

A. 2. c      3. a      4. b      5. c      6. a

**Total marks for Listening: 5** (1 for each correctly circled word)

**B. Look at the pictures. Write the words.**

B. 2. house      3. town      4. cake      5. train      6. nine

**Total marks for Words: 5** (1 for each correctly spelt word)

**C. Circle the correct word.**

C. 1. mother    2. worried    3. five    4. taller    5. beside (5 marks)

**D. Complete the questions and answers.**

- D. 1. Did you go to sleep yesterday? Yes, I did.  
2. Was it sunny yesterday? Either: Yes, it was. or No, it was not.  
3. What is your name? My name is \_\_\_\_\_

(Child completes his/her name in lower case with a capital letter at the beginning. 3 marks: 1 for each correctly completed question and answer.)

**E. Write this sentence with capital letters and a full stop.**

E. Mango Jango came to Sara's birthday party on Tuesday.

(2 marks, ½ for each capital letter and ½ for the full stop)

**Total marks for Sentences: 10**

**READING**

**Student Learning Outcomes**

1. To extend the reading skills of children who have met the learning outcomes of the previous three units
2. To contextualize the phonic patterns that will be taught in the Challenge section

**Preparation and materials**

- (optional) the audio-recording (which you should previously download onto a smartphone, tablet, or laptop) + speakers

**Suggestions and answers**

**A. Before reading: Talk about the pictures.**

1. **Pre-reading:** Talk about the pictures of the school. What do you think the story is about?
2. **While-reading:** If possible, play the audio-recording of the story. If not, read it aloud in an expressive way. Elicit that our parents usually look after us when we are ill and we do not stay at school.
3. **Text type:** Elicit that this is a realistic story because all of us have felt ill from time to time. Ask the children to tell you about times they have been ill, who looked after them, and how they got better.

**B. Answer the questions.**

Discuss the questions orally in class before you ask the children to complete the task and copy it neatly in their notebooks.

- B. 2. Yes, she was.
3. Yes, she did.
4. Yes, it was.
5. Yes, it did.
6. No, she did not.
7. No, she was not.
8. Yes, she did.
9. Yes, he did.
10. Yes, she did.

**C. Label the pictures with words from Ex. A.**

Draw the children's attention to the phonic patterns at the top right of the page. Elicit that *oa* and *o\_e* make the same phoneme. Ask the children to think of other words with these phonemes (e.g. *goat, boat, rope, rose*). The children copy and label the pictures in their notebooks.

- C. 2. a road      3. a coat      4. a nose

**D. Complete the words with 'a\_e', 'i\_e', or 'o\_e'.**

Elicit that all these words are 'magic e' words (or split digraphs) and that the final 'e' changes the sound of the previous vowel.

- D. 1. smile      2. spoke, hope      3. time      4. came, gate      5. take, home

**CHALLENGE**

**Student Learning Outcomes**

1. To extend the language skills of children who have met the learning outcomes of the previous three units
2. To learn phonic patterns with *oa*, *o\_e*, and *un*
3. To recognize that sentences make sense by themselves, begin with capital letters, and end with full stops

**Preparation and materials**

- (optional) the audio-recording (which you should previously download onto a smartphone, tablet, or laptop) + speakers

**Suggestions and answers**

**A. Learn the spellings. Make up sentences with the words.**

Ask the children to repeat the words after you or the audio-recording. Encourage them to make up interesting sentences that show the meanings of the words. Ask the children to match the pictures of a goat, coat, boat, road, rope, and rose to the correct words. Point out that the words with *o\_e* have a 'magic e' (or split digraph) like 'cake' (Unit 14) and 'kite' (Unit

15). Elicit that the prefix 'un' turns a word into its opposite. The children learn the spellings for homework. (For procedure, refer to Unit 1, Lesson 2A.)

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

The children should look at the pictures for clues.

- B.** 1. boat                      2. coat                      3. road                      4. roses  
5. goat ... nose              6. unwell                      7. unlock

**C. Use the picture dictionary on page 128 to solve the puzzle.**

Make it clear that the clues only go down, not across. Ask the children what the words have in common, eliciting that they are all forms of transport.

- C.** 2. boat                      3. train                      4. truck                      5. cycle                      6. car                      7. plane

**D. Write ?, ,, or ! after each picture.**

Discuss the punctuation box. Make it clear that a sentence is a group of words that make sense by themselves. Remind the children that we use capital letters to begin a sentence and also to begin names (like **S**abina). Elicit that we decide to use a full stop, exclamation mark or question mark according to the type of sentence.

- D.** 2. He is playing football.    3. What is that?    4. Wow!    5. It is an elephant. (or !)

**E. Count the number of words in each sentence in Ex. D.**

Elicit that a word is a group of letters. A sentence is a group of words. We always leave a space between words so that they don't get mixed up.

- E.** 2. 4 words                      3. 3 words                      4. 1 word                      5. 4 words

**F. Write what you think Sam and the elephant did next.**

Ask the children to use their imaginations. One child might imagine that the elephant picked Sam up and took him for a ride in the jungle. Another child might imagine that the elephant played football with Sam and scored three goals. Encourage more able children to write stories about the elephant and Sam.

- F.** Answers depend on the children's own ideas.



## UNIT 2 LESSON 1 D: *Ten in the bed*

Words	Actions
There are ten in the bed And the little one says, 'Roll over! Roll over!' So they all roll over And one falls out. There are nine in the bed And the little one says, 'Roll over! Roll over!' So they all roll over And one falls out. [Continue taking one away each time until: There is one in the bed And the little one says ... 'Goodnight!'	Hold up ten fingers.  Roll hands over each other.  Throw one hand downwards. Hold up nine fingers.  Roll hands over each other.  Throw one hand downwards. Hold up the correct number of fingers. Hold up one finger.  Put hands under side of head and shut eyes.

## UNIT 3 LESSON 1 C: *The alphabet*

Words	Actions
<u>A</u> <u>B</u> <u>C</u> <u>D</u> <u>E</u> <u>F</u> <u>G</u> <u>H</u> <u>I</u> <u>J</u> <u>K</u> <u>L</u> <u>M</u> <u>N</u> <u>O</u> <u>P</u> <u>Q</u> <u>R</u> <u>S</u> <u>T</u> <u>U</u> <u>V</u> <u>W</u> <u>X</u> <u>Y</u> and <u>Z</u> <u>e</u> <u>d</u> <u>N</u> <u>o</u> <u>w</u> I <u>k</u> <u>n</u> <u>o</u> <u>w</u> my <u>A</u> <u>B</u> <u>C</u> <u>J</u> <u>o</u> <u>i</u> <u>n</u> the <u>a</u> <u>n</u> <u>i</u> <u>m</u> <u>a</u> <u>l</u> <u>s</u> and <u>s</u> <u>i</u> <u>n</u> <u>g</u> with <u>m</u> <u>e</u> .	Clap to the beat at the underlined letters or phonemes.

## UNIT 5 LESSON 1 C: *Dance for your daddy*

*Sing it slowly and quietly for the first time. Sing faster the second time.*

Words	Actions
Dance for your daddy, my little laddy. Dance for your daddy, my little lad. You shall have a fishy in your little dishy. You shall have a fishy when the boat comes in.	'Dance' with hands. Mime bouncing a baby on the knee. 'Dance' with hands. Mime bouncing a baby on the knee. Point at friend. Point finger in palm of other hand. Point at friend. Mime waves of sea.

## UNIT 6 LESSON 2 D: *Hey diddle diddle*

<b>Words</b>	<b>Actions</b>
Hey diddle diddle, The cat and the fiddle, The cow jumped over the moon.	Dance to a 'rock' beat. Mime playing a violin. Jump, with two fingers above head as horns.
The little dog laughed To see such sport And the dish ran away with the spoon.	Laugh while singing. Point while doubling up with laughter. Mime round dish and 'run' with two fingers.

