

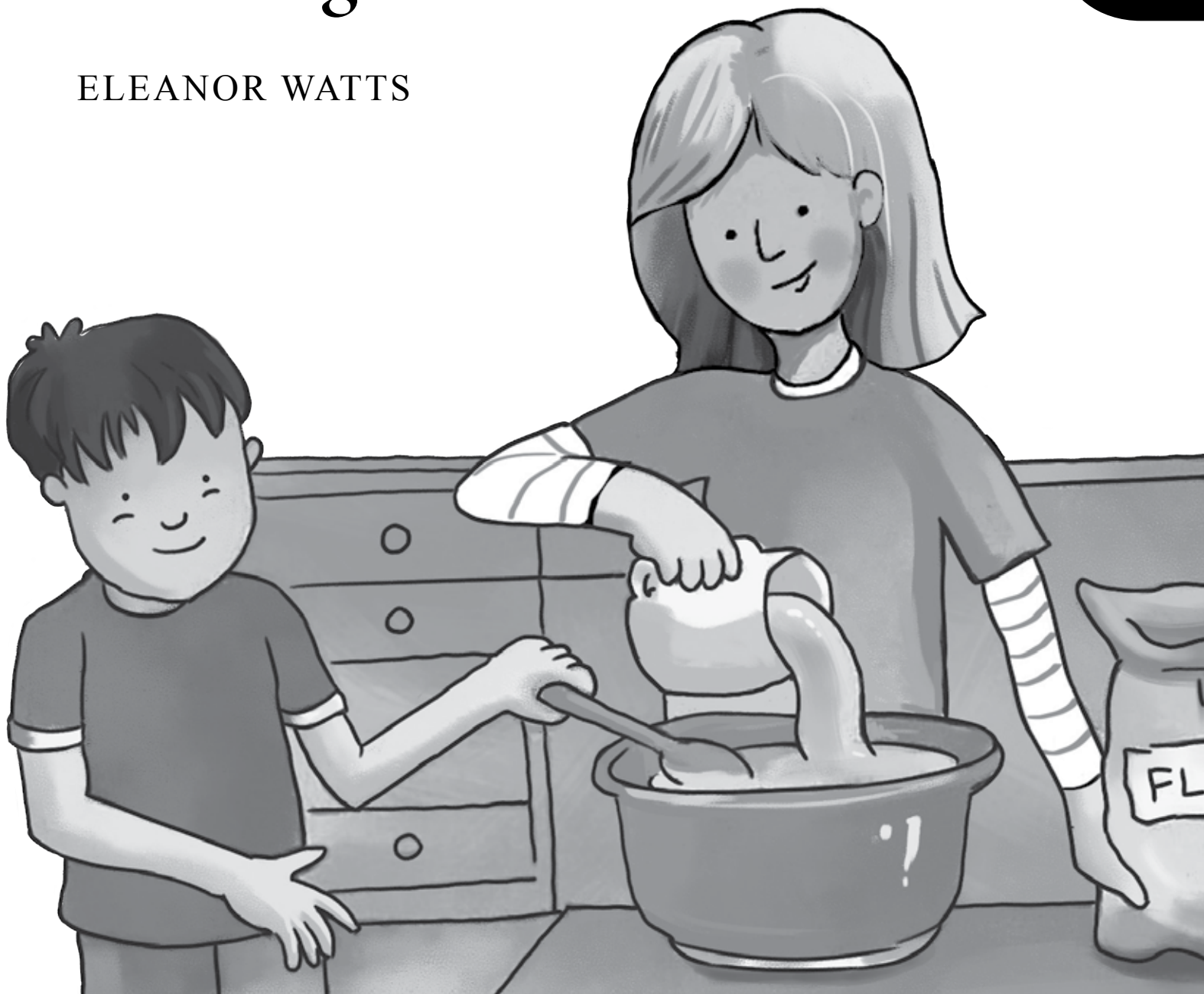
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Teaching Guide

ELEANOR WATTS

2

SECOND EDITION





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# 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*. After the Introduction 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 (Vocabulary)	Sentences (Grammar and Punctuation)
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 and SNC references 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.

### ***Pre-reading, While-reading, and Post-reading questions***

Do not expect the children to write the answers to these tasks. Pre-reading questions ensure essential knowledge before you read the text. While-reading questions focus on the ways our responses change as we read, for example through note-taking. Post-reading questions stimulate discussion of key themes after the whole text is understood.. 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.

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

Talk boxes  help to stimulate skills such as critical thinking, problem solving, inquiry, role play and creativity in line with the SNC. These should generally be handled in discussion.

### ***Text Types***

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 Pakistan Single National Curriculum and UK National Primary Curriculum.

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

\*New text types to the year are in italics. Text types are often called genres.

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 re- search	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

## 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 (2014).

### **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 for the quarterly assessment tests. This will enable teachers to identify individual children's weaknesses. It also indicates which areas the whole class needs to revisit.
- a photocopiable End-of-year test and mark scheme. This can be sent to parents and next year's teacher.

**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 a minimum of 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 on pages 00-00 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 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.

### 3.4 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.

### 3.5 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 2'.
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:

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

## 4.3 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.

## 4.4 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 2: 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.

## 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.

## Poetry

Poetry helps children to use correct stress and intonation because poems usually have a strong beat, like music. Initially, ask them to listen to the recording, if you have it. Then pause the recording at the end of each line so that they can repeat it with the same stress and expression. Encourage children to learn poems by heart and recite them together. Help them to enjoy the sounds of words.

## Games

On page 121 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 *white* and *night*.

## **Phonic terms to teach in Year 2**

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')

**trigraph:** three letters representing one phoneme (e.g. 'air' in 'chair')

**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.

## **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.

## **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 ul-Azha and the Hajj before the festival.

## **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 2: *letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, comma, speech mark, noun, verb, present tense, past tense, future tense, adjective, adverb*.

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 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 some teaching units of Book 2, where an 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. Also give dictation of the sentences with the key spellings in Lesson 2 of each teaching unit. Revise all the 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 play 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 xi-xii and 123-128 since these are intended for the teacher. They should cut at least 2 cm from the spine so as to ensure the binding remains in place.



## OXFORD PROGRESSIVE ENGLISH

### SINGLE NATIONAL CURRICULUM ALIGNMENT

Note: Student Learning Outcomes that were covered in earlier grades are indicated after the Grade 2 examples.

**KEY U:** Unit **L:** Lesson **OPE Int, 1:** OPE Introductory Book and Book 1

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 random order. <b>(L2 A of every teaching unit, OPE Int, 1)</b></p> <p>Pronounce and match the initial and the final sound of common words depicted in pictures with their corresponding letters. <b>(L2 B of every teaching unit, OPE Int, 1)</b></p> <p>Recognize and identify consonants and vowels in the English alphabet. <b>(U14 L 4, OPE Int, 1)</b></p> <p>Identify /classify words that begin with consonant or vowel sounds <b>(U14 L4, OPE 1)</b></p> <p>Identify and pronounce with reasonable accuracy common consonant clusters in initial positions e.g. sch and thr, etc. <b>(U3 L2, OPE Int, 1)</b></p> <p>Pronounce and match spoken words with the written words. <b>(L2 A of every teaching unit, OPE Int, 1)</b></p> <p>Recognize that as letters of words change, so do the sounds. <b>(L2 A of every teaching unit, OPE Int, 1)</b></p> <p>Identify words that begin with the same sound. <b>(U7 L2, OPE Int, 1)</b></p> <p>Identify words that end with the same sound, e.g. /ng/. <b>(U2 L2, U4 C, U5 L2, U9 L2 L2, OPE Int, 1)</b></p> <p>Identify and classify one and two syllable words that rhyme. <b>(U2 L3 C, U6 L1 C, U9 L6 B, U10 L7 D)</b></p> <p>Identify and pronounce familiar two and three syllable words and common irregular sight words. <b>(L2 of every teaching unit, OPE Int, 1)</b></p> <p>Differentiate between words ending with /s/, /z/ and /iz/ sounds in the plural form of a word. <b>(U1 2A, U2 2A)</b></p> <p>Recognize and pronounce simple words with one or more syllables. <b>(L2 A of every teaching unit)</b></p> <p>Pronounce the weak forms of 'a', and 'the' in simple phrases <b>(U2 L2, U3 L4, U4 Check-up, U16 Test)</b> and of 'be' in contractions. <b>(U11 L5)</b></p> <p>Familiarize themselves with rhythm, stress, and intonation of English language. <b>(Poems and songs in all units)</b></p> <p>Comprehend simple stories and poems read aloud in class. <b>(All units)</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>(U1 L1)</b></li> <li>• express and offer a few basic social courtesies <b>(U1 of most teaching units, e.g. L5 L1, U7 L1)</b></li> <li>• introduce self and talk about family <b>(U1 L5)</b></li> <li>• listen and respond to commands <b>(U7 L5)</b></li> <li>• express limited needs and feelings <b>(U13 L1)</b></li> <li>• seek permission to do something <b>(U15 L4)</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 use of common conventions and dynamics of oral interactions in group to:</p> <ul style="list-style-type: none"> <li>• exchange some routine greetings <b>(U1 L1)</b></li> <li>• exchange some social courtesies, e.g. please and thank you <b>(U1 of most teaching units, e.g. L5 L1, U7 L1)</b></li> <li>• introduce themselves and others <b>(U1 L5)</b></li> <li>• participate in conversation <b>(U1 of every teaching unit, 'Talk with a friend' tasks e.g. U1 L1)</b></li> <li>• take turns <b>('Work with a friend' tasks, e.g. U1 L4, all dialogues)</b></li> <li>• use polite expressions to seek attention <b>(U1 L7, U15 L4)</b></li> <li>• express likes and dislikes <b>(U1 L5)</b></li> <li>• express needs and feelings <b>(U13 L1)</b></li> <li>• express joy <b>(U12 Reading)</b></li> <li>• recite poems <b>(U5 L7, U6 L1, U7 L1, U9 L6, U10 L6)</b></li> <li>• describe things and objects in surroundings <b>(U3 L4, U5 L1)</b></li> <li>• Use appropriate body language for different communicative functions. <b>(U2 L1, U16 Check-up)</b></li> </ul>
<p>C2 - Reading and Critical Thinking Skills</p>	<p>S1: Students discover, understand and engage with a variety of text types through tasks that 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, articulate and differentiate between the sounds of individual letters, digraphs in initial and final positions of a word. <b>(Phonics tables in L2 of each teaching unit)</b></p> <p>Identify, recognize and articulate three or more lettered sight words. <b>(Themed lexical items, e.g. U1 L2 and L5, U1 L2)</b></p> <p>Identify initial and final consonant clusters. <b>(Phonics tables in L2 of each teaching unit)</b></p> <p>Read more naming, action and describing words and match with pictures. <b>(U2 L2 and L4, U3 L5, U6 L1)</b></p> <p>Read aloud words and simple sentences with reasonable level of accuracy of pronunciation. <b>(L2 of each teaching unit)</b></p> <p>Identify punctuation marks in sentence (e.g., Capitalization <b>(U1 L5, U2 L5, U3 L5, U6 L5, U7)</b> comma <b>(U5 L5)</b> full stop <b>(U1 L5)</b> question mark <b>(U10 L4)</b> etc.) <b>(U 14 L5, U16 Check-up)</b></p> <p>Recognize and practise that words in a sentence join to make sense in relation to each other. <b>('Sentences' pages in all teaching units)</b></p> <p>Identify paragraph as a graphical unit of expression. <b>(U2 L5, U10 L5, U11 L1, U15 L5)</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 it in a word or two, or a sentence about them. <b>(U5 L5, U7 L4, U8 Check-up, U8 Test)</b></p> <p>Locate specific, simple information in a clock (by the hour) by looking at the position of the hands of the clock. <b>(U6 L7, U9 L7)</b></p> <ul style="list-style-type: none"> <li>• Locate month and day in a calendar by reading across and down. <b>(U6 L6)</b></li> </ul> <p>Read tables and charts in the classroom. <b>(U1 L4 and L5, U2 L1, U2 L4, U3 L4 etc.)</b></p>

		<p>BM 3: Identify factual information applying reading comprehension and thinking strategies.</p>	<p>Use pre-reading strategies to predict story by looking at picture(s) in the text. <b>(U2 L3 and L6, U13 L7)</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 to answer simple short questions in a word or two <b>(U1 L3, U5 L3 &amp; L6, U9 L3, U13 L3)</b></li> <li>use pictures or rebus in texts to increase understanding <b>(U2 L3, U14 L6, U16 Reading)</b></li> <li>guess what follows in a story <b>(U2 L3 and L6, U13 L7)</b></li> <li>follow sequence in a simple procedure <b>(U3 L3, U7 L3)</b> or a picture map <b>(U15 L4)</b></li> <li>follow instructions <b>(U3 L5, U7 L5)</b> school and public notices or signs with visuals <b>(U10 L3)</b></li> </ul> <p>Respond to the text (postreading) to:</p> <ul style="list-style-type: none"> <li>express likes / dislikes about the story <b>(U1 L3, U13 L6)</b></li> <li>express understanding of story through pantomime and simple role play. <b>(U5 L6, U13 L6)</b></li> </ul> <p>Read familiar words appearing on a variety of reading material such as food labels, advertisements, coins, currency notes, etc. <b>(U10 L3)</b></p>
		<p>BM 4: Gather and locate simple information for specific purposes using various aids and study skills.</p>	<p>Use first and second letter to arrange words in alphabetical order. <b>(U6, U7, U8 Check-up, U8 Test, U13 L2, Mini-dictionary)</b></p> <p>Brainstorm to gather ideas for various activities/tasks. <b>(Ex D or E of L3 in all teaching units, talk boxes for higher order thinking skills, e.g. U5 L5, U14 L3)</b></p> <p>Identify title and table of contents of a book. <b>(U14 L3, Contents pages vi - ix)</b></p> <p>Use textbook pictures/picture dictionary to aid comprehension and development of vocabulary. <b>(Mini-dictionary with pictures, exercises in all Challenge units – U4, U8, U12, U16)</b></p> <p>Use textual aids such as table of contents to locate a particular text/ lesson. <b>(Contents p vi-ix)</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>Read and recite short poems or nursery rhymes with actions. <b>(U6 L1, U9 L6, U5 L7, U10 L6)</b></p> <p>Listen to a story/fairy-tale of a few sentences read aloud by the teacher. <b>(L3 of U1, 2, 5, 6, 8, 9, 10, 13, 15 and U4, 8, 12, 16 Reading)</b></p> <p>Read aloud the same story/fairy-tale themselves. Identify names and characters. <b>(L3 of all fiction units above)</b></p> <p>Respond orally and in writing, in a sentence, their likes or dislikes about the story/characters. <b>(all comprehension exercises, U1 L3, U13 L7)</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 and classify into different categories of some:</p> <ul style="list-style-type: none"> <li>simple action words <b>(U1 L4, U2 L2 and L4)</b></li> <li>naming words from pictures and immediate surrounding <b>(U1 L1, U2 L2, U3 L2, U4 Reading etc., Mini-dictionary p 130-131)</b> e.g. animals <b>(U11 L1, L2, L3, L4, L5)</b></li> <li>fruits and vegetables <b>(U6 L3, U9 L1 and L6)</b></li> <li>parts of body <b>(U14 L4)</b></li> <li>objects in the classroom and at home <b>(U1 L1 and L5, U3 L3, U6 L5)</b></li> <li>colours <b>(U1 L1, U2 L4)</b>, shapes <b>(U5 L1)</b> multi-step directions (left/right&amp; up/ down) <b>(U2 L7, U7 L5)</b> and numbers in words cardinal <b>(U9 L2)</b> and ordinal 1-10 <b>(U6 L5 and 6)</b></li> </ul> <p>Articulate and use simple rhyming words in writing. <b>(U2 L3, U12 Check-up, U16 Reading)</b></p> <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>(U1 L1)</b> courtesies <b>(U1 L6 and 7)</b></li> <li>introduce self and talk about family <b>(U1 L5)</b></li> <li>seek permission to do something. <b>(U7 L1, U15 L4)</b></li> </ul> <p>Spell simple two/three syllable words. Take dictation of familiar words learnt in class. Provide the missing letter in simple two/three syllable words. <b>(Phonics tables in Lesson 2 of each teaching unit)</b></p>

	<p>S2: Students understand punctuation, syntax, grammatical functions, rules and applications 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><b>NAMING WORDS (NOUNS)</b> Recognize and match common singular naming words from immediate environment. Classify naming words into different categories such as person, pet, animal, place or thing. <b>(U2 L2 and L4, U4 Challenge, U14 L3, U4, 8, 12, and 16 Challenge re Picture Dictionary on p 130- 131)</b></p> <p>Use naming words in their speech and writing. Identify and change the number of simple naming words by adding or removing 's' and 'es'. <b>(U1 L2, U2 L2)</b></p> <p>Identify and classify gender of naming words from immediate environment (masculine/feminine). <b>(U3 U5 and L7)</b> Recognize more particular names of people, pets, and places. <b>(U1, L1, 2 and 4, U2 L4 and 5, U5 L7, U14 L1)</b></p> <p><b>SUBSTITUTION WORDS (Pronouns)</b> (personal and possessive)</p> <p>Illustrate the use of substitution words learnt earlier as subjective case. <b>(U1 L4 and 5, U2 L6, U4 Check-up, U14 L1, U15 L5)</b></p> <p>Recognize and use substitution words as objective case: me, us, you, him, her, them, it. <b>(U6 L5)</b></p> <p>Recognize and use that some words substitute particular and general naming words. <b>(U5 L7, U4 Test, U11 L4)</b></p> <p>Distinguish between and use the substitution words. Illustrate use of words that point to something. <b>(U6 L5, U7 L5, U15 L1)</b> Use questioning words: what, who, where, when, why. <b>(U5 L7, U8 Check-up, U14 L7, U12 Challenge, Unit 15 L5)</b></p> <p><b>ARTICLES</b> Identify and recognize the rules for the use of a, an and the. Choose between a or an. Identify a or an as articles. Recognize that plural nouns do not take the articles a or an. <b>(U2 L2, U3 L4, U4 Check-up, U14 L4, U16 Test)</b></p> <p><b>DOING /ACTION WORDS (verbs)</b></p> <p>Identify and use common action words. <b>(U1 L4, U2 L2 and L4, U5 L4, U6 L3, L4 and L7, U7 L5, U8 Challenge)</b></p> <p>Use am, is, are with different substitutions and pointing words in short sentences to identify and describe a person, place and thing e.g. I am ... <b>(U1 L5, U2 L4 and 5, U3 L4)</b> Use has, have to show possession <b>(OPE 1, U1 L5)</b></p> <p><b>DESCRIBING WORDS (adjectives)</b></p> <p>Identify and match some pairs of describing words showing quality, size and colour e.g. soft-hard, big-small, black-white. <b>(U1 L1 and L5, U2 L4, U3 L1, U5 L5, U7 L4, U13 L4, U14 L3 and L4, U16 Challenge)</b></p> <p>Identify and use words showing possession e.g. my, your, his, her, our, their, and its. <b>(U1 L4, U2 L5, U4 Test, U6 L4)</b></p> <p><b>WORDS SHOWING POSITION (prepositions)</b></p> <p>Recognize, identify and use a few words showing position e.g. to/ from, up/down, here/there (preposition of location), a few words showing position e.g. in, on, to, with. <b>(U2 L7, U7 L5, U14 L5, U15 L4)</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><b>CAPITALIZATION</b> Recognize and apply capitalization to the initial letter of the first word of a sentence <b>(U1 L5)</b>, and to the initial letter of the names of people, pets, and places <b>(U2 L5, U4 Check-up and Test, U8 Test)</b></p> <p><b>PUNCTUATION</b></p> <p>Recognize that a sentence ends with some form of punctuation, i.e. full stop, or question mark, or exclamation mark. <b>(U1 L5, U4 Check-up and Test, U8 Test U10 L4 and L5, U14 L5, U16 Check-up)</b></p> <p>Recognize and add comma for series of items in a sentence and after Yes and No in short formal dialogues, e.g. yes, thank you, etc. <b>(U5 L5, U8 Check-up)</b></p>	
	<p>BM 3: Use and respond to simple commands and questions verbally and non-verbally.</p>	<p><b>TYPES OF SENTENCES</b> Use and respond to simple sentences showing requests and command, both physically and in their speech. <b>(U2 L1, U7, L3 and 5)</b></p> <p>Comprehend and respond to simple wh-questions. <b>(U5 L7, U6 L7, U8 Check-up)</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>Colour within lines and create simple patterns. Trace and write simple one syllable words with correct spellings. Leave regular spaces between words. <b>(Tracing activities in U2 of every teaching unit, OPE Int, 1)</b></p> <p>Write small and capital letters in random order following appropriate writing models of regular shape and size. <b>(Tracing activities in U2 of every teaching unit, OPE Int, 1)</b></p> <p>Write simple two/three syllable words with correct spelling. Leave spaces between words. <b>(Lesson 2 of every teaching unit)</b></p> <p>Write numbers from 1 to 50 in words. <b>(U5 L5, U9 L2)</b></p> <p>Write numbers in 10's in words. <b>(U5 L5, U9 L2)</b> Write ordinal numbers 'first to tenth' in words. Identify position of objects using ordinal numbers. <b>(U6 L5 and 6)</b></p> <p>Write date and captions on page top. <b>(U6 L6)</b> Write name, phone number, and address. <b>(U1 L5)</b> Construct simple sentences of three/ four to five/six words using correct capitalization, punctuation and spelling. <b>(All tasks labelled 'Writing')</b></p> <p>Use the texts they read as models for their own writing. <b>(The text type of every writing task is modelled earlier, e.g. cartoon in U1, instructions in U3.)</b> Fill in missing information to complete a simple paragraph. <b>(U13 L2 and 5, U14 L7)</b></p> <p>Write 3-5 simple, meaningful sentences of their own on a given topic with different sentence beginnings. <b>(U2 L5, U4 Check-up, U9 L7)</b></p>
		BM 2: Write naming and action words, sentences, answers to simple questions and guided stories about familiar topics.	<p>Write a few sentences to describe a picture and a series of pictures. List items of a similar category from a given text/picture. <b>(U1 L1, 3, and 6, U2 L4, U3 L5)</b></p> <p>Write actions or describing words using a series of action pictures. <b>(U1 L4, U3 L5)</b></p> <p>Recognize the function of selected question words e.g. what, when, to write answers to simple questions. <b>(U3 L1 and 2, U5 L7)</b></p> <p>Replace rebus with words to complete a given story. <b>(U14 L6)</b></p> <p>Complete the story with given words. <b>(U13 L4, U14 L7)</b></p> <p>Recognize and write rhyming words from a poem. Write more rhyming words. <b>(U2 L3, U6 L1, U9 L6)</b></p>
		BM 3: Write a variety of simple, interpersonal and transactional texts using guided writing techniques e.g. greeting cards, dialogues (speech bubbles, cartoon strips) using vocabulary appropriate to the communicative purpose and context.	<p>Make/write simple greeting cards:</p> <ul style="list-style-type: none"> <li>• Draw illustrations to make greeting cards using cursive writing <b>(U12 Reading)</b></li> <li>• Write names of addressee and sender <b>(U12 Reading)</b></li> <li>• Write appropriate words and formulaic expressions. <b>(U12 Reading)</b></li> </ul> <p>Fill in speech bubbles and cartoon strips with appropriate formulaic expressions or a simple dialogue. <b>(U1 L7, U12 Challenge)</b></p>
		BM 4: Identify and use word order, spelling and punctuation.	<p>Revise and edit written work for spelling and punctuation. <b>(U2 L5, U4 and 8 Check-up and Test)</b></p>



<p>C5 - Appropriate Ethical and Social Development</p>	<p>S1: Students develop ethical and social attributes and values relevant in a multi-cultural and civilized society.</p>	<p>Guidelines</p>	<p>Students need to be acquainted with the importance of making sustainable lifestyle choices, acquiring greater environmental awareness, and being aware of safety and security measures. <b>(U2 L3 and 6, U10 L3, U11 L3, U13 L3, U15 L3)</b></p> <p>Students need to appreciate and feel a sense of interconnectedness with their community and the world at large and develop attributes such as tolerance, respect, equality and gender equity in them which is the basic essence of Islam and all other religions. <b>(U1 L3 and 6, U2 L6, Unit 4 Reading, U5 L3 and 6, U12 Reading, U13 L3)</b></p> <p>Students need to be fostered with a sense of peace and social cohesion. <b>(U1 L6, U2 L6, U5 L6)</b></p>
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## Oxford Progressive English Book 2

### Single National Curriculum Themes and Text Types

Unit	Themes	Sub-themes	Text types
Extensive Reading • The life of Hazrat Muhammad <small>رسول الله ﷺ</small> • Eid-ul-Azha and the Hajj • Musefa's Award • Plant a Tree for Pakistan!	<ul style="list-style-type: none"> <li>• Role Models (8)</li> <li>• Festivals and cultural events (7)</li> <li>• Ethics and Values (1)</li> <li>• Education and Employment (12)</li> <li>• Participatory Citizenship (16)</li> <li>• Health, personal safety, and drug education (17)</li> <li>• Nature (5)</li> <li>• Patriotism/National Pride (4)</li> <li>• Avoiding social evils (19)</li> </ul>	<ul style="list-style-type: none"> <li>• Incidents from the life of Hazrat Muhammad  <small>رسول الله ﷺ</small> (8.1)</li> <li>• Notable personalities as role models and the significance of Nishan-e-Haider (8.2)</li> <li>• Enjoying festivals (7.1)</li> <li>• Following school rules (1.1, 12.2, 16.3)</li> <li>• Making queues (16.1)</li> <li>• Keeping the classroom clean (16.4)</li> <li>• Avoiding littering (16.5)</li> <li>• Use of water after using the washroom (17.1)</li> <li>• Taking care of plants (5.2)</li> <li>• Love for Pakistan (4.1)</li> <li>• Avoid telling lies (19.1)</li> <li>• Avoid tale bearing (19.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Biography</li> <li>• Realistic story</li> <li>• Summary (certificate)</li> <li>• Flowchart</li> </ul>
Unit 1 – Family and Friends	<ul style="list-style-type: none"> <li>• Ethics and values (1)</li> <li>• Self, people, places, and Globe (3)</li> <li>• Peaceful co-existence/ Peace education (2)</li> <li>• Gender equality and equity (6)</li> <li>• Sports (20)</li> <li>• Travel and transport (10)</li> </ul>	<ul style="list-style-type: none"> <li>• Sense of fair play (1.3)</li> <li>• Myself (3.1)</li> <li>• My family (3.2)</li> <li>• My home (3.3)</li> <li>• Sharing (2.2)</li> <li>• Little boys and girls are equal (6.1)</li> <li>• Local sports (20.2)</li> <li>• Taking a tour (10.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Story as a cartoon</li> </ul>
Unit 2 – Good Friends	<ul style="list-style-type: none"> <li>• Peaceful co-existence/ Peace education (2)</li> <li>• Ethics and values (1)</li> <li>• Nature (5)</li> <li>• Environmental Education (9)</li> <li>• Life Skills (18)</li> <li>• Travel and transport (10)</li> </ul>	<ul style="list-style-type: none"> <li>• Making friends (2.1)</li> <li>• Respect for elders (1.4)</li> <li>• Taking care of plants (5.2)</li> <li>• Flowers / trees (5.6)</li> <li>• Importance of plants and trees (9.4)</li> <li>• Taking care of small things (18.1)</li> <li>• Taking a tour (10.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Realistic story</li> </ul>
Unit 3 – Cooking it up	<ul style="list-style-type: none"> <li>• Dignity of labour (13)</li> <li>• Health, personal safety, and drug education (17)</li> <li>• *Cooking</li> <li>• *Magic</li> </ul>	<ul style="list-style-type: none"> <li>• Doing small chores (13.1)</li> <li>• Healthy food (17.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Instructions (recipe)</li> </ul>
Unit 4 – The Crocodile	<ul style="list-style-type: none"> <li>• Adventure (21)</li> </ul>	<ul style="list-style-type: none"> <li>• Accepting a challenge for a field trip (21.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Realistic story (adventure)</li> </ul>
Unit 5 – What's it made of?	<ul style="list-style-type: none"> <li>• Peaceful co-existence / Peace education (2)</li> <li>• Materials, Clothes, Shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Co-operation (2.3)</li> <li>• Collaboration (2.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Fairy tale</li> <li>• Poem</li> </ul>
Unit 6 – Days and Months	<ul style="list-style-type: none"> <li>• Ethics and values (1)</li> <li>• Avoiding social evils (19)</li> <li>• *Time</li> </ul>	<ul style="list-style-type: none"> <li>• Honesty/Truthfulness (1.1)</li> <li>• Patience (1.6)</li> <li>• Avoid telling lies (19.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Folk tale</li> <li>• Daily diary</li> <li>• Poem (lyric)</li> </ul>
Unit 7 – Modern Gadgets	<ul style="list-style-type: none"> <li>• Technology (11)</li> <li>• Media (14)</li> </ul>	<ul style="list-style-type: none"> <li>• Famous inventions (11.1)</li> <li>• Media as a source of learning and holistic development. (14.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Playscript</li> <li>• Procedural instructions</li> <li>• Poem</li> </ul>
Unit 8 – Fantasy Characters	<ul style="list-style-type: none"> <li>• Life Skills (18)</li> </ul>	<ul style="list-style-type: none"> <li>• Curiosity and Learning (18.6)</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation</li> </ul>

Unit	Themes	Sub-themes	Text types
Unit 9 – Fantasy Worlds	<ul style="list-style-type: none"> <li>Health, personal safety, and drug education (17)</li> <li>Crisis awareness and management (15)</li> <li>Travel and transport (10)</li> <li>*Time</li> </ul>	<ul style="list-style-type: none"> <li>Healthy food (17.2)</li> <li>Avoiding accidents at home (15.1)</li> <li>Taking a tour (10.1)</li> </ul>	<ul style="list-style-type: none"> <li>Fantasy story</li> <li>Poem</li> </ul>
Unit 10 – Flying	<ul style="list-style-type: none"> <li>Self, people, places, and Globe (3)</li> <li>Patriotism/National pride (4)</li> <li>Travel and transport (10)</li> </ul>	<ul style="list-style-type: none"> <li>My village/city (3.4)</li> <li>Love for Pakistan (4.1)</li> <li>Taking a tour (10.1)</li> </ul>	<ul style="list-style-type: none"> <li>Science fiction</li> <li>Poems</li> </ul>
Unit 11 – The Snow Leopard	<ul style="list-style-type: none"> <li>Nature (5)</li> <li>Environmental education (9)</li> </ul>	<ul style="list-style-type: none"> <li>Taking care of animals (5.2)</li> <li>Knowledge/awareness of immediate natural environment (9.1)</li> </ul>	<ul style="list-style-type: none"> <li>Information</li> </ul>
Unit 12 – The New Baby	<ul style="list-style-type: none"> <li>Peaceful co-existence/peace education (2)</li> <li>Life skills (18)</li> </ul>	<ul style="list-style-type: none"> <li>Sharing (2.2, 18.4)</li> <li>Collaboration (2.4)</li> </ul>	<ul style="list-style-type: none"> <li>Realistic story</li> </ul>
Unit 13 – The Wind in the Willows	<ul style="list-style-type: none"> <li>Ethics and values (1)</li> <li>Nature (5)</li> </ul>	<ul style="list-style-type: none"> <li>Bravery (1.2)</li> <li>Seasons (5.3)</li> </ul>	<ul style="list-style-type: none"> <li>Children's classic</li> <li>Cartoon</li> <li>Letter (informal)</li> </ul>
Unit 14 – Jokes and Riddles	<ul style="list-style-type: none"> <li>Health, personal safety, and drug education (17)</li> </ul>	<ul style="list-style-type: none"> <li>Personal cleanliness and hygiene (17.1)</li> </ul>	<ul style="list-style-type: none"> <li>Anecdotes: Jokes, Riddles</li> <li>Plan / Timetable</li> </ul>
Unit 15 – Workers and Workplaces	<ul style="list-style-type: none"> <li>Role models (8)</li> <li>Education and employment (careers/occupations) (12)</li> <li>Participatory citizenship (16)</li> </ul>	<ul style="list-style-type: none"> <li>Heroic deeds of children depicting personal bravery/courage/honesty (8.3)</li> <li>Common professions from surroundings (12.3)</li> <li>Following simple traffic rules (16.1)</li> </ul>	<ul style="list-style-type: none"> <li>News report</li> <li>Advertisement</li> <li>Map</li> </ul>
Unit 16 – Texting	<ul style="list-style-type: none"> <li>Life skills (18)</li> </ul>	<ul style="list-style-type: none"> <li>Being grateful (18.3)</li> </ul>	<ul style="list-style-type: none"> <li>Phone text</li> </ul>

# Extensive Reading

## LESSON 1: The Life of Hazrat Muhammad ﷺ

### Student Learning Outcomes

1. To explore the themes of the text: Role models - Incidents from the Life of Hazrat Muhammad ﷺ (8.1) and Ethics and Values - Honesty and Truthfulness (1.1)
2. To demonstrate comprehension of a text
3. To recognize the text type of a biography

### Preparation and materials

- (optional) If possible, bring in some photos of Makkah

### Suggestions and answers

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

1. Ask the children to tell you what they know about Hazrat Muhammad ﷺ and how we know about him - through the Qur'an, the holy book of Muslims.
2. Read the text aloud and discuss it. If necessary, use the mother tongue in discussion as the extensive reading passages should be read for meaning. If you have some photos of Makkah, show them, asking the children to tell you what they know.
3. Discuss why it is important to tell the truth. Elicit that it is wrong to tell lies because people don't trust us if we do. Explain 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 showed people how to be truthful and kind – and much more.
4. Explain that a biography is the story of someone's life.