## UNIT 7 LESSON 1 C: *Oh how lovely*

When the children know this song very well, they can sing it as a round. Divide the class into two halves. Choose some good singers for each group. One half of the class sing the first line on their own. When they move on to the second line, the second half of the class join in with the first line, singing it while the other group sing the second line. The children sing the song through two or three times.

<b>Words</b>	<b>Actions (optional)</b>
Oh how lovely is the evening, is the evening! When the birds are sweetly singing, sweetly singing. Ding dong! Ding dong!	Shut eyes peacefully.  Flap 'wings'. Mime birds singing.

## UNIT 9 LESSON 1 B: *Here we go Looby Loo*

<b>Words</b>	<b>Actions (optional)</b>
<b>Chorus</b> Here we go Looby Loo. Here we go Looby light. Here we go Looby Loo. All on a Saturday night. 1. Put your right foot in. Put your right foot out. Shake it a little, a little, And turn yourself about. <i>Sing chorus</i> 2. Put your left foot in ... 3. Put your right hand in ... 4. Put your left hand in ... 5. Put your whole self in ...	All the class hold hands in a circle and dance round. It is best to do this outside or in a hall where there is plenty of space.  Stand still and put right foot into centre of circle. Put right foot behind the body. Shake right foot. Turn round.  As for verse 1 with left foot. As for verse 1 with right hand. As for verse 1 with left hand. As for verse 1 with whole body.

### UNIT 10 LESSON 1 D: *Today is Monday*

<b>Words</b>	<b>Actions (optional)</b>
<p>1. Today is <u>Monday</u>. <u>Monday</u> is <u>cereal</u>. Is <u>everybody</u> <u>happy</u>? <u>Yes</u>, of course we <u>are</u>.</p> <p>2. Today is <u>Tuesday</u>. <u>Tuesday</u> is <u>bread</u> and jam. Is <u>everybody</u> <u>happy</u>? <u>Yes</u>, of course we <u>are</u>.</p> <p>3. <u>Wednesday</u> is <u>eggs</u>.</p> <p>4. <u>Thursday</u> is <u>fish</u>.</p> <p>5. <u>Friday</u> is <u>cheese</u>.</p> <p>6. <u>Saturday</u> is <u>beans</u>.</p> <p>7. <u>Sunday</u> is <u>fruit</u>.</p>	<p>Clap to the rhythm of the music at the underlined syllables. Sing the repeated lines in verses 3–7.</p>

### UNIT 11 LESSON 1 C: *There's a hole in my bucket.*

The words and actions to this song are at the back of the Students' Book on page 120.

### UNIT 13 LESSON 1 D: *Oh we can play*

<b>Words</b>	<b>Actions (optional)</b>
<p>1. Oh we can play the big bass drum And this is the music to it. Boom boom boom! goes the big bass drum And that's the way we do it.</p> <p>2. Oh we can play the big trumpet ... Toot toot toot! ...</p> <p>3. Oh we can play the big cymbals ... Crash crash crash! ...</p> <p>4. Oh we can play the piano ... Plonk plonk plonk!</p>	<p>The children mime banging a drum.</p> <p>The children mime playing a trumpet.</p> <p>The children mime banging cymbals.</p> <p>The children mime playing the piano.</p>



### UNIT 14 LESSON 1 D: *It's raining, it's pouring*

<b>Words</b>	<b>Actions</b>
It's raining, it's pouring. The old man is snoring. He goes to bed to rest his head And he doesn't get up in the morning.	Mime rain with fingers. Close eyes. Put hands under head. Snore after last line.

### UNIT 15 LESSON 2 E: *Happy Birthday!*

<b>Words</b>	<b>Actions</b>
Happy birthday to you! Happy birthday to you! Happy birthday, dear [Name]! Happy birthday to you!	Smile at child with birthday.  Point at child with birthday.  Clap.

## UNIT 1 LESSON 2 *Phonic Bingo*

**Purpose:** To teach phonic patterns; it can be used to teach new phonic patterns throughout the year.

**Materials:** Blackboard/whiteboard, paper, pencils

**Time:** 15–20 minutes

1. Focus on a particular regular sound for a few minutes each lesson. Ask the children to think of other phonically regular words that follow the same pattern. Encourage the use of words that you can match to a picture.
2. Line up three or four sets of words on the board so that the repeated sounds make a ladder. Possible patterns are:

cat bat rat	pet hen leg	bin zip tin	dog pot box	jug cup sun
<b>shorts</b> <b>shoes</b> <b>shirt</b>	<b>cow</b> <b>now</b> brown	<b>tea</b> bean meat	<b>thumb</b> <b>thank</b> <b>three</b>	<b>ball</b> <b>wall</b> small

3. When you have written 9–12 words on the board, ask the children to copy down any six only. Revise the words orally first. Then, in the mother tongue, explain that the children should copy any six of the words from the board in their notebooks. They should write no more than six and they should copy and write only the words on the board.
4. While the children are writing the words, go round the class and check their spellings.
5. When they have all written six words, dictate the words in any order. The children should cross the words you have said.
6. Note down every word you dictate, so that you can later check that the children have crossed the correct words.
7. When a child has crossed all the words in his/her notebook, s/he should shout, "Bingo!"
8. Check with your list that you have said all the words that have been crossed.
9. Then go on with the game until someone gets the second place and then the third place.
10. The children clap the winners.

## UNIT 2 LESSON 1 *Simon says*

**Purpose:** To practise responding physically to commands.

**Time:** 5–10 minutes

1. Tell all the children in the class to stand up and explain the game.
2. If you say, "Simon says" before a command, your pupils should do it.
3. If you do not say, "Simon says," they should NOT do the action.
4. If they do, they are out and have to sit down.

### Use the game to practise:

- feelings (e.g. *Look angry/thirsty/happy.*)
- parts of the body (e.g. *Touch your nose/mouth/head.*)
- singular and plural (e.g. *Touch your eye/ear. / Touch your eyes/ears.*)
- three word commands (e.g. *Brush your teeth. Sweep the floor. Read your books.*)

**Variation:** Note that you can also use it to practise the use of *please*. The children only do what you tell them if you say please. The children can then practise it in pairs.

### UNIT 3 LESSON 2 *The Blindfold Game*

**Purpose:** To learn the names of different foods and adjectives to describe tastes (sweet, salty) **Materials:** an opaque bag, at least six kinds of food, some salty, some sweet. Suitable foods are: crisps, salted peanuts, a salty biscuit, a chocolate, a banana, a sweet biscuit

**Time:** 10–15 minutes

1. Put a few familiar items of food in a bag—some salty, some sweet.
2. One by one, call children to the front of the class.
3. Blindfold them or hold your hands over their eyes.
4. They should guess something that is in the bag by feeling it, from the **outside** of the bag, using the question, ***Is it ...?***
5. Look inside the bag and respond either ***Yes, it is.*** or ***No, it isn't.***
6. Take the object out and let them touch and smell it (still blindfold). Ask them to guess again.
7. The rest of the class (who can now see it), respond either ***Yes, it is.*** or ***No, it isn't.***
8. The child eats the food and says, 'It's ..... and it's salty/sweet.'
9. Choose another child to come and guess the food.

**Extension:** If the children are able, add some foods that are sour (e.g. lime) or spicy (e.g. chilly flavoured chips).

### UNIT 3 LESSON 4 *Guess who?*

**Purpose:** To use *who* as a question word, adjectives and verbs in the present progressive or continuous.

**Time:** 5–10 minutes

1. Tell the class, 'I'm going to tell you about someone in the class. Who is it?'
2. Describe one child, stopping at the end of each clue for the children to guess, for example, '*She's wearing a white suit.* [Pause for children to guess. Encourage them to use the correct question form: *Is it ...?*] *She has a red pencil box.* [Pause for children to guess.] *She has short hair.* [Pause for children to guess.] *She's sitting next to Nida.*' [Pause for children to guess.]
3. Start with quite general descriptions and give more detailed clues if the children cannot guess who it is.
4. The child who guesses correctly has the next turn to think of someone and give clues while the rest of the class guess who it is.

## UNIT 5 LESSON 2 *Run and match*

1. Ask 12 children to come to the front of the class. Alternatively, take the children out into the playground if there is more space. Take with you at least six word flashcards with matching picture flashcards from this and previous units.
2. Ask six children to stand in a line on one side, holding up the word flashcards for the unit and word flashcards from previous units. Six children stand on the other side, facing them and holding up the matching picture flashcards.
3. At the count of three, ask them to run to hold hands with the child with the matching card. Praise the two winners.
4. Play the game again with different children and use it whenever you teach the key phonic words of a unit.

## UNIT 6 LESSON 4 *Where is it?*

**Purpose:** To practise prepositions and the question form *Is it ...?*

**Time:** 10–15 minutes

This game teaches the children to speak as well as to listen. You can control it easily because only one child at a time asks the questions. All the children can respond together.

1. Ask one child (an able one at first) to go outside the classroom.
2. Hide an object like a piece of chalk somewhere in the classroom and quietly show the class where it is. Practise the prepositions *in, on, behind, and under*.
3. Call the child back in. In the mother tongue, tell her/him that he/she must find out where the chalk is in only ten questions. The class are only allowed to say, *Yes, it is.* or *No, it isn't.*
4. The game might go like this:

*Child A: It is on the table?*

*Teacher: Is it on the table?*

*Child A: Is it on the table?*

*Class: No, it isn't.*

*Child A: Is it under the book?*

*Class: No, it isn't.*

*Child A: Is it in your hand?*

*Class: Yes, it is!*

## UNIT 7 LESSON 4 *What are they doing?*

**Purpose:** To practise the use of *his, her* and *their* **Materials:** Prepared slips of paper. See point no. 1 below.

**Time:** 10–15 minutes

1. Before the lesson, write some commands using *your* such as these on small slips of paper and put them in a cup or box.

Touch your eyes.

Touch your ears.

Touch your head.

Touch your legs.

Comb your hair.

Brush your teeth.

Read your book.

Open your mouth.

2. Divide the class into two teams.
3. Call a member of one team to come to the front, pick a slip of paper, read it silently, and mime it.
4. Another member of the same team should say in correct English what he/she is doing e.g. *He is touching **his** head.* Give one mark for the correct mime and one mark for a correct sentence. Give only half a mark if the child confuses *his* and *her*.
5. Keep a record of the marks on the board and total them in English at the end of the game.
6. Clap the winning team.
7. When the children have played this several times make it more difficult: Ask **two** children to read and mime. The guess will generate sentences like this: *They are touching **their** heads.*

### UNIT 9 LESSON 4 *I went to the market*

**Purpose:** To practise using shopping vocabulary and the past tense of *go* and *buy*

**Time:** 10–15 minutes

1. Explain that the children have to imagine that they go to the market and buy different things.
2. All the children stand up. Each child repeats the same sentence beginning and what the previous children said, in the same order, adding one more.
3. Any child who forgets what the previous children said within a count of five, or gets the list in the wrong order, has to sit down.
4. The last child standing is the winner.
5. The game might go like this:
 

*Child A: I went to the market and I bought some eggs.*

*Child B: I went to the market and I bought some eggs and some mangoes.*

*Child C: I went to the market and I bought some eggs, some mangoes, and some pots.*

*Child D: I went to the market and I bought some eggs, some mangoes, some pots, and some knives.*

*Child E: I went to the market and I bought some eggs, some mangoes, some knives ...*

*Teacher: OUT! You missed something. Sit down please. Next one!*

*Child F: I went to the market and I bought some eggs, some mangoes, er ... er ....*

*Teacher: One, two, three, four, five. OUT! Sit down please. Next one! [And so on.]*
6. **Extension:** After you have done Lesson 5 Ex. A,, you can ask the children to write a list of what was said in the game, using commas.

### UNIT 10 LESSON 1 *What's the time?*

**Purpose:** To learn to tell the time

**Materials:** A large clock with hands that you can turn

**Time:** 10–15 minutes

1. Divide the class into two teams—A and B.

2. Show them a large clock with hands that turn. Keep to timings on the hour at first.
3. Ask a member of each team, *What's the time?* The child gets a mark for his/her team for each correct response.
4. When the children have learnt to tell the time on the hour, teach them *half past*.
5. You can also extend the game by asking, *What do you do at o'clock in the morning?*
6. The child gets a mark for his/her team if the response is in correct English with a reasonable answer. For example: *I brush my teeth at 7 o'clock in the morning.*
7. Total the marks at the end and clap the winning team.

### UNIT 11 LESSON 5 *My aunty's cat*

**Purpose of the game:** To practise adjectives and alphabetical order, also *an* before vowels.

**Time:** 10–15 minutes

1. Ask the children to say their alphabet or sing the Alphabet song (page 14 C of the Students' Book)
2. Then tell the children that your aunty has a cat and that they are going to describe it—if possible using a describing word with every letter of the alphabet.
3. Ask the children to stand. Go round the class and get each child to tell you the next letter of the alphabet. Anyone who cannot think of the next letter is out and has to sit down.
4. As each letter is said, help the class to suggest adjectives beginning with each letter to describe your aunty's cat. This will stretch the vocabulary of your most able pupils. For example, *My aunty's cat is an angry cat. My aunty's cat is a beautiful cat.*
5. When you have played this game two or three times, you can ask each child to supply the adjectives on their own and to sit down if they cannot think of one with the right letter or the one after it.
6. Here are some possible adjectives to describe my aunty's cat: **angry**, *amazing*; **bad**, *big, black, brown, beautiful*; **cold**, *clever, cool, cute*; **difficult**, *dirty*; **excellent**, *expensive*; **fat**, *funny, fast, fine*; **good**, *greedy*; **happy**, *hot, hungry*; **ill**, *important, interesting*; **jolly**, *joyful*; **kind**, *kingly*; **little**, *long, loud, large, lazy, lucky*; **mad**, *magic, musical*; **nice**, *nasty, new, noisy*; **old**, *obedient*; **poor**, *proud*; **quick**, *quiet*; **rich**, *red, round*; **sad**, *small, short, strong, sweet*; **tall**, *thin, thirsty*; **unhappy**, *ugly, untidy, unlucky*; **valuable**, *violent*; **white**, *warm, wonderful, wild, wise*; **young**, *yellow*. Hardly any adjectives begin with x or z! For 'z', you could have **zippy** (meaning fast).

### UNIT 13 LESSON 3 *Making a frieze*

**Purpose:** To clarify the sequence of the story and give the children an opportunity to draw and write labels for display

**Materials:** 5 large sheets of paper, as many small sheets of paper as there are children in the class, paints and paintbrushes or crayons, scissors, glue

**Time:** one day

1. Make a frieze of the five episodes of the story. Explain that you need a picture for each stage of the story. One or two children can paint the background on each of the five large sheets of paper.

2. Everyone else will draw the details (e.g. a person with an instrument, a vehicle or an animal). When they have coloured their picture completely, they will cut it out.
3. Finally, you will stick the detailed pictures onto the finished background and display it in sequence on the wall of the classroom, a corridor or the entrance hall.
4. Get the children into five groups. Give each group a large piece of paper for the background and ask the rest to draw the details.
5. Make sure that Mr Majid is wearing the same clothes in each picture.

The music shop (a background of the inside of the music shop + small pictures of a woman and piano, a man and trumpet, a girl and cymbals, a boy and drums, Mr Majid)

The street (a background of shop fronts + small pictures of a car, a truck, a cycle, a motorcycle, and Mr Majid),

The train, (a background of town turning into countryside + several carriages + Mr Majid),

The farm (a farmyard background + all the animals + Mr Majid)

The field (very simple background of grass and sky + Mr Majid on his back)

The children make large, neatly written labels for their pictures and stick them on the final picture.