#### B. Complete the sentences with words from the text.

1. Go through the sentences orally and ask the children to find words in the text that complete the sentences.
2. After discussion, the children can copy the sentences in their notebooks.

B. 2. truth ... elders      3. animals      4. Qur'an      5. truthful ... kind

## LESSON 2: Eid-ul-Azha and the Hajj

### Student Learning Outcomes

1. To explore the themes of the text: Enjoying festivals (7.1), Ethics and values: Peaceful Co-existence (2.2)
2. To demonstrate comprehension of a text
3. To use pictures to increase understanding
4. To recognize the text type of an email

## Preparation and materials

- (optional) pictures or videos of Eid celebrations

## Suggestions and answers

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

1. Ask the children to tell you what they did last Eid. Elicit that we eat goat meat at Eid-ul-Azha and that it is sometimes called Bakra Eid. Explain that many people go to Makkah at Eid-ul-Azha and that this journey is called Hajj. All Muslims try to go to Makkah at least once in their their lives if they can afford to.
2. Read the text aloud. Discuss why everyone on Hajj wears white and elicit that before Allah everybody is equal and they all work together.
3. Explain that this is an email text and discuss the meaning of **To**, **Subject** and **Send**. Ask the children to guess the meaning of the icons at the bottom.

### B. Circle the correct box. Copy the sentences.

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

B. 2. Makkah      3. Ka'aba      4. jobs      5. white      6. same

## LESSON 3: Musefa's Award

### Student Learning Outcomes

1. To explore the themes of the text: Role Models (8) Participatory Citizenship - Making queues (16.2), Following classroom rules (16.3), Keeping the classroom clean (16.4), Avoiding littering (16.5), Personal cleanliness and hygiene and use of water after using the washrooms (17.1)
2. To guess what follows in a story
3. To demonstrate comprehension of a text
4. To recognize the text type of a summary and a certificate

## Preparation and materials

- (optional) Bring your own school certificates into class.

## Suggestions and answers

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

1. Ask the children to look at the page before they read it and guess what it is about by looking at the picture and certificate.
2. If possible, show a certificate to the children. Elicit that it is an award for doing well. It summarises – or tells in brief – the good things that someone has done.
3. Ask why some parts of the certificate are in big letters. Elicit that they are headings, which show what the certificate is about. Explain that an important person usually signs a certificate and gives awards. In a school, the most important person is the Head Teacher and she is putting Musefa's award around her neck in the picture. Explain that grown-ups get awards too. For example, very brave soldiers get the Nishan-e-Haider award.

4. Talk about each part of Musefa’s certificate and why she is a good role model for other children.
5. If you have awards in your school, discuss what children have to do to win them.

**B. Tick [✓] or cross [x] the sentences.**

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

**B.** 2. [x]      3. [x]      4. [✓]      5. [✓]      6. [x]      7. [✓]      8. [✓]

**LESSON 4: Plant a tree for Pakistan!**

**Student Learning Outcomes**

1. To explore the themes of the text: Love of Pakistan (4.1), Nature – Taking care of plants (5.2), Knowledge / awareness of the immediate natural environment (5.1)
2. To demonstrate comprehension of a text
3. To recognize and follow a flow chart

**Preparation and materials**

- (optional) Bring some plants or seeds and pots into class.
- a wall map of Pakistan

**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. Explain that over many years, the forests in Pakistan have been cut down. Talk about the reasons why we need trees – to give us shade in summer, to provide us with oxygen to breathe, to hold down the soil, to give homes to wildlife.
2. Explain that these children are planting trees to make their country – Pakistan – a better place. If possible, get your pupils to grow some plants – either in pots or in the school grounds. If possible, get them to plant trees.
3. Read the text. Discuss how to read a flow chart. Point out that it explains the correct order of doing things.

**B. Number and copy the sentences in the right order.**

1. Talk through the order of the sentences orally before asking the children to number them.
2. After you have checked the numbers, they can copy the sentences in the correct order.

**B.** 1. First dig a hole.      2. Put the roots inside the hole.      3. Cover the roots with soil.  
4. If the plant is taller than 30 cm, tie it to a stick.      5. Water the plant every day.

# Family and Friends

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.

Brief teaching suggestions can be found at the back of the Student's Book. The notes in this book are much more detailed and list the answers to each question. All answers are highlighted in grey.

## UNIT 1 LESSON 1

### Student Learning Outcomes

1. To develop listening skills and get to know the main characters of the book (A)
2. To explore the topic of family (A, C)
3. To develop speaking skills and revise the present progressive (continuous) tense (B)
4. To revise colours and clothes (B)
5. To use descriptive adjectives (C)

### Suggestions and answers

#### A. Listen and write the numbers by the names.

1. Tell the children that they should put a number in each box while they listen to you describing each character.
2. Slowly and clearly, read the script on page 124 of the Student's Book. This listening exercise is designed to build the children's confidence, as they already know the characters from Books 0 and 1.

A. 6. Ali	10. Fiza	7. Sara	4. Mama
5. Papa	2. Uncle Omar	3. Aunty Farida	1. Samir
8. Dadi (grandmother)	9. Dada (grandfather)		

#### B. Tell a friend what each person is doing and wearing in Ex. A.

1. **Chat** about the characters in the picture, encouraging the children to relate it to their own experiences (for more about 'chat', see the Introduction, Section 4.1). Elicit that Fiza, Sara, and Ali's family are visiting at Eid. Uncle Omar is Papa's brother and Aunty Farida is his wife. Their son is Samir, the boy in the red top and Samir is Fiza and Ali's cousin. Dadi and Dada are their grandparents because they are Papa's mother and father. Talk about the ways that they are greeting each other. More sensitive children may notice that Fiza is feeling left out as Ali talks to Samir. They may also notice that Samir is holding his tablet away from Ali, as though he does not want to share it.
2. When you chat, focus on fluency, correcting the children without explaining their mistakes. Encourage them to express their ideas in their own way like this:

Teacher: *What's Fiza doing?*

Child 1: *She skip.*

Teacher: *Yes, she's skipping. Can you skip?*

Child 2: *Yes, I can. But I sometimes making mistakes.*

Teacher: (laughing) *Aha! So you sometimes make mistakes, do you? I do too. Who else can skip? (Several children put their hands up.) Where do you skip? In the classroom?*

Child 3: *No, Teacher, in playground.*

Teacher: *Mm, you skip in the playground. Now, what's Fiza wearing?*

Child 4: *Is it a skirt?*

Teacher: *No, it's a dress. Who's wearing a dress today? (etc.)*

3. When the children have chatted about the picture, you can give them more formal practice, first asking several children to tell you systematically what each person is doing and wearing.
4. Get them to practise in pairs like this. Walk round the class and check their language. Encourage them to **say** *She's...* and *He's...* but to **write** *She is...* and *He is...* Their spoken English should sound natural and unstilted.

- B.**
2. Uncle Omar is wearing a green salwar kameez. He is greeting Papa.
  3. Aunty Farida is wearing a purple suit (or salwar kameez). She is greeting Mama.
  4. Mama is wearing a blue suit (or salwar kameez). She is greeting Aunty Farida.
  5. Papa is wearing blue trousers and a brown shirt. He is greeting Uncle Omar.
  6. Ali is wearing a blue top and black trousers. He is holding a ball / greeting Samir.
  7. Sara is wearing a red/pink shirt/suit. She is reading with Dadi.
  8. Dadi is wearing a blue suit / salwar kameez. She is reading with Sara.
  9. Dada is wearing a brown and purple salwar kameez. He is holding a stick.
  10. Fiza is wearing a red dress. She is holding a skipping rope.

**Extension:** Encourage more able children to tell each other about how each person is feeling.

**C. Talk with a friend. Describe the ten people in Fiza's family.**

1. Elicit that Dada is children's grandfather and Dadi is their grandmother. 'Chat' about the children's wider families as in the notes for Ex. B.
2. To practise descriptive adjectives, play **Guess who**. (See Games Section at the end of this book)
3. Ask different children to make sentences, using the substitution table.
4. Get them to practise in pairs. You may wish them to write the sentences when they have had plenty of oral practice, but note that several different answers are possible.

**C. Sample answers**

2. Uncle Omar is tall and thin. He has short hair.
3. Aunty Farida is short and plump. She has curly hair.
4. Mama is short and thin. She has long hair.
5. Papa is tall and thin. He has short hair and a moustache.
6. Ali is short and young. He has short hair.
7. Sara is short and young. She has long hair.
8. Dadi is old. She has long (grey) hair.
9. Dada is old and tall. He has short hair and a (grey) beard.
10. Fiza is short, thin, and young. She has quite long hair.



## UNIT 1 LESSON 2

### Student Learning Outcomes

1. To learn the phonic patterns *ar* as in *car*, *a* as in *grandma* and *er* as in *mother*; to differentiate between words ending with /s/ and /z/ (A)
2. To use the phonic patterns in a context and practice good handwriting. (B)
3. To recognize sight words connected to the topic of families and to complete a family tree (C)

### Preparation and materials

You will need:

- the audio-recording (which you should download before the lesson onto a laptop, smartphone, or tablet—see Introduction Section 4)
- speakers
- coloured pencils and paper; if you have no pin boards, you may wish to display the children's pictures by pegging them up on a 'washing line' strung across the side of the classroom.

### Suggestions and answers

#### A. Read. The phonemes for 'ar' and 'a' are the same.

1. As there is a lot to teach in the phonics box, **teach no more than one new sound a day**. You may need two or three days to teach and revise each phonic pattern.
2. Do not do phonics for a whole lesson. Do 10 or 15 minutes every day, revising and building on what has already been learnt. Teach each phonic pattern like this:

Teacher: [Write the key phonic pattern on the board, in this case, **ar**.] *What sound do these two letters make? Yes, Nasir?*

Child A: **Ah**.

Teacher: *Good. So what's this word?* [Add a *c* before *ar* on board.] *Rabia?*

Child B: *Car*.

Teacher: *Yes, it says **car**. Everybody, please point to a car in the picture.* [Look round to check that all fingers are pointing to the correct picture.] *Who's in the car?*

Child C: *Dada and Dadi*.

Teacher: *Well done. Can you see another word with the same sound, **ar**?*

Child D: *Yes, **cart**.*

Teacher: *Excellent.* [Write *cart* under **car** so that **ar** is directly under the **ar** in **car**—as in the box.] *Point to the cart in the picture everyone.* [Build up the other words and chat about their meanings in the same way.]

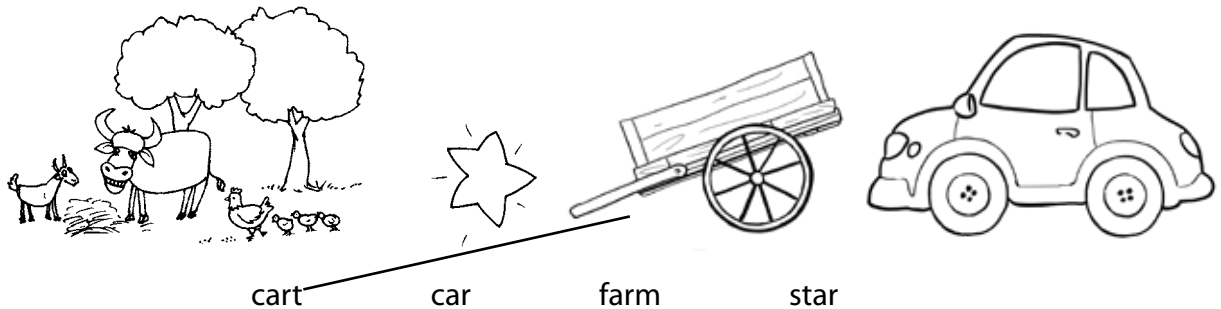
Teacher: *How does the letter 's' sound at the end of 'cars'?*

Child E: */s/*

Teacher: *It makes that sound after 'cars'. But in fact, it makes the /z/ sound in this word. Listen carefully and repeat everyone: 'Carz ... starz ...'*

**Note for the teacher:** Remind the children that we usually add a plural 's' when there are more than one. We pronounce it as 's' after unvoiced consonants like 't', 'p' and 'ck'. We pronounce it as 'z' after vowel sounds like 'ar' and 'er' and voiced consonants like 'd', 'b' and 'g'.

- If there are words you can draw, do simple line drawings on the board. Refer to the pictures below. Write the words in a different order below. Ask different children to come up to the front and join the pictures to the words like this.



- They draw and colour the pictures on paper and write labels for them.
- Display the best pictures with labels on the pin board. Alternatively, hang a string like a 'washing line' along the side of the class and hang their labelled pictures on the line with clothes pegs. This will give the children a purpose for writing and drawing beautifully and help to reinforce the phonic pattern in the children's minds.
- It is important for the children to pronounce the words correctly. When they understand the meanings, ask them to repeat each word after the audio-recording of the phonic table. If this is not possible, ask them to repeat each word after you.
- 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, 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.
- 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. Now use the words to complete these sentences.**

- Chat** about the pictures (see Introduction 4.1 to remind you about chat). Explain that Dada and Dadi have a farm in the countryside. Ask the children to tell you what they know about farms in the countryside and the differences between town and country. Focus on meaning and gently correct incorrect grammar as you chat. For example:

Teacher: *Point to the picture of the car, everyone. No, Tariq, that's a cart. This is a car. [Show the children who have identified the wrong picture.] Who can tell me: Is it night or day?*

Child A: *It is night time.*

Teacher: *Good, it's night. How do you know?*

Child B: *There is stars.*

Teacher: *Yes, there are stars. And where will Dada and Dadi sleep?*

Child C: *In beds outside the house.*

Teacher: *Well done, they will sleep outside. Why will they sleep outside?*

Child D: *Because it's hot in the house and outside it isn't hot.*

Teacher: *A very good answer! In summer, we can sleep outside, under the stars, because it isn't hot outside.*

2. When the children have understood the situation, read each sentence with the children, asking them to tell you the words that fit in the blanks.
3. Each time a correct word is suggested, ask all the children to point to that word in A and help the children who cannot find it.
4. When the children have been through the exercise orally, ask them to trace all the sentences and complete the missing words. Remind the children to start at the dot while tracing and to place their letters correctly on the quadruple lines. This exercise gives you the opportunity to focus on correct letter formation. If possible, get the children to copy the exercise in a quadruple-lined notebook to practise their handwriting.
5. Check them, and then ask them to copy the completed sentences carefully in their notebooks.

- B.**
- |    |         |    |           |    |                     |
|----|---------|----|-----------|----|---------------------|
| 1. | car     | 2. | parp parp | 3. | are ... Dada's farm |
| 4. | Baa baa | 5. | Dada ...  |    | Dadi ... stars      |

**C. Look at the family tree. Write nine sentences with these words.**

1. Explain (in the mother tongue if necessary) that this family tree shows how Fiza's family are related to each other. Each small line going from side to side shows that the two people are married. Each small line going up leads to the person's mother and father.
2. To reinforce understanding of the idea, ask a child to come up to the front and draw the child's family tree on the board, asking the child to tell you the names of uncles, aunts, brothers and sisters. Just show one pair of grandparents and parents. Show no more than two pairs of uncles and aunts. Only if the children find this easy should you add the children of the uncles and aunts (cousins).
3. Ask the children to complete the sentences orally, then in the textbooks. All the sentences should show how the people are related to **Fiza**.
4. Check their work. Then they can write the completed sentences in their notebooks.
5. **Inquiry:** More able children can draw their own family trees in their notebooks.

- C.**
- |    |                             |    |                        |    |                         |    |                             |
|----|-----------------------------|----|------------------------|----|-------------------------|----|-----------------------------|
| 2. | Sara is Fiza's sister.      | 3. | Papa is Fiza's father. | 4. | Mama is Fiza's mother.  | 5. | Dada is Fiza's grandfather. |
| 6. | Dadi is Fiza's grandmother. | 7. | Omar is Fiza's uncle.  | 8. | Farida is Fiza's aunty. | 9. | Samir is Fiza's cousin.     |

## UNIT 1 LESSON 3

### Student Learning Outcomes

1. To recognize the text type of a cartoon (A)
2. To read and discuss the story (A)
3. To demonstrate comprehension (B)
4. To learn the terms *morning, afternoon, evening, night* (C)
5. To relate the story to their own lives
6. To discuss the following themes: **Ethics and Values** (1): Sense of fair play; **Self, people, places, and Globe** (3): Myself, My family, My home

### Preparation and materials

You will need:

- the audio-recording (which you should download before the lesson onto a laptop, smartphone, or tablet - see Introduction Section 4)
- speakers

### Suggestions and answers

#### A. While-reading: What is Dada doing in pictures 1, 2, 3, and 4? Why is Fiza sad in picture 8?

1. Ask the children what kind of story this is, eliciting that it is a cartoon, because it is told in pictures and people's words are shown inside speech bubbles.
2. We suggest that you teach the word text type (also called *genre*) at this stage as the children should start to recognize that we use different kinds of writing for different kinds of reader. The text type of a cartoon is laid out in pictures and speech bubbles so that it is easy to understand a story quickly. Children often like cartoons.
3. Look again at the pictures of Fiza's mother, brother, cousin, and grandfather on page 2, Ex. C. Ask the children to describe each one, pointing to them in the pictures on page 4 as well.
4. If possible, play the audio-recording in class, asking the children to point to the correct text as they listen. Pause the audio-recording to discuss each picture if necessary.
5. If you cannot use the audio-recording, point to picture 1 and ask the children to point to it in their books. Chat about the beginning of the story in your own words. Chat about each picture, focusing on meaning and gently correcting incorrect grammar as you go, for example:

Teacher: *Who's the man in the chair?*

Child 1: *He's Uncle Omar.*

Teacher: *No. He's Dada – that's Fiza's grandfather. What's Dada doing?*

Child 2: *He's read.*

Teacher: (Correcting the mistake without explaining, so as to focus on fluency) *Yes, he's reading. Where's Ali?*

Child 3: *He's in bed.*

Teacher: *That's right. He's in bed because he's not well.* [Continue to chat about the picture before you read the narrative and speech bubbles.]

- (a) Pointing to the 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 2.5 for the difference between phonic words and sight words.)
  - (b) Tell the story for each picture in the same way, using the children’s ideas wherever possible.
6. After you have read the story, chat about it, e.g. *Do you think Dada knows that Samir is being mean to Fiza?* Then discuss the pre-reading question about each picture.

**A. Sample answers**

- In Picture 1, Dada is sitting on a chair / reading.  
 In Picture 2, Dada is eating.  
 In Picture 3, Dada is drinking.  
 In Picture 4, Dada is sitting under a tree / sleeping.  
 In Picture 8, Fiza is sad because Samir is mean to her. (or similar answer)

**B. Complete the sentences, using these words.**

Talk about the times of the day, discussing how the sun comes up in the morning and gets higher until midday, then comes down on the other side of the sky during afternoon. Discuss the evening light in picture 7 and the dark sky and stars in picture 8.

- B.** 2. afternoon                                    3. evening                                    4. night

**C. Answer the questions with short answers.**

Ask the questions orally before you ask the children to answer them in their notebooks. Elicit that we say ‘do’ after ‘they’ and ‘does’ after ‘he’ or ‘she’.

- C.** 3. Yes, they do.                                    4. Yes, he does.                                    5. Yes, she does.  
 6. No, she doesn’t. (or No, she does not.)

**D. Discuss: What can Fiza do about Samir?**

1. Elicit that Samir is bullying Fiza and that this is wrong. She is smaller than him and he is unkind to her. She tries to play with him, as her mother asked, but he is unfriendly to her. Discuss what she can do about it. For example, she could tell her mother or father or she could tell Samir how she feels.
2. **Critical thinking:** Ask the children to discuss what they like or dislike about the story. For example, they may like it because it is like their own lives. They all have cousins - and maybe they have cousins who bully them! However, they may find the story painful. It’s not easy to read about people who hurt each other, as Samir hurts Fiza.

**UNIT 1 LESSON 4**

**Student Learning Outcomes**

To practise the language structures:

1. *my, your, his, her, their, our* (A)
2. *He/She likes ... He/She doesn’t like ...* (B and C)
3. *I like ... I don’t like ...* (D)

## Suggestions and answers

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

1. Sentence work is more formal than chat. The children should learn and practise language structures and get them right. When they use the wrong structure, tell them the correct way and get the class to repeat it after you. See Introduction section 4.4.
2. Read the sentences orally before you ask the children to complete them in their books. Elicit that all the words in the box show who something belongs to.

A. 2. our    3. her    4. your    5. his    6. my

### B. Write sentences like this about Fiza's family.

1. The purpose of this exercise is to practise the difference between saying, *He/She likes* (with an *s* after *like*) and *He/She doesn't like ...* (with no *s* after *like*).
2. Explain that *doesn't* is short for *does not*.
3. Get the children to practise making sentences in pairs.
4. **Extension:** If the children write the sentences, remind them to use commas in lists.

- B. 2. Ali likes singing, riding a bicycle, and reading. He doesn't like drawing.  
3. Sara likes singing, drawing, and reading. She doesn't like riding a bicycle.  
4. Fiza's mother likes reading. She doesn't like singing, drawing, or riding a bicycle.  
5. Fiza's father likes drawing and riding a bicycle. He doesn't like singing or reading.

### C. Write about a friend.

1. Write the same table on the board, substituting the names of five children in the class for Fiza's family. Ask the children *Do you like singing/drawing/riding a bicycle/reading?*
2. Ask different children to come up and tick the table according to their answers.
3. The children make up further sentences about the children on the board.
4. They also write about the child sitting beside them.

C. Open answers are acceptable.

### D. Write about what you like to do.

1. With less able children just keep to the verbs in B. With more able children, ask what they like to do in their spare time.
2. Write the verbs on the board as they are suggested, for example: *playing football/cricket, watching TV, helping my mother, cooking, going shopping, going to the seaside/mountains.*

D. Open answers are acceptable.

## UNIT 1 LESSON 5

### Student Learning Outcomes

1. To put capital letters at the beginning of a sentence and a full stop at the end (A)
2. To describe oneself, using adjectives and *I like/don't like ...* (B and C)
3. To write one's name, address, and phone number

### Preparation and materials

Each child will need a sheet of clean paper and coloured pencils for B. If you do not have a pin board, you can peg up their writing and pictures on a 'washing line' along the side of the classroom.

## Suggestions and answers

### A. Find seven sentences. Put capital letters at the beginning and full stops at the end. Copy the passage.

1. Turn to the Grammar Page on page 129 of the Student's Book. Remind the children that a sentence is a group of words that makes sense by itself.
2. Ask the children to correct the punctuation in the Student's Book. Then get them to copy the paragraph correctly into their notebooks.

A. *I* have one sister and one brother. *M*y sister's name is Sara. *S*he likes reading. *M*y brother's name is Ali. *H*e likes playing cricket. *O*ur friend's name is Adam. *H*e likes riding his bicycle.

### B. Describe yourself on a piece of paper. Take ideas from the table. Give your paper to the teacher.

1. Remind children of the game you played in Unit 1, Lesson 1 Ex. C. If you have time, play it again. See the Games Section of this book, page 109.
2. Model a description of one child on the board, showing them how to choose items from each box in the substitution table.
3. Ask the children to write descriptions of themselves in their notebooks, following the pattern in the book. Encourage able children to use their own words.

B. Each child will have a different answer because they all look different from each other. Encourage more able children to use extra detail, for example, *I have a broken tooth.* or *I like playing cricket.*

### C. Game: Read aloud all answers to Ex. B. Guess who each child is.

1. Correct the spelling and grammar in Ex. B.
2. Get the children to write second drafts of their corrected descriptions in their best handwriting on clean paper. They should also draw a picture of themselves, matching their description.
3. Pin the descriptions and self-portraits up on the wall or peg them up on a 'washing line'. Ask different children to go up to them, read them aloud to the class and guess who each piece describes.

**Inquiry:** Ask the children to write their name, address and phone number. If they do not know, ask them to find out for homework.

## UNIT 1 LESSON 6

### Student Learning Outcomes

1. To recognize the text type of a cartoon (A)
2. To read and discuss the text (A)
3. To discuss the following themes: **Peaceful co-existence** (2): Sharing; **Gender equality and equity** (6) Little boys and girls are equal.

## Suggestions and answers

### A. Before-reading: What do you think will happen next? After-reading: Did you guess right?

1. Ask the children what text type this is. Remind them why stories are often laid out as cartoons (so that we can understand them easily).
2. Read the story as in Lesson 3 A.

3. Ask the children why Dada asked Samir to say sorry.
4. Chat about times when boys treat girls badly. Elicit that boys and girls are equal and that boys should not have more toys, food, or treats than girls. Also elicit that it is important to share and be kind to each other.
5. Get four children to act out the story in the front of the class.

**A.** Samir learns that boys and girls are equal and to share his toys.

## UNIT 1 LESSON 7

### Student Learning Outcomes

1. To demonstrate comprehension of the cartoon (A)
2. To use polite language (B)
3. To write and draw a cartoon to a writing frame (C)

### Suggestions and answers

#### A. Complete the sentences about the story.

1. Pointing to each picture of the story, ask the children to complete each sentence in their own words.
2. As the children tell you the answers, write the sentence endings on the board **in the wrong order** so that the children can write the correct spellings but have to think before they write. Do not expect the children to use speech marks unless they are very advanced.

- A.**
2. Dada asked Samir to say sorry because Samir bullied Fiza / was unkind to Fiza / drank Fiza's milk and threw her teddy into the tree.
  3. Dada gave the children some milk and sweets.
  4. He said, 'In our family, boys and girls are equal. We also share our things.'
  5. In the end, Samir asked Fiza. 'Would you like to play with my tablet?'

#### B Complete the dialogue with these polite phrases.

1. Explain the importance of being polite so that we do not hurt people's feelings. In English we always say 'please' when we ask for something and 'thank you' when we receive it.
2. When we offer something, it is more polite to say, 'Would you like ...?' than 'Do you want...?'
3. If we do something wrong, it is important to own up and say sorry.

- B.**
- Would you like a samosa?  
 Yes please.  
 I'm sorry. It's broken.  
 That's all right.  
 Here you are. Enjoy it!  
 Thank you. It looks lovely.

#### C. Divide a page in four. Write a cartoon story about Eid with these sentence starters. Write what people say in speech bubbles.

1. Spend time chatting about the children's experiences of spending Eid with their families.
2. Talk through the writing frame for each picture. As you discuss each picture, write new spellings on the board as the children say them. Encourage them to use commas while writing lists.



3. When the children have written their accounts, correct the mistakes. Ask the children to copy out their work again in their best handwriting. They may also draw pictures of their families at Eid like the picture in Lesson 1.
4. Display their finished work on a pin board of 'washing line'.

**C. Answers will differ.**

# Good Friends

Note: For detailed teaching procedures, see suggestions for Unit 1. All answers are highlighted in grey.

## UNIT 2 LESSON 1

### Student Learning Outcomes

1. To develop listening skills (A) and speaking skills (B and C)
2. To learn the question and answer forms of *Are you good at ...?*
3. To explore the topic of homes (C)

### Suggestions and answers

#### A. Listen and do.

Play the game as explained on page 124 of the Student's Book.

#### B. Talk with your friend about what you are good at.

Chat about what each child is good at, using the given structure. If the children can demonstrate their skills, e.g. skipping, standing on one leg, balancing a book on their head, ask them to show the rest of the class!

**B.** Open answers are acceptable.

#### C. Complete the sentences and shade the graph about your class.

1. Chat about different types of home (without suggesting one is better than another).
2. Ask those children who live in flats to raise their hands. Count them. Then fill in the first column of the graph up to that number. Ask the children what to do if the number is odd. Elicit that you should fill in half a box.
3. Do the same for those who live in a house.
4. When you have checked that the children have filled in the graph correctly, they can copy it into their notebooks and write below: *children in our class live in flats. children live in houses.*

**C.** Open answers are acceptable.

## UNIT 2 LESSON 2

### Student Learning Outcomes

1. To learn the phonic patterns *oo* as in *good*, *u* as in *pull* and *ing* as in *reading*; to differentiate between words ending with the phonemes /s/ and /iz/
2. To recognize sight words connected to the topic
3. To pronounce the weak form of 'a' before a noun

### Preparation and materials

You will need:

- the audio-recording (which you should download before the lesson onto a laptop, smartphone, or tablet - see Introduction Section 4)
- speakers

## Suggestions and answers

### A. Read. The phonemes for 'oo' and 'u' are the same.

For detailed suggestions, see Unit 1, Lesson 2. Ask the children to repeat each word after you or the audio-recording. Explain that in words ending with 'es', we usually pronounce 'es' as 'iz'. Play the game, **Phonic Bingo**. See Games section.

### B. Trace and complete the sentences with the words in A.

1. Revise counting from 1 to 20. See if the children can count backwards from 20 to 1. Ask the children to count the books, plates, and logs in the picture.
2. Explain that clowns can do lots of tricks all at the same time. Ask the children if they can do any tricks. Encourage a child to stand with a book on his/her head or to do a somersault or to hop ten paces.
3. Chat about the colours of clothes and hair in the picture.
4. Ask different children to complete the sentences orally. Each time a word is chosen, ask all the children to point to the correct word in A so that you can identify which children have not understood.
5. The children trace all the sentences and complete the missing words. Remind the children to start at the dot while tracing and to place their letter correctly on the quadruple lines.
6. When you have checked them, they can copy the completed sentences into their notebooks.

**B** 2. put    3. books    4. pull    5. wood    6. push

### C. A noun names a person, plant, animal, or thing. Label the nouns.

1. Chat about these common nouns. If you wish to start teaching grammar at this stage, explain that they are nouns because you can see pictures of them. Look together at the section on common nouns in the Grammar Page (page 129 of the Student's Book).
2. Ask the children to describe each picture using colours or one of the adjectives from page.
3. Ask the children to name objects in the classroom and explain that they are also nouns.  
**Pronunciation:** Make sure that the children do NOT say, 'aye ball, aye girl' etc. The article 'a' should be pronounced 'uh' without any stress.

**C.** a house    a ball    a girl    a cow

## UNIT 2 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 the story (A)
3. To demonstrate comprehension (B)
4. To identify rhyming words in the story (C)
5. To predict what will happen next in the future tense (D)
6. To discuss the following themes: **Peaceful co-existence** (2): Making friends; **Ethics and values** (1): Respect for elders; **Nature** (5): Flowers and trees

## Preparation and materials

You will need:

- the audio-recording (which you should download before the lesson onto a laptop, smartphone, or tablet-see Introduction Section 4)
- speakers

## Suggestions and answers

### A. Before-reading: Talk about the pictures. What do you think will happen in the story?

1. Before-reading: Ask the children to look at the pictures and guess what the story will be about. Elicit that this is a realistic story because it is set in modern Pakistan and is about children like your pupils. There are no monsters or talking animals in the story. Discuss how it is set out as a narrative, where the storyteller tells us who speaks. It is different from the cartoon in Unit 1 where speech bubbles show who speaks.
2. Ask the children to tell you about their neighbours. Do they play with children who live nearby? What games do they play? Do they sometimes get into trouble for breaking things or playing in the wrong place?
3. If possible, play the audio-recording, pausing it to discuss each picture. If you cannot use the audio-recording, read the story aloud in an expressive way, stopping to talk about the pictures. Discuss the new words, for example, explain that the boys make a tower by putting one pot on top of another pot.
4. **Prediction:** When you reach the bottom of page 12, discuss what might happen next. Accept any ideas.
5. After you have finished reading the text, discuss the pre-reading question. Did the children predict correctly? Elicit that the children did not mean to break Grandma's flowers. They just got too excited about their games and forgot to be careful!

### B. Circle the correct words.

Ask different children to read aloud each sentence, choosing the correct words. Refer back to the story where necessary.

- |           |          |                           |            |                 |
|-----------|----------|---------------------------|------------|-----------------|
| <b>B.</b> | 2. flat  | 3. grandmother            | 4. flowers | 5. cricket ball |
|           | 6. angry | 7. bicycle, bat, and ball | 8. pots    | 9. flowers      |

### C. Write words from the story that rhyme with these words.

Elicit that the ends of rhyming words sound the same. Practise the exercise as a little competition first. When you say the numbered word, see who can find the rhyming word in the text first. After they say the word, ask them to point to it and to read aloud the sentence in which the word occurs.

- |           |                 |              |              |
|-----------|-----------------|--------------|--------------|
| <b>C.</b> | 2. flower-tower | 3. wall-ball | 4. away-play |
|           | 5. beside-ride  | 6. lots-pots |              |

### D. Guess what will happen next.

There are no right answers to this question. Discuss what Grandma could do. Perhaps she will be angry and tell them not to play on the roof. Perhaps their parents will tell them to go and say sorry to Grandma or take away a treat.

## D. Open answers

### UNIT 2 LESSON 4

#### Student Learning Outcomes

To revise the language structures:

1. *is a girl/boy/man/woman.* (A)
2. Present progressive or continuous tense: *He/She is ...ing ...* (B and D)
3. Question forms: *What is this? What colour is it?* (C)

#### Suggestions and answers

##### A. Write about Fiza's family.

Children use the picture to do this exercise.

- |    |    |                           |    |                         |
|----|----|---------------------------|----|-------------------------|
| A. | 2. | Ali is a boy.             | 3. | Sara is a girl.         |
|    | 4. | Fiza's mother is a woman. | 5. | Fiza's father is a man. |

##### B. What are they doing?

Children use the picture to do this exercise.

- |    |    |                                  |    |                               |
|----|----|----------------------------------|----|-------------------------------|
| B. | 2. | Ali is hitting a ball.           | 3. | Sara is cutting a cake.       |
|    | 4. | Fiza's mother is reading a book. | 5. | Fiza's father is drinking tea |

##### C. Ask and answer seven questions about the numbered pictures in A.

Write the spellings for the words on the board. Remind the children that they are all nouns.

- C. 2. What is picture 2? It is a house. What colour is it? It is white.  
What is picture 3? It is a tree. What colour is it? It is green.  
What is picture 4? It is a cap. What colour is it? It is blue.  
What is picture 5? It is a bat. What colour is it? It is yellow.  
What is picture 6? It is a book. What colour is it? It is red.  
What is picture 7? It is a door. What colour is it? It is blue.  
What is picture 8? It is a mat. What colour is it? It is orange.

##### D. What are they wearing? Use these words with the correct colours.

Encourage more able children to write about the colours of clothes. Less able children may just list the clothes. The sentences can be written in any order.

##### E. What are they wearing? Use these words with the correct colours.

The children write sentences, following the example of No. 1.

- |    |    |  |
|----|----|--|
| E. | 2. | Ali is wearing red shorts, a yellow shirt, and a blue cap. |
|    | 3. | Sara is wearing purple trousers and a green shirt.         |
|    | 4. | Fiza's mother is wearing a blue suit.                      |
|    | 5. | Fiza's father is wearing a white shirt and black trousers. |

## UNIT 2 LESSON 5

### Student Learning Outcomes

1. To learn that place names begin with a capital letter (A and B)
2. To fill in a simple form, using capital letters for names (C and D)
3. To write personal details in the form of a paragraph (E)

### Preparation and materials

If possible, bring in a map of Pakistan and/or the world.

### Suggestions and answers

#### A. Tariq Rehman lives in Lahore. Underline Lahore. Put a cross where you live.

If you have brought in a map of Pakistan or the world, ask different children to come up to the front and point to the place where they live and other places they have visited. Write the names of the places on the board and ask the children why you have begun each one with a capital letter.

- A. The children put a cross where they live. If they do not live in one of the labelled cities, show the children where it is on the map and ask them to write the name of the place beside a cross. Write the spelling on the board, beginning with a capital letter. They should underline Lahore.

**Extension:** Draw a simple compass showing north, south, east and west on the board and ask the children to make sentences like this:

\_\_\_\_\_ is in the north/south/east/west of Pakistan.

#### B. Write the names, starting with a capital letter.

Remind the children that place names begin with a capital letter and that people's names begin with a capital letter too. Explain that the things without names are common nouns and do not begin with a capital letter.

- B. Ali, Fiza, Sara, Rehman, Tariq, Adam  
Lahore, Karachi, Islamabad, Pakistan

#### C. Help Tariq to fill in this form. He has done some of it.

Explain that this is a **form** and that it is used to give personal details quickly.

- |                      |                       |
|----------------------|-----------------------|
| C. Your name:        | <b>Tariq</b>          |
| Your teacher's name: | Mrs Hussain           |
| Your class:          | Class 2               |
| Your school:         | Lahore Primary School |
| Your city:           | <b>Lahore</b>         |
| Your country:        | <b>Pakistan</b>       |

#### D. Fill in this form about you. Remember to use capital letters.

First model a form on the board, filling in the details of one of the less able children in the class.

- D. Open answers are acceptable.

**E. Write a paragraph about yourself.**

The children fill this in and then copy the paragraph into their notebooks. Explain that this is different from a form because it is in sentences, beginning with capital letters and ending with full stops.

**E.** Open answers are acceptable.

**UNIT 2 LESSON 6**

**Student Learning Outcomes**

1. To recognize the text type of a realistic story in a familiar setting (A)
2. To read and discuss the text and make inferences (A)
3. To demonstrate comprehension with short answers to questions (B)
4. To explore the following themes: **Environmental Education** (9): Importance of plants and trees; **Life Skills** (18): Taking care of small things

**Suggestions and answers**

**A. Before-reading: What do you think will happen next? After-reading: Did you guess right?**

1. At the beginning of the lesson, ask the children to read their predictions to a partner, written for Lesson 3 Ex. D. Then read the end of the story. Discuss who was right and who was wrong, making it clear that there is no shame about being wrong. Being surprised is part of the joy of reading!
2. Discuss the themes. Elicit that the children were truly respecting Grandma by taking care of small things in her garden.

**B. Write short answers.**

Make it clear that the children have to UNDERSTAND the story to answer all the questions. For example, the story does not explain that Ali was worried or that Grandma was not angry. We know that Ali was worried because he says, 'Oh no! What will she say!' We know that Grandma was not angry because she thanked the boys and asked them to help her every day. The children should learn to infer meaning, or 'read between the lines'.

- |           |                     |                     |                  |
|-----------|---------------------|---------------------|------------------|
| <b>B.</b> | 2. No, he did not.  | 3. Yes, he did.     | 4. Yes, he was.  |
|           | 5. No, she was not. | 6. No, she did not. | 7. Yes, she did. |
|           | 8. Yes, they did.   | 9. Yes, they were.  |                  |

**UNIT 2 LESSON 7**

**Student Learning Outcomes**

1. To learn *up, down, right, left* (A and B)
2. To practise the question form, *Is it a ...?* (C)

**Suggestions and answers**

**A. Which way is the arrow pointing? Write 'up', 'down', 'right' or 'left'.**

Practise with arrows on the board first.

- |           |          |       |         |         |
|-----------|----------|-------|---------|---------|
| <b>A.</b> | 1. right | 2. up | 3. left | 4. down |
|-----------|----------|-------|---------|---------|

**B. Follow the instructions. DO NOT TAKE YOUR PENCIL OFF THE PAPER!**

Take the instructions slowly, one at a time. Read them aloud. Check that all the children in the class are keeping up with you, then ask the children to tell you what they have drawn.

**B.** It is a bat.

**C. Game: 'I can see in front of me.'**

See the Games section of this book for full instructions.



# Cooking it up

Note: For detailed teaching procedures, see suggestions for Unit 1. All answers are highlighted in grey.

## UNIT 3 LESSON 1

### Student Learning Outcomes

1. To develop listening skills (A)
2. To develop speaking skills (B and C)
3. To explore the topics of magic and food (A - D)

### Preparation and materials

If possible, bring in some common food for the children to taste and guess: some sweet, some salty, some sour, e.g. **sweet**: a sweet biscuit, a banana, a piece of cake, a jalebi; **salt**: a salty biscuit, a chip, some salted peanuts; **sour**: a lime, an orange, a tamarind.

### Suggestions and answers

#### A. Listen to your teacher and circle the correct word.

1. Chat about magic and witches. Ask the children if they know any stories about them (e.g. *Hansel and Gretel* and *The Sorcerer's Apprentice*). Explain that a witch's stew is usually made of horrible things like snakes and frogs!
2. Read the text on page 124 of the Student's Book.

- |           |           |          |           |
|-----------|-----------|----------|-----------|
| <b>A.</b> | 2. castle | 3. black | 4. stars  |
|           | 5. nose   | 6. short | 7. spells |
|           |           |          | 8. pot    |

#### B. With your friend, ask and answer questions about the witch.

- |           |                                       |   |
|-----------|---------------------------------------|---|
| <b>B.</b> | 2. She is cooking a stew.             | 3. She is happy.                        |
|           | 4. A frog is jumping out of the stew. | 5. She is putting a spider in her stew. |
|           | 6. The frog is frightened.            |   |

#### C. Ask and answer questions about the food, using the words: 'sour', 'sweet', or 'salty'.

- |           |  |
|-----------|--|
| <b>C.</b> | 2. How does a chip taste? It tastes salty.       |
|           | 3. How does an ice cream taste? It tastes sweet. |
|           | 4. How does a lime taste? It tastes sour.        |

#### D. Game: Taste and guess. Don't look at the food!

See Games section of this book for full instructions.

## UNIT 3 LESSON 2

### Student Learning Outcomes

1. To learn the phonic patterns *ou* as in *out* and *our*, *ow* as in *now*, *oy* as in *boy* and *oi* as in *oil* (A)
2. To recognize sight words connected to the topic of food (B and C)
3. To learn how to use food collocations e.g. *a bowl of sugar* (C)
4. To ask and answer questions beginning *How much ...?* (D)

### Preparation and materials

You will need:

- the audio-recording (which you should download before the lesson onto a laptop, smartphone, or tablet—see Introduction Section 4)
- speakers
- If possible, bring a full glass of water into the lesson.

### Suggestions and answers

#### A. Read. The phonemes for 'ou' and 'ow' are the same.

For detailed suggestions, see Unit 1, Lesson 2. Encourage children to make sentences using the words in the box. Elicit that 'ou' and 'ow' make the same phoneme in these words. So do 'oi' and 'oy'.

#### B. Copy and complete these sentences with 'ou', 'our', or 'ow'.

Go through this orally first.

- B.** Adam: How much **flour** will you put in **our** cake, Mum?  
Mum: Three cups of **flour** and one cup of sugar.  
Adam: And **how** many eggs?  
Mum: Two eggs. **Now** mix them with a spoon.  
Adam: And **how** long will we cook it for?  
Mum: **About** one **hour** – until it is **brown**.  
Adam: **Ow!** It's hot.  
Mum: Be careful! And don't **shout** so **loud**. Your sister's asleep.

#### C. Make phrases about the food items.

- |           |                   |     |                 |
|-----------|-------------------|-----|-----------------|
| <b>C.</b> | 2. a bag of flour | 3.a | bottle of oil   |
|           | 4. a jar of jam   | 5.  | a loaf of bread |
|           | 6. a jug of milk  |     |                 |

#### D. Ask and answer questions about the pictures in Ex. C, using: How much \_\_\_\_\_ is there? There's a lot. / a little.

If possible, demonstrate the concept of a lot and a little with a glass of water, starting off with a lot, then pouring some away and showing a little. Explain that *There's* is short for *There is*.

- |           |  |    |  |
|-----------|--|----|--|
| <b>D.</b> | 2. How much flour is there? There's a lot.   | 3. | How much oil is there? There's a little. |
|           | 4. How much jam is there? There's a little.  | 5. | How much bread is there? There's a lot.  |
|           | 6. How much milk is there? There's a little. |    |  |

## UNIT 3 LESSON 3

### Student Learning Outcomes

1. To recognize the non-fiction text type of giving instructions (A)
2. To read and discuss a recipe (A)
3. To demonstrate comprehension (B)
4. To develop vocabulary connected to the kitchen and cooking (C, D and E)
5. To explore the following themes: **Dignity of labour** (13): Doing small chores; **Health, personal safety, and drug education** (17) Healthy food

### Preparation and materials

You will need:

- the audio-recording (which you should download before the lesson onto a laptop, smartphone, or tablet—see Introduction Section 4)
- speakers
- If possible, bring in the ingredients to prepare pancakes and a stove. Make sure the children can wash their hands before they help you cook and that you ensure they are safe while you are cooking.

### Suggestions and answers

#### A. While-reading: What do I need to make pancakes? What do I do?

1. Read the instructions aloud or play the audio-recording. Talk about each step as you go.
2. **Activity:** Ask the children to make pancakes at home with the help of a parent.
3. Point out that it is important to help around the house. Both boys and girls should be ready to do small chores and cooking is an essential skill that everyone to learn. Elicit that home cooked food is usually healthier than fast food bought outside.
4. If you are able to make pancakes in class, give each child a chance to participate in measuring, pouring or stirring—and of course in eating! Each child in a class of thirty can taste a bit if you make three or four pancakes. It is suggested that you do the cooking yourself for safety reasons.

A. The children list the ingredients and retell the nine steps in making pancakes.

#### B. Answer the questions about making pancakes.

- B.
2. You need six teaspoons of flour.
  3. You put the egg, sugar, salt and flour in the bowl.
  4. You pour the milk into the mixture.
  5. You cook the pancake in a frying pan.
  6. You eat sugar and lime with the pancake.
  7. You can make about three pancakes with one egg.

#### C. Label these kitchen items.



C.

a knife



a fork



a teaspoon



a bowl



a saucepan



a frying pan



a bottle



a jar

**D. Match. Then write complete sentences.**

- D.**
2. You cut food with a knife.
  3. You stir food with a spoon.
  4. You pour milk from a jug.
  5. You fry food in hot oil.
  6. You boil food in very hot water.

**Further reading:** For homework, the children can write a simple recipe with the help of their parents. First they should list the ingredients. Then they should list the instructions in numbered steps. If possible, they can bring in the finished product to share with the rest of the class!

**UNIT 3 LESSON 4**

**Student Learning Outcomes**

To practise the language structures:

1. *How much ... (uncountable noun) is there? There is a lot of / a little ... (A)*
2. *How many ... (countable nouns) are there? There are ... (A)*
3. *The ... is in a ... (B)*
4. *The ... are bigger/smaller than ... (C)*
5. Use the weak form of 'the'.

**Suggestions and answers**

**A. Look at the picture of the witch's kitchen. Write questions and answers about it. Use the table to help you.**

Have a laugh at the horrible recipe and ask if they would like to eat a stew made of cat's milk, hair oil, frogs, and spiders! Remind them how to spell the numbers one to six.

Explain that when we can count something, we ask, *How many ...?* and reply *There are* with the number. When we **cannot** count something, we ask, *How much ...?* and reply *There is a lot or a little*.

- A.**
- How much sugar is there? There is a lot of sugar.
  - How much flour is there? There is a lot of flour.
  - How much salt is there? There is a lot of salt.
  - How much cat's milk is there? There is a little cat's milk.
  - How much hair oil is there? There is a little hair oil.
  - How many parrot eggs are there? There are six parrot eggs.
  - How many sheep tails are there? There are two sheep tails.
  - How many snakes are there? There are three snakes.
  - How many frogs are there? There are four frogs.
  - How many spiders are there? There are three spiders.

**B. Write ten sentences using these words.**

Note that *bag* and *packet* are interchangeable. Take the words in the same order as in A.

- |           |                                  |  |
|-----------|----------------------------------|--|
| <b>B.</b> | 1. The sugar is in the jar.      | 2. The cat's milk is in a jug.           |
|           | 3. The flour is in a bag.        | 4. The salt is in a packet.              |
|           | 5. The hair oil is in a bottle.  | 6. The parrot eggs are in a bowl.        |
|           | 7. The sheep tails are in a pan. | 8. The snakes are on a plate.            |
|           | 9. The frogs are in a box.       | 10. The spiders are in the witch's hand. |

**C. Write sentences about the pictures using 'bigger than' or 'smaller than'.**

1. First make comparative sentences with *bigger than* and *smaller than* with reference to objects in the classroom. The following are sample sentences. Many more are possible, so accept any that make sense.
2. **Pronunciation:** Explain that when they say these sentences, they should use the weak form of 'the' as 'thuh' without stress. They should NOT say 'thee snakes'. Note that we do use the strong form before most vowel sounds, e.g. 'thee apple', 'thee egg', but there is no need to explain this yet. Simply model the use correctly.

- |           |                                      |   |
|-----------|--------------------------------------|---|
| <b>C.</b> | The bottle is smaller than the jar.  | The box is bigger than the bowl.                    |
|           | The eggs are smaller than the frogs. | The bag of flour is bigger than the packet of salt. |

**UNIT 3 LESSON 5**

**Student Learning Outcomes**

1. To know that upper case letters can be used in labels and revise the difference between upper and lower case (A)
2. To write numbers in words (B)
3. To use the correct cooking verbs in the imperative (C)

**Suggestions and answers**

**A. Write these words in small letters.**

Explain that labels can be in capitals or small letters. Beforehand, ask the children to match some lower case letters to upper case letters on the board.

- |           |          |        |        |          |         |
|-----------|----------|--------|--------|----------|---------|
| <b>A.</b> | 2. sugar | 3. oil | 4. jam | 5. bread | 6. milk |
|-----------|----------|--------|--------|----------|---------|

**B. Write the correct numbers in the ingredients for the witch's stew.**

- B.** eight green snakes, twelve frogs' eyes, eleven parrots' claws, nine dogs' tails, seven cups of water, a little salt

**C. What to do: Write instructions. Use these words.**

Talk through each step, teaching the children to use the imperative form of the verb e.g. cut, mix etc. Encourage more able children to give more detail and use their own words. For example, for No 1, they could write. Cut up the ingredients into small bits with a sharp knife.

- C. Open answers, for example (with extra detail in brackets):
2. Mix the snakes, frogs' eyes, and dogs' tails (with a fork).
  3. Pour in the (seven cups of) water and put in a little salt.
  4. Stir the stew (with a spoon).
  5. Boil the stew (for ten minutes).
  6. Add the parrots' claws. (Put the stew on the table.) Eat (and enjoy) it!

**Extension:** Ask the children to write their own witch's recipe. Encourage them to imagine lots of nasty foods to put in it! When you have checked their spelling and grammar, they can write a neat second draft and illustrate their recipes. You can then make a witch's recipe book, sticking in each child's recipe and illustrations.

# Check-up, Test, Reading, and Challenge

## 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

## Preparation and materials

- Photocopy the Record of Quarterly Assessments at the back 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.

## How to conduct the Check-up and Test

1. Give plenty of oral work before you ask the children to write.
2. Revise all the stories, games and listening exercises in the previous three units.
3. After you have done the revision exercises, give the revision test, which gives marks out of twenty.
4. If percentages are required, multiply the results by 5.
5. Record the results on the Record of Quarterly Assessments at the back of this book.
6. The results can be given in three categories: Listening, Words and Sentences. In reports to parents, you may prefer to term these: Oral work, Vocabulary and Grammar.
7. Note which areas the children found difficult and teach them again. The Challenge section can be omitted if you are pressed for time or if majority of the children have found the test difficult. In this case, give time to re-teaching the problem areas.
8. At the end of the year, pass the Record of 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, number, and colour.

Revise colours and numbers orally before you ask the children to complete this listening exercise (see page 124-125 of the Student's Book). Read the text twice.

- |                  |   |
|------------------|---|
| A. Chimp's uncle | 2. The children should colour his shirt red.        |
| Chimp's grandpa  | 6. The children should colour his frying pan black. |
| Chimp's brother  | 4. The children should colour his cake yellow.      |
| Chimp's sister   | 3. The children should colour her skirt green.      |
| Chimp's aunty    | 1. The children should colour her tail brown.       |
| Chimp's grandma  | 5. The children should colour her dress orange.     |

**B. Ask and answer questions about Chimp's family like this.**

**Note that this cannot be done until the children have coloured the pictures as instructed in 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 colour words on the board. Several sentences are possible with some clothes.

**B. Sample answers**

1. What colour are his brother's shorts? They are orange.
2. What colour is his sister's skirt? It's green.
3. What colour is his uncle's shirt? It's red. (What colour is his sister's shirt? It's yellow. What colour is his brother's shirt? It's red. What colour is his grandpa's shirt? It's white.)
4. What colour are his grandpa's trousers? They're grey. (What colour are his aunty's trousers? They're blue.)

**C. Use the letters to make the words.**

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. Go through the text orally before you ask the children to complete the words. Elicit that the horse won't pull the cart when Grandma pushes and shouts or when a man pulls it. The cart only goes when Grandpa gives some sugar to the horse. It is a lesson to us all to be kind if we want a person or animal to do something for us!

- C.** This is Grandpa's **farm**. Grandma is behind a **cart**. There is a lot of **wood** on the cart. **Parp** **parp!** says her **car**.  
Grandma gets out of her car. She **pushes** the cart. A man **pulls**. She **shouts loudly**, but it won't go. Then Grandpa comes **out** of his **house**. He has some sugar in his hand. '**Good!**' says Grandma. '**Now** the **cart** will go.'

**D. Write six sentences about what you like doing.**

- D.** Open answers using the given structure 'I like...ing...'. Accept any that make sense.

**E. Complete the phrases with nouns.**

- E.**
- |                                |                  |                    |
|--------------------------------|------------------|--------------------|
| 1. a bottle of oil             | 2. a jar of jam  | 3. a bowl of eggs  |
| 4. a bag (or packet) of sweets | 5. a jug of milk | 6. a box of apples |
| 7. a pot of stew               |                  |                    |

**F. Write seven questions and answers about the pictures in Ex. E, using the table.**

Remind the children that if you can count it, you ask *How many ...?* If you can't count it, you ask, *How much ...?*

- F.**
2. How much jam is there? There is a little jam.
  3. How many eggs are there? There are three eggs.
  4. How many sweets are there? There are six sweets. OR There are a lot of sweets.
  5. How much milk is there? There is a little milk.
  6. How many apples are there? There are five apples. OR There are a lot of apples.
  7. How much stew is there? There is a lot of stew.



**G. Write seven more sentences about the pictures like this.**

Accept any sentences that make sense, as many are possible.

**G. Sample answers**

- |  |   |
|--|---|
| 2. The jar is smaller than the bottle.   | 5. The jug is bigger than the jar.      |
| 3. The eggs are bigger than the sweets.  | 6. The apples are bigger than the eggs. |
| 4. The sweets are smaller than the eggs. | 7. The pot is bigger than the bowl.     |

**H. Copy this story. Add full stops and capital letters.**

Ask the children to listen to you read the story and to put up their hands when a full stop is needed. Read the passage aloud slowly, dropping your voice and pausing whenever a full stop is needed. Elicit that when the children copy the story, they should put a full stop where there is a pause when you read. They should begin the next sentence with a capital letter.

**H. Liz lived in *E*ngland. *S*he wanted a dog. *O*ne day she met a good witch. *T*he witch did a magic spell for *L*iz, but the witch cast the spell badly. *S*he gave *L*iz a frog.**

**I. Write the end of the story. Use these questions to help you.**

Encourage the children to use their imaginations as they end the story. Read the different answers aloud in class so that the children can see that you are equally happy with different endings.

**I. Open answers are acceptable.**

**TEST**

**Preparation and materials**

You will need a copy of the Record of Quarterly Assessments from at 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 each question aloud 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. Listen and draw.**

Read the listening exercise on page 125 of the Student's Book and mark according to the mark scheme below. Pictures should be marked correct so long as the features required are recognizable.

- |   |  |
|---|--|
| 1. The children trace the arrow going up in box 1.            | (½ mark)   |
| 2. The children draw an arrow pointing down in box 2.         | (½ mark)   |
| 3. The children draw an arrow pointing to the right in box 3. | (½ mark)   |
| 4. The children draw an arrow pointing to the left in box 4.  | (½ mark)   |
| 5. The children draw a jug with a little milk in it.          | (½ mark for recognizable picture of a jug, ½ mark for less than half filled with milk) |
| 6. The children draw a thin girl with long hair. [Pause.]     | (½ mark for a recognizably thin girl, ½ for long hair)                                 |
| 7. The children draw a tall boy wearing shorts.               | (½ mark for recognizably tall boy, ½ for recognizable shorts)                          |

**Total marks for Listening: 5**

**B. Complete the words with 'ow', 'ou', 'a', 'ar', 'oo', 'er', or 'ing'.**

- |  |  |
|--|--|
| B. 2. Ali is <u>good</u> at reading.       | 3. They live in a house with a brown door. |
| 4. Their <u>grandpa</u> has a <u>car</u> . |  |

(½ mark for each correct phoneme: 3 marks altogether)

**C. Match.**

- |                       |                    |                   |                 |
|-----------------------|--------------------|-------------------|-----------------|
| C. 2. a loaf of bread | 3. a bottle of oil | 4. a bag of flour | 5. a jar of jam |
|-----------------------|--------------------|-------------------|-----------------|

(½ mark for each correct line: 2 marks altogether)

**Total marks for Words: 5**

**D. Circle the correct word.**

- |            |          |           |         |          |
|------------|----------|-----------|---------|----------|
| D. 1. like | 2. likes | 3. at     | 4. Do   | 5. don't |
| 6. their   | 7. her   | 8. bigger | 9. with | 10. hot  |

(½ mark for each correct line: 5 marks altogether)

**E. Answer in full sentences.**

- |                             |                           |                                     |
|-----------------------------|---------------------------|-------------------------------------|
| E. 1. There are seven cups. | 2. There is a little oil. | 3. I go to (supply name of school). |
|-----------------------------|---------------------------|-------------------------------------|

(1 mark for each correct word: ½ if one mistake: 3 marks altogether)

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

- |   |
|---|
| F. Tariq goes to school in Lahore. His teacher's name is Mrs Hussain. |
|---|

(1 mark for two correct full stops; 1 for four correct capital letters: 2 marks altogether)

**Total marks for Sentences: 10**

**Total marks for whole test: 20**

## READING

### Student Learning Outcomes

1. To extend the reading skills of children who have met the learning outcomes of the previous three units (A and B)
2. To recognize the text type of a realistic story (A)
3. To contextualize the phonic patterns that will be taught in the Challenge section (A, C, and D)
4. To explore the following theme: **Adventure** (21) Accepting a challenge for a field trip

### 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 going on picnics.

1. If possible, play the audio-recording of the story. If not, read it aloud in an exciting way.
2. Talk about field trips that children have made - both with the school and with the family. Ask the children to tell you about the adventures that they have had. Discuss the children's experiences of imagining dangers that were not real. Elicit that Fiza, Ali, and Sara thought that they saw a crocodile in the river, but it was really a large stick.
3. Discuss why this is a **realistic story**, eliciting that 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 space ships!

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

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

- |    |    |                        |    |           |    |        |
|----|----|------------------------|----|-----------|----|--------|
| B. | 2. | oranges and ice creams | 3. | edge      | 4. | bridge |
|    | 5. | Fiza                   | 6. | crocodile | 7. | stick  |

#### C. Read the words and label the pictures.

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. *nice, mice, huge, large, magic, energy, edge*). Talk about and label each picture. Remind the children to use *a* or *an* before each label.

- |    |    |              |    |           |    |           |    |           |     |         |
|----|----|--------------|----|-----------|----|-----------|----|-----------|-----|---------|
| C. | 2. | an ice cream | 3. | a village | 4. | a cabbage | 5. | an orange |     |         |
|    | 6. | a badge      | 7. | a giraffe | 8. | a bridge  | 9. | a fridge  | 10. | a giant |

#### D. Write your own sentences with words from Ex. C.

Encourage the children to make interesting sentences according to their capacity. A less able child might write *1. My nose is on my face.* A more able child might write, *1. I wash my face every morning and sometimes water gets in my eyes.*

#### D. Open answers

## CHALLENGE

### Student Learning Outcomes

1. To extend the language skills of children who have met the learning outcomes of the previous three units (A-F)
2. To learn phonic patterns with *-ce, -ge, gi-, -gy, -dge* (A and B)
3. To use a dictionary to find the meanings of words (A)
4. To use the homophones *be/bee, see/sea, to/two* (C)
5. To recognize common and proper nouns (D)
6. To make nouns with the suffixes *-ness* and *-ment* (E)
7. To make compound nouns (F)

### Preparation and materials

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

### Suggestions and answers

#### A. Look up the meanings in the mini-dictionary. Learn the spellings.

1. The spellings in this and in other Challenge units are taken from the UK National Curriculum for Year 2 (like all other spellings in OPE 2). Ask the children to repeat the words after you or the audio-recording.
2. Encourage them to make up interesting sentences that show the meanings of the words. Elicit that *ge, gi, gy, and dge* make the same phoneme.
3. The children learn the spellings for homework. (For procedure, refer to Unit 1, Lesson 2A.) Test them on a later date.

#### B. Write out the puzzle story, using Ex. A and the mini-dictionary.

Elicit that each picture stands for one of the words in Ex. A. Ask different children to read aloud each sentence and try to substitute words for the pictures. For now, ignore the circled and underlined words. They are examples for Ex. D.

Once, there were two bad **mice** called Jack and Jill. They ate people's **cabbages** and **oranges**. They even got into a **fridge** and ate the **ice cream**! One Monday in June, the villagers asked a huge **giant** to help them. He used his **magic** to turn the **mice** into **giraffes**. They were too big to get into the houses, so they went over the **bridge** and never came back.

#### C. Circle the correct homophones in these sentences.

Elicit that homophones are words that sound the same but may have different spellings and meanings.

- |                                  |                              |                            |
|----------------------------------|------------------------------|----------------------------|
| C. 2. A <b>bee</b> is an insect. | 3. Our eyes can <b>see</b> . | 4. The <b>sea</b> is huge. |
| 5. We have <b>two</b> hands.     | 6. We go <b>to</b> school.   |                            |

#### D. Circle the common nouns in Ex. B. Underline the proper nouns.

1. Read and discuss the grammar box about nouns. On the board, list the common nouns that you can see in the classroom as the children suggest them. Point out that they all begin with small (lower case) letters.

2. Explain that proper nouns are names of people places, days, and months. Ask the children to suggest some and write them on the board. Point out that they all begin with capital (upper case) letters.
3. Explain that a **suffix** is an extra part added to the end of a word. We can turn some words into nouns by adding the suffixes *-ness* or *ment*. We cannot see these nouns as they are ideas. (These are called abstract nouns, but there is no need to explain this to Class 2 students.)
4. Elicit that compound nouns are made of two common nouns joined together.
5. Ask the children to circle the common nouns and underline the proper nouns in Ex. B.

**D.** Once, there were two bad (mice) called Jack and Jill. They ate (people's) (cabbages) and (oranges). They even got into a (fridge) and ate the (ice cream)! One Monday in June, the (villagers) asked a huge (giant) to help them. He used his (magic) to turn the (mice) into (giraffes). They were too big to get into the (houses), so they went over the (bridge) and never came back.