#### **UNIT 14 LESSON 1 *What's behind my back?***

**Purpose:** To ask questions

**Time:** 10–15 minutes

1. Give a child an object to hide behind his/her back e.g. a pencil, a flower, a leaf, a box, a bag, a pen, a rubber, a book, a handkerchief, an apple, or a biscuit.
2. The class take it in turns to guess what it is like this: *Do you have a \_\_\_ behind your back?*  
The child replies, *Yes, I do.* or *No, I don't.*
3. Encourage the children to eliminate possibilities like this: *Is it red? Can you eat it? Is it long? Can you read it?*
4. The child who guesses the object has the next turn to hide something behind his/her back.
5. When the children have had plenty of practice in class, get them to play it in pairs.

#### **UNIT 15 LESSON 6 *Guess what it is.***

**Purpose:** To ask and answer *Yes/No* questions.

**Time:** 10–15 minutes

1. Tell the children that you are going to think of something in the class. They have to guess what you are thinking of in less than ten questions.
2. In order to guess what you are thinking of, they must eliminate possibilities logically, not make wild guesses.

3. The child who guesses what you are thinking of, takes the next turn to answer the questions from the class.

4. For example, you might be thinking of the door:

*Child A: Is it bigger than my hand?*

*Teacher: Yes, it is.*

*Child B: Is it on a table?*

*Teacher: No, it isn't.*

*Child C: Is it near me?*

*Teacher: Not very.*

*Child D: Is it near the window?*

*Teacher: Yes, it is.*

*Child E: Can you open it?*

*Teacher: Good question. Yes, you can.*

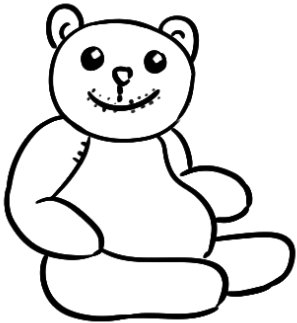




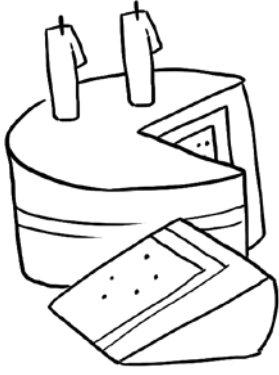
*Child F: Is it the door?*

*Teacher: Yes, it is. Your turn to think of something.*



# LISTENING

A. Listen, colour, and draw.  TC p.135

<p><b>Example:</b></p>  <p>a teddy</p>	<p><b>1.</b></p>  <p>a</p>	<p><b>2.</b></p>  <p>a</p>
<p><b>3.</b></p>  <p></p>	<p><b>4.</b></p>  <p>a</p>	<p><b>5.</b></p>  <p>a</p>

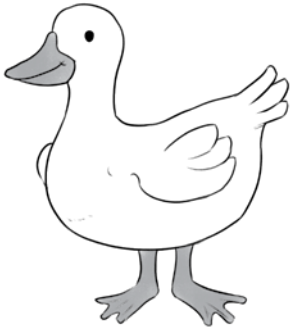
# WORDS AND PHONICS

B. Label the pictures in Ex. A.

C. Complete these words with:

er or ir ck ou aw ai

Example:



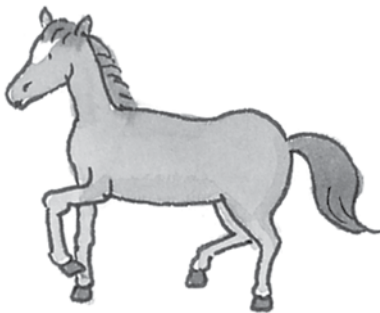
a duck



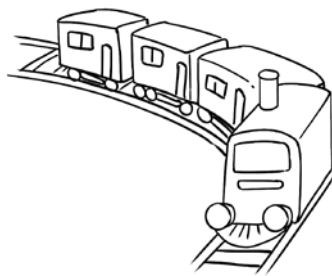
1. a flow\_\_



2. a b\_\_d



3. a h\_\_se



4. a tr\_\_n



5. a p\_\_

# READING

## D. Read and **circle** the correct words.

Reading
10

One day, at four o'clock, Mango Jango came to tea.

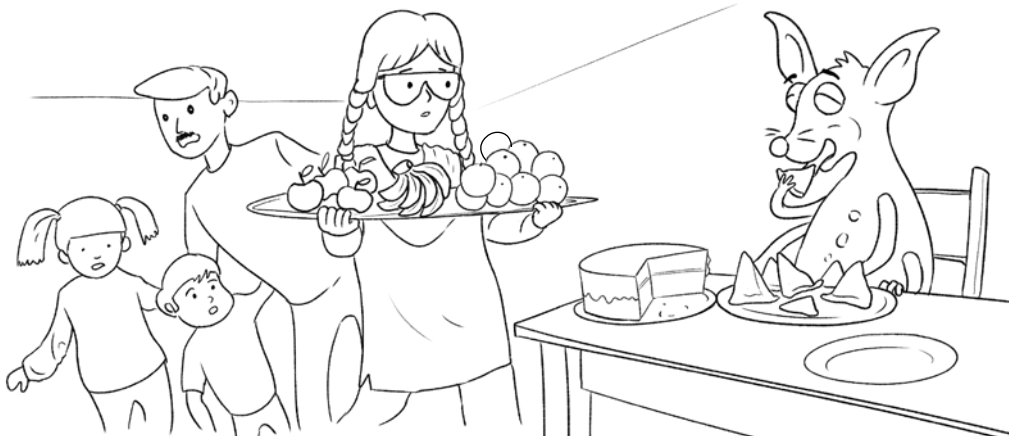
'Hello! How are you?' asked Fiza.

'Hungry,' said Mango Jango with a nice smile.

'Would you like samosas or cake with jam?' asked Ali.

'Samosas AND cake please,' said Mango Jango. 'But no jam, thank you.'

He ate all the cake and samosas. Then he ate five apples, twelve bananas, and thirteen oranges.



'Thank you,' he said. 'That was very good. I'm going home now. Goodbye!' Then he went away.

'Oh dear,' said Sara. 'Now there's no food for us.'

'Let's go to Dadi's house,' said Papa. 'She'll give us some tea.' And she did!

1. Mango Jango came to lunch **tea** dinner at 3 4 5 o'clock.
2. He was thirsty sleepy hungry.
3. He ate samosas samosas and cake cake with jam .
4. He ate 12 apples bananas beans.
5. He ate 13 15 19 oranges.
6. He a liked did not like hated his food.
7. He ate a little a lot all of the food.
8. Then he said, 'Hello!' 'Goodbye!' 'Oh dear!' .
9. He went to his house garden school .
10. Fiza, Ali, Sara, and Papa had tea at home with Dada with Dadi .

## SENTENCES

### E. Circle the correct words.

11. Adam is are am Ali, Fiza, and Sara's friend.
12. Adam is old older oldest than Fiza.
13. Sara is the old older oldest .
14. What food does do is Adam like?
15. He does not like likes liking cake.
16. He like likes liking eggs.
17. Who Why How many sisters does he have?
18. He has have having one sister.
19. What Where When did he go yesterday?
20. He go goes went to the park yesterday.

Sentences
10

# PUNCTUATION AND WRITING

Punctuation
&
Handwriting
5

## F. Copy and punctuate. Use your best handwriting.

1. what did sara ali and fiza do on monday

What did Sara

2. they played in adams garden

## WRITING

## G. Answer the questions in complete sentences.

Writing
5

1. What are you wearing today?

2. Where do you live?

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3. What was the weather like yesterday?

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4. What did you do yesterday?

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5. Do you think Mango Jango was polite in the story? Why?

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Total
50

## OPE TG 1 End-of-Year Test

### Teacher instructions and mark scheme

#### Preparation and materials

Ensure that each child has the photocopied test, a sharp pencil and purple, yellow, green, black, red, brown, pink, and orange colour pencils.

#### How to give the test

You may wish to give this test over two or more days if the children find it hard to concentrate on the whole test in a single day.

Seat the children as far apart as possible and remind them that this is a test, so they are not allowed to look at each other's work or copy. Explain that you will not be angry if they make mistakes. You want to help them to understand everything in the book. Tell them that if they do their best, you will be happy with them.