**E. Complete these nouns with 'ness' or 'ment'.**

Elicit that these are nouns that we cannot see. They are ideas (or abstract nouns). We form these nouns by adding the **suffix** *-ment* or *-ness*. This exercise continues the story in Ex. B.

**E.** 2. payment    3. happiness    4. sadness    5. movement    6. goodness

**F. Make compound nouns with these picture puzzles.**

Play *Charades* to help the children to understand how we make compound nouns. Ask a child to mime the first word, the second word and then the whole word for the others to guess the compound noun. For example, for *toothbrush*, a child could: 1. point to a tooth, 2. mime brushing hair, 3. mime brushing teeth with a toothbrush.

<b>F.</b>	1. tooth + brush = toothbrush	2. foot + ball = football
	3. tea + spoon = teaspoon	4. black + board = blackboard
	5. table + cloth = tablecloth	

# What's it made of ?

Note: For detailed teaching procedures, see suggestions for Unit 1.

## UNIT 5 LESSON 1

### Student Learning Outcomes

1. To develop speaking and listening skills (A)
2. To explore the text types of playscript and fairy story (A)
3. To explore the topic of materials (C)
4. To revise the terms for shapes (B)

### Preparation and materials

- yellow, blue, pink, brown, grey colour pencils for each child

### Suggestions and answers

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

1. Discuss how a playscript is set out. Explain that the names on the left are the people who speak. Read the conversation as a play, taking the part of Mummy with the help of two able readers as Ali and Fiza.
2. Afterwards, ask the children to suggest the names of other fairy stories they know (e.g. *Cinderella*, *Snow White and the Seven Dwarfs* and *Rumpelstiltskin*). Discuss the meaning of the word *fairy* (a person with magical powers).
3. Ask the children to read the playscript in groups of three.

A. Ali wants to hear the story of *The Shoemaker and the Elves*.

#### B. Listen, colour, and label the pictures.

1. Guess what each object is before you do the listening exercise. Revise the shapes of each object (coin - circle, bag - square, cotton reel - circle, sandwich - triangle, chair - complicated!, dish - circle. Point out that the cotton reel and dish are seen from above.
2. Do this as a listening exercise, following the instructions on page 125 of the Student's Book

- B.
1. a gold coin (The children colour it yellow.)
  2. a leather bag (The children colour it blue.)
  3. cotton thread (The children colour it pink.)
  4. a cheese sandwich (The children colour it brown.)
  5. a plastic chair (The children colour it grey.)
  6. a glass dish (The children leave it white.)

## UNIT 5 LESSON 2

### Student Learning Outcomes

1. To learn the phonic patterns *air* as in *hair*, *ear* as in *wear*, *are* as in *square*, *old* as in *gold*, and *ea* as in *head*
2. To recognize sight words connected to the topic

### Preparation and materials

You will need:

- the audio-recording (which you should download before the lesson onto a laptop, smartphone, or tablet – see Introduction Section 4)
- Speakers

### Suggestions and answers

#### A. Read. The phonemes for 'air', 'are' and 'ear' are the same.

For detailed suggestions, see Unit 1, Lesson 2. Use the audio-recording if possible. Explain that the highlighted phonemes in the first three columns are all the same, even though they are spelt differently. Also point out that three of the key patterns in this unit can make other sounds. Ask the children what other sounds *are*, *ear* and *ea* can make (e.g. in *are*, *ear* and *tea*). Make it clear that two or three letters together can make more than one sound (or phoneme). Remind the children that two letters that make one phoneme are called digraphs. Three letters that make one phoneme are called trigraphs. We have to learn the patterns of each one and often we can give no reason for it. English can be a crazy language!

#### B. Trace and complete the sentences with 'air', 'are', or 'ear'.

Talk through the meaning of the passage as you read it. Elicit that Adam's sister *does* care about the tear, but is saying she doesn't. Chat about times we say things we don't really mean. Ask the children to trace all the sentences and complete the missing words. Remind them to start at the dot while tracing and to place their letters correctly on the quadruple lines. You may like to ask them to copy the corrected exercise in their handwriting books, focusing on correct letter formation.

**B.** This is Adam's little sister. She has ***fair hair***. She is sitting on the ***stairs***. She is ***wearing*** a ***pair*** of trousers with ***squares*** on them. She has a ***tear*** in her trousers. 'I don't ***care***,' she says. She hugs her teddy bear and eats a pear.

#### C. Write sentences about Lesson 1, Ex. B.

First talk about what different objects in the classroom are *made of*.

- |           |  |                                  |
|-----------|--|----------------------------------|
| <b>C.</b> | 2. The bag is made of leather.               | 3. The thread is made of cotton. |
|           | 4. The sandwich is made of bread and cheese. | 5. The chair is made of plastic. |
|           | 6. The plate is made of glass.               |                                  |

#### D. 'Pair' means two. Write five phrases starting with 'a pair of...'. Cross the picture that is not a pair.

Explain that a phrase is a group of words. We say *a pair of shorts* and *a pair of trousers* because they have two legs. We say *a pair of scissors* because there are two blades. Count the pairs of socks and shoes in the classroom, establishing that you need to know your two times table!

- D.**
2. a pair of shoes
  3. The children should cross the coat because it is not a pair.
  4. a pair of shorts
  5. a pair of trousers
  6. a pair of scissors

## UNIT 5 LESSON 3

### Student Learning Outcomes

1. To recognize the text type of a fairy tale (A)
2. To read and discuss the story (A)
3. To demonstrate comprehension (B and C)
4. To discuss the following themes: **Peaceful Co-existence** (2): Co-operation and Collaboration, Materials and Clothes

### Preparation and materials

You will need:

- the audio-recording (which you should download before the lesson onto a laptop, smartphone, or tablet – see Introduction Section 4)
- speakers

### Suggestions and answers

#### A. While-reading: Who made the shoes?

1. If possible, play the audio-recording of the story, stopping to discuss the events. If not, read the story aloud and discuss the while-reading question.
2. Elicit that this is a fairy tale because the elves are magical characters who help the human beings in the story.
3. **Role play:** Read the story again on a second day before you ask six children to act it out. The actors are the shoemaker and his wife, the lady, the man, and the two elves. They imagine each scene, using their own words or the words from the story. Don't worry too much if they make grammatical mistakes, but try to get them to express themselves fluently in English.

**A.** Two elves made the shoes.

#### B. Tick the true sentences. Cross the false ones.

**B.** Sentences 2, 6, 8, and 12 are true and should be ticked. All the others are false and should be crossed.

#### C. Change the false sentences and make them true. Write all the true sentences in your notebook.

After you have discussed which words to change in each sentence, ask the children to write twelve true sentences in their notebooks, including the true sentences that they ticked.



- C.**
2. He had a small shop.
  3. He had **only a little** leather.
  4. In the morning a **new** pair of shoes was on the **shelf**.
  5. A lady paid him **three** gold coins for the shoes.
  6. He bought some more leather and thread with the money.
  7. The next morning **four** shoes were on the table.
  8. That night, the shoemaker and his wife hid.
  9. They saw two **elves**.
  10. They were wearing **old** clothes.
  11. The elves made three pairs of **shoes**.
  12. The shoemaker and his wife wanted to help the elves.

**D. Discuss. How can the shoemaker and his wife help the elves?**

1. Elicit that we should help those who help us. Discuss how the shoemaker and his wife can help the elves in return for their kindness.
2. There are many possible answers. For example, they could make some cakes or biscuits. They could write a thank you card. Accept all sensible ideas. Encourage the children to understand that good readers try to guess the end of a story before they read it - and it doesn't matter if they guess wrong!

**UNIT 5 LESSON 4**

**Student Learning Outcomes**

1. To learn the difference between a noun and a verb (A)
2. To practise using the past tenses of common verbs e.g. *said, walked* (B and C)

**Suggestions and answers**

**A. 'Doing' words are called verbs. We can usually see nouns. Write these words in the right boxes.**

Turn to the Grammar Page on page 129 of the Student's Book. Read the sections on nouns and verbs.

**A.**

Verbs	Nouns
run, jump, make, dance, look, eat	shoe, table, man, chair, flower, coin

**B. We use the past tense to say what people did. Find the past tenses of these verbs in the story. Write them below.**

1. Point out that we can often add *ed* to verbs to make the past tense, but some words do not follow this pattern. Ask the children to tell you which of the past tenses here end with *ed*.
2. Point out that in these words, we do not pronounce the 'e' in 'ed'. The final 'd' sounds like 't' in 'asked' and 'jumped'.

**B.** walked, came, asked, cried, jumped, ran

**C. Use the same past tenses in these sentences.**

- |             |           |          |
|-------------|-----------|----------|
| C. 2. asked | 3. said   | 4. ran   |
| 5. walked   | 6. jumped | 7. cried |

**UNIT 5 LESSON 5**

**Student Learning Outcomes**

1. To use commas in lists (A and B)
2. To match words with their opposites (C)
3. To write numbers in words to twenty-two (D)
4. To practise talking about shapes and materials (E)

**Suggestions and answers**

**A. Copy these sentences and add commas.**

- A. 2. The elves were wearing trousers, shirts, coats, hats, and shoes.  
3. The shoemaker's wife was wearing a skirt, a shirt, an apron, a sweater, and shoes.  
4. The shoemaker was wearing trousers, a shirt, glasses, socks, and shoes.

Note that in Oxford books, we use the 'Oxford comma'. This means that in a list, we use a comma before 'and'. However, it is common practice to omit the comma before 'and'. If the children do this, do not mark it as wrong.

**B. What are you wearing? Use commas in your list.**

Model orally first, writing useful spellings on the board.

- B. Open answers are acceptable.

**C. Match the opposites. Then use them in sentences.**

- |                |              |               |
|----------------|--------------|---------------|
| C. 2. good—bad | 3. fast—slow | 4. tall—short |
| 5. early—late  | 6. fat—thin  |               |
- Open answers for the sentences.

**Extension:** Children think of other opposites they know.

**D. Write seven sentences with these words.**

1. Elicit that a pair is two of something, so two shoes make one pair. Ask different children to come and write number spellings to twenty on the board.
2. Revise the 2 x table before you do this exercise.
3. Teach that we put a hyphen when writing 21–29 in words, e.g. twenty-two. Practise the exercise orally before the children write.

- |                                   |                                       |
|-----------------------------------|---------------------------------------|
| D. 2. Twelve shoes are six pairs. | 3. Fourteen shoes are seven pairs.    |
| 4. Sixteen shoes are eight pairs. | 5. Eighteen shoes are nine pairs.     |
| 6. Twenty shoes are ten pairs.    | 7. Twenty-two shoes are eleven pairs. |

### E. Game: Think of something in the classroom. your friends guess what it is.

Read the sample game and then play it in class. For full instructions, see Games section of this book. Ensure that the children begin their question with 'Is it...?' not 'It is...?'

**Brainstorm:** Ask different children to tell you the ways that children can help teachers. As they give you ideas, write them up on the board. For example, they might say. 'We can keep the classroom tidy / line up quietly / put our hands up when we want to ask a question / do our work carefully.'

## UNIT 5 LESSON 6

### Student Learning Outcomes

1. To recognize the text type of a fairy tale (A)
2. To read and discuss the text (A)
3. To demonstrate comprehension (B and C)
4. To analyse literary text (D)

### Suggestions and answers

#### A. While-reading: How did the shoemaker help the elves? How did they help him?

Talk about the end of the story. Was it what the children expected? Discuss the while-reading questions and chat about them in the mother tongue if necessary. Explain that, like most fairy tales, it begins, *Once upon a time* and that in the end, the characters *lived happily ever after*.

- A. The shoemaker helped the elves by making them some new clothes. They helped him by making beautiful new shoes when he felt too sad to make them.

#### B. Answer the questions about the story.

- B. 2. No, they didn't come back. 3. The shoemaker made the shoes after that.  
4. Yes, they did like the shoes. 5. This fairy tale begins, *Once upon a time*...  
6. The fairytale ends: *lived happily ever after*.

#### C. What do you think is the moral of the story?

1. Elicit that the moral is what we learn from a story. Often the moral of a story shows us how to behave well with others. In this story one moral could be: 'If others help you, help them in return.' It could also be: 'Don't give up.' It could also be: 'A little help can give you confidence to go on.' Very few stories tell you the moral in so many words. We have to analyse the story and think about it for ourselves.
2. **Role play:** Ask the children to act out the story in groups of six - the shoemaker and his wife, the two customers, and the two elves. Encourage the children to use their own words. Don't worry too much if their English is a little wrong. The purpose is to get them to get their ideas across and to express their feelings fluently.

## UNIT 5 LESSON 7

### Student Learning Outcomes

1. To practise asking and answering different types of question (A)
2. To use pronouns as indirect objects: *him, her, us, me, it, them* (B)
3. To read and enjoy a traditional poem and revise subject pronouns (C)

4. To write poems, following a given pattern (D)

**Suggestions and answers**

**A. Draw a line from the questions to the correct answer.**

A.	
Questions	Answers
1. Who helped the shoemaker?	He worked in his shop.
2. Where did the shoemaker work?	He made shoes.
3. How many gold coins did the lady give him?	He helped them because they helped him.
4. What did the shoemaker make?	They came at midnight.
5. When did the elves come to his shop?	The elves helped him.
6. Why did he help the elves?	She gave him three gold coins.

**Extension:** Ask the children to make up other questions beginning with these question starters. They can ask the questions of their partners.

**B. Circle the right word in the box.**

B. 2. him                      3. us                      4. me                      5. it

**C. Read the poem and point.**

Get half the class to ask the questions and the other half of the class to answer them. Then the children change roles. The children point at themselves for *I*, at any boy for *he*, at any girl for *she*, at a friend for *you* and at all of the class for *We all*.

**D. Make up your own poem about your favourite food.**

Encourage the children to be imaginative. They can say they made their favourite food. They can either use different pronouns or the names of their friends. If they use their friends' names, make sure they begin with a capital letter.

D. Open answers are acceptable.

# Days and Months

Note: For detailed teaching procedures, see suggestions for Unit 1.

## UNIT 6 LESSON 1

### Student Learning Outcomes

1. To develop speaking skills (A and C)
2. To revise the days of the week (A and B)
3. To learn the months of the year (C)

### Suggestions and answers

#### A. Clap as you sing this song.

Clapping at the underlined syllables in the two poems will help the children to learn the correct stress patterns of English.

#### B. Listen and write the days under the pictures.

Read the text on page 126 of the Student's Book twice. Tell the children to write the day underneath the correct picture as they listen. If they are not sure where to write a particular day, they can wait until you read the text a second time.

- |    |            |             |              |
|----|------------|-------------|--------------|
| B. | 1. Tuesday | 2. Thursday | 3. Wednesday |
|    | 4. Sunday  | 5. Saturday | 6. Friday    |

#### C. Learn this rhyme with the actions.

Encourage the children to perform the actions as they say it. The first few times, they need to do it slowly. When they know it well, they can say it as fast as possible.

Words	Actions
<u>January</u> , <u>February</u> , <u>March</u> . Make your <u>arms</u> an <u>arch</u> . <u>April</u> , <u>May</u> , <u>June</u> . Make your <u>hand</u> a <u>spoon</u> .	Hold hands together above heads. Hold out a cupped hand like a spoon.
July, <u>August</u> , <u>nod</u> , <u>September</u> . <u>Clap</u> , <u>October</u> , <u>stamp</u> , <u>November</u> , <u>Nod</u> and <u>clap</u> and <u>stamp</u> , <u>December</u> . Say this <u>rhyme</u> and <u>you'll remember</u> .	Nod head as you say <i>nod</i> . Clap at the <i>clap</i> and stamp foot at the <i>stamp</i> . Do each action as you say the word. Clap at each underlined syllable.

## UNIT 6 LESSON 2

### Student Learning Outcomes

1. To learn the phonic patterns *or* as in *horse*, *oor* as in *door*, *aw* as in *paw*, *au* as in *caught* (A and B)
2. To practice good handwriting skills (B)
3. To put words into alphabetical order (C)
4. To learn the vocabulary needed for the story in Lesson 3 (C and D)

### Preparation and materials

You will need:

- the audio-recording (which you should download before the lesson onto a laptop, smartphone, or tablet—see Introduction Section 4)
- speakers

### Suggestions and answers

#### A. Read. The phonemes for 'or', 'oor', 'aw' and 'au' are the same.

For detailed suggestions, see Unit 1, Lesson 2. Remind the children that all the different patterns make the same sound in these words. Note that in British English, the 'r' in 'floor' is not sounded and it rhymes with 'paw' whereas in American English, the 'r' is often sounded. Elicit that the 'gh' is silent in words like 'caught'.

**Extension:** Ask the children to make up their own sentences with the words in the box.

#### B. Use 'or', 'oor', 'aw', or 'au' to complete the words.

Ask the children to trace all the sentences and complete the missing words with words from Ex. A. Remind them to start at the dot while tracing and to place their letters correctly on the quadruple lines. You may like to ask them to copy the corrected exercise in their handwriting books, focusing on correct letter formation.

**B.** Once a farmer and his little *daughter* lived near the sea *shore* with their dog. They were very *poor*. One day, the farmer's *daughter* ran down to the sea. The waves looked like white *horses*. She fell in the water.

The dog came to the *door* of the house and *saw* her in the water. It ran down to the sea and swam with its *paws*. The little girl *caught* hold of the dog and it took her back to her father.

#### C. Number the words in alphabetical order.

Explain that when we write words in alphabetical order, we look at the first letter of the word. Ask the children to copy the words one below the other so that when you have marked D, they can write the correct meanings beside them.

- |           |              |           |               |            |
|-----------|--------------|-----------|---------------|------------|
| <b>C.</b> | 1. delicious | 2. forest | 3. lazy       | 4. prepare |
|           | 5. seed      | 6. thief  | 7. vegetables |            |

#### D. Now draw lines from the words to their meanings.

When the children have matched the words to the correct meanings, they can write the meanings beside the words in their notebooks.

**D.**

- |            |   |
|------------|---|
| thief      | 4. a person who steals things             |
| delicious  | 7. very nice to eat                       |
| lazy       | 6. not hard working                       |
| vegetables | 1. plants which people eat                |
| seed       | 5. a small grain which grows into a plant |
| prepare    | 2. make ready                             |
| forest     | 3. lots and lots of trees                 |

**UNIT 6 LESSON 3****Student Learning Outcomes**

1. To recognize the text types of a folk tale and fable (A)
2. To read and discuss the story (A)
3. To demonstrate comprehension and add *ed* to form the simple past tense (B)
4. To explore the themes of **Ethics and values** (1): Honesty/Truthfulness and Patience

**Preparation and materials:**

You will need:

- the audio-recording and speakers
- a world map

**Suggestions and answers****A. After-reading: What moral does the story teach us?**

1. If possible, play the audio-recording and discuss the pictures as you go. If you don't have the audio-recording, read the story aloud expressively. Elicit that the rabbit is wrong to steal the vegetables and lie to the elephant. Discuss how the elephant is patient and hard-working because he works and waits for his vegetables to ripen. The rabbit is lazy because he doesn't grow his own vegetables and is impatient because he kicks and hits the clay man.
2. Elicit that a folk tale is a very old story and nobody knows who wrote it first. This folk story is also a fable because it has talking animals with a moral at the end. **Further reading:** If possible, take the children to the school library and help the children to find another folk tale. Read it aloud and talk about it.
3. If you have a world map, ask the children to point to Africa and Pakistan. Explain that this story comes from Africa, where there are a lot of wild elephants.
4. At the end, discuss the moral. There are many possible answers.

**A. Sample answers**

Don't steal. Don't be lazy. Don't tell lies. Those who behave badly can pick themselves up again!

**B. Make the past tense by adding 'd' or 'ed' to these verbs.**

Turn to the Grammar Page (page 129 of the Student's Book) and remind the children about verbs. Talk about how we can form the past tense with regular verbs by adding *ed*. Explain that we do not pronounce the 'e' in 'ed' in most words, but we do in 'planted' and 'wanted'.

- |           |             |            |            |           |
|-----------|-------------|------------|------------|-----------|
| <b>B.</b> | 2. prepared | 3. planted | 4. watered | 5. picked |
|           | 6. cooked   | 7. picked  | 8. wanted  |           |

## UNIT 6 LESSON 4

### Student Learning Outcomes

1. To practise alphabetical order (A)
2. To practise matching present to simple past tense (B)
3. To use the simple past tense in context (C)
4. To use the present perfect to describe an event that has just happened (D)

### Suggestions and answers

#### A. Number these verbs in alphabetical order.

Explain that when two words begin with the same letter, we look at the second letters and put them into alphabetical order.

- |    |          |         |         |          |
|----|----------|---------|---------|----------|
| A. | 1. catch | 2. grow | 3. have | 4. make  |
|    | 5. run   | 6. see  | 7. take | 8. teach |

#### B. Write the present tenses from Ex. A beside the past tenses.

- |    |                   |                |                   |                |
|----|-------------------|----------------|-------------------|----------------|
| B. | 2. caught – catch | 3. saw – see   | 4. had – have     | 5. took – take |
|    | 6. made – make    | 7. grew – grow | 8. taught – teach |                |

#### C. Write the story in the past tense.

Use the past tenses in Ex. B for answers here.

- C. Alina had a naughty little puppy dog. Sometimes it ran away with her shoe. When Alina saw it, she caught the puppy and took away her shoe. When the puppy grew bigger, she taught it lots of tricks. She made it sit up and hold up its paw.

#### D. What has Alina's puppy done? Write the sentence numbers by the correct pictures.

Explain that when something has just happened we use *has* or *have*.

- |    |              |              |              |
|----|--------------|--------------|--------------|
| D. | Picture 1: 3 | Picture 2: 5 | Picture 3: 1 |
|    | Picture 4: 6 | Picture 5: 4 | Picture 6: 2 |

## UNIT 6 LESSON 5

### Student Learning Outcomes

1. To use capital letters at the beginning of days of the week and months of the year
2. To use *his, hers, yours, mine, ours, theirs*
3. To learn ordinal numbers: *first to seventh*

### Suggestions and answers

#### A. Copy only the months and days. Start with a capital letter.

The children should have written the following words in their notebooks, starting each with a capital letter. Check that they have used commas in their lists.

- A. (July), April, Monday, September, Sunday, Friday

#### B. Game: 'Whose is this old sock?'

For detailed instructions, see Games section of this book.



**C. Whose is this? Use the boxes to help you make questions and answers.**

- C. Whose is this pencil? It belongs to him. It is his.  
Whose is this pencil? It belongs to me. It is mine.  
Whose is this pencil? It belongs to you. It is yours.  
Whose is this pencil? It belongs to us. It is ours.  
Whose is this pencil? It belongs to them. It is theirs.

**D. Write seven sentences about the race, using these words.**

1. Practise the use of ordinal numbers when the children are lining up in the playground. Ask the children to tell you who is first, second, third, etc. in line.
2. When the children make sentences about the pictures, accept any correct description of the children (e.g. in No. 2, accept any of the following details: The thin boy with the yellow trousers, red shirt, short hair, and grey shoes is second.)

- D. The boy with the yellow trousers is second.  
The boy with the white shorts is third.  
The girl with the yellow suit is fourth.  
The boy with the orange trousers is fifth.  
The girl with the orange suit is sixth.  
The boy with the grey shorts is seventh.

**UNIT 6 LESSON 6**

**Student Learning Outcomes**

1. To recognize the text type of a diary (A)
2. To read and discuss the text and demonstrate comprehension, using the past tense (A)
3. To locate the month and day in a calendar by reading across and down. (A)

**Preparation and materials**

If possible, bring in a clock with hands that you can move.

**Suggestions and answers**

**A. While-reading: Talk about the diary and calendar. Underline the verbs.**

1. Explain that you use a diary to help you to plan your week—and to stop you from forgetting what to do. Chat about regular events in the lives of your pupils, e.g. clubs, sports, tuitions, visits to elderly relatives. Elicit that there are two types of diary. This one is about what someone **will do** in the future. The other kind of diary is about what someone **did** during the day that has just passed. There is an example of a past tense diary on page 66.
2. When you look back at your diary later, you can remember what you have done, so when you answer the questions, you are looking back at what Mama did, using the past tense.
3. Ask different children to come up to the front and turn the hands of a clock to the times mentioned in the diary. If you don't have a clock, draw a clock face on the board and show the children that the short hand points to the hour. Teach them where the long hand points on the hour and at 15 and 30 minutes past the hour.
4. Discuss all the things Mama and the children plan to do in the week. Relate it to the children's own experiences and ask them what they do on each day of the week.

5. Elicit that verbs are 'doing' words. Help the children to identify all the verbs in the diary.
6. Discuss the calendar for November (at the bottom right of the diary). Ask different children to read across the lines and tell you the day of different dates.

**A.** The children underline:

Monday:            come, take, Take, Have  
 Tuesday:         Take, Take, visit, Pick up  
 Wednesday:     Come, come, play  
 Thursday:        Come, Pick up, Go  
 Friday:            See, Visit  
 Saturday:        Take, Take, Buy  
 Sunday:          Take, Visit, Take

**B. Write what Mama did last week in the past tense.**

Most children need only tell you what Mama did. More able children can add the times as well.

- B.** On Monday, Mama took Sara to her reading club. She took Ali to his guitar lesson and she had tea with Nida.  
 On Tuesday, Mama took Ali to cricket. She took Sara to her tutor and she visited Dadi with Fiza. She also picked up Sara and Ali.  
 On Wednesday, she came home from work and then Adam and his sister came to play.  
 On Thursday, she came home from work, picked up the children from homework club, and went to a meeting about the new park.  
 On Friday, she did not go to work. She saw Sameena and visited Aunty Farhat in hospital.  
 On Saturday, she took Adam and Ali to football. She took the children to the shopping mall and bought some new shoes for Fiza.  
 On Sunday, she took the children on a picnic to the sea. She visited Dada and Dadi and took them some snacks.

**UNIT 6 LESSON 7**

**Student Learning Outcomes**

1. To practise days of the week and ordinal numbers (1st – 7th) in dates (A)
2. To practise reading the time on a clock dial (B)
3. To use the past tense in question and answer forms (C and D)

**Preparation and materials**

If possible, bring in a clock with hands that you can move and a calendar.

**Suggestions and answers**

**A. Look at Mama's diary and write the correct day and date in the sentences.**

Point to the calendar and show how it helps us to know the day and date. Explain how we shorten first to 1st, second to 2nd, third to 3rd, fourth to 4th, etc. Also explain that we **say** the *first of November*, but **write just** *1st November*.

- |           |                                       |                                    |                                      |
|-----------|---------------------------------------|------------------------------------|--------------------------------------|
| <b>A.</b> | 2. Wednesday 1 <sup>st</sup> November | 3. Monday 30 <sup>th</sup> October | 4. Thursday 2 <sup>nd</sup> November |
|           | 5. Tuesday 31 <sup>st</sup> October   | 6. Sunday 5 <sup>th</sup> November | 7. Friday 3 <sup>rd</sup> November   |

**B. Write the time below the clocks.**

Elicit that there are 60 minutes in an hour.

Show the children a clock with a dial and practise telling the time at *o'clock*, 15 and 30.

- B.** 4. one o'clock    5. three fifteen    6. ten thirty    7. six fifteen    8. eleven o'clock

**C. Use these past tense verbs to answer the questions.**

Explain that we use the present form in past tense questions like this: *Where did she **take** (not **took**) Sara on Tuesday?*

- C.** 2. She took Sara to her tutor on Tuesday.  
3. Adam and his sister came at 5.15 on Wednesday.  
4. The children had homework club on Thursday 2<sup>nd</sup> November.  
5. Mama visited Aunty Farhat in hospital.  
6. She took Ali and Adam to football on Saturday morning.  
7. They had a picnic at the sea on Sunday.

**D. Write what you did every day last week in the past tense.**

Discuss what the children did, writing difficult spellings on the board, especially new past tense forms. Correct the children's work carefully. The next day, ask them to make fair copies of their accounts in their best handwriting on a clean sheet of paper. Ask them all to draw a picture of the most exciting thing they did. Display the accounts and pictures on a noticeboard or on a 'washing line'.

- D.** Open answers are acceptable.

# Modern Gadgets

Note: For detailed teaching procedures, see suggestions for Unit 1.

## UNIT 7 LESSON 1

### Student Learning Outcomes

1. To develop speaking and listening skills (A)
2. To spell out words using letter names and to write down given spellings (B)
3. To enjoy and learn by heart a poem about the advantages and disadvantages of modern technology. (C)

### Suggestions and answers

#### A. Read in pairs. Then answer the questions. How can Nana help Sara? How can she help him?

1. First read the conversation in front of the class with the help of a good reader. Ask the children what text type this is (a playscript).
2. Discuss what Nana is good at (spelling) and what Sara is good at (understanding mobile phones). Chat about modern technology and point out that young people often understand it better than old people. Elicit that Nana is Sara's mother's father - her grandfather. Dada is also her grandfather - her father's father. Explain that there is only one word in English.

**A.** Nana can help Sara with her spelling. Sara can help Nana understand his mobile phone.

#### B. Listen to the spellings and write the words.

See page 126 of the Student's Book for instructions.

**B.** The children write the letters that you have dictated and read aloud the whole sentence.

#### C. Read this poem, stressing where shown. Talk about it.

1. Using the audio-recording if possible, ask the children to listen to the poem. If you read it yourself, take care to stress the underlined syllables so as to bring out the rhythm.
2. Talk about the picture of the children standing in a row, each on a smartphone. Elicit that the children are not talking or playing with their friends. Point out that a smartphone, does many clever things but relationships with our friends and family are more important. We must be careful not to spend too much time on the screen because it does not always make us happier!
3. When the children fully understand the poem, ask them to read each line after you or the audio-recording, stressing the correct syllables.

## UNIT 7 LESSON 2

### Student Learning Outcomes

1. To learn the phonic patterns *ch* as in *chair*, *sh* as in *shirt*, *th* as in *there*, *wh* as in *what* and *ph* as in *phone* (A–C)
2. To revise nouns (D)

### Preparation and materials

You will need:

- the audio-recording and speakers

### Suggestions and answers

#### A. Read. All the key phonemes are different.

For detailed suggestions, see Unit 1, Lesson 2. Use the audio-recording if possible.

#### B. Make up your own sentences with the words in A.

B. Open answers are acceptable.

#### C. Complete the words using 'ch', 'sh', 'th', 'wh' or 'ph'. Copy the playscript. Write the name of the speaker to the left of the margin.

- C. Sara:** Let's look at some photos now that you've finished your tea. Mama sent them to you when we came back from the wild life park.
- Nana:** What a lovely day it was! Where are the photos?
- Sara:** Click that small square.
- Nana:** Oh yes! Here they are. There's the monkey that took our cheese sandwiches and Fiza's shoe! She was terrified!
- Sara:** And then she fell over and her white shirt got quite dirty.
- Nana:** Poor Fiza! Oh look! Those are the huge elephants in the river. I enjoyed that day so much! Thank you for showing me how to use my smartphone.

#### D. List eight nouns in Ex. A.

(If you can see it, it is a noun.) Remind the children that a noun is usually something you can see or draw. Talk about nouns in the classroom. Then list the nouns in Ex. A, asking the children to imagine if they could see or draw them. So, for example they could draw a picture of a chair, but they could not draw a picture of 'much', 'finished', or 'there'.

- D. chair, sandwiches, children, cheese, shirt, shoe, phone, photo, elephant, alphabet ('Phonics' is an abstract noun, so don't expect the children to identify it at this level.)

## UNIT 7 LESSON 3

### Student Learning Outcomes

1. To recognize the text type of a playscript (A)
2. To read and discuss a playscript (A)
3. To demonstrate comprehension (B - D)
4. To revise *right, left, top, middle, bottom* (C)
5. To use *When* + clause (D)

6. To discuss the following themes: **Technology** (11): Famous inventions; **Media** (14): Media as a source of learning and holistic development

### Preparation and materials

You will need:

- the audio-recording and speakers
- If possible, bring in a smartphone, to show the class.

### Suggestions and answers

#### A. After-reading: Tell a friend how to send a text message.

1. If possible, play the audio-recording of the play script, stopping to discuss each step of sending a text message. If you do not have the audio-recording, ask an able child to read the dialogue. You can act as Nana. Elicit that Nana is Sara's mother's father: her grandfather.
2. Chat about smartphones and how we use them. Elicit that they are marvellous inventions that help us to have phone chats, take photos, and send texts. They also help us to learn about the world through the internet. We can watch films and read newspapers (the media) on smartphones. Explain that smartphones can also be harmful and children should only use them when an adult is with them. Remind the children that Nana does not like modern gadgets and that Sara has to help him use his smartphone.
3. The children answer the post-reading question in their own words after reading what Sara tells Nana. Note that there are many ways of answering this question. The answer below is just a sample.

#### A. **Sample answers** (to be discussed, not written):

First plug the charger into the wall. That will charge the battery with electricity.

Press the button at the bottom for the menu.

Press the icon of a phone.

Press the plus sign at the top right.

Type the name and number of the person you want to text.

Save the number.

Press the messages icon at the bottom right.

Type the message.

Press the send icon (or plane icon).

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

Ask different children to read aloud the complete sentences before they write the answers.

Discuss the meaning of each sentence.

Extension: The children can copy the whole sentences in their notebooks in their best handwriting. They can also give instructions on how to take a photo or make a phone call.

B. 2. charger 3. battery 4. menu 5. icon 6. save 7. text message

#### C. Match the informal phrases or signs to their meanings.

Elicit that a phrase is a group of words and a sign is a symbol. This is sometimes a picture that is not a written word, like a smiley. Explain that 'informal language' is the way friends speak. We do not usually write important letters and reports in informal language. Practise the exercise orally before the children do the matching.

- C. 2. Well done - You did well.      3. Yay! - Very good!      4. Er ... I'm not sure.  
 5. Done.—I've finished.      6. Oh dear!—That's not good.      7. 😊 I'm happy.  
 8. Oof!—I'm tired

**D. Discuss the poem and photo in Lesson 1 Ex C.**

Take time to think about the advantages and disadvantages of smartphones. They can be very useful to send messages, make phone calls, and take photos for example. But sometimes they stop you from talking to the people in the same room! It is important to put the phone down and to play, run, and talk with our friends and families too.

**D. Open answers**

**UNIT 7 LESSON 4**

**Student Learning Outcomes**

1. To learn adjectives of degree (A)
2. To distinguish between verbs and nouns (B)
3. To put words in alphabetical order (C)
4. To use new words in context (D)

**Suggestions and answers**

**A. Write one or two words for each picture.**

See Games section of this book to play *Mime the adjective*.

- A. 2. very big      3. enormous      4. quite tired      5. very tired  
 6. exhausted      7. quite small      8. very small      9. tiny  
 10. quite frightened      11. very frightened      12. terrified

**B. Write noun or verb. If you can do it, it is a verb. If you can see it, it is a noun.**

- B. 3. finish (verb)      4. monkey (noun)      5. go (verb)  
 6. elephant (noun)      7. write (verb)      8. shirt (noun)

**C. Put the words in Ex. B in alphabetical (ABC) order.**

1. If possible, show the children an alphabet chart when they are writing the words in alphabetical order. Alternatively, they can recite the alphabet poem that they learned in OPE Book 1, Unit 3, Lesson 1.
2. Elicit that if two words begin with the same letter, we look at the second letter. Thus, 'shirt' comes before 'sit' because 'h' comes before 'i'.

- C. elephant, finish, go, monkey, photo, shirt, sit, write

**D. Complete these sentences with the words in Ex. B.**

- D. 2. write    3. sit    4. photo    5. go    6. monkey    7. elephant    8. shirt

## UNIT 7 LESSON 5

### Student Learning Outcomes

To practise the language structures:

1. *How do I ...? You ... by ...ing ...* (A)
2. *This is / These are ... You use it / them to ...* (B)
3. Prepositions of place (C)

### Suggestions and answers

#### A. Write questions and copy the answers. Start each one with: How do I ...

Practise making questions and answers orally first.

- |           |                                  |                                   |
|-----------|----------------------------------|-----------------------------------|
| <b>A.</b> | 2. How do I turn it on?          | 3. How do I enter a phone number? |
|           | 4. How do I send a text message? | 5. How do I listen to music?      |

#### B. Write about these gadgets like this.

Talk about the children's experiences of these kinds of technology first.

- |           |   |
|-----------|---|
| <b>B.</b> | 2. These are headphones. You use them to listen to music (or the radio or blogs). |
|           | 3. This is a games console. You use it to play computer games.                    |

#### C. Write how to make a toy plane. Use these phrases.

Remind the children about the meaning of each prepositional phrase. You could practise these phrases by playing the game *Where is it?* (TG2 game for Unit 14).

- |           |  |
|-----------|--|
| <b>C.</b> | 2. Stick wing B on the right side of the plane.  |
|           | 3. Stick the wheels under the plane.             |
|           | 4. Stick the tail fins at the back of the plane. |
|           | 5. Stick the window on the front of the plane.   |



# Check-up, Test, Reading, and Challenge

## 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

### Revision

Revise the previous three units as you did in Unit 4.

### Preparation and materials

- Locate the Record of Quarterly Assessments. You should have already noted the children's marks for the test in Unit 4.

### Suggestions and answers

#### A. Listen and fill in the table to show what Chimp did during the weekend.

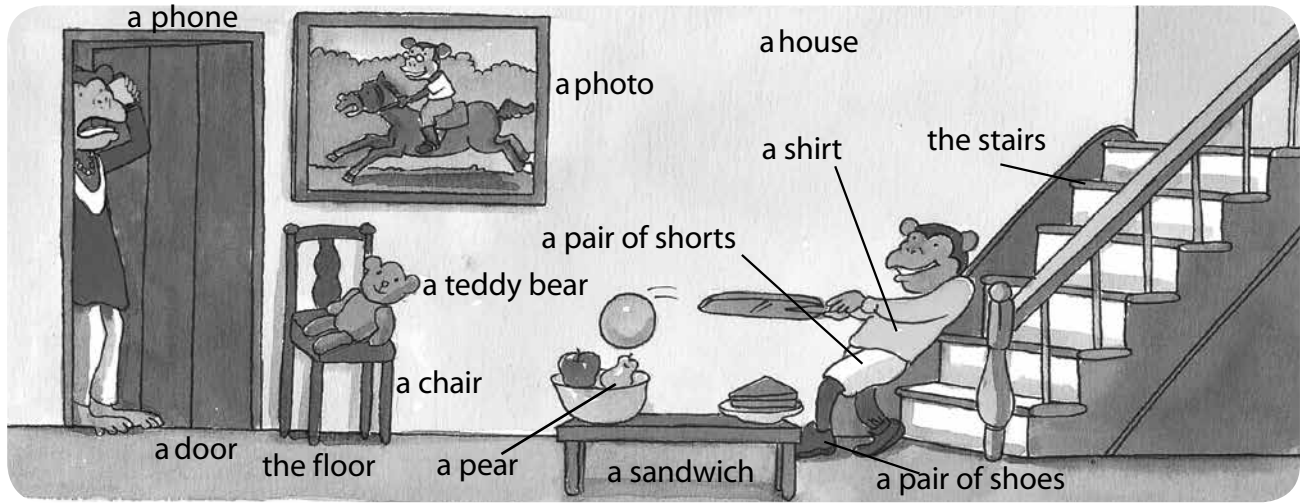
Read the script on page 126 of the Student's Book aloud.

A.		
	Saturday	Sunday
morning	played cricket	<b><i>played on his tablet</i></b>
afternoon	<b><i>visited his uncle and aunt</i></b>	<b><i>had a picnic in the forest</i></b>
evening	<b><i>watched TV</i></b>	<b><i>read a book</i></b>

#### B. Ask and answer questions about Chimp's weekend.

2. What did Chimp do on Saturday afternoon? He visited his uncle and aunt.
3. What did Chimp do on Saturday evening? He watched TV.
4. What did Chimp do on Sunday morning? He played on his tablet.
5. What did Chimp do on Sunday afternoon? He had a picnic in the forest.
6. What did Chimp do on Sunday evening? He read a book.

**C. Complete the labels on Chimp's house.**



**D. Write sentences about Chimp's house, using the table.**

Practise the sentences orally first.

**Extension:** The children talk about other objects in the room, for example the phone, the ball, the chair.

- D. 2. Chimp is on the right of the room. 3. The fruit bowl is in the middle of the room. 4. The door is on the left of the room. 5. The stairs are on the right of the room.

**E. Write some sentences about the picture in Ex. C.**

Many sentences are possible, e.g.

Chimp's shirt is yellow. It is made of cotton.

The stairs are brown and white. They are made of wood. You can go up and down them.

The phone is white. It is made of plastic. You can talk on it.

The door is brown. It is made of wood. You can open and shut it. It is a rectangle.

The ball is green. It is made of plastic. You can hit it.

The sandwich is brown. It is made of bread. You can eat it!

- E. Open answers are acceptable.

**F. Copy, adding capital letters, commas, and full stops.**

2. **H**e prepared the ground in **J**uly.

3. **H**e planted the seeds in **A**ugust.

4. **I**n **S**eptember, **O**ctober, and **N**ovember the seeds grew into plants.

**G. Use the correct word to begin each question.**

- |    |    |          |    |      |    |       |
|----|----|----------|----|------|----|-------|
| G. | 2. | How many | 3. | What | 4. | Whose |
|    | 5. | When     | 6. | Why  |    |       |

**H. List the words in order of: a) the year b) the alphabet.**

- H. In order of the year: January, February, March, April, September, October, November  
 In alphabetical order: April, February, January, March, November, October, September

## TEST

### Preparation and materials

1. You will need a copy of the Record of Quarterly Assessments from the back of this book, with the completed marks from the test in Unit 4. Then you can assess whether each child is making progress.

### 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 each question aloud and explain what the children have to do.
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 on page 126 of the Student's Book and mark according to the marking scheme below. Read slowly, giving the children time to circle the correct letters.

On Monday, Chimp went to school. On Tuesday he didn't go to school because it was a holiday. He stayed at home and played cricket with his brother. In the evening he went to the shopping mall with his grandma. He ate a pizza in the shopping mall and came home at 7 o'clock. He was exhausted so he went to bed.

- A. 1. b. Monday                      2. c. played cricket                      3. c. grandma  
4. a. seven o'clock                      5. b. very very tired

(Mark the answer as right if the correct word or the correct letter is circled.)

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

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

- B. 2. square                      3. horse                      4. chair                      5. phone                      6. claws

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

#### C. Circle the correct word.

- C. 1. Where...to                      2. How...him                      3. What...played  
4. Whose...his                      5. When...came

(5 marks: ½ a mark for each correct word)

#### D. Put these words in the right box.

D.

Nouns	Verbs
trousers, beans, phone	(eat), drink, swim, fly

(2 marks, 1 for each correctly completed box, ½ a mark for two right in a box)

E. Put the words in Ex. D in alphabetical order.

E. beans, drink, eat, fly, phone, swim, trousers

(1 mark for correct order, ½ a mark for four or five words in alphabetical order)

F. Punctuate this sentence.

F. On Thursday Ali ate a pizza with tomato, onion, cheese, and corn.

(2 marks for correct 3 capital letters, 3 commas, and a full stop. Deduct ½ a mark for each mistake. Do not deduct a mark if there is no comma between cheese and corn, since this is acceptable.)

Total marks for Sentences:

10 Total marks for whole test: 20

## READING

### Student Learning Outcomes

1. To extend the reading skills of children who have met the learning outcomes of the previous three units (A and B)
2. To recognize the text type of an explanation text
3. To contextualize the phonic patterns that will be taught in the Challenge section (C–E)
4. To discuss the following theme: **Life Skills** (18): Curiosity and Learning

### Preparation and materials

- (optional) the audio-recording (which you should previously download onto a smartphone, tablet, or laptop) + speakers
- If you do the internet research, you will need: scissors, black card, shiny paper, glue and sellotape to make a witch's hat.

### Suggestions and answers

A. While-reading: Are fantasy characters real people?

1. If possible, play the audio-recording of the text. If not, read it aloud clearly, stopping to discuss the pictures and explanations as you go.
2. Discuss the features of each fantasy character. Elicit that these characters often appear in fantasy stories, which are about magical creatures. This text **explains** the differences between characters who appear in fantasy stories so it is an **explanation** text. Make it clear that these characters do not really exist, so they do not appear in realistic stories.
3. Ask the children if they know any stories where they have met these characters, for example, there are elves in *The Elves and the Shoemaker*.
4. Explain that all people should be curious to learn new things. The internet, when used carefully, can help us learn a lot. If possible, show the children the video, which demonstrates the steps of how to make a witch's hat. Ensure that you have all the materials before the lesson if you make it in school. If the children do it for homework, offer a prize for the best hat.

## B. Match and copy the sentences.

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

- B.
2. They often help us when we are not looking.
  3. Gnomes live under the ground.
  4. They dig for gold and jewels.
  5. Knights are men who ride on horses.
  6. They carry swords and fight dragons.
  7. Witches are women who cast magic spells.
  8. They can turn people into insects like gnats.

## C. Circle the silent letter in each word and then underline these words in the text.

Draw the children's attention to the top right of the page and explain that in English, some words have silent letters. Read each word aloud and ask different children to identify which letter they cannot hear.

- C.
- |                |                 |                 |                |
|----------------|-----------------|-----------------|----------------|
| 3. g in gnomes | 4. k in knights | 5. w in swords  | 6. h in which  |
| 7. k in knives | 8. t in castles | 9. t in witches | 10. g in gnats |

## D. Write the words from Ex. C in the correct boxes.

Draw the table on the board before you ask the children to complete it in their books.

<b>D.</b>	<b>Silent 'h'</b>	<b>Silent 'k'</b>	<b>Silent 'g'</b>	<b>Silent 'w'</b>	<b>Silent 't'</b>
	(character)	knights	gnomes	who	castles
	which	knives	gnats	swords	witches

## E. Write your own sentences with words from Ex. C.

Encourage the children to make interesting sentences according to their capacity.

- E. Open answers

## UNIT 8 CHALLENGE

### Student Learning Outcomes

1. To extend the language skills of children who have met the learning outcomes of the previous three units (A–F)
2. To learn phonic patterns with silent *k*, *g*, and *w* (A and B)
3. To use a dictionary to find the meanings of words (A)
4. To practise finding rhyming words with different spellings (C)
5. To use the homophones *stairs/stares*, *no/know*, *they're/their/there* (D)
6. To use the present, future, and past tenses of common verbs (E and F)

### Preparation and materials

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

## Suggestions and answers

### A. Look up the meanings in the mini-dictionary. Learn the spellings.

1. Ask the children to repeat the words after you or the audio-recording.
2. Encourage them to make up interesting sentences that show the meanings of the words.
3. Match the pictures to words.
4. Elicit that we do not pronounce silent letters.
5. The children learn the spellings for homework. (For procedure, refer to Unit 1, Lesson 2A.)

### B. Complete the sentences and word-search with words from Ex. A.

Encourage the children to do the easy clues first and to complete the blanks before filling in the word-search. 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 pictures will help them.

- |    |          |          |          |            |
|----|----------|----------|----------|------------|
| B. | 2. gnaw  | 3. gnat  | 4. knot  | 5. know    |
|    | 6. knife | 7. wrong | 8. write | 9. wriggle |

### C. Find rhyming words in Ex. A. (The spellings are different.)

Elicit that rhyming words sound the same at the end, but may have different spellings.

- |    |            |              |                |
|----|------------|--------------|----------------|
| C. | 2. go—know | 3. more—gnaw | 4. night—write |
|----|------------|--------------|----------------|

### D. Circle the correct homophones in these sentences.

Elicit that homophones are words that sound the same but may have different spellings and meanings.

- D. 'Are Ali and Adam under the **stairs?**' says Sara.  
Fiza **stares** at the boys. '**No**. I **know** where **they're** hiding,' she says. 'I can see **their** feet.'

### E. Circle the correct form of the verb and name it.

Read and discuss the grammar box about verbs. Ask the children to use common verbs in their present, future, and past simple forms and label the tense on the line.

- |    |                            |                               |                   |
|----|----------------------------|-------------------------------|-------------------|
| E. | 2. is learning (present)   | 3. did (past)                 | 4. learned (past) |
|    | 5. is going to do (future) | 6. is going to learn (future) |                   |

### F. Answer the questions in full sentences.

Practise asking and answering simple questions in the present, future, and past simple tenses.

- F. Open answers, but ensure that the children answer in the tense of the question.

# Fantasy Worlds

Note: For detailed teaching procedures, see suggestions for Unit 1.

## UNIT 9 LESSON 1

### Student Learning Outcomes

1. To develop listening skills (A and B)
2. To explore the topic of food (A and B)
3. To develop speaking skills (C)

### Suggestions and answers

#### A. Listen and write in the correct box.

Chat about the difference between fruits and vegetables. You may wish to play the game in Ex. B before you ask the children to do Ex. A. After you have described melons and potatoes as explained in the listening exercises on page 126, describe the other food in turn.

<b>A.</b>	<b>Fruits</b> (melons) mangoes peaches	<b>Vegetables:</b> (potatoes) beans cabbage	<b>Sweet or pastry</b> ice cream cake buns
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#### B. Game: 'Fruit and vegetables'

If it is not possible to go outside, play this game in a hall or corridor. Alternatively, get 8–10 children to play it in front of the classroom. Then give 8–10 other children a chance to play. If the children get so good at the game that none of them get out, use it to stretch their vocabulary and make the fruit and vegetables more unusual.

#### C. Talk about the picture. Tick what you can see in it.

Encourage the children to tell you what they know about mountains and to chat about their experiences of going up to the hills.

- C. The children should tick forests, mountains, a river, and clouds.

## UNIT 9 LESSON 2

### Student Learning Outcomes

1. To learn the phonic patterns *ir* as in *first*, *ur* as in *turn*, *er* as in *her* and *y* as in *quickly* (A and B)
2. To practice correct letter formation. (B)
3. To count, read, and write numbers to a hundred (C and D)
4. To recognize sight words connected to the story (E)

## Preparation and materials

You will need:

- the audio-recording and speakers

## Suggestions and answers

### A. Read. The phonemes for 'ir', 'ur', and 'er' are the same.

For detailed suggestions, see Unit 1, Lesson 2. Use the audio-recording if possible.

### B. Trace and complete the sentences with 'ir', 'ur', or 'er'.

Explain that this is a logic puzzle for them to work out. Elicit that Rashid's birthday is Friday 30th September (the day after Thursday 29th September). So his brother Amir's birthday (which is two days after Rashid's) must be on Sunday 2nd October.

Point out that all the words in the first box illustrate the same phoneme (sound): *ir, ur, er*. Ask the children to trace all the sentences and complete the missing words with words from Ex. A. Remind them to start at the dot while tracing and to place their letters correctly on the quadruple lines. You may like to ask them to copy the corrected exercise in their handwriting books, focusing on correct letter formation.

- B.**
1. brother...*curly*
  2. *birth*day...*thir*teen
  3. Yeste*rd*ay...*Thurs*day...September*er*
  4. *Satur*day...October*er*
  5. anothe*r*...brothe*r*
  6. *birth*day...*after*

### C. Learn the spellings.

Practise counting up to a hundred. Do some mental arithmetic with adding and subtracting two digit numbers. Point out the use of the dash and explain that the spelling of forty does *not* have a *u*. The children learn the spellings for homework.

- C.** The children write the numbers in words correctly when you dictate them.

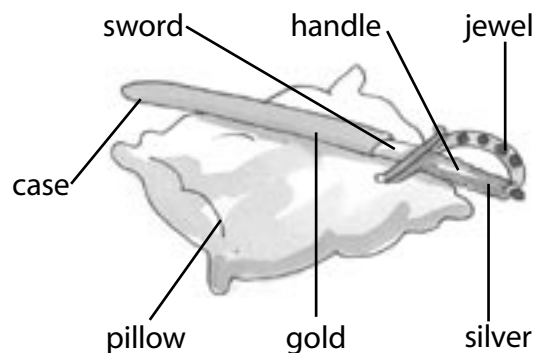
### D. Write the words for these numbers.

Remind the children to use a dash where necessary.

- D.**
- |                  |                |              |                |
|------------------|----------------|--------------|----------------|
| 2. thirty-six    | 3. forty-seven | 4. fifty-two | 5. sixty-four  |
| 6. seventy-three | 7. eighty-five | 8. a hundred | 9. ninety-nine |

### E. Match the words and pictures.

Discuss each new word, which the children will need in order to understand the story. Elicit that the sword is a long, sharp knife. It has a case to make sure that nobody is hurt by mistake.





## UNIT 9 LESSON 3

### Student Learning Outcomes

1. To recognize the text type of a fantasy story (A)
2. To read and discuss the story (A)
3. To demonstrate comprehension (B)
4. To discuss the following theme: **Crisis awareness and management** (15): Avoiding accidents at home

### Preparation and materials

You will need:

- the audio-recording and speakers

### Suggestions and answers

#### A. While-reading: How long is Noor away? When is the story NOT like real life?

1. Chat about times the children have been naughty. What have they done? Why were their parents angry with them?
2. If possible, play the audio-recording of the story, stopping to discuss the events. If not, read it aloud expressively. Discuss why Noor was naughty and how the children can avoid accidents at home.
3. Ask the children to decide whether the story is true or a dream. (There are no right answers!) Talk about how dreams and daydreams reflect real life and yet are different. If this is a dream, how does the fantasy world reflect Noor's real life?
4. While reading, discuss how long Noor is away. At the top of page 65, we are told that he lived in the monsters' country for 'a long, long time' - long enough to go fishing and hunting with the monsters. But when he comes back, it is clearly the same day as his dinner is waiting for him. Perhaps it was all a dream?

**Extension:** The children can write how the fantasy world reflects Noor's real life like this:

Noor's real life		Noor's fantasy world
1. The mango trees		fruit trees in the forest.
2. The cat and teddy bear	become	thirty wild monsters.
3. The feathers of the pillow	becomes	the monsters' curly fur.
4. Noor's dinner		sweet mangoes and melons.

#### B. Circle the correct word in each box.

B. 2. hit    3. room    4. bird    5. monsters    6. helped    7. fruit    8. sorry

#### C. Discuss: How was Noor naughty when he was at home?

Talk about the importance of keeping safe at home and looking after toys, animals, and things. Elicit that Noor was naughty because he was unkind to the cat and damaged the mango trees, pillow, and teddy bear. Probably his sister was upset about her teddy. He was also rude to his mother and father when he refused to say sorry, stamped up the stairs and banged the door. Elicit that when we are rude, we hurt people's feelings, so we should always try to be polite and say sorry if we have done something wrong by mistake.

## UNIT 9 LESSON 4

### Student Learning Outcomes

To practise the language structures:

1. You must ... / mustn't ... + use of speech marks in direct speech (A)
2. Adverbs e.g. *slowly, quickly* (B)
3. Simple past in the context of a diary (C)

### Suggestions and answers

#### A. Match. Then copy six correct sentences with speech marks.

Point out that it is rude to say, 'You must give me food.' Chat about politer ways of asking, e.g. 'May I...have some food please?' or 'Could you give me some food, please?' Explain that when we write direct speech, we put speech marks before and after the words people say. Single and double quotation marks are equally correct so long as you keep to the same number throughout the piece of writing.

- A. 2. 'You mustn't burst the pillows,' said Noor's mother.  
3. 'You must give me food,' said Noor.  
4. 'You must sing to me,' said Noor.  
5. 'You must stay and be our king,' said the monsters.  
6. 'I must go home,' said Noor.

#### B. How did they do it? Complete the sentences with the words.

To practise the use of adverbs, play *In the manner of the word*. See Games section of this book.

- B. 2. angrily      3. loudly      4. quickly      5. slowly      6. nicely

#### C. Copy and complete Noor's diary, using words from the story instead of pictures.

- C. I had a great time today. I got a **sword** with a **jewel** on its **handle**. I was a bit naughty and made a hole in a **pillow** and frightened the **cat**. After that, an eagle came to my **window** and took me to a country with snowy **mountains** and rushing **rivers**. I became king of the **monsters**. They gave me **mangoes**. Then I wanted to go home, so I went back and said sorry. I had a nice **dinner**.

## UNIT 9 LESSON 5

### Student Learning Outcomes

To practise the language structures:

1. so... to indicate consequence (A)
2. doing and speaking verbs (B)
3. past tenses (C and D)
4. *must/mustn't* in rules (E)

## Suggestions and answers

### A. Complete the sentences with 'so' and your own words.

The children can answer in their own words and with their own ideas, but here are some possible answers.

#### A. Sample answers

1. It was raining, so she put up her umbrella.
2. He was hungry, so he ate a big plate of chicken and rice.
3. She was thirsty, so she drank a glass of water.
4. They were tired, so they went to bed.
5. The cat was surprised, so it ran away.
6. We were late, so we ran to school.

### B. Write these verbs in the table.

Explain that some verbs are about ways people spoke and some are about what they did.

#### B.

said	did
(cried), shouted, snapped, yelled	(flew), stamped, went fishing, went hunting

### C. Match the verbs.

Point out that these are irregular past tenses that are **not** formed by adding *ed*.

- |                  |                  |                |
|------------------|------------------|----------------|
| C. 2. fly – flew | 3. stand – stood | 4. give – gave |
| 5. sing – sang   | 6. go – went     | 7. say – said  |

### D. Use the past tense of the verbs in Ex. C to write your sentences.

- D. Open answers are acceptable, which must use the past tense form of the verbs in C.

### E. Write rules for keeping safe at home using 'must' and 'mustn't'.

Discuss rules for keeping safe at home, e.g. *You mustn't play with knives or matches. You must put your toys away so people don't fall over them.*

- E. Open answers are acceptable.

## UNIT 9 LESSON 6

### Student Learning Outcomes

1. To recognize the text type of a poem about a fantasy world (A and C)
2. To read and discuss the text (A)
3. To discuss the following themes: **Health, personal safety and drug education** (17): Healthy food
4. To demonstrate comprehension and use the future tense with *will* (B)
5. To write about daily activities using the simple present and to tell the time (D)

## Preparation and materials

You will need:

- the audio-recording and speakers
- If possible, bring in a clock with hands you can move to teach how to tell the time for every five minutes of the hour.

## Suggestions and answers

### A. While-reading: What will the poet do in her fantasy world? What will the poet NOT do?

1. Explain that anything can happen in a poem so long as you can imagine it! You can even have lots of suns instead of one, sit on a cloud and push a button to make snow fall! Chat about the meaning of the poem and talk about the difficult words. Explain that if history books are out of date, they are too old to read!
2. Ask the children about their favourite foods. Elicit that fruits like melons and peaches are good for us and make us healthy. They are also delicious!

**A.** The children discuss the pre-reading question in their own words, but this should be the gist: In her fantasy world, the poet **will** sit in the sky among clouds and suns with melons, peaches and lots of buns. Everyone will go to bed late. When you push a button, you can make snow fall. The poet will **not** read history books or go to bed early.

### B. Answer the questions.

Discuss each question first and practise answering in complete sentences. Look for rhymes in this poem. To revise the idea of rhyming words, turn back to the poem on page 40, Ex. C. Elicit that 'March' rhymes with 'arch'. 'June' rhymes with 'spoon'. 'Remember' rhymes with 'September', 'November', and 'December'. Explain that many poems do NOT rhyme.

- |           |  |  |
|-----------|--|--|
| <b>B.</b> | 1. There will be melons and peaches.           | 5. Snow will fall.                           |
|           | 2. The poet will eat melons, peaches and buns. | 6. <i>Buns</i> rhymes with <i>suns</i> .     |
|           | 3. No, she won't read history books.           | 7. <i>Snow</i> rhymes with <i>go</i> .       |
|           | 4. She will go to bed late.                    | 8. <i>Out of date</i> means <i>too old</i> . |

### C. Tick one. Fantasy is:

Talk about the difference between realistic texts and fantasy. Elicit that realistic texts are about people like us who do normal things. Fantasy is about imagined worlds rather like dreams, where anything can happen. They are not like real life!

- C.** 2. imagined life

### D. What do you do at different times of the day? Write true sentences.

With the help of a clock, teach the children to tell the time to every five minutes of the hour. Then discuss the timings of each child's day. Make it clear that some children will have different answers from others.

- D.** Open answers according to each child's daily habits.

## UNIT 9 LESSON 7

### Student Learning Outcomes

1. To tell the time to every five minutes of the hour (A and B)
2. To use the future tense with *will* and *won't* (B)
3. To write a poem using the future tense with the help of a writing frame (C)

### Preparation and materials

If possible, bring in a clock with hands you can move to teach how to tell the time for every five minutes of the hour.

### Suggestions and answers

#### A. Write the time under each clock. Then write questions and answers like this.

Give the children plenty of oral practice in telling the time. Point out that as the longer minute hand gets closer to 12, the shorter hour hand gets closer to the next number. So by No 8 (8.50) the short hand nearly points to 9.

- A.** 2. 8.15    3. 8.20    4. 8.25    5. 8.30    6. 8.40    7. 8.45    8. 8.50
2. What time is it? It is 8.15.
  3. What time is it? It is 8.20.
  4. What time is it? It is 8.25.
  5. What time is it? It is 8.30.
  6. What time is it? It is 8.40.
  7. What time is it? It is 8.45.
  8. What time is it? It is 8.50.

#### B. Make true sentences using 'will' or 'won't'.

- B.** Open answers are acceptable.

#### C. Write a poem about your fantasy world. Don't try to rhyme.

On one side of the board, model a version of the poem taking the suggestions of different children. Write suggested words on the other side of the board. Then either wipe out the model poem or encourage those who are able to write their own poems to do so and allow the less able to copy the poem the class has made up.

- Line 1:** Encourage the children to imagine their own fantasy worlds—they could be in mountains, rivers, by the sea or in their own houses!
- Line 2:** Encourage the children to write their favourite food. Write difficult spellings on the board.
- Line 3:** The children write about their favourite activities, sports or hobbies.
- Line 4:** They write about their least favourite activities—maybe homework or going to the dentist!
- Line 5:** The last line is for a real flight of the imagination—something that couldn't happen in real life.

- C.** Open answers are acceptable.

# Unit 10

## Flying

Note: For detailed teaching procedures, see suggestions for Unit 1.

### UNIT 10 LESSON 1

#### Student Learning Outcomes

1. To develop listening skills and explore vocabulary for the reading text (A)
2. To classify vocabulary in different ways (B and C)

#### Suggestions and answers

##### A. Listen and label the picture.

1. Read the text on page 127 of the Student's Book.
2. Talk about each of these pictures as they prepare the children for vocabulary to be used in the reading texts for the unit.

- |              |            |                |           |
|--------------|------------|----------------|-----------|
| A. 2. kitten | 3. balloon | 4. countryside | 5. cattle |
| 6. ribbons   | 7. snail   | 8. shadow      |           |

##### B. Work with a friend. Put the new words into these boxes.

Discuss the definition of living things: they grow, take in food and have young. Discuss whether the countryside is living or non-living. You could put it in either column since the trees, bushes, and crops are living, but the earth, house, and fence are non-living. Use this to point out that some questions do not have clear answers. We suggest that you classify the countryside as living, even though parts of it are not alive.

##### B.

Non-living things	Living things
trainers, balloon, ribbons, shadow	kitten, countryside, cattle, snail

##### C. Write these words with the smallest item first.

- |  |                                       |
|--|---------------------------------------|
| C. 1. ant, frog, goat, horse, camel    | 4. letter, word, sentence, page, book |
| 2. house, village, town, city, country | 5. hour, day, week, month, year       |
| 3. bicycle, car, van, truck, plane     |                                       |

**Extension:** Ask the children to explain why the words in each set are connected

1. animals,
2. places,
3. vehicles,
5. forms of writing,
6. (measures of time).

### UNIT 10 LESSON 2

#### Student Learning Outcomes

1. To learn the phonic patterns: *ee* as in *tree*, *ea* as in *eat*, *e* as in *he*, *e\_e* as in *these* and *ck* as in *back* (A and B)
2. To learn irregular plurals and to revise the spellings of numbers (C)

## Preparation and materials

You will need:

- the audio-recording and speakers

## Suggestions and answers

### A. Read. The phonemes for 'ee', 'ea', 'e', and 'e\_e' are the same.

Use the audio-recording if possible. Point out that the words in the first four columns all illustrate the same phoneme (sound). For detailed suggestions, see Unit 1, Lesson 2.