When the children are seated comfortably, ask each one to write his/her name **ON EVERY SHEET OF PAPER**. If they cannot do this, write their names for them. Then read aloud the instructions for each section. Repeat each instruction twice. Do not move on to the next section until all the children have completed a task. If some children finish before the others, encourage them to colour the pictures in Ex. C or D. As the children complete the tasks, walk around the class and check that they are all working on the correct section. If necessary, read aloud the instruction again, but without giving further help.

### LISTENING

#### A. Listen, colour, and draw.

[Repeat each instruction and give plenty of time for the children to colour and draw.]

**Teacher:** Listen carefully and do as I tell you. Colour the teddy yellow. [This is an example question. Walk around the class and check that the children have all coloured the teddy yellow, but don't give any marks for this.] Draw a red hat on the teddy's head. [This is an example question. Walk around the class and check that the children have all drawn a red hat on the teddy's head, which could just be a triangle but don't give any marks for this.]

1. Colour the book **orange**. [Pause to give every child time to colour.] Draw a **pencil** to the **right** of the book. [Pause to give every child time to draw.]
2. Colour the fly **green**. [pause] It is in the **middle** of a **leaf**, so draw a leaf around it. [pause]
3. Colour the shorts **purple**. [pause] Draw **four stars** on the shorts. [pause]
4. Colour the chair **brown**. [pause] Draw a **snake under** the chair. [pause]
5. Colour the cake **pink**. [pause] Draw a **spoon** to the **left** of the cake. [pause]

#### Mark scheme for Listening A. (Max: 10 marks)

There are two instructions for each picture with one mark for each correctly completed task. Do not deduct marks for messy colouring or drawing so long as the child has used the correct colour and the drawing is recognizable and in the correct place. For example, in No. 2, the pencil can just be a line, but it must be to the right of the book.

1. The book should be **orange**. (1 mark) There should be a pencil **to the right of** the book. (1 mark: Give half a mark if there is a pencil in the wrong place.)
2. The fly should be **green**. (1 mark) It should be **in the middle of** a leaf. (1 mark: The leaf should be all around the fly. Give half a mark if there is a leaf in the wrong place.)
3. The shorts should be **purple**. (1 mark) There should be **four stars** on the shorts. (1 mark: The stars can just be crosses. Give half a mark if there are the wrong number of stars.)
4. The chair should be **brown**. (1 mark) There should be a **snake under** the chair. (1 mark: The snake can be a wiggly line. Give half a mark if there is a snake in the wrong place.)
5. The cake should be **pink**. (1 mark) There should be a **spoon to the left** of the cake. (1 mark: The spoon can be a line with a circle at the end or just a line. Give half a mark if there is a spoon in the wrong place.)

### WORDS AND PHONICS (Max. 10 marks for B and C together)

#### B. Label the pictures in Ex. A.

*[Read the instruction aloud. Point out that the teddy in Ex. A is already labelled. Ask the children to trace the label as an example. Walk round the class to check that they are doing this, but do not give any marks for it. Remind the children to write each word correctly inside the quadruple lines.]*

#### Mark scheme for Words B (Max 5 marks for B)

*Give one mark for each correctly spelt word in Ex. A. (Do not deduct marks for poor handwriting here. You will assess this handwriting in Ex. F. Give half a mark if just one letter is wrong. Give no mark if more than one letter is wrong.)*

- B.** 1. a book                      2. a fly                      3. shorts                      4. a chair                      5. a cake

*[Do not add or deduct marks if the children write extra, for example: 1. a book and a pencil 3. a fly and a leaf 4. shorts with stars 5. a cake and a spoon]*

#### C. Complete these words with: er or ir ck ou aw ai

*[Read the instruction aloud. Point out that the word 'duck' is already completed with 'ck' from the box. Remind the children that the words in the box are digraphs (two letters making one phoneme). Ask them to write the correct digraphs in the blanks. Do not tell the children what the pictures are or help them to complete the words. Walk around the class and check that the children are completing the words in the correct place, but do not help them.]*

#### Mark Scheme for Words C. (Max. 5 marks for C)

*Give one mark for each correctly completed word. Give no marks if one letter is correct and the other letter is wrong. (Do not deduct marks for poor handwriting in the Words box. You will assess handwriting in Ex. F.)*

- C.** 1. a flowerer                      2. a birdir                      3. a horseck                      4. a trainou                      5. a pawaw



## READING

### D. Read and circle the correct words.

*[Read the instruction aloud. Point out that the word 'Circle' is circled and 'tea' is circled in No 1. Explain that the children should read the text and then circle one word in each of the ten sentences. Do not read the text or sentences aloud as this is a test of the children's reading. Allow them to whisper the text to themselves if they need to. Walk round the class and check that the children are circling words on the correct page, but do not help them.]*

#### Mark scheme for Reading D (Max. 10 marks)

*Give 1 mark for each correctly circled word.*

D. 1. (tea) 4	2. hungry	3. samosas and cake	4. bananas
5. 13	6. liked	7. all	8. 'Goodbye!'
9. house	10. with Dadi		

## SENTENCES

### E. Circle the correct words.

*[Read the instruction aloud. Point out that the word 'Circle' is circled and that they should circle one word in each of the ten numbered sentences. Walk around the class and check that the children are circling words on the correct page, but do not help them.]*

#### Mark scheme for Writing E (Max. 10 marks)

*Give 1 mark for each correctly circled word.*

E. 1. is	2. older	3. oldest	4. does	5. like
6. likes	7. How	8. has	9. Where	10. went

## PUNCTUATION AND HANDWRITING (5 marks in total)

### F. Copy and punctuate. Use your best handwriting.

*[Read the instructions aloud. Explain that there are two sentences in F. The children should copy the sentences on the lines below and put in capital letters, question marks, commas, apostrophes, and full stops. They should write the sentences in their very best handwriting. Point out that the first two mistakes are corrected on the line below. There is a capital W because it is at the beginning of a sentence. There is a capital S because it is at the beginning of a name. Explain that they must spot ten more mistakes and correct them. They should write in their best handwriting, placing their letters carefully. Walk around the class and check that the children have understood the task, but do not help them.]*

#### Mark scheme for Ex F (Max. 5 marks)

*If there is ½ mark for two or three punctuation marks, give no marks if only one is correct.*

What did Sara, Ali, and Fiza do on Monday? They played in Adam's garden.

1. Capital letters for Ali, Fiza, Monday. (½ mark)  
Commas after Sara, Ali, or just after Sara. (½ mark)  
Question mark after Monday? (½ mark)

2. *Capital letters for They and Adam* (½ mark)  
*Apostrophe in Adam's* (½ mark)  
*Full stop after garden.* (½ mark)
3. Give up to 1 mark for good handwriting in this exercise and in Ex. A, checking that the children are placing their letters correctly on the lines. (max. 5 marks).

## WRITING

### G. Answer the questions in complete sentences.

*Read the instruction aloud. Explain that the children should write what is true for themselves and that every answer may be different.*

### Mark scheme for Ex. H (Max. 5 marks)

*Give up to one mark for each correct answer. Give half a mark for an answer that makes sense but is ungrammatical or poorly spelt. Answers will differ according to each child and can be answered in different ways. As they should be in children's own words, these are just sample answers. Number 5 will test the most able children in the class as they could argue either way but must give a good reason.*

1. I am wearing a (white shirt / red skirt / black shoes). (1 mark)
2. I live in (Pakistan / Quetta/ a house / a flat). (1 mark)
3. It was (sunny / cloudy / rainy / hot / cool). (1 mark)
4. (*Open answer but should be in the past tense*) (1 mark)
5. *Give credit for an answer that shows the child has thought about the story. They can answer Yes or No, but must give a good reason, for example: Yes, he was polite because he said please and thank you, or No, he was not polite because he ate all the food and didn't leave any for the others.* (1 mark)

### Recording

When you have marked the test, record the results in the End-of-Year Test record. If you wish to include a percentage in the report for parents at the end of the year, double the total of 50 marks. The five separate sections will help you to identify each child's strengths and weaknesses in each skill. Pass the record on to the next teacher so that she can build on what you have taught this year.