### B. Complete the words with 'ee', 'ea', 'e', or 'e\_e'.

B. Sara, Ali and Fiza went to the **beach** on Sunday. Fiza's father went to **sleep** on a **seat** under a **tree** because **he** was tired. Fiza's mother had a cup of **tea** because **she** was thirsty. The **three** children ate some **sweets**. 'Can **we** play by the **sea**?' asked the children. 'All right, but be careful,' said their mother. Their **feet** got wet. So did their clothes!

### C. Write the number words. Learn the plural spellings.



one foot



two feet



one child



three children



one sheep



four sheep



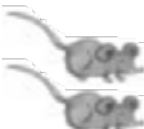
one leaf



six leaves



one mouse



two mice



one tooth



seven teeth

## UNIT 10 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)
4. To predict the end of the story (C 5–7)
5. To discuss the following themes: **Self, people, places, and Globe** (3): My village/city; **Patriotism/National Pride** (4): Love for Pakistan; **Environmental education** (9): Knowledge/awareness of the immediate natural environment

## Preparation and materials:

You will need:

- the audio-recording and speakers
- a globe or (if you have a smart board) a programme like Google Earth that enables you to show where you live at close hand and at increasing distance

## Suggestions and answers

### A. While-reading: Imagine what else Sana saw: What was the other balloon?

If possible, play the audio-recording of the story, stopping to discuss the events. If not, read it aloud, asking the children to fill in the details. When you tell this story, encourage the children to think of the place where they live. The details of the shops, market, town where you live should be provided by them orally. This will not only help them to feel that the story belongs to them; it will also help them to see that they can make up the ending of the story in their own way in Lesson 5 C.

A. After you have read the story, elicit that the other 'balloon' was the Earth.

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

- B. 3. The balloon and Sana went up.  
7. Sana saw the Earth below her.  
5. Sana saw Islamabad below her.  
1. Sana went shopping with her mother.  
6. Sana saw all of Pakistan below her.  
4. Sana saw the road below her.  
2. They bought a red balloon.

### C. Answer the questions.

1. As you talk through the sequence of the story, elicit that as Sana went higher, she could see further, but everything looked smaller. If possible, show the children a globe, eliciting that Pakistan is a country in the world and that the world is round. Alternatively, if you have a smart board, use Google Earth to show how we can move up and away from where we live to see the whole country and world below.
2. Elicit that Sana starts off in a village or city and as she goes up, she sees more and more of our country, Pakistan. Discuss what a varied and beautiful country it is - with rivers, plains, deserts, hills, mountains, and sea.

- C. 2. She saw the Faisal Mosque, Parliament House and the Margalla Hills.  
3. She saw the mountains of the Himalayas and the Indus River.  
2. The second balloon was the Earth.  
5, 6 and 7. Open answers are acceptable.

### D. Discuss. How is our world really in danger?

Point out that we only have one Earth. If we mess it up, we have nowhere else to go. If we pollute the air, land and water, it is not easy to clean it up. We have to protect our Earth, which won't burst like a balloon, but may become a difficult place to live if we don't look after it. Elicit that we can look after it by planting more trees, not wasting things, not dropping litter and not driving cars when we don't need to. There are many other ways that the children may suggest.



## UNIT 10 LESSON 4

### Student Learning Outcomes

To practise the language structures:

1. *on, in, after, before* as prepositions of time (A)
2. *first, then, after that, next, finally* as time connectives (B)
3. *below, over, around, through, into* as prepositions of place (B)
4. To use question marks after questions (B)

### Suggestions and answers

#### A. Use these words in: a) these sentences, b) your own sentences.

- A. a) 2. before    3. after    4. before    5. on    6. in  
b) Open answers with the children's own sentences using the prepositions in the box.

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

Play ***I went to the market*** (see Games section) to practise past tenses and *first, then, after that, next, and finally*. Then ask different children to make questions and answers orally about the flight of the parrot. Remind the children to put question marks after the questions.

- B. Where did the parrot fly then? The parrot flew over the fir tree.  
Where did the parrot fly after that? The parrot flew around the orange tree.  
Where did the parrot fly next? The parrot flew through the palm tree.  
Where did the parrot fly finally? The parrot flew into the mango tree.

## UNIT 10 LESSON 5

### Student Learning Outcomes

1. To punctuate questions and their answers correctly (A)
2. To use comparatives (e.g. *smaller than...*) and superlatives (e.g. *the smallest*) (B)
3. To write the end of a story, using time connectives (C)

### Suggestions and answers

#### A. Copy the sentences. Add question marks, full stops, and capital letters.

Remind the children to put question marks after questions and full stops after answers.

- A. 2. *It gets dark because the Earth spins round.*  
3. *How does that make it dark?*  
4. *The Earth is like a ball and one side of it faces the Sun.*  
5. *What about the other side?*  
6. *The other side of the Earth is in shadow.*  
7. *That's why it gets dark at night.*

#### B. Use the table to write two sentences of each number.

Only two superlative sentences are possible. Many true comparative sentences are possible, so accept any that make sense.

## B. *Sample answers*

- |  |   |
|--|---|
| 2. a) The shoe shop is smaller than Islamabad. | b) The shoe shop is bigger than Sana's balloon. |
| 3. a) Islamabad is smaller than Pakistan.      | b) Islamabad is bigger than the shoe shop.      |
| 4. a) Pakistan is smaller than the Earth.      | b) Pakistan is bigger than Islamabad.           |
| 5. a) The Earth is bigger than Pakistan.       | b) The Earth is the biggest of all.             |

## C. **Imagine Sana's balloon took her to another planet. Tell the end of the story in three paragraphs.**

Talk about science fiction films the children have seen and ask them to imagine that Sana landed on another planet. For less able children, you may wish to write the story on the board taking the children's ideas, leaving out a few key words for the children to fill in. More able children can write on their own. Encourage the children to use the time connectives: First, Then, After that, Next, Finally, ...

C. Open answers are acceptable.

## UNIT 10 LESSON 6

### Student Learning Outcomes

1. To recognize the text type of poetry (A)
2. To understand that some poems rhyme and some do not (A)

### Suggestions and answers

#### A. **Listen to the poems. Talk about the lines you do not understand. Learn one and recite it expressively.**

1. Play the audio-recording of each poem if possible. Ask the children how they feel when they go up in a swing. Ask different children to find the rhymes in the poem (swing-thing, blue-do, etc.).
2. The first poem is easy to learn by heart because of its rhythm and rhyme. It is a good one to recite chorally for an assembly.
3. To give the children a sense of the rhythm of the first poem, you could ask them to clap softly to the beat as they say it.
4. Encourage the children to understand that though the first poem rhymes, **not all poems rhyme**, as they can see from the second poem.
5. Encourage the children to tell you what they do not understand. For example, talk about the tracks left by a snail.
6. Point out that the second is a poem because it has short lines and uses words imaginatively. It also has lots of comparisons (e.g. 'the earth flat as a plate', 'the river like the silver track left by a snail', 'roads narrow as ribbons').
7. Encourage the children to tell you which poem they like best and why.
8. Get the children to recite the poems line by line after you or the audio-recording and then to each other in pairs.

## UNIT 10 LESSON 7

### Student Learning Outcomes

1. To write questions with question marks and compare two poems (A)
2. To demonstrate comprehension and express opinions (B and D)
3. To understand and write comparisons (C and E)

4. To write their own poems (E)

### Suggestions and answers

#### A. Use the words in the table to write eight questions and short answers about the poems.

1. Ask the children why they think the two poems are put together. Elicit from them that they are both about what a child can see from high up—the first from a swing when it goes high in the air and the second from the bird's eye view of a child who is flying.
2. If any of the children have travelled by plane, chat about what they saw.
3. Then ask the children to identify what was different and the same about what the two boys saw.

- A.** Who could see cows? The boy in the Swing could see cows.  
Who could see shadows? The boy in Flying could see shadows.  
Who could see a wall? The boy in The Swing could see a wall.  
Who could see a roof? Both boys could see roofs.  
Who could see roads? The boy in Flying could see roads.  
Who could see trees? Both boys could see trees.  
Who could see a garden? The boy in The Swing could see a garden.

#### B. Cross the things Leslie Norris could not see. Be careful!

Make it clear that he could not see a snail as the river is compared to the snail's track. Nor could he see a ribbon as the road is compared to a ribbon.

- B.** The children should have crossed:
- |                      |                      |
|----------------------|----------------------|
| 2. the boy next door | 4. the boy's sisters |
| 5. his TV            | 6. his kitten        |
| 7. a snail           | 8. a ribbon          |

#### C. Write sentences about the poem, *Boy Flying*.

Elicit that these are comparisons because the poet thinks how one thing is like another different thing.

#### D. Answer the questions.

- D.**
1. They are about flying.
  - 2 and 3. Open answers are acceptable.
  4. *The Swing* rhymes.
  5. Robert Louis Stevenson wrote *The Swing*. (You may wish to tell the children that he also wrote the well-known children's classics, *Treasure Island* and *Kidnapped*.)
  6. The title of the second poem is *Boy Flying*.

#### E. Imagine you are a bird. Write your own poem called *Flying*. Use these sentence starters.

Use the ideas the children had when they listened to *The Balloon* as well as the ideas they had when they read the two poems. Encourage them to use their own imaginative comparisons in sentences 3 and 4.

They will probably surprise you with the originality of their ideas. Tell them **not** to try to rhyme. This is a very sophisticated skill and requires a mature sense of rhythm. It also distorts what the children are trying to say.

- E.** Open answers are acceptable.

# The Snow Leopard

Note: For detailed teaching procedures, see suggestions for Unit 1. All answers are highlighted in grey.

## UNIT 11 LESSON 1

### Student Learning Outcomes

- To develop listening skills (A)
- To explore the topic of animals through a non-fiction information text (A-D)
- To interpret a table and convert the information into a paragraph (A and B)
- To develop speaking skills, using descriptive language (C and D)
- To use higher order thinking skill of analytic thought (D)

### Preparation and materials

- (optional) If possible show the children the video clip of a snow leopard hunt from David Attenborough's *Planet Earth* at <https://www.bbc.co.uk/programmes/p00378k9>

### Suggestions and answers

#### A. Listen and complete the fact file about snow leopards.

- Explain the terms *habitat* (where an animal lives), *height* (how high it is), *weight* (how heavy it is) and *life span* (how long an animal usually lives).
- Read aloud the listening exercise on page 127 twice. At the first reading, ask the children to complete as much of the Fact File as they can while they listen. Discuss which parts the children could not complete.
- Then read the text again so that they can check their answers and complete the boxes that they missed. Discuss the answers in class.

A.

Fact File	
Habitat	high mountains
Example Country	north <u>Pakistan</u>
Family	<u>cat</u>
Height	<u>56</u> cm
Weight	<u>22</u> to <u>55</u> kilos
Food	<u>sheep, deer, and goats</u>
Life span	<u>15</u> to <u>18</u> years
Babies	<u>1</u> to <u>5</u> at a time

**B. Now copy the paragraph with the information in Ex. A.**

Elicit that we can present the same information in different ways – briefly in a table and at greater length in a paragraph with sentences. Discuss the exercise orally in class before you ask the children to complete the task and copy it neatly in their notebooks.

**B.** Snow leopards live in the high mountains of many countries of Asia, including north Pakistan. They are members of the cat family and are about 56 cm high. They weigh between 22 and 55 kilos. They eat many smaller animals, including sheep, deer, and goats. They live for 15 to 20 years. They have 1 to 5 baby cubs at a time.

**C. With a friend, describe the photo of the snow leopard.**

If possible, show the children a clip of *Planet Earth* with the snow leopard hunt.

<https://www.bbc.co.uk/programmes/p00378k9>

Encourage the children to use their own language in describing the photo.

**C. Sample answer:** The snow leopard is furry and has small ears. It is light brown and white and it has black spots. Its eyes are green and black. It has a small pink tongue.

**D. Play a game: Guess the animal**

1. One child thinks of an animal and the rest of the class guess what it is using yes/no questions, so the children cannot ask, *What does it eat?* but they can ask, *Does it eat meat?*
2. Use the game to help the children to think analytically and narrow down the possibilities. For example, if it does not lay eggs, it cannot be a bird, fish, reptile or insect. If it is a cat, it could be a leopard, panther, jaguar or tiger. If it hasn't got spots, it can't be a leopard. As it has stripes and is a cat, it must be a tiger.
3. The child who guesses the right answer has the next turn to think of an animal. Play the game often so that every child has a turn to think of an animal.

**Unit 11 Lesson 2**

**Student Learning Outcomes**

1. To learn the phonic patterns *a\_e* as in *came*, *ai* as in *rain*, *ay* as in *play* and *all* as in *ball* (A and B)
2. To recognise sight words connected to the reading text (C)
3. To put the sight words into alphabetical order (C)

**Preparation and materials**

You will need:

- the audio-recording and speakers
- (if possible) an alphabet chart

**Suggestions and answers**

**A. Read. The phonemes for 'a\_e', 'ai', and 'ai' are the same.**

For detailed suggestions, See Unit 1, Lesson 2. Use the audio-recording if possible. Elicit that the highlighted patterns in the first three columns make the same phoneme. The children learn the spellings for homework. Test them at a later date.

**B. Complete the words with 'a\_e', 'ai', and 'ai'.**

Explain that in a wild-life park, you can see wild animals in their natural habitat (or home). You are not allowed to hurt or disturb them. Read the little story aloud before you ask the children to complete it.

**B.** In May, Sara, Ali, and Fiza went for a ten day holiday to the mountains of Baltistan. They stayed in a quiet hotel far away from the city. On Sunday they made a visit to a wildlife park. They waited for a long time in the same place. It was cold and began to rain. 'It's getting late,' said Mama. 'Perhaps we won't see anything today.' Just then a graceful animal came across the hill side. It was white and grey with a long tail. Yes! It was a snow leopard.

**C. Study the glossary. Number the words in alphabetical order.**

Turn to the Mini-dictionary on page 130 and look at the arrangement of the words for each unit. Elicit that they are in alphabetical order and that we look at the first letter of a word to see where to place it. If you have an alphabet chart, refer to this to show the order of the alphabet.

**C.** 1. adapt                      2. balance                      3. carnivore                      4. den  
5. extinct                      6. habitat                      7. prey

**D. Game: Make words from the letters in SNOW LEOPARD.**

There are too many possible words to list. The letters can be in any order. As there are two 'o's, you can use two as in 'door'. However, there is only one 's', so you cannot use 'sons'. Here are a few simple words.

**D. Sample answers:** now, sad, red, pad, pads, pan, pans, sand, low, slow, row, wool, wood, door, doors, poor, new, ran, son, draw, draws, saw, paw, paws, sword, swords

**Unit 11 Lesson 3**

**Student Learning Outcomes**

1. To recognise the text type of an information text (A)
2. To read and discuss it (A)
3. To demonstrate comprehension (B and C)
4. 6. To discuss the following themes: **Nature** (5): Taking care of animals; **Environmental education** (9): Knowledge/awareness of the immediate natural environment

**Preparation and materials**

You will need:

- the audio-recording and speakers
- (optional) If you did not show it in Lesson 1, if possible show the children the video clip of a snow leopard hunt from David Attenborough's Planet Earth at <https://www.bbc.co.uk/programmes/p00378k9>

**Suggestions and answers**

**A. Pre-reading:** What do the words in bold mean? Check the glossary in Lesson 2 C.

1. If possible, use the audio-recording. If not, read the passage one paragraph at a time and discuss it, referring back to the glossary on the previous page for the meanings of difficult words.

2. Elicit that many wild animals like snow leopards may die out. This is mainly because people cut down the forests where they live. Explain that we should leave some parts of the world to nature so that wild animals can live their own lives. Many years ago, people used to hunt snow leopards for their meat and beautiful fur. This is now against the law and we should obey this law to protect these lovely animals.
3. If possible, show the clip of the snow-leopard hunt from Planet Earth II as this will make the reading text come alive.

**A.** Refer to the glossary on Student's Book page 79 for the answers.

**B. Make true sentences.**

Talk through the sentences before you ask the children to match and write them in their notebooks. Explain that all animals evolve to survive in the habitats where they live. For example, snow leopards have a lot of thick fur so that they can live in very cold mountains. Elicit that 'so that' shows **why** snow leopards' bodies are the way they are.

- B.**
2. They are white and grey so that they look like snow and rock.
  3. They have small ears so that their ears do not lose heat.
  4. They have long tails so that they can balance on cliffs.
  5. They have thick tails so that they can keep their faces warm.
  6. They have sharp claws so that they can catch their prey.

**C. Answer the questions in complete sentences.**

Practise making complete sentences orally before you ask the children to write them. Elicit that they should begin the answer with words from the question.

- C.**
2. They are starting to eat farm animals because people are cutting down forests, so there is less space for wild animals to live.
  3. They use their own fur to make their cubs warm and comfortable.
  4. It takes them two years (and ten weeks) to bring up their cubs.
  5. Snow leopards are in danger because people hunt them and because there are fewer wild places where they can live.

**D. Discuss how we can help endangered snow leopards.**

Elicit that 'endangered' means that the leopards may become extinct and die out. We can help them by making laws to stop people hunting them. We can also make sure that people do not cut down forests, which are the habitat for snow leopards and the animals that they eat.

## Unit 11 Lesson 4

### Student Learning Outcomes

To practise the language structures:

1. ...use ... to ... (A)
2. the present progressive (continuous) tense (B)
3. which for things and animals, who for people (B)

## Suggestions and answers

### A. Make true sentences about different animals, using the table.

Ask the children to name the photos below the exercise (from left to right: a lioness, a parrot, a chimpanzee, a lizard, an elephant). Looking at the photos, elicit how these creatures use the named parts of their bodies.

- A. 2. A parrot uses its pointed beak to break open fruit.
3. A chimpanzee uses its fingers to hold onto tree branches.
4. A lizard uses its long thin tongue to catch insects.
5. An elephant uses its long trunk to pick up grass and fruit.

### B. Write sentences about the pictures in Ex. A in the present progressive tense like this.

Ask the children to make their own sentences about what each creature is doing, using the present progressive (or continuous) tense. Many answers are possible.

- B. Sample answers:**
2. The parrot is eating a banana.
  3. The chimpanzee is swinging on a branch.
  4. The lizard is catching an insect with its tongue.
  5. The elephant is eating some grass.

### C. Complete the sentences. Use 'which' for animals and things. Use 'who' for people.

- C. 2. which    3. who    4. which    5. who    6. who    7. which    8. who

## Unit 11 Lesson 5

### Student Learning Outcomes

1. To understand how apostrophes replace missing letters (A)
2. To use the simple present with *never, sometimes, often, usually, always* (B)
3. To write about an animal or bird, using accurate descriptive language (C)

## Suggestions and answers

### A. Apostrophes show missing letters. Write the sentences out in full. Put full stops at the end.

Explain that when we *speak* we often make words shorter. This is why we use apostrophes to show missing letters when we write what people say. Remind the children to put full stops at the ends of the sentences too.

- A. 2. I am really excited because my uncle is coming to stay.
3. He does not live in Pakistan.
4. He lives in England, but he is coming on holiday with us.
5. Then, we will bring him home and he will stay with us for a week.
6. He cannot speak Urdu, so we will talk to him in English.
7. He will not stay long, but we are going to take him to the beach.



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

Explain that two or three words are acceptable in some sentences.

- B.** 2. often/sometimes 3. usually/always 4. usually 5. never 6. usually/often

**C. Find out about an animal or bird from books or the Internet. Tell the class about it and show them some pictures.**

You may find it helpful to give the children a writing frame on the board like this, but make it clear that they may not use all the words. Explain that they should never just copy text without understanding it.

A _____ 's	ears eyes legs feet/claws nose teeth/beak fur/feathers tail wings	are is	short. long. round. big. small. narrow. wide. sharp. thick.
------------	---	-----------	---

It has adapted to its habitat by .....ing .....

It usually eats .....

It hunts/gets food by .....ing .....

It looks after its babies by .....ing .....

(It is endangered because .....

People can help it to be safe by .....ing .....

- C.** Open answers will depend on the animal each child has chosen to research.

# 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

### Revision

Revise the previous three units as you did in Unit 4 (page 25 of this book).

### Preparation and materials

- Locate the Record of Quarterly Assessments. You should have already noted the children's marks for the tests in Units 4 and 8.

### Suggestions and answers

#### A. Dictation

Read aloud the first six lines of the story on page 12 of the Student's Book. Chat about the story and discuss the difficult words. Give the children a few minutes to practise the difficult spellings. Then tell them to close their textbooks. Dictate the paragraph slowly, repeating each phrase twice. The children correct their own work by referring to the first paragraph. Monitor their marking and ask them to write out each word they misspelt three times.

#### B. Listen and circle.

Read aloud the instructions on page 127 of the Student's Book. Say **one** of the words in each pair very clearly, getting the children to listen for the differences in pronunciation of these words. The children underline the words you say. When you have finished, write each of the words you said on the board and the children mark their own work or their partner's.

B. 1. thirsty      2. 13      3. tree      4. ship      5. curl

#### C. Match the rhyming words.

Point out that rhyming sounds are not always spelt the same.

C. 2. bean—green      3. late—wait      4. be—sea  
5. her—fur      6. stay—Wednesday

#### D. Write the plural for these words.

D. 2. socks      3. boys      4. children      5. teeth      6. feet

**E. Complete the words with these letters.**

- E.** 1. The *girl* with *curly* hair is eating her *dinner*. She's having a *burger* and chips. Oh dear! She has got tomato sauce on *her shirt*. It's *dirty* now.
2. Zafar saw some *sheep* which were *sleeping* under the *trees*. 'Be careful!' *he* shouted. 'There are *three* wolves behind the *leaves*. They want to *eat* you up!'
3. It was *raining* on *Saturday*, so Ali and Sara stayed at home. They played on a tablet. They *made* a big picture of a *snail*.

**F. Write five true sentences, using the table.**

- F.** 2. Cows are animals which give us milk.
3. Bus drivers are people who drive buses.
4. Parrots are birds which eat fruit.
5. Teachers are people who help us to learn.

**G. Answer the questions about Ex. E2 and Ex. E3.**

- G.** 2. He shouted, 'Be careful!' 3. Sara stayed at home.
4. They played on a tablet. 5. They made a big picture of a snail.

**H. Copy the sentences. Add capital letters, full stops, and question marks.**

- H.** 2. I'm going to Peshawar. 5. Have you got friends there?
3. How long will you stay? 6. No, we haven't.
4. We'll stay for a week. 7. We're going on holiday.

**Extension:** Ask the children to write out the sentences again, this time writing the words in full instead of using apostrophes.

**I. Write sentences using the table.**

1. We use knives to cut food. 2. We use spoons to eat food.
3. We use pens to write letters. 4. We use rubbers to rub out mistakes.
5. We use phones to talk to people.

**J. Look at the silly rules. Make them into sensible rules.**

Accept any sensible answers with must or mustn't. These are just examples.

- J.** 2. You must go to bed at 8 o'clock. 3. You mustn't eat in the classroom.
4. You mustn't run in the kitchen. 5. You must do your homework in the evening.

**TEST**

**Preparation and materials**

1. You will need a copy of the Record of Quarterly Assessments from page 132 of this book with the results from the tests in Unit 4 and Unit 8.

**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 each question aloud and explain what the children have to do.
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 127 of the Student's Book and mark according to the mark scheme below. Read slowly, giving the children time to circle the correct letters.

The blue whale lives in the sea. It doesn't lay eggs, like a fish. Instead, it has babies in the water. The blue whale is about 30 metres long. It swims by moving its big tail up and down. It has no fur. It comes to the top of the water to breathe.

A. 1. b: the sea    2. c: has babies    3. b: 30 metres long    4. a: tail    5. b: no fur

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

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

B. 2. flower    3. sheep    4. leaf    5. train    6. cake

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

### C. Circle the correct word.

C. 1. First    2. played    3. Then    4. which  
5. quickly    6. saw    7. bigger    8. Finally

(4 marks for C: ½ a mark for each correct word)

### D. Fill in the blanks.

(3 marks for D, ½ a mark for each correct word)

D. 1. go    2. went    3. see    4. saw    5. eat    6. ate

### E. Copy and punctuate the sentences.

E. Why isn't Ali on the camel? He's feeling sick.

(2 marks for E: 1 mark for 3 correct capital letters, ½ a mark for question mark, ½ a mark for full stop)

### F. Write in full.

F. is not    he is

(1 mark for F: ½ a mark for each correct pair of words) Total marks for Sentences: 10

Total marks for whole test: 20

## READING

### Student Learning Outcomes

1. To extend the reading skills of children who have met the learning outcomes of the previous three units (A and B)
2. To recognize the text type of a realistic story (A)
3. To contextualize the phonic patterns that will be taught in the Challenge section (C–E)
4. To discuss the following themes: **Peaceful co-existence and Life skills** (2): Sharing and collaboration

## 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 sharing presents.

1. If possible, play the audio-recording of the story. If not, read it aloud expressively.
2. Talk about the wonder of a new life. Elicit that Mama is delighted that Aunty Rifat has just had a baby girl and gently point out that the arrival of girls and boys is equally wonderful. Remind them of the theme *Boys and girls are equal*.
3. Point out that we do not have to give expensive presents to new-born babies. We can show our happiness with a simple picture, flower from the garden, or home-made toy. The children work together to make the new baby feel welcome and share their presents with her.
4. Elicit that this is a **realistic story** because it is like real life. It is set in a familiar setting, so the characters are like our own families. There are no fantasy or science fiction characters. Encourage the children to relate it to their own lives and the birth of babies in their own families.

### B. Copy and answer the questions.

1. Discuss the questions orally in class before you ask the children to complete the answers in their notebooks.
2. Talk about presents that the children have made themselves such as pictures and toys. Elicit that the baby looked first at the children because a baby needs the love of people more than any gifts.
3. Point out that all the questions and answers are in the past tense.

- |           |   |                                 |
|-----------|---|---------------------------------|
| <b>B.</b> | 2. She picked flowers with orange petals. | 3. He drew a camel on his card. |
|           | 4. Sara made a rattle with a bottle.      | 5. They went to the hospital.   |
|           | 6. The baby looked at the children.       |                                 |

### C. Find the words in Ex. A. Complete them with 'le', 'el', 'al', or 'il'.

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. *little, camel, pedal, pencil*). Elicit that they all make the same phoneme. Then try to identify each of the words below in the reading text in Ex. A.

- |           |               |             |               |             |
|-----------|---------------|-------------|---------------|-------------|
| <b>C.</b> | 2. a squirrel | 3. a bottle | 4. a hospital | 5. a pencil |
|           | 6. a table    | 7. a towel  | 8. a rattle   |             |

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

Tell the children that the letters are jumbled. They can cross each letter out as they use it.

- |           |           |            |
|-----------|-----------|------------|
| <b>D.</b> | 2. jungle | 3. bicycle |
|-----------|-----------|------------|

### E. Write your own sentences with the words in Ex. C.

Encourage the children to make up sentences according to their own ability. A less able child might write: *This flower has five petals.* A more able child might write: *A flower has colourful petals to attract insects.*

### E. Open answers

## CHALLENGE

### Student Learning Outcomes

1. To extend the language skills of children who have met the learning outcomes of the previous three units (A-F)
2. To learn the phonic patterns *-le, -al, -el, -il* (A and B)
3. To use a dictionary to find the meanings of words (A)
4. To use the homophones *deer/dear, son/sun, wear/where, won/one* (C)
5. To use irregular past tenses (D)
6. To use correct question forms with verbs (E and F)

### Preparation and materials

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

### Suggestions and answers

#### A. Look up the meanings in the mini-dictionary. Learn the spellings. The phonemes for 'le', 'el', 'al', and 'il' are the same in these words.

1. Ask the children to repeat the words after you or the audio-recording.
2. Elicit that **'le', 'el', 'al', and 'il'** make the same phoneme.
3. The children learn the spellings for homework. (For procedure, refer to Unit 1, Lesson 2A.)  
Test them at a later date.

#### B. Use Ex. A and your mini-dictionary to help you label the pictures. Then make up your own sentences with each word.

As in Reading task E, expect children to write sentences according to their own ability.

### B. Open answers

#### C. Circle the correct homophones.

Elicit that homophones are words that sound the same but may have different spellings and meanings.

- |  |   |
|--|---|
| C. 1. The <b>deer</b> is running in the <b>sun</b> . | 2. Oh <b>dear!</b> <b>Where</b> are my glasses?   |
| 3. Samina's <b>son</b> <b>won</b> the race.          | 4. I <b>wear</b> just <b>one</b> badge at school. |

#### D. Write the past tenses 'went', 'came', 'arrived', or 'said'.

Ask the children to tell you how we usually make past tenses, eliciting that we usually add *ed* as in *arrived*. Point out that irregular past tenses don't follow this rule. Ask the children to tell you the present tense of *went* (*go*), *came* (*come*), and *said* (*say*). The children will need to know these so as to make questions correctly in Ex. E.

D. 2. said                      3. came                      4. went

**E. Write questions about the alien. Here are the answers.**

Read and discuss the grammar box about question forms of verbs. On the board, demonstrate how the order of words is reversed in some questions. (It is a common mistake to ask 'He is a boy?' instead of 'Is he a boy?') Also discuss how the verb form changes in questions with *does* and *did* as explained in the grammar box. Check the words in bold below when you correct their work.

- |  |   |
|--|---|
| E. 2. What does the alien <b>eat</b> ? | 3. What does the alien <b>drink</b> ?   |
| 4. How does the alien <b>travel</b> ?  | 5. When did the alien <b>come</b> here? |
| 6. Where did the alien <b>arrive</b> ? | 7. What did the alien <b>say</b> ?      |
| 8. When did the alien <b>go</b> ?      |   |

**F. Write eight more questions and answers about the alien.**

Encourage the children to make up other questions and answers of their own.

- F. Sample answers:** Children will have their own ideas, for example: Where does the alien live? He lives on Planet Songsing. What does the alien want? He wants to play. Where did the alien go next? He went to the moon. What did he do? He played the fiddle.

**Extension:** Ask the children to write their own stories about the alien's journey.

# The Wind in the Willows

Note: For detailed teaching procedures, see suggestions for Unit 1. All answers are highlighted in grey.

## UNIT 13 LESSON 1

### Student Learning Outcomes

1. To explore vocabulary for the reading text (A)
2. To develop speaking skills (A and C)
3. To develop listening skills and practise spellings of common, simple words (B)
4. To use *would/wouldn't like to ...* (C)

### Suggestions and answers

#### A. Read the words and describe the pictures.

One child describes each picture as a model for the rest of the class; then all children describe them again in pairs. They can use their own words, but these would be suitable descriptions.

#### A. Sample answers

1. A mole is a grey animal and has a pink nose. It has a long tail and whiskers on its nose. It has four sharp toes on each foot.
2. A fire is very hot and we can cook on it. We can make a fire with wood or coal.
3. A water rat is a brown animal. It has a long, thin tail and round ears.
4. Footprints are marks on the ground, which are made by feet.
5. A badger is a black and white animal. It has a long thin nose and a short tail.
6. A hollow is a hole in the trunk of a tree. Animals and birds can hide in it.

#### B. Listen and complete the letter.

Read the text on page 127 of the Student's Book aloud. This exercise should consolidate knowledge of these common, simple words.

B. Dear Sara and Ali,

I **am** so glad you are going **to** stay with us in Lahore **in** the summer holidays. What would **you** like to do? Would you **like** to go out a lot or would you like to stay **at** home and watch films? It will be **hot**, so we might go out in the early mornings **or** in the evenings. Would you like to **go** to the Shalimar Gardens? They **are** very old and beautiful and **we** might have a picnic there. Or **would** you like to go to Jehangir's Tomb? It's very near **the** Badshahi Mosque and Anarkali, **so** we might visit them on the same **day**.