**Record of End-of-Year Test**

Class \_\_\_\_\_ Date \_\_\_\_\_

**L:** Listening /10,      **W:** Words and Phonics /10,**R:** Reading: /10   **S:** Sentences /10)**PHW:** Punctuation, Handwriting, and Writing /10

Name of child	L	W	R	S	PHW	Total
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
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27.						
28.						
29.						
30.						

## OUTLINE PLANNING TEMPLATE

Unit \_\_\_\_ Lesson Plan Dates \_\_\_\_\_ Teacher \_\_\_\_\_ Class \_\_\_\_\_

<b>Date and materials</b>	<b>Student Learning Outcomes (see TG)</b>	<b>Activities (with references to detailed notes in the TG)</b>	<b>Extension/Homework</b>
Day 1 date: _____			
Day 2 date: _____			
Day 3 date: _____			
Day 4 date: _____			
Day 5 date: _____			

Unit \_\_\_\_ Lesson Plan Dates \_\_\_\_\_ Teacher \_\_\_\_\_ Class \_\_\_\_\_









<b>Date and materials</b>	<b>Student Learning Outcomes (see TG)</b>	<b>Activities (with references to detailed notes in the TG)</b>	<b>Extension/Homework</b>
Day 6 date: _____			
Day 7 date: _____			
Day 8 date: _____			
Day 9 date: _____			
Day 10 date: _____			






## DETAILED PLANNING TEMPLATE

### Unit xx NB: For detailed plans, refer to Teaching Guide 1

**Note:** This should be seen as a SAMPLE planning template to be adapted by class teachers to fit their pupils, the length of the English period, and the planning policy of the school. Children will learn at a different pace according to how much English they use outside school. It is assumed that each plan below will take 40–50 minutes with children of average English competence. You will need two weeks to teach most units, but three weeks for Units 3, 7, 11, and 15, which are longer than the others. Use Days 6–10 to help you plan Lessons 6 and 7. Follow the plans in the TG for Revision and Extension units, which will take at least a week.

**Key:** **U:** Unit    **L:** Lesson    **Ex:** Exercise    **TG:** Teaching Guide    **SB:** Students' Book  
**Ext:** Extension    **HW:** Homework input from teacher

Date and materials	Student Learning Outcomes (as listed in the TG)	Activities (with references to detailed notes in the TG)	Extension/ Homework
Day 1: 00/00/00 • puppets • audio-recording • xx	• To revise phonic patterns from previous units • To xx	• <b>5-10 minute phonic practice</b> (See TG, L2 A, Step 1–9): Revise phonic patterns learned in previous units with a game such as Bingo (See TG page 121) • <b>Speaking</b> (See TG L1 A, Step 1–9 for detailed notes): xx • <b>Listening</b> (See TG L1 B): Read aloud the instructions at the back of the SB twice. • <b>Singing</b> (See TG L1 C):  Sing the song for the unit with actions.	• <b>Ext:</b> xx • <b>HW:</b> The children sing the song with the audio-recording.
Day 2: 00/00/00 • flashcards • audio-recording • xx	• To learn the phonic pattern xx (L2 A) • To xx	• <b>5-10 minute phonic practice</b>  (See TG, L2 A, Step 1–9): xx • <b>Words</b> (See TG L2 B): xx • <b>Singing</b> (See TG L1 C):  Sing the song for the unit with actions.	• <b>Ext:</b> xx • <b>HW:</b> The children read the words in L2 A to an adult.
Day 3: 00/00/00 • flashcards • audio-recording • xx	• To learn the phonic pattern xx (L2 A) • To xx	• <b>5-10 minute phonic practice</b>  (See TG, L2 A, Step 1–9): xx • <b>Words</b> (See TG L2 C): xx • <b>Handwriting</b> (See TG L2 C): xx • <b>Singing/Game</b> (See TG L1 C):  Sing the song for the unit with actions or play a phonic game such as Run and Match (See TG page 123)	• <b>Ext:</b> xx • <b>HW:</b> The children read the words in L2 A to an adult.
Day 4: 00/00/00 • flashcards • audio-recording • xx	• To learn the phonic pattern xx (L2 A) • To read and discuss a story (L3 A) • To xx	• <b>5-10 minute phonic practice</b>  (See TG L2 A, Step 1–9): xx • <b>Feedback:</b> Give feedback on the corrected written work from the previous lesson. • <b>Pre-reading:</b> (See TG L3 A, Step 1–3): Chat about the pictures. Discuss the pre-reading questions. • <b>Reading and listening</b>  (See TG L3 A, Step 4–8): Play the audio-recording of the text or read it yourself. xx • <b>Singing</b> (See TG L1 C):  Sing songs from this unit and previous units.	• <b>Ext:</b> L3 A: xx • <b>HW:</b> The children read and discuss the story with an adult.

Date and materials	Student Learning Outcomes	Activities and references to detailed notes in the TG	Extension/ Homework
Day 5: 00/00/00 • flashcards • audio-recording • xx	<ul style="list-style-type: none"> <li>To practise the phonic pattern xx (L2 A)</li> <li>To read and discuss a story (L3 A)</li> <li>To demonstrate comprehension of a story (L3 B)</li> </ul>	<ul style="list-style-type: none"> <li><b>5–10 minute phonic practice</b>  (See TG L2 A, Step 1–9): xx</li> <li><b>Reading and listening</b>  (See TG L3 A, Steps 4–8): Discuss the text. For a second time, play the audio-recording of the text or read it yourself. xx</li> <li><b>Comprehension</b> (See TG L3 B, C): Discuss the comprehension questions orally and then ask the children to write the answers.</li> <li><b>Discussion</b> (See TG L3 D): Discuss an open question and the pre-reading question.</li> </ul>	<ul style="list-style-type: none"> <li><b>Ext:</b> xx</li> <li><b>HW:</b> The children read and discuss the story with an adult.</li> </ul>
Day 6: 00/00/00 • flashcards • audio-recording • xx	<ul style="list-style-type: none"> <li>To practise the phonic patterns xx, xx (L2 A)</li> <li>To xx</li> </ul>	<ul style="list-style-type: none"> <li><b>15 minute phonic practice</b>  (See TG L2 A, Step 11): Set homework.</li> <li><b>Feedback:</b> Give feedback on the corrected written work from the previous lesson.</li> <li><b>Sentences</b> (See TG L4 A, B) xx</li> <li><b>Singing/Drawing/Game</b> (See TG): xx</li> </ul>	<ul style="list-style-type: none"> <li><b>Ext:</b> xx</li> <li><b>HW:</b> The children learn the spellings in L2 A.</li> </ul>
Day 7: 00/00/00 • audio-recording • xx	<ul style="list-style-type: none"> <li>To practise the phonic pattern xx, xx (L2 A)</li> <li>To xx</li> </ul>	<ul style="list-style-type: none"> <li><b>5–10 minute phonic practice</b>  (See TG L2 A, Step 1–9): xx</li> <li><b>Feedback:</b> Give feedback on the corrected written work from the previous lesson.</li> <li><b>Sentences</b> (See TG L4 B, C) xx</li> <li><b>Singing/Drawing/Game</b> (See TG): xx</li> </ul>	<ul style="list-style-type: none"> <li><b>Ext:</b> xx</li> <li><b>HW:</b> The children copy exercises in their notebooks.</li> </ul>
Day 8: 00/00/00 • audio-recording • flashcards • xx	<ul style="list-style-type: none"> <li>To practise the phonic patterns xx, xx (L2 A)</li> <li>To xx</li> </ul>	<ul style="list-style-type: none"> <li>5–10 minute phonic practice  (See TG L2 A, Step 1–9): xx</li> <li><b>Feedback:</b> Give feedback on the corrected written work from the previous lesson.</li> <li><b>Chat</b> (See TG L5 A, Step 1–3): Chat about the writing topic.</li> <li><b>Writing:</b> (See TG L5 A, Step 4 and B Step 2–3): xx</li> <li><b>Singing/Drawing/Game</b> (See TG): xx</li> </ul>	<ul style="list-style-type: none"> <li><b>Ext:</b> xx</li> <li><b>HW:</b> The children practise their spellings for the test.</li> </ul>
Day 9: 00/00/00 • audio-recording • xx	<ul style="list-style-type: none"> <li>To test the phonic patterns xx, xx, xx, (L2 A)</li> <li>To xx</li> </ul>	<ul style="list-style-type: none"> <li><b>15 minute phonic practice:</b> (See TG L2 A, Step 12) Test the unit spellings.</li> <li><b>Feedback:</b> Give feedback on the corrected written work from the previous lesson.</li> <li><b>Guided writing</b> (See TG L5, Steps 1–5): xx</li> <li><b>Singing/Drawing/Game</b> (See TG): xx</li> </ul>	<ul style="list-style-type: none"> <li><b>Ext:</b> xx</li> <li><b>HW:</b> The children copy exercises in their notebooks.</li> </ul>
Day 10: 00/00/00 • xx	<ul style="list-style-type: none"> <li>To revise the phonic pattern xx (L2 A)</li> <li>To xx</li> </ul>	<ul style="list-style-type: none"> <li><b>5–10 minute phonic practice:</b> (See TG L2 A, Step 12) Return the corrected spellings and ask the children to write correctly the words that they spelt wrongly.</li> <li><b>Feedback and writing for display:</b> Give feedback on the guided writing. The children write and illustrate a fair copy for display. xx</li> <li><b>Singing/Drawing/Game</b> (See TG): xx</li> </ul>	<ul style="list-style-type: none"> <li><b>Ext:</b> xx</li> <li><b>HW:</b> xx</li> </ul>

## SAMPLE PLAN FOR UNIT 1

**OPE 1 Unit Lesson Plan**




**Unit Number** 1

**Dates** \_\_\_\_\_






**Teacher** \_\_\_\_\_ **Class** \_\_\_\_\_




**Note: For detailed plans, refer to Teaching Guide 1, Unit 1.** This should be seen as a SAMPLE plan to be adapted by class teachers to fit their pupils, the length of the English period and the planning policy of the school. Children will learn at a different pace according to how much English they use outside school. It is assumed that each plan below will each take 40-50 minutes with children of average English competence. Note that the teacher will need to plan the Check-up, Challenge, and Extension units in line with the performance of her pupils.


**Key:** **U:** Unit    **L:** Lesson    **Ex:** Exercise    **TG:** Teaching Guide    **SB:** Students' Book  
**Ext:** Extension    **HW:** Homework input from teacher    **P:** Page


Date and materials	Student Learning Outcomes  (As listed in the TG)	Activities (with references to detailed notes in the TG)	Extension/ Homework
Day 1: 00/00/00 • puppets • colour pencils • audio-recording	<ul style="list-style-type: none"> <li>• To learn the language of introductions, develop speaking skills and discuss the topic of <i>Myself and My Family</i> (L1 A)</li> <li>• To develop listening skills (L1 B)</li> <li>• To revise the short vowel sounds (L1 B)</li> <li>• To sing a song with correct rhythm and stress (L1 C)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Speaking</b> (See TG L1 A, Step 1–9 for detailed notes): Greet the children warmly for their first English lesson in Year 1. Demonstrate with puppets the language of introductions. Practise introducing a friend in pairs.</li> <li>• <b>Listening</b> (See TG L1 B): Read the listening exercise slowly and clearly, following the instructions on page 119 of the SB. Ensure that the children have the correct colour pencils so that they can colour as instructed.</li> <li>• <b>Song</b> (See TG L1 C):  The children listen to the song <i>Teddy says</i> and join in the actions with the teacher. Repeat several times.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ext:</b> Children draw and colour the pictures from L1 B in their notebooks, labelling with words from L2A.</li> <li>• <b>HW:</b> Children listen to the song at home with parents.</li> </ul>
Day 2: 00/00/00 • flashcards • audio-recording • pin-board or string and pegs • objects in Ex. 2	<ul style="list-style-type: none"> <li>• To learn the phonic pattern of the short vowel sound <i>a</i> (L2 A)</li> <li>• To revise the colours orally and recognize key sight words (L2 B)</li> <li>• To sing a song with correct rhythm and stress (L1 C)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>5–10 minute phonic practice</b>  (See TG, L2 A, Step 1–9): Get children to match the words <i>cat, mat, rat</i> with pictures, using flashcards or simple pictures on the board. Focus on the short 'a' phoneme and sound out the words. Ask the children to repeat all the words after you or the audio-recording and make their own sentences with them.</li> <li>• <b>Sight words:</b> (See TG L2 B): If possible bring the real objects in Ex. 2 to class. Chat about them and their colours. Match the words to simple pictures on the board, then in the SB. Explain that these are sight words, so we don't sound them out.</li> <li>• <b>Singing</b> (See TG L1 C):  Sing along with the song <i>Teddy says</i> and join in the actions with the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ext:</b> Children can copy, colour and label the pictures in L2 B.</li> <li>• <b>HW:</b> The children practise reading the words in L2 A to their parents.</li> </ul>



Date and materials	Student Learning Outcomes (As listed in the TG)	Activities (with references to detailed notes in the TG)	Extension/ Homework
Day 3: 00/00/00 • flashcards • audio-recording	<ul style="list-style-type: none"> <li>To learn the phonic pattern of the short vowel sound <i>e</i> (L2 A)</li> <li>To learn simple verbs in the present progressive (continuous) tense (L2 C)</li> <li>To practise good handwriting skills, positioning letters correctly between quadruple-ruled lines. (L2 C)</li> </ul>	<ul style="list-style-type: none"> <li><b>5–10 minute phonic practice</b>  (See TG L2 A, Step 1–9): Follow the procedure for the previous lesson. Focus on the short ‘e’ phoneme and revise the short ‘a’ phoneme.</li> <li><b>Words</b> (See TG L2 C): Chat about the pictures and what each person is doing in L2 C. Use the present progressive tense (also called the present continuous). Chat about the clothes and the colours. The children make sentences about each picture, using the verbs in the pink box.</li> <li><b>Handwriting</b> (See TG L2 C): Demonstrate on the board how to write letters correctly on quadruple ruled lines. Ask different children to write the words on the lines, starting at the point indicated by a dot and following the correct direction. The children trace the given words in the SB and complete the missing ones.</li> <li><b>Singing:</b> L1 C:  Sing along with the song <i>Teddy says</i>, using actions.</li> </ul>	<ul style="list-style-type: none"> <li><b>Ext:</b> L2 C: The children copy the sentences into their notebooks.</li> <li><b>HW:</b> The children read the words in L2 A to their parents and sing the song with the audio-recording.</li> </ul>
Day 4: 00/00/00 • flashcards • audio-recording	<ul style="list-style-type: none"> <li>To learn the phonic pattern of the short vowel sound <i>i</i> (L2 A)</li> <li>To read and discuss a story (L3 A)</li> <li>To recognize the cartoon text type (L3 A)</li> <li>To demonstrate comprehension of a story (L3 B)</li> <li>To revise the names of members of a family (L3 B)</li> </ul>	<ul style="list-style-type: none"> <li><b>5–10 minute phonic practice</b>  (See TG L2 A, Step 1–9): Follow the procedure for the previous lesson. Focus on the short ‘i’ phoneme and revise the other phonemes.</li> <li><b>Feedback:</b> Give feedback on the corrected written work from the previous lesson.</li> <li><b>Pre-reading:</b> (See TG L3 A, Step 1–3): Chat about the pictures in the story. Discuss the pre-reading questions. Explain that you will ask them again after the story.</li> <li><b>Reading and listening</b>  (See TG L3 A, Step 4–8): If possible, play the audio-recording of the story. If you play the recording, stop at the ping to discuss what the reader asks. Alternatively, read it yourself, filling in the details in your own words. Ask the children to point to each picture as you read. Stop after each picture to discuss the pre-reading questions and what is happening. Afterwards, elicit that Ali doesn’t notice the monster because he is only interested in the game on his tablet.</li> <li><b>Comprehension</b> (See TG L3 B): Practise L3 B orally; then ask the children to complete the sentences in their books.</li> <li><b>Singing:</b> L1 C:  Sing along with the song <i>Teddy says</i>, using actions.</li> </ul>	<ul style="list-style-type: none"> <li><b>Ext:</b> L3 A: The children write about their own families.            _____ [Name]            is my mother / father / sister / brother.</li> <li><b>HW:</b> The children write the answers to L3 B in their notebooks.</li> </ul>