Do write and tell me **what** you would like to do and I **can** make some plans. Much love  
Aunty Farida



**C. What would you like to do? Think of things you 'would' or 'wouldn't' like to do on holiday.**

Encourage the children to express their own wishes, using *I'd like to ...* or *I wouldn't like to ...*

C. Open answers are acceptable.

## UNIT 13 LESSON 2

### Student Learning Outcomes

1. To learn the phonic patterns *i-e* as in *five*, *igh* as in *high*, *y* as in *fly* and *o* as in *son* (A and B)
2. To recognize sight words to be used in the story and form the past tense (C and D)

### Preparation and materials

You will need:

- The audio-recording and speakers

### Suggestions and answers

**A. Read. The phonemes for 'i\_e', 'igh', and 'y' are the same.**

For detailed suggestions, see Unit 1, Lesson 2. Use the audio-recording if possible.

**B. Complete the sentences with 'i\_e', 'igh', or 'y' words.**

Remind the children that the words in the first three columns all make the same sound or phoneme. Read the story first so that it makes sense to the children. Then ask them to complete the words.

- B.** One fine **night**, a stupid burglar went out to steal things from a nearby house. 'Be careful,' said his wife. You **might** make a noise. If you do, say, 'Miaow.' Then the people in the house **might** think you are a cat. They won't be **frightened** and you will have **time** to steal their things.'
- 'All **right**,' said the burglar. 'I'll **try** to remember.'
- The burglar crept through the window of the **nearby** house. Then he dropped his bag. Crash! 'Who's that?' shouted a man from upstairs.
- 'Bother!' thought the burglar. '**Why** did I drop **my** bag? What did my **wife** say?' Then he remembered. 'It's all **right**,' he shouted. 'It's only the cat.'

**Extension:** Ask the children what they think happened next. Did the man upstairs call the police or catch the burglar himself? Or perhaps he was also a stupid man and went back to sleep!

**C. Look up the words in your mini-dictionary. Note the meanings.**

Ask the children, *How are the words organized?* (In alphabetical order.) *What kind of word is each one?*

(A verb.)

- C.** **dodge:** to move quickly from side to side  
**patter:** to make a soft tapping noise  
**rush:** to go fast  
**whistle:** to make a high-pitched blowing sound

**Extension:** Play the game **What am I going to draw?** See Games section.

**D. Write the past tenses of the verbs in Ex. C in the blanks.**

D. 2. rushed      3. disappeared      4. whistled      5. dodged

**UNIT 13 LESSON 3**

**Student Learning Outcomes**

1. To recognize a children's classic (A)
2. To read and discuss it (A)
3. To demonstrate comprehension (B)
4. To predict what will happen next (C)
5. To discuss the following theme: **Nature** (5): Seasons

**Preparation and materials**

You will need:

- the audio-recording and speakers

**Suggestions and answers**

**A. While-reading: Why didn't Rat want to go to the Wild Wood?**

1. If possible, play the audio-recording of the story, stopping to discuss the events. If not, read it aloud expressively.
2. Explain that *The Wind in the Willows* is one of the most famous books for children. Willow trees are common beside rivers in England and all the action of the story takes place beside the river. The main characters are four animals—a water rat, a mole, a badger and a toad (or large frog). This passage is a very short, simplified part of Kenneth Grahame's book.
3. Talk about the seasons, eliciting that in summer it is warm or hot and in winter it is cold. Ask the children if they have ever seen snow and discuss how it falls in winter in cold countries and on our mountain tops, which are also very cold.
4. Point out that what Rat *really* felt was different from what he said. He *said* that he didn't want to go because Badger was shy, it was a long way and he wouldn't be at home in the summer. But really, Rat didn't want to go because he knew that the Wild Wood was dangerous.

**B. Read the sentences and circle the correct ending.**

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

**C. Discuss. What do you think will happen next? Talk about times when YOU have been lost.**

Encourage the children to have different ideas. Encourage them to talk about their personal experiences and express their feelings.

C. Open answers are acceptable.

**UNIT 13 LESSON 4**

**Student Learning Outcomes**

To practise the language structures:

1. *What is the weather like?* (and teach the seasons of the year) (A)

2. *tried to / started to / wanted to / seemed to ...* (B)
3. Future tense with *going to ...* (C)

### Suggestions and answers

#### A. Look at the pictures. Ask and answer questions about the seasons.

- A. What is the weather like in summer? It is hot.  
 What is the weather like in autumn? It is cool.  
 What is the weather like in winter? It is cold.

#### B. Complete the sentences using these verbs.

- B. 2. started to                      3. seemed to                      4. tried (or wanted) to  
 5. started to                      6. started to                      7. wanted to

#### C. What are you going to do tomorrow? (Tell the truth!)

Make it clear to the children that they should tell the truth about their plans for the next day. If they are not sure what they are going to do, they should use *might*. Play, **What am I going to draw?** again. (See Games Section.)

- C. Open answers are acceptable.

## UNIT 13 LESSON 5

### Student Learning Outcomes

1. To recognize that homophones have the same sound but different spellings (A)
2. To make opposites with *dis-* and *un-* (B)
3. To use *to* to express purpose and to read an informal letter (C)
4. To write an informal letter (D)

### Suggestions and answers

#### A. Homophones are words with the same sounds but different spellings and meanings. Circle the correct spellings.

Tell the children that words with same sound but different spellings/meanings are called *homophones*.

- A. 2. Here ... flower    3. Their ... flour    4. piece ... meat    5. meet ...there

#### B. Make the opposite of the underlined words by adding 'dis-' or 'un-'.

- B. 2. dislike    3. unfriendly    4. disappears    5. unwell    6. untidy    7. disobey

#### C. Sara writes to Aunty Farida. Fill in the missing words.

When the children have finished, ask what they notice about the words they filled in. (They used *to* in each blank.) Ask them to copy the letter, focusing on the layout of the address, date, greeting and signing off. Explain that this is the way we write to family and friends.

- C. Every blank should be filled with *to*.

**D. Now write the letter that Ali sends to Aunty Farida.**

Help the children to draft Ali's letter. Point out that the address and date are set to the right of the letter. Even though they can be set on the left in typed letters, it is still usual for handwritten letters to be set out like Sara's letter. The first line should start under the end of 'Dear'. 'Lots of love' should be indented like the beginning of a paragraph and the signature should start under the end of 'Lots'.

**D. While-reading: Put a circle round these marks ''.**

**D. Sample answer**

The children should write in their own words, but this is a possible letter:

D-11, Clifton.  
July 20

Dear Aunty Farida,

Thank you very much for inviting us to stay with you in the summer holidays.

I'd like to go to Jehangir's Tomb please, because I'm interested in old buildings. I'd like to stay at home and watch films in the afternoon because it will be hot then.

I look forward to seeing you in the summer.

Lots of love,

Ali

**Extension:** Give those children who finish early the following task: *Imagine that your uncle says you can do anything you like on a holiday. Write a letter to him saying what you would like to do.* Encourage the children to use their imaginations! Parachuting and climbing K2 are possible!

**UNIT 13 LESSON 6**

**Student Learning Outcomes**

1. To recognize the purpose of speech marks (quotation marks) (A)
2. To read and discuss the text (A)
3. To demonstrate comprehension (B)
4. To discuss the following theme: **Ethics and values** (1): Bravery

**Suggestions and answers**

**A. While-reading: Put a circle round these marks ''.** Why are they there?

1. First play the audio-recording or read this part of the story aloud and discuss it. Elicit that Rat was brave to look for Moly in the Wild Wood, especially as it was getting cold and dark. He was also kind because he wasn't angry with Moly for going to the Wild Wood when Rat had told him that it was dangerous.
2. Then get the children to identify the speech marks. Elicit from them that the purpose of speech marks is to show the beginning and ending of the words someone speaks. You may also ask them to underline the words that are spoken.

**A.** The children circle all the quotation marks in the text.

## B. Complete the sentences.

1. ...Mole's cap was not on its peg and his boots were not by the door.
2. ...Mole's footprints led straight to the Wild Wood.
3. ...they were frightened of Rat's stick.
4. ...he followed the sound of Mole's cry.
5. ...he was happy to find Mole.
6. ...he went to the dangerous Wild Wood to help Mole

## UNIT 13 LESSON 7

### Student Learning Outcomes

1. To recognize the text type of a cartoon (A)
2. To use speech marks (quotation marks) before and after speech (B)
3. To write the end of a story (C)

### Suggestions and answers

#### A. Before-reading: Guess how the story will end.

Ask the children to guess how the story will end. Accept a variety of ideas. Play the audio-recording or tell the story to the children in your own words, using the exact words of the speech bubbles as you tell it. Make it as exciting as you can, but if you wish, you can simply read the simple version below.

Rat and Mole walked through the wood. It started to snow. 'Ratty. I'm exhausted. I can't go on,' said Mole.

'Oh dear! It's snowing,' said Rat.

The animals walked on through the wood. It was getting very dark. 'I can't see anything in the snow. We're lost,' said Rat.

Mole fell over. 'Ow!' he shouted.

Just then, Rat pointed at something in the snow. 'Look! Here's a door mat!' he cried.

Mole was angry. 'Who cares about a door mat? My foot hurts,' he said.

Rat was angry too. 'Don't you understand you foolish animal? Dig!' shouted Rat.

Rat and Mole started to dig away the snow. Soon they found a door in a tree beside the door mat. A notice on the door said MR BADGER. 'Now look! Here's a door. Ring the bell,' said Rat.

'Hooray! It's Mr Badger's house,' shouted Mole. He rang the bell by the door.

After some time, they heard a noise behind the door. It opened. There was Badger. 'O, Badger, let us in please,' said Ratty.

'Ratty, my dear little man! Come along in, both of you, at once,' said Badger kindly.

#### B. Copy what they say. Use speech marks before and after, like this.

Explain that single and double speech marks are both correct, but that we should keep to either one or the other. Less able children can focus on using speech marks with *said*. More able children can use other speaking words such as *cried*, *shouted*, *asked*, *replied*.

- B.**
2. 'I can't see anything in the snow. We're lost,' said Rat.  
'Ow!' cried Mole.
  3. 'Look! Here's a door mat!' said Rat.  
'Who cares about a door mat? My foot hurts,' replied Mole.
  4. 'Don't you understand, you foolish animal? Dig!' shouted Rat.  
'Why dig just because there's a door mat in the snow?' asked Mole.
  5. 'Now look! Here's a door. Ring the bell,' said Rat.  
'Hooray! It's Mr Badger's house,' shouted Mole.
  6. 'O, Badger, let us in please,' said Ratty.  
'Ratty, my dear little man! Come along in, both of you, at once,' said Badger.

**C. Imagine and write the end of the story in your own words. You can use these sentence starters.**

This is a task only for more able pupils. They write the story in their own words, explaining what happened. Here is a possible version, though it is up to the children to tell it in their own words.

The children imagine the end of the story, using the given sentence starters to tell it in their own ways. Encourage them to use speech marks if they imagine what the characters said.

**Critical thinking:** Discuss reasons why the children like the story, for example, they might find it exciting when Rat and Mole are lost in the Wild Wood. Ask if they dislike anything, for example, they might find the story difficult to understand.

# Jokes and Riddles

Note: For detailed teaching procedures, see suggestions for Unit 1. All answers are highlighted in grey.

## UNIT 14 LESSON 1

### Student Learning Outcomes

1. To develop speaking skills (A and C)
2. To develop listening skills (B)
3. To explore the theme of Health, personal safety, and drug education (17) (A–C)

### Suggestions and answers

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

Two able children read the dialogue aloud first. Then all the children practise reading it in pairs. Elicit that we go to the doctor when we are not well. It is important to tell the doctor truthfully how we feel. Then the doctor can help us. Explain that we should never take medicines that are not for us and we should never touch injection needles.

A. Sara has an earache.

#### B. Listen and write each name below a picture.

Read aloud the listening exercise on page 128 of the Student's Book.

B. 2. Uzma      3. Omar      4. Hasan      5. Rida

#### C. Ask and answer questions about Ex. B. Use these words.

- C. 2. What's the matter with Uzma? She's got a cold.
3. What's the matter with Omar? He's got a broken leg.
4. What's the matter with Hasan? He's got a stomachache.
5. What's the matter with Rida? She's got a headache.

## UNIT 14 LESSON 2

### Student Learning Outcomes

1. To learn the phonic patterns *o\_e* as in *home*, *oa* as in *goat*, *ow* as in *slowly* and *ful* as in *careful* (A and B)
2. To recognize words which have two or more possible meanings and to explore the vocabulary in the reading texts (C)

### Preparation and materials

You will need:

- the audio-recording and speakers

## Suggestions and answers

### A. Read. The phonemes for 'o\_e', 'oa', and 'ow' are the same.

For detailed suggestions, see Unit 1, Lesson 2. Use the audio-recording if possible.

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

Ask the children to trace all the sentences and complete the missing words with words from Ex. A. Discuss the meaning of each sentence. Remind them to start at the dot while tracing and to place their letters correctly on the quadruple lines. You may like to ask them to copy the corrected exercise in their handwriting books, focusing on correct letter formation.

- B. 1. When a coal fire burns, it makes harmful smoke.
2. The goat has a black nose and a yellow rope.
3. Be careful on the boat! It goes fast when the winds blow.
4. The tortoise is walking slowly along the road.

### C. These words have two meanings. Use them in the sentences below.

- C. 2. fan    3. snap    4. bark    5. waves    6. bark    7. snap    8. fan

## UNIT 14 LESSON 3

### Student Learning Outcomes

1. To recognize the text type of a joke (A)
2. To read and discuss jokes (A and F)
3. To understand the purpose of titles and to make them up (B)
4. To demonstrate comprehension (C)
5. To identify nouns and adjectives (D and E)

### Preparation and materials

You will need:

- the audio-recording and speakers

### Suggestions and answers

#### A. While-reading: What is the surprise at the end?

1. If possible, play the audio-recording of the jokes, stopping to discuss why each one is funny. If not, read it aloud yourself, pausing before the punch line to give the children a chance to understand it.
2. **Brainstorm:** Discuss different children's ideas about what makes them laugh. Elicit that we sometimes laugh at unexpected events or surprises. We also laugh when we play with words that have two meanings. Sometimes we laugh when people are silly. Point out that we should never laugh unkindly at people.
3. **Inquiry:** Elicit that the title of the first joke is *A lesson about trees*. The title of this book is *Oxford Progressive English, Book 2*. Spend time looking at the Contents (Detailed Contents and SNC references). Ask the children to tell you the page of different units.



4. **While-reading:** Point out that jokes are short and usually end with a surprise that we call a 'punch line'. Discuss why children laughed (bearing in mind that explanation can destroy a joke) and elicit from them something like this:

**A.** The surprise at the end of the first joke is that Sonia thinks of another meaning of the word *bark*. The surprise at the end of the second joke is that the lion still thinks he is the king of the jungle even though the elephant is clearly much stronger. The surprise at the end of the third joke is that there is something worse than being boiled alive!

**B. Give titles to the jokes.**

Explain that a title sums up a story and should be short and snappy. Ask children to suggest different titles and write several alternatives for each story on the board.

**B.** Open answers are acceptable.

**C. Answer the questions.**

- C.**
1. bark
  2. the outside of a tree trunk and a dog going *woof woof*.
  3. No, she didn't.
  4. No, it wasn't.
  5. No, because the elephant was stronger than the lion.
  6. The eggs are in a hot pan of water.
  7. Someone will break their tops with a spoon.

**D. List at least eight nouns from the jokes.**

1. Read the sections on nouns and adjectives in the Grammar Page (page 129 of the Student's Book).
2. Before you look for nouns in the jokes, ask the children to suggest several nouns in the classroom and then to suggest adjectives that describe those nouns. Accept any eight of the following as nouns in the jokes:

**D. Sample answers**

Joke 1—teacher, class, park, trees, Sonia, trunk, bark, girl, Sir  
Joke 2—lion, jungle, deer, king, zebra, elephant, trees, answer, question  
Joke 3—eggs, pan, water, head, spoon

**E. Adjectives describe nouns. Which adjectives describe these nouns in Joke 2?**

- E.** 2. huge      3. brown      4. stripy      5. enormous      6. tall

**F. Tell your friends a joke or a riddle. Discuss: Why is it funny? Is there a surprise at the end?**

For homework, the children can ask their parents to tell them a joke or riddle that they can bring back to class tomorrow.

**F.** Open answers

## UNIT 14 LESSON 4

### Student Learning Outcomes

To practise:

1. using opposites (A)
2. using opposites formed with the suffixes *-ful* and *-less* (B)
3. using adjectives as synonyms (words that mean the same) (C)
4. using *a* and *an* (before words beginning with vowels) (D)

### Suggestions and answers

#### A. Change these adjectives to their opposites.

- A. 1. open      2. hot      3. small (or little)      4. new      5. tall

#### B. Change both sentences to mean the opposite. Use '-less' or '-ful' in the first sentence. Use 'not' in the second sentence.

- B. 2. A **powerless** king ruled over the country. **He could not do** anything he wanted.  
3. There are some **colourless** flowers in the garden. **They do not look** very pretty.  
4. This injection will be **painless**. **You will not feel** it.

#### C. Match the adjectives that mean the same.

- C. 2. very frightened—terrified      3. very surprised—astonished  
4. very angry—furious      5. very happy—delighted

#### D. Write 'a' or 'an' before each noun. Match the numbers and letters.

Talk about the new vocabulary. Then act out some more scenes at the doctor's as you did in Lesson 1. **Pronunciation:** Remind the children that we use *an* before vowels and write *a*, *e*, *i*, *o* and *u* on the board.

- D. 2. an ear **e**      3. an eye **a**      4. a foot **g**      5. an arm **i**  
6. a doctor **b**      7. an ambulance **h**      8. a stomach **d**      9. an umbrella **c**

## UNIT 14 LESSON 5

### Student Learning Outcomes

To practise:

1. prepositions: *inside*, *outside*, *beside*, *behind*, *between*, *in front of* (A)
2. adjectives (B)
3. full stops, exclamation marks, and question marks (C)

### Suggestions and answers

#### A. Match. Write sentences about the hospital on page 104.

First talk about the positions of objects in the clinic, using a variety of prepositions. To practise prepositions, play **Where is it?** See Games section.

- A.**
2. The doctor's clinic is inside the hospital.
  3. The scissors are beside the syringe.
  4. The umbrella is in front of the table.
  5. The boy is between his mother and the doctor.
  6. The doctor is behind the table.

**B. Use adjectives to describe the hospital in your own words.**

**B.** Many answers are possible, but the following are acceptable:

1. The ambulance is white. The doctor's trousers are blue. The table is brown.
2. The doctor is tall. The boy is short and fat. The boy's mother is thin.
3. The doctor is surprised. The boy is frightened. The boy's mother is worried.
4. The boy has an earache, a sore foot, a sore eye, a sore arm, and spots on his stomach.

**C. We use ! (an exclamation mark) when someone shouts or ends a joke. Put '!', '?' or '.' in each box.**

- C.** 'What's the matter with your foot?' asked the doctor.  
 'Don't touch it!' shouted the boy.  
 'Can you show me your ear then?'  
 'Ow!' screamed the boy.  
 The doctor picked up a needle. 'No!' shouted the boy.  
 'You've got so many aches and pains. I must give you an injection,' said the doctor.  
 'Stop!' cried the boy. 'I haven't got an earache, a black eye or spots. But I have got a Maths test tomorrow.'  
 'So how did you get a red ear, black eye, and spots?'  
 'I used felt tip pens,' said the boy.

**Role play:** Get the children into pairs. Ask each pair to act out a dialogue with a doctor like that in Unit 14 Lesson 1 A or Lesson 5 C. They can choose what is the matter. Encourage them to be funny!

**UNIT 14 LESSON 6**

**Student Learning Outcomes**

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

**Suggestions and answers**

**A. Work with a friend. Match the answers to the riddles.**

When the children find the answers to the riddles, ask them to find which ones depend on double meanings (e.g. *fan* and *waves*).

- |           |  |                              |          |
|-----------|--|------------------------------|----------|
| <b>A.</b> | 2. Finding half an insect in an apple. | 3. Nothing. It just waves.   | 4. Snap! |
|           | 4. An umbrella.                        | 6. Stand near a cricket fan. |          |

**B. Answer these questions about the riddles. Refer to Lesson 2 Ex. C for the double meanings of words.**

- B.**
1. I see you.
  2. The other half of the insect is in your mouth!
  3. There are waves in the sea and hand waves.
  4. Snap is a card game and animals sometimes snap their teeth.
  5. An umbrella goes up when it rains.
  6. A fan likes a sport or kind of music and a fan keeps you cool when you are hot.

### Extension

Another riddle they might like is: What begins with T, ends with T and is full of T? A teapot! Think of other simple riddles of your own. Remind the children to ask their parents to tell them some riddles. The children can tell the new riddles in the next lesson.

## UNIT 14 LESSON 7

### Student Learning Outcomes

To practise the language structures:

1. the future tense *going to* (A)
2. *What kinds of, How long, How often, How far, How much* (B and C)
3. To write a playscript of conversation with a doctor. (C)

### Preparation and materials

If possible, bring in a clock with movable hands so that you can practise telling the time. If it is easy to photocopy the worksheet on the next page, give the children further practice in drawing the hands of a dial clock at the correct time.

### Suggestions and answers

#### A. Write sentences about the nurse's plans with 'going to'.

Revise times of day, if necessary looking again at the clocks on page 69 of the Student's Book. If possible give the children a worksheet with some blank clocks and ask them to fill in the times mentioned. Explain that a.m. means before 12 midday and p.m. means after midday and before 12 midnight.

At 11.15 a.m. she is going to talk to Class 2 at Mohsin School.

At 1.00 p.m. she is going to eat lunch with the student nurses.

At 1.45 p.m. she is going to teach the student nurses.

At 4.15 p.m. she is going to write up her daily notes.

At 5 p.m. she is going to go home.

#### B. The nurse is at Ali's school. Complete her questions with these phrases.

- |           |             |                  |              |
|-----------|-------------|------------------|--------------|
| <b>B.</b> | 2. How long | 3. What kinds of | 4. How often |
|           | 5. How much | 6. How far       |              |

Discuss times when a nurse has come to visit the school. What did she do? What did they learn? Ask different children to take the parts in the play script. Elicit that the names of the speakers are on the left. The words they say are on the right.

**C. Write a conversation with a doctor. Use these phrases.**

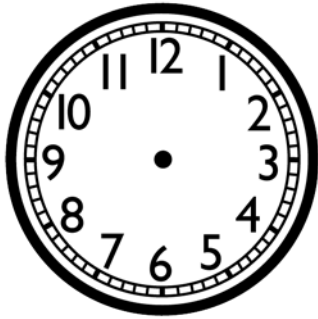
Look again at the play script in Unit 14, Lesson 1 A. Elicit that the names of the speakers are on the left. What they say is on the right. We don't need to say 'asked the doctor' or 'said Sara' because the layout shows who spoke. More able children may notice that there is a colon after the name of the speaker.

Ask several pairs of children to come to the front and act out a scene with the doctor for each of the illnesses in Lesson 1 C. Encourage the children to follow the same pattern when writing their own conversations. If they have margins in their notebooks, ask them to write the names of the speakers before the margin. If not, tell them to rule a margin.

- C.** Open answers, but they should all be written as a playscript with the names of speakers on the left and the words they say on the right.

A worksheet to go with Unit 14 Lesson 7 Ex. A

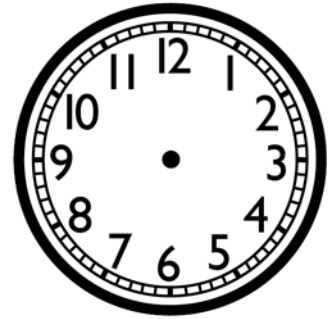
Draw the hands on the clocks.



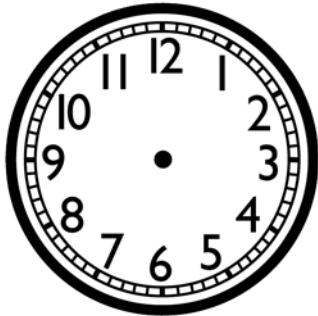
8:00



8:15



8:30



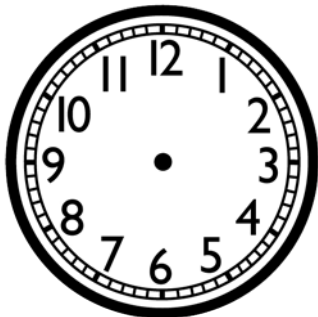
11:45



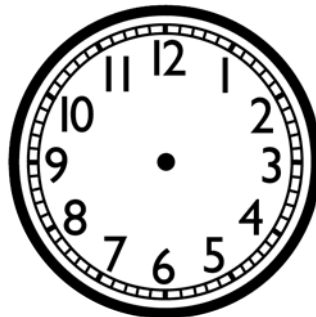
11:30



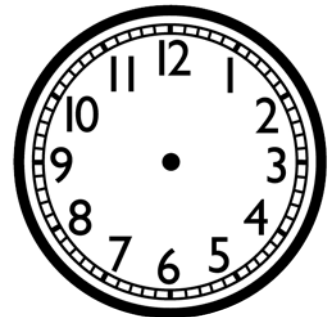
1:00



12:15



4:45



6:00

# Workers and Workplaces

Note: For detailed teaching procedures, see suggestions for Unit 1. All answers are highlighted in grey.

## UNIT 15 LESSON 1

### Student Learning Outcomes

1. To develop listening skills (A)
2. To develop speaking skills (B and C)
3. To use the present perfect tense for what *has just happened* (A and B)
4. To explore the topic of workers and workplaces (A-C)
5. To discuss the following theme: **Education and employment (careers/occupations)** (12):  
Common professions from surroundings

### Suggestions and answers

#### A. Listen and match.

Read out the text on page 128 of the Student's Book aloud.

- A.**
2. A teacher works in a school or college.
  3. A shop assistant works in any kind of shop.
  4. A business person works in an office.
  5. A bank clerk gives and takes money in a bank.
  6. A nurse looks after sick people in a hospital.

#### B. What has happened in Ex. A?

- B.**
- |                   |                    |          |
|-------------------|--------------------|----------|
| 2. bank clerk     | 3. butcher         | 4. nurse |
| 5. shop assistant | 6. business person |          |

#### C. Game: 'Mime and guess.'

For fuller instructions, see the Games section of this book.

## UNIT 15 LESSON 2

### Student Learning Outcomes

1. To learn the phonic patterns as u\_e in June, ew as in flew, oo as in spoon and any as in many (A and B)
2. To recognize sight words connected to the topic of transport (C)

### Preparation and materials

You will need:

- the audio-recording and speakers

### Suggestions and answers

**A. Read. The phonemes for 'u\_e', 'ew', and 'oo' are the same.**

For detailed suggestions, see Unit 1, Lesson 2. Use the audio-recording if possible.

**B. Complete the sentences with 'u\_e', 'ew' or 'oo' words.**

Point out that the patterns highlighted in the first box of A all make the same sound. Explain that the piece of writing is written by children in Class 2 of a school near you! It has been pinned on the school notice board.

- B.** In **June**, Maria in Class 2 saw two strange birds at **school**. They had **blue** feathers. **Soon** we saw something strange. They were building a nest! In a **few** weeks, there were some eggs. They sat on the eggs every day and then there were three **new** baby chicks. Every day, they **grew** bigger. Sadly, one day, a cat killed the mother and father bird **too**. We gave the chicks **food** with a **spoon**. After a **few** weeks, they **grew** into big birds and they **flew** away. We were delighted!
- C.**

**Extension:** Ask the children to write their own school or home news. Correct the spelling and grammar carefully and get the children to write neat, perfectly spelt versions. Display the finished pieces of writing on a school board where other children can read and appreciate them.

**C. Circle ten workers in the wordsearch. There are some new ones.**

A	K	T	B	U	T	C	H	E	R
H	E	P	U	P	I	L	T	Q	U
H	F	D	S	J	L	F	K	T	T
B	U	S		D	R	I	V	E	R
A	B	E	C	M	M	S	P	A	Q
K	A	L	O	U	G	H	G	C	F
E	N	A	N	S	D	E	D	H	G
R	K	Z	D	N	U	R	S	E	Z
X		V	U	V	B	M	M	R	A
P	C	O	C	I	U	A	Y	T	R
E	L	W	T	Q	T	N	A	S	D
F	E	D	O	C	T	O	R	F	G
H	R	H	R	H	J	K	L	Z	X
C	K	C	V	B	N	M	G	D	Q

**UNIT 15 LESSON 3**

**Student Learning Outcomes**

1. To recognize the text types of a newspaper article and advertisement (A)
2. To demonstrate comprehension (B - E)
3. To practise the question and negative forms of the simple past (C)
4. To recognize that advertisements are often misleading (D)
5. To ask and answer questions using *any* (E)
6. To discuss the following themes: **Role models** (8): Heroic deeds of children depicting personal bravery; **Media** (14) Media as a source of learning and holistic development



## Preparation and materials

You will need:

- the audio-recording and speakers
- If possible, ask the children to bring in newspaper articles they find interesting. There are often good children's sections in the major newspapers, so encourage them to read these.

## Suggestions and answers

### A. Read the newspaper article. Then close your book and tell a friend where the robber went.

1. If possible, play the audio-recording of the newspaper article, stopping to discuss the events. If not, read it aloud yourself. Elicit that Sana was very brave to catch the robber with her skipping rope.
2. Explain that this is a page from a newspaper. Chat about the purpose of articles (to tell us news) and advertisements (to persuade us to buy things). Elicit that newspapers are a part of the media - like televisions and the internet - which tell us about the world. Newspaper articles always start with a snappy headline in the present tense—this one repeats the *s* sound to make it catchy. They are usually in the past tense and include what happened and an interview with one of the people involved.

A. The robber went out of the bank, past the post office and a phone shop, and across the road at the traffic lights. He turned left into Iqbal Marg, passing Hope High School on his left, across Iqbal Marg and past the Plaza Shopping Mall.

### B. The reporter asked Sana some questions, but he got confused! Can you help him put his notes in order?

- B.
6. Sana threw a rope round the robber's legs.
  2. Three men came after him.
  4. He crossed Jinnah Road at the traffic lights.
  1. The robber ran out of the bank.
  3. He passed the phone shop.
  5. He turned left and crossed Iqbal Marg.

### C. Write the reporter's questions and Sana's answers like this:

Show the children that we use the present form of the verb after *did* in questions and 'not' answers (negatives), even though we are talking about the past.

- C.
2. Did three men **come** out of the school? No, they didn't **come** out of the school. They **came** out of the bank.
  3. Did the robber **pass** the butcher's shop? No, he didn't **pass** the butcher's shop. He **passed** the phone shop.
  4. Did he **cross** Jinnah Road at the fruit stall? No, he didn't **cross** Jinnah Road at the fruit stall. He **crossed** Jinnah Road at the traffic lights.
  5. Did he **turn** right? No, he didn't **turn** right. He **turned** left.
  6. Did you **throw** your rope round his arms? No, I didn't **throw** my rope around his arms. I **threw** my rope around his legs.

**D. Write 'True,' 'False,' or 'I don't know' beside each sentence.**

Make it clear that we cannot always believe advertisements! Often they do not tell us bad things about the product. For example, the makers of Zing do not tell us if there is any sugar in the drink, though sugar rots our teeth and makes us fat. So we do not know if it is true that Zing is good for us.

- D.**
3. False. (It costs Rs 60)
  4. I don't know. (The advertisement doesn't tell us.)
  5. I don't know. (It is only cool if you put it in a fridge.)
  6. False. (It is made of five kinds of fruit)
  7. I don't know. (Taste is a matter of opinion.)

**E. Write five questions and answers using the table.**

- E.**
- Is there any melon in Zing? There isn't any melon, but there is some strawberry.  
Is there any papaya in Zing? There isn't any papaya, but there is some mango.  
Is there any pear in Zing? There isn't any pear, but there is some peach.  
Is there any lemon in Zing? There isn't any lemon, but there is some banana.

**Extension:** Ask the children to write their own advertisements for a computer game or a new toy. Encourage them to persuade the reader to buy their product with well-chosen words and attractive pictures.