Date and materials	Student Learning Outcomes (As listed in the TG)	Activities (with references to detailed notes in the TG)	Extension/ Homework
Day 5: 00/00/00 • flashcards • audio-recording	<ul style="list-style-type: none"> <li>• To learn the phonic pattern of the short vowel sound <i>o</i> (L2 A)</li> <li>• To read and discuss a story (L3 A)</li> <li>• To demonstrate comprehension of a story (L3 B and C)</li> <li>• To revise the names of members of a family (L3 B and C)</li> <li>• To infer meaning (D)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>5–10 minute phonic practice</b>  (See TG L2 A, Step 1–9): As before, revise the phonemes you have taught and focus on the short ‘o’ phoneme in <i>pot, dog, on</i>.</li> <li>• <b>Discussion and Feedback</b> (See TG L3 A Step 8): Ask the children to tell you what they remember about the story. Give feedback on the corrected written work from the previous lesson.</li> <li>• <b>Reading and listening</b>  (See TG L3 A, Steps 4–8): For a second time, play the audio-recording of the story or read it yourself, filling in the details in your own words. Stop after each picture to discuss the pictures and text.</li> <li>• <b>Comprehension:</b> (See TG L3 C): Discuss the exercise orally and then ask the children to complete the sentences in their books.</li> <li>• <b>Discussion</b> (See TG L3 D): Talk about the question but do not expect the children to write. Elicit that Mama and Papa haven’t seen the monster and think that the children have imagined it.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ext:</b> Discuss the dangers of watching too much TV or playing computer games too often.</li> <li>• <b>HW:</b> The children write the answers to L3 C in their notebooks. They practise reading the story to an adult.</li> </ul>
Day 6: 00/00/00 • flashcards • audio-recording	<ul style="list-style-type: none"> <li>• To learn the phonic pattern of the short vowel sound <i>u</i> (L2 A)</li> <li>• To practise the present progressive (or continuous) tense (A)</li> <li>• 2. To use <i>she, he, they, it</i> (A)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>5–10 minute phonic practice</b>  (See TG L2 A, Step 1–9): As before, revise the phonemes you have taught and focus on the short ‘u’ phoneme in <i>jug, bus, cup</i>.</li> <li>• <b>Set homework</b> (See TG 2A, Step 11) Set all the spellings for homework.</li> <li>• <b>Feedback:</b> Give feedback on the corrected written work from the previous lesson.</li> <li>• <b>Sentences</b> (See TG L4 A) Discuss the differences between the pronouns and ask the children to read aloud the complete sentences aloud before writing them.</li> <li>• <b>Sentences</b> (See TG L4 B) Remind the children that every sentence begins with a capital letter and ends with a full stop. Ask the children to match some lower case and capital letters on the board.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ext:</b> The children act out the story in groups of six, using their own words.</li> <li>• <b>HW:</b> The children write the answers to L4 A and B in their notebooks. They learn the spellings in L2 A.</li> </ul>

Date and materials	Student Learning Outcomes (As listed in the TG)	Activities (with references to detailed notes in the TG)	Extension / Homework
Day 7: 00/00/00 • audio-recording	<ul style="list-style-type: none"> <li>• To revise all five short vowel sounds.</li> <li>• To write their own names correctly (C)</li> <li>• To use capital letters at the beginning of names (D, E)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>10–15 minute phonic practice: Game</b> (See page 121): Play <b>Phonic bingo</b> with the words in L2 A.</li> <li>• <b>Feedback:</b> Give feedback on the corrected written work from the previous lesson.</li> <li>• <b>Sentences</b> (See TG L4 C, D, E) Before they write, remind the children that in the last lesson, they used capital letters to begin sentences. Here, capital letters begin names.</li> <li>• <b>Singing:</b> L1 C:  Sing along with the song <i>Teddy says</i> using actions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ext:</b> They copy L4 E into their notebooks.</li> <li>• <b>HW:</b> They practise learning the phonic word spellings and read a story to an adult.</li> </ul>
Day 8: 00/00/00 • flashcards • clothes • string and pegs or pin-board • colour pencils	<ul style="list-style-type: none"> <li>• To revise all five short vowel sounds.</li> <li>• To revise vocabulary for clothes (A, B)</li> <li>• To use an apostrophe to show possession (A, B)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>10 minute phonic practice: Game</b> (See page 123): Play <b>Run and match</b> with the words in L2 A. Remind the children that you will test spellings in the next lesson.</li> <li>• <b>Feedback:</b> Give feedback on the corrected written work from the previous lesson.</li> <li>• <b>Chat</b> (See TG L5 A, Step 1-3 and B Step 1): Chat about real clothes and colours.</li> <li>• <b>Writing:</b> (See TG L5 A, Step 4 and B Step 2-3): Tell the children to write phrases about the clothes in their notebooks. Explain that an apostrophe can show who owns something. The children then complete the sentences.</li> <li>• <b>Drawing:</b> The children draw coloured pictures of the phrases in L5 A in their notebooks.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ext:</b> The children write their own sentences about the real clothes on the line.</li> <li>• <b>HW:</b> The children practise their spellings for the test.</li> </ul>

Date and materials	Student Learning Outcomes (as listed in the TG)	Activities (with references to detailed notes in the TG)	Extension / Homework
Day 9: 00/00/00 • audio-recording	<ul style="list-style-type: none"> <li>• To test the spellings of all five short vowel sounds</li> <li>• To write a scaffolded description, using own words (C)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>15 minute phonic practice:</b> (See TG L2 A, Step 12) Test the children on the spellings that they learned for homework following the procedure in the TG. You may use the audio-recording, but pause it to give time to write each word.</li> <li>• <b>Feedback:</b> Give feedback on the corrected written work from the previous lesson.</li> <li>• <b>Guided writing</b> (See TG L2, Steps 1-5): Draw the substitution table in the TG on the board. Help the children to make sentences about the dog's clothes, stressing the difference between 'is' and 'are'. Walk round the class helping the children as they write.</li> <li>• <b>Game:</b> Play Phonic bingo with the words in L2A (see page 121 of TG1)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ext:</b> The children write about what the dog is doing and what happens next.</li> <li>• <b>HW:</b> The children write the correct sentences from L5 B in their notebooks.</li> </ul>
Day 10: 00/00/00 • string and pegs or pin-board • colour pencils • audio-recording	<ul style="list-style-type: none"> <li>• To revise all five short vowel sounds.</li> <li>• To write a fair copy of a scaffolded description, using own words (C)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>5–10 minute phonic practice:</b> (See TG L2 A, Step 12) Return the corrected spellings and ask the children to write out correctly the words that they spelt wrongly.</li> <li>• <b>Feedback and writing for display:</b> Give feedback on the guided writing in L5 C. Give each child a clean sheet of lined paper. Ask them to copy out their descriptions in 5C and to illustrate them in colour. Display their writing on the pin-board or the line.</li> <li>• <b>Singing:</b> L1 C:  Sing along with the song <i>Teddy says</i> using actions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ext:</b> The children draw a different animal wearing different clothes and write their own description of its clothes and their colours.</li> <li>• <b>HW:</b> The children practise reading the story to an adult.</li> </ul>

Record of Quarterly Assessments (Key L: Listening /5, W: Words /5, S: Sentences /10) Class \_\_\_\_ Year \_\_\_\_

Name of child	Test 1 Date:			Test 2 Date:			Test 3 Date:			Test 4 Date:			
	L	W	S	L	W	S	L	W	S	L	W	S	Total
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