**UNIT 15 LESSON 4**

**Student Learning Outcomes**

To practise the language structures:

1. *next to, opposite, and between* (A)
2. for giving directions e.g. *Turn left/right along ... Go past ... Cross at ...* (B and C)

**Suggestions and answers**

**A. Write at least two true sentences about each place on the map. Use the table to help you.**

Accept two sentences for each place. These are all possible.

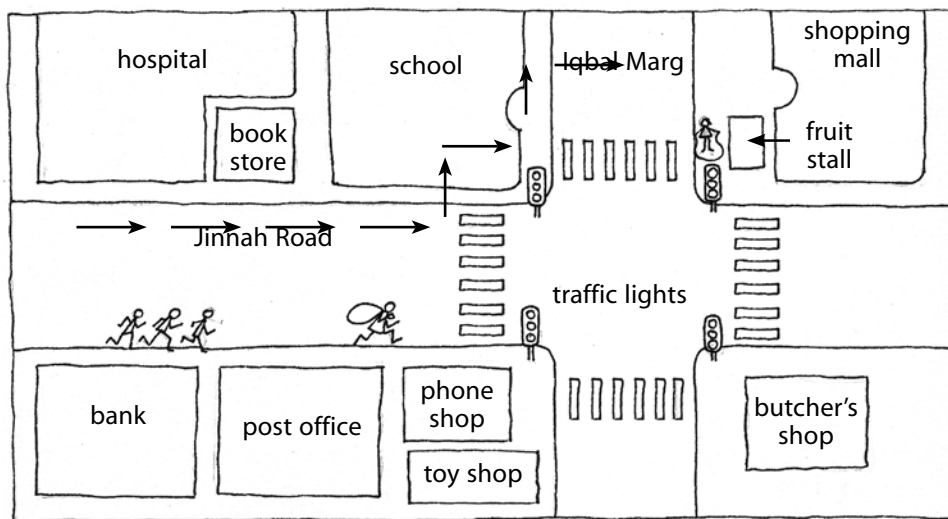
**A. Sample answers**

2. The bank is next to the post office. It is opposite the hospital.
3. The hospital is next to the book store and the school. It is opposite the bank.
4. The school is next to the hospital and book store. It is opposite the phone shop. It is between the book store and the Iqbal Marg.
5. The phone shop is next to the post office. It is opposite the school. It is between the post office and Iqbal Marg.
6. The butcher's shop is opposite the shopping mall and fruit stall. It is next to the traffic light and the crossing.

**B.** Look at the map again. You are in the bank. Ask and tell the way to the following places.

- B.**
2. Excuse me. Can you tell me the way to the post office please? Sure. Turn right along Jinnah Road. It's on the right.
  3. Excuse me. Can you tell me the way to the hospital please? Sure. It's opposite you.
  4. Excuse me. Can you tell me the way to the toy shop please? Sure. Turn right along Jinnah Road. Go past the post office and the phone shop. Turn right along Iqbal Marg. It's on your right after the phone shop.
  5. Excuse me. Can you tell me the way to the butcher's shop please? Sure. Turn right along Jinnah Road. Go past the post office and the phone shop. Cross Iqbal Marg at the traffic lights. It's opposite the phone shop.
  6. Excuse me. Can you tell me the way to the book store please? Sure. Turn right. It's opposite the post office.
  7. Excuse me. Can you tell me the way to the shopping mall please? Sure. Turn right along Jinnah Road. Go past the post office and the phone shop. Cross Jinnah Road at the traffic lights. Cross Iqbal Marg at the traffic lights. Turn left. It's on your right.

**C.** Draw a line on the map to show the way the robber went.



## UNIT 15 LESSON 5

### Student Learning Outcomes

1. To practice forming sentences with *When / Before / After ... must ...* (A)
2. To practise questions and answers in the simple present (B - D)
3. To discuss the following themes: **Participatory citizenship** (16): Following simple traffic rules; **Education and employment (careers/occupations)** (12): Common professions from surroundings
4. To write about parents' occupations (D and E)

### Suggestions and answers

**A. Write true sentences using the table.**

Discuss rules for road safety. Elicit that roads are dangerous places and that children should never go into a road without an adult.

- A.**
2. Before you cross a road, you must look both ways.
  3. When the light goes red, you must stop.
  4. When the light goes orange, you must wait.
  5. After the light goes green, you can go.

**B. Where do they work? Write questions and answers.**

Point out that there is no *s* after the verb in this kind of question, but there is an *s* in the answer.

- B.**
2. Where does a teacher work? She works in a school.
  3. Where does a postman work? He works in a post office (or the street).
  4. Where does a butcher work? He works in a shop.
  5. Where does a conductor work? He works in a bus.
  6. Where does a baker work? He works in a shop.

**C. What tools do they use? Write questions and answers.**

- C.**
2. What does a teacher use? She uses books.
  3. What does a postman use? He uses a weighing machine.
  4. What does a butcher use? He uses a knife.
  5. What does a conductor use? He uses a ticket machine.
  6. What does a business person use? She uses a laptop.

**D. Ask your mother or father these questions for homework.**

- D.** Open answers are acceptable

**E. Write a paragraph about your parent's work like this.**

- E.** Open answers are acceptable.

**Extension:** Make a graph showing the different occupations of the children's parents.

# 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

### Revision

Revise the previous three units as you did in Unit 4 (page 25 of this book).

### Preparation and materials

- Locate the Record of Quarterly Assessments. You should have already noted the children's marks for the tests in Units 4, 8, and 12.

### Suggestions and answers

#### A. Listen and circle the correct words.

The children will need to refer to the place names on the larger version of the map on page 112. Read aloud the listening exercise on page 128 of the Student's Book.

A. toy    Jinnah    phone shop    traffic lights    opposite    Iqbal    right

#### B. Game: Play 'Simon says.'

For more detailed instructions on how to play *Simon says*, go to the Games section of this book.

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

Elicit that all these words make the same phoneme while practicing it orally.

C.        'Why are you **crying**?' asked Sara  
           'I am **trying** to play a game on **my** tablet,' said Fiza, 'but I can't. I don't **like** this game.'  
           'It's all **right**, I'll help you,' said Sara.

#### D. Match the rhyming words.

Elicit that the rhyming words end with different spellings.

D.    2. hope - soap        3. go - know        4. rule - school        5. blue - too

### E. Write the opposites.

- E. 1. heavy—light      2. short—tall/long      3. harmless—harmful      4. new—old  
5. thin—fat/plump      6. painful—painless      7. open—shut/close

**Problem solving:** Model giving and following directions with an able child. Then ask the children to practise in pairs.

### F. Look at the picture and complete the sentences about it.

Several answers are acceptable in some cases.

- F. 2. river      3. tree      4. Ali      5. monkey      6. flower

### G. Put an exclamation mark(!), full stop or question mark at the end of the sentences.

- G. 1. Look!      2. Is that a crocodile?      3. Yes, it is.      4. Is it going to hurt us?  
5. No, it's in the river.      6. Snap!      7. Ow!

### H. Answer questions about Ex. F and C. Use these words.

- H. 2. Did the crocodile say, 'Hi!'? It didn't say, 'Hi!' It said, 'Snap!'  
3. Did Ali shout, 'Help!'? He didn't shout, 'Help!' He shouted, 'Look!'  
4. Did Fiza cry about her doll? She didn't cry about her doll. She cried about her kite.  
5. Did Ali help Fiza with the tablet? Ali didn't help Fiza. Sara helped Fiza.

### I. Write the sentences in Ex. G again. Write who said them and add speech marks.

- I. 2. Ali asked, 'Is that a crocodile?'      5. Adam said, 'No, it's in the river.'  
3. Adam said, 'Yes, it is.'      6. The crocodile said, 'Snap!'  
4. Ali asked, 'Is it going to hurt us?'      7. Adam shouted, 'Ow!'

### J. Write what happened next. You might use these words.

Here is a very simple possible story ending, but the children can end it however they like and need not use the words given if they want to end it differently.

#### J. *Sample answer*

After the crocodile bit Adam, Ali called the ambulance on his mobile phone. The ambulance driver came quickly and took Adam to hospital. In the hospital a doctor cleaned Adam's leg and stitched it. Adam's mother took him home in her car. Poor Adam!

## TEST

### Preparation and materials

1. You will need a copy of the Record of Quarterly Assessments from the back of this book. It should already contain the results of the tests in Units 4, 8, and 12.

### 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 each question aloud and explain what the children have to do.
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 128 of the Student's Book and mark according to the mark scheme below. Read slowly, giving the children time to circle the correct letters.

- A. 1. a. road                      2. b. zoo                      3. a. not in the zoo  
4. a. yesterday                5. b. a tea shop

(Mark the answer as right if the correct word or the correct letter is circled.)

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

### B. Write these words in the two boxes below.

B.

Phoneme <i>oo</i> as in <i>too</i>	Phoneme <i>oa</i> as in <i>goat</i>
grew cool, true, food	coat joke, know, goes

(2 marks: Deduct ½ a mark for each incorrectly placed word)

### C. Write the words.

- C. 1. spoon                      2. tablet                      3. boat

(3 marks: 1 for each correctly spelt word)

**Total marks for Words: 5**

### D. Circle the correct words.

- D. 1. summer                2. their                3. unhappy                4. dislike                5. exhausted  
6. am going to            7. get                8. any                9. work                10. works

(5 marks: ½ a mark for each correct word)

### E. Write *a* or *the* in the joke.

### F. Copy and punctuate the sentences in E (The answer below is for E and F).

**E and F.** Once a man saw *a* tiger in the road. He made friends with the tiger, so he walked along *the* road with *the* tiger. Soon, he met *a* policeman. 'Hey! Is that a tiger?' asked the policeman.

(E: 2 marks: ½ a mark for each correct use of *the* or *a*.)

F: 3 marks: Deduct ½ a mark for each punctuation mistake.)

**Total marks for Sentences: 10**

**Total marks for whole test: 20**

## 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 recognize the text type of a phone text (A)
3. To contextualize the phonic patterns that will be taught in the Challenge section
4. To explore the theme **Life skills** (18): Being grateful

### 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: Is Farida Papa's mother or sister?

If possible, play the audio-recording of the text messages. If not, read it aloud, making Papa's voice sound different from Farida's voice. Elicit that Farida is Papa's sister and she lives in Lahore. Papa is texting her to ask if she can look after Sara and Ali while he visits Lahore on work. Point out that when we are grateful for something, we say thanks. Papa says thanks to his sister because she agrees to look after Ali and Sara while he is working.

Explain that **phone texts** should be short and clear. We usually use them to make plans and exchange brief news. It is acceptable to use short forms like 'c u' instead of 'see you' but Papa and Farida have used correct spellings. However, they do use informal language (as if they are talking), shortening words with apostrophes (e.g. *we're, it's, she's, I'll*)

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

Discuss the exercise orally in class before you ask the children to complete the task. Remind them to use capital letters at the beginning of names.

- |    |            |                          |             |               |
|----|------------|--------------------------|-------------|---------------|
| B. | 2. Lahore  | 3. Sara and Ali ... work | 4. warm/hot | 5. television |
|    | 6. fiction | 7. information           | 8. station  |               |

#### C. Copy and label the pictures with these words.

Draw the children's attention to the phonic patterns at the top right of the page. Elicit that *tion* makes the phoneme *shun*. Point out that *s*, *or*, and *ar* usually make different phonemes, but that there are some important words that follow this pattern. Ask the children to think of other words with these patterns (e.g. *invitation, relation, fiction, usually, work, warmly*).

- |    |               |                 |             |          |            |
|----|---------------|-----------------|-------------|----------|------------|
| C. | 2. television | 3. tape measure | 4. wardrobe | 5. world | 6. station |
|----|---------------|-----------------|-------------|----------|------------|

#### D. Read and match the rhyming words.

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

- |    |                          |            |            |                |                      |
|----|--------------------------|------------|------------|----------------|----------------------|
| D. | 2. television – division | 3. station | invitation | 4. worm – term | 5. quarter – shorter |
|----|--------------------------|------------|------------|----------------|----------------------|



### E. Write your own sentences with words from Ex. C.

Encourage the children to make interesting sentences according to their capacity. A less able child might write *A worm is long.* A more able child might write, *I found a worm when I was in the garden and it wriggled into a hole.*

### E. Open answers

## Unit 16 CHALLENGE

### Student Learning Outcomes

1. To extend the language skills of children who have met the learning outcomes of the previous three units (A–F)
2. To learn phonic patterns with *tion* (sounds like *shun*), *s* (voiced *sh*), *or* (sounds like *er*), *ar* (sounds like *or*) (A and B)
3. To use a dictionary to find the meanings of words (A)
4. To use a dictionary to find out whether words are nouns, verbs, adjectives, or adverbs (C)
5. To use adjectives when describing nouns and adverbs when describing verbs (D–E)

### 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. Look up the meanings in the mini-dictionary. Learn the spellings.

The spellings in this and in other Challenge units are taken from the UK National Curriculum for Year 2 (like all other spellings in OPE 2). 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. Elicit that these phonic patterns do not make the usual phonemes. 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 Ex. A. The children should use lower case in the clues and capital letters in the crossword.

<b>B. Clues down:</b>	2. FICTION	5. USUALLY	6. MEASURE	8. STATION
	9. WORLD	11. WORM	12. WORD	
<b>Clues across:</b>	3. INVITATION	4. USUAL	7. QUARTER	9. WARDROBE
	10. TELEVISION	13. RELATION	14. WORK	15. WARMLY

#### C. Look up these words in the mini-dictionary. Write whether they are nouns, verbs, adjectives, or adverbs.

Read and discuss the grammar box carefully. Elicit that we sometimes change a word into a different part of speech by adding suffixes. For example, we can change a noun into an adjective, by adding *ful*, as in *helpful*. We can change an adjective into an adverb by adding *ly*,

as in *warmly*. Explain that some words can be used in more than one way, but the mini-dictionary is very short, so it tells us just one way each word can be used.

- |    |         |              |           |         |
|----|---------|--------------|-----------|---------|
| C. | 2. verb | 3. adjective | 4. adverb | 5. noun |
|    | 6. verb | 7. adjective | 8. adverb | 9. noun |

**D. Circle the adjectives. Then underline the adverbs.**

On the board, demonstrate that many (but not all) adverbs end in *ly*, for example *quickly*, *slowly*, *happily*. Remind the children that **adjectives describe nouns**. So *small* and *jolly* describe the noun *alien*. *Huge* describes the noun *wings*. *Short* describes the noun *legs*, and so on. **Adverbs describe verbs**, so *quickly* explains how the alien *flies*. *Slowly* explains how she *walks*. *Happily* explains how she *lives*.

- D. The children should circle the adjectives: *jolly*, *huge*, *short*, *bright*, *warm*, *rainy*, *tall*, *long*.  
The children should underline the adverbs: *quickly*, *slowly*, *happily*.

**E. Describe Worm-nose and his planet. Use at least four adjectives and two adverbs.**

Encourage the children to use the picture as a starting point, but more able children can use their own imaginations too. They can use the description of Jolly-jigs as a model. You may like to ask the children to circle their adjectives and underline their adverbs.

**E. Sample answers** (though these will all differ)

Worm-nose is a big, bad alien. He has thin arms, long legs, and huge eyes. He walks quickly, but he cannot fly. He walks angrily and noisily with long steps. His planet has dry mountains and tall blocks of flats.

**Extension:** Ask the children to write a story about Jolly-jigs and Worm-nose.

## UNIT 1 LESSON 1 C *Guess who*

**Purpose of the game:** To use *who* as a question word, adjectives, and verbs in the present 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 with a red dupatta. [Pause for children to guess. Encourage them to use the correct question form: *Is it ...?*] She's quite tall. She has blue glasses. [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 2 LESSON 2 A *Phonic Bingo*

**Purpose of the game:** To teach phonic patterns; it can be used to revise 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 several sets of words on the board so that the repeated sounds make a ladder. To revise the words taught in this and the previous unit, you could write these:

car	ha ha	mother	good	pull	flying
cart	grandpa	father	book	push	running
star	grandma	brother	cook	put	reading

3. When you have written 15–20 words on the board, ask the children to copy down six only. They can choose whichever they want. Revise the words orally first. Then, in the mother tongue if necessary, explain that the children should copy six words—and no more than six—from the board in their notebooks. They should only write the words on the board, not any other words.
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 his/her words, he/she 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 7 C *I can see in front of me...*

**Purpose of the game:** To use the question form, *Is it a ...?* and to practise giving the initial letter name of a word

**Time:** 5–10 minutes

1. One child thinks of something in the class that everyone can see. He/She says, 'I can see in front of me something beginning with (the letter name is given).'
2. The other children guess what it is, asking questions beginning *Is it ...?* (**not** *It is ...?*)
3. As the children get better at the game, ask them to try to guess the object in ten questions. In order to guess what you are thinking of, they must eliminate possibilities logically, not make wild guesses.
4. The child who guesses what you are thinking of takes the next turn to answer the questions from the class.
5. Model the game first like this, thinking of the door as an example:

Teacher: I can see in front of me something beginning with *d*.

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.

### UNIT 3 LESSON 1 D *Food tasting*

**Purpose of the game:** To ask questions and learn the terms, *sweet*, *salty*, and *sour*

**Materials:** Bring in an opaque bag and some common foods for the children to taste and guess, some sweet, some salty, some sour, e.g:

**sweet:** a sweet biscuit, a banana, a piece of cake, a jalebi

**salty:** a salty biscuit, a chip, some salted peanuts

**sour:** a lime, an orange, a tamarind

**Time:** 10–15 minutes

1. Put a few familiar items of food in a bag—some salty, some sweet, some sour.
2. One by one, call children to the front of the class.
3. Blindfold them (a dupatta is a useful blindfold) 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/sour.'
9. Choose another child to come and guess the food.

**Extension:** Add some foods that are spicy (e.g. chilli chips or samosas).

### **UNIT 5 LESSON 5 E *Guess what***

**Purpose of the game:** To ask logical questions, using shapes and materials as clues

**Time:** 5–10 minutes

This game is similar to *I can see in front of me ...* described above in Unit 2, Lesson 7. The differences are that:

1. the children use shapes and materials as clues, not the initial letters of the word,
2. the children do not have to see the object,
3. the children play in pairs after you have modelled it with the class. Encourage the children to try to guess in ten guesses.

### **UNIT 6 LESSON 5 B *Whose is this old sock?***

**Purpose of the game:** To practise the use of *whose, mine, yours, his, hers, ours, theirs*

**Materials:** an old sock or something else that is rather unattractive!

**Time:** 5–10 minutes

1. Tell all the children to stand up and hold up an old sock or any object the children may not want!
2. Explain that any child who does not answer quickly has to stay standing.
3. Lead the children initially, while they are learning the game. Make sure that sometimes a girl, sometimes a boy and sometimes two children are questioned so that you can practise *mine* and *ours*.
4. Read the sample game in the Student's Book and then play with the students.
5. Also make sure that the class join in as shown so that they get practice in saying *his, hers,* and *theirs*.
6. The last person standing gets the sock!

### **UNIT 7 LESSON 4 A *Mime the adjective***

**Purpose of the game:** To use adjectives of degree

**Time:** 5–10 minutes

1. Mime one of the adjectives of degree pictured on page 52 of the Student's Book, for example, look terrified or crouch down to make yourself very small.
2. The children have to guess which one you are miming.
3. The child who guesses correctly gets the next turn to mime.
4. Mime other adjectives of feeling for the children to guess, e.g.

*quite happy, very happy, delighted; sad, very sad, miserable;  
quite interested, very interested, fascinated; quite angry, very angry, furious*

## UNIT 9 LESSON 4 B *In the manner of the word*

**Purpose of the game:** To practise the use of adverbs

**Time:** 5–10 minutes

1. Explain that adverbs tell us **how** we do things. They usually end in *ly* (but not always, as in *fast*). Ask the children to think of as many as possible—both those given in page 66 B and others, e.g. *quietly, kindly, gracefully, sleepily*.
2. Tell the class that you are going to whisper an adverb into the ear of one child and that he/she will do whatever they say 'in the manner of the word'.
3. The class will suggest verbs for the child to mime. If the verb can't be mimed, the child says, 'I can't do it that way.'
4. The first one to guess the adverb gets the next turn to mime. For example:

Teacher: (Whispers to Child A) *Angrily*.

Child A: Well, what do you want me to do?

Child B: Walk. (Child A stamps up and down with a frown.)

Child C: Is it noisily?

Child A: No, it isn't.

Teacher: Tell her to do something else.

Child D: Swim.

Child A: (After a little thought:) I can't swim that way.

Child E: OK. Eat. (Child A chomps her teeth together angrily).

Child F: Is it angrily?

Child A: Yes, it is. Your turn.

## UNIT 10 LESSON 4 B *I went to the market*

**Purpose of the game:** To practise the past tense of *go* and *buy* and to use *first, then, after that, next, and finally*

**Time:** 10–15 minutes

1. Explain that the children have to imagine that they go to the market and buy different things.
2. Five children stand up.
3. Each child repeats the same sentence-starter and what the previous children said, in the same order, adding one more. Encourage them to use the connectives on page 74 B. **First** must come first and **finally** must come last. The other three can come in any order.
4. 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.
5. When the fifth child is out, go back to the first child. The rest of the class check up that they have remembered the list in order.
6. The child who gets a run of five in the correct order (ending with *finally*) is the winner.
7. The game might go like this:

Child A: I went to the market and first I bought some eggs.

Child B: I went to the market and first I bought some eggs and then I bought some mangoes.

Child C: I went to the market and first I bought some eggs, then I bought some mangoes and next I bought some pots.

Child D: I went to the market and first I bought some eggs, then some mangoes, next some pots and after that some spoons.

Child E: I went to the market and first I bought some eggs, then I bought some mangoes, and after that some spoons.

Teacher: OUT! You missed pots. Sit down please. Next one!

Child A: I went to the market and first I bought some eggs, then I bought some mangoes er ... er ....

Teacher: One, two, three, four, five. OUT! Sit down please. Next one!

Child B: I went to the market and first I bought some eggs, then I bought some mangoes, next some pots, after that some spoons and finally some sweets.

Teacher: Well done! You're the winner.

### UNIT 11 LESSON 1 D *Guess the animal*

**Purpose of the game:** To ask logical questions, eliminating possibilities and to use descriptive language about animals

**Time:** 5–10 minutes

Play this as you played *Guess what* in Unit 5, but focus on animals, birds and insects. Get the children to ask yes/no questions like these:

- *Does it live in trees / in water / underground / in a field / in a house / in a shed?*
- *Has it got fur / hair / 2/4/6/8/no legs / a beak / wings / a tail?*
- *Does it lay eggs / have babies?*
- *Does it eat meat / plants / insects / meat and plants?*

### UNIT 13 LESSON 2 C *What am I going to draw?*

**Purpose of the game:** To practise using the future form *going to* as a question: *Are you going to ...?* and as a negative: *I'm not going to ...*

**Materials:** Blackboard/whiteboard

**Time:** 5–10 minutes

1. Draw one line of a picture on the board (e.g. a cat) and ask the children, *What am I going to draw?*
2. Every time a child guesses, they should ask, *Are you going to draw a pot?*
3. Every time you reply in the negative, say it in full like this: *No, I'm not going to draw a pot.* Then draw one more line and let another child guess.
4. When a child guesses correctly, complete the drawing so that the future prediction is fulfilled.
5. Call that child up to the front to draw the next picture, making it clear that only one or two lines should be drawn before each guess. The complete picture should only be drawn when the future drawing has been predicted correctly.

### UNIT 14 LESSON 5 A *Where is it?*

**Purpose of the game:** 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. In preparation, practise the prepositions *in, on, behind, in front of, under, between, inside, outside, beside.*

2. Ask one child (an able one at first) to go outside the classroom.
3. Hide a small object, such as a rubber or pencil, somewhere in the classroom and quietly show the class where it is.
4. Call the child back in. Tell her/him that he/she must find out where the object is in only ten questions. The class are only allowed to say, *Yes, it is.* or *No, it isn't.*
5. The game might go like this:

Child A: It is in front of me?

Teacher: Is it in front of me?

Child A: Is it in front of me?

Class: Yes, it is.

Child A: Is it behind the front row?

Class: No, it isn't.

Child A: Is it between Noor and Faisal?

Class: Yes, it is.

Child A: Ah! So it's near Rehana. Is it in Rehana's hand?

Class: No, it isn't.

Child A: Is it under Rehana's chair?

Class: Yes, it is.

### UNIT 15 LESSON 1 C *Mime and guess*

**Purpose of the game:** To teach the names of workers and ask questions, eliminating possibilities.

**Time:** 10–15 minutes

1. Whisper a type of worker into the ear of a child. Suitable workers that have already been taught are: bank clerk, butcher, nurse, shop assistant, bank clerk, office worker, teacher, doctor, bus driver, bus conductor, fisherman, farmer.
2. The child mimes one action of that worker, for example, writing on the board for a teacher or giving an injection for a nurse.
3. The rest of the class guess the worker, using questions to eliminate possibilities as in the dialogue on page 108 of the Student's Book.

### UNIT 16 Check-up B *Simon says*

**Purpose of the game:** 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 don't 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.*)
















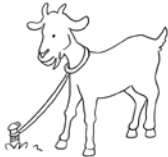



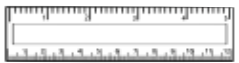
**Variation:** Note that you can also use it to practise the use of *please*. The children only do what you tell them if you say please. The children can then practise it in pairs.



# End-of-Year Test

## LISTENING

### A. Listen, colour, and do.

1.  a car	2.  a _____	3.  a _____	4.  a _____
5.  _____	6.  _____	7.  _____	8.  _____
9.  a _____	10.  a _____	11.  a _____	12.  a _____
13.  a _____	14.  a _____	15.  a _____	16.  a _____
17.  a _____	18.  a _____	19.  a _____	20.  a _____

## WORDS AND PHONICS

### B. Label the pictures in Ex A.

Words and Phonics
_____
10

Listening
_____
10

## READING

### C. Read the text. Then do Ex. D.

#### Hoopoes



Fact File	
Habitat	fields and gardens
Example Country	Pakistan
Family	bird
Length	25-32 cm
Weight	50 to 90 grams
Food	insects
Life span	about 10 years
Eggs	5-6 at a time

It is easy to spot a hoopoe in your garden. It has black and white striped wings and a beautiful orange crest on its head. Sometimes the crest opens like a fan. It is called a hoopoe because its cry goes oop-oop-oop!

Hoopoes have long, sharp beaks so that they can dig insects out of the earth. They also use their beaks to feed their babies and to fight with other hoopoes!

They make their nests in holes in trees or walls. If their enemies try to eat the chicks, hoopoes make a very bad smell so that their enemies go away!



## D. Complete the sentences.

1. Hoopoes live in fields and \_\_\_\_\_.
2. They weigh between \_\_\_\_\_ and \_\_\_\_\_ grams.
3. They eat \_\_\_\_\_.
4. They live for about \_\_\_\_\_.
5. Their wings are \_\_\_\_\_.
6. On a hoopoe's head, there is \_\_\_\_\_.
7. They dig up insects with their \_\_\_\_\_.
8. They use their beaks to fight \_\_\_\_\_.
9. They make nests in \_\_\_\_\_.
10. They protect their babies from their enemies by making \_\_\_\_\_.

## SENTENCES

### E. Circle the correct words.

1. Where  is  does  do do a hoopoe live?
2. A hoopoe  live  lives  is living in Pakistan.
3. It uses its beak  for  so  to dig up insects.
4. I have  saw  see  seen a hoopoe in my garden.
5. Did you  saw  see  seen it yesterday?
6. No, I  saw  see  seen it last week.
7. How  much  any  many eggs did it have?
8. They were in a tree so I could not see -  it  them  him.
9. Are you  climb  will climb  going to climb up the tree tomorrow?
10. No, because I don't  seem  want  try to frighten them.

Reading

10

Sentences

10

## PUNCTUATION AND WRITING

### F. Copy and punctuate. Use your best handwriting.

1. when are you going to lahore asked fiza

'When

---

---

2. were going on friday 4<sup>th</sup> may said adam

---

---

3. saras pencils were pink blue and red

---

---

Punctuation  
and  
Handwriting

5

## WRITING

### G. Answer the questions in complete sentences.

1. What is your favourite bird? \_\_\_\_\_

\_\_\_\_\_

2. What does it look like? \_\_\_\_\_

\_\_\_\_\_

3. Where have you seen one? \_\_\_\_\_

\_\_\_\_\_

4. What was it doing? \_\_\_\_\_

\_\_\_\_\_

5. How can we look after these birds? \_\_\_\_\_

\_\_\_\_\_

Writing
5

Total
50

## OPE TG 2 End-of-year Test

### Teacher instructions and mark scheme

#### Preparation and materials

Ensure that each child has four pages of the photocopied test, a sharp pencil and purple, blue, yellow, green, black, grey, 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 would 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 check what they have done already). 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 complete the asks. Note that the questions are not in the order of the pictures, but they do move down the test one row at a time. Explain the word **row** if necessary. There is no need to read aloud the number of the questions, which are different from the numbers in the test paper.

**Teacher:** Listen carefully and do as I tell you. Find a flower and colour it **yellow**. This is an example question. Walk around the class and check that the children have all coloured the flower yellow (picture 2), but don't give any marks for this.

1. Look at the first row. Find a tree and a leaf. Colour them green. [Pause to give every child time to colour the tree (3) and the leaf (4) green.]
2. In the first row, cross the odd-one-out (the picture that is different from the others). [Pause to give every child time to cross the car (1).]
3. Find four kinds of clothes. Colour them all purple. [Pause as above.]
4. In the second row, cross the picture that is NOT a pair. [Pause as above.]
5. Find a boy and a girl. Draw a circle around them. Draw an arrow pointing to the big picture of a nose. [Pause as above.]
6. In the third row, cross the picture that is NOT living. [Pause as above.]
7. Colour the square pink and the tablet blue. [Pause as above.]
8. Colour the goat brown and the bird grey. [Pause as above.]
9. Draw an orange in the middle of the plate and draw a man to the right of the train. [Pause as above.]
10. Draw a pencil to the left of the ruler and draw a fork under the spoon. [Pause as above.]

## Mark scheme for Listening A. (Max: 10 marks)

There is one mark for each question. If there are two parts to a question, give half a 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 18, the man can be a stick figure, but he must be to the right of the train.

### A.

1. The tree (3) and leaf (4) should both be green. (1 mark; award ½ mark if only one is coloured correctly.)
2. The children should cross the car (1) because it is non-living (and not coloured). (1 mark)
3. All four clothes in Nos 5, 6, 7, and 8 should be coloured purple.
4. The children should cross the skirt (6) because it is the only clothing that is NOT a pair.
5. The children should circle the boy (9) and girl (10) and draw an arrow pointing to the nose (11).
6. The children should cross the picture of the chair (12) because it is non-living.
7. The children should colour the square pink (14) and the kite blue (13).
8. The children should colour the goat brown (16) and the bird grey (15).
9. The children should draw an orange in the middle of the plate (17) and draw a man to the right of the train (18).
10. The children should draw a pencil to the left of the ruler (20) and draw a fork under the spoon (19).

## WORDS AND PHONICS (Max. 10 marks)

### B. Label the pictures in Ex. A.

Explain that the words in Ex. A are examples of most of the phonic patterns that the children have learnt in Book 2. Read the instruction aloud. Elicit that No 1 is a picture of a car and ask the children to write the word car under the picture. Explain that they should label all other pictures in the same way. Walk round the class to check that they are labelling the pictures in clear, neat handwriting. If they finish early, they should check their spellings carefully.

### Mark scheme for Words B (Max 10 marks)

Give one mark for each correctly spelt label for the pictures 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. car   | 2. flower   | 3. tree    | 4. leaf    | 5. shorts |
|    | 6. skirt | 7. trousers | 8. socks   | 9. boy     | 10. girl  |
|    | 11. nose | 12. chair   | 13. tablet | 14. square | 15. bird  |
|    | 16. goat | 17. plate   | 18. train  | 19. spoon  | 20. ruler |

## READING

### C. Read the text. Then do Ex. D.

### D. Complete the sentences.

Read the instructions for Ex. C and D aloud. 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 completing the sentences on the correct page, but do not help them.

### Mark scheme for Reading D (Max. 10 marks)

Give 1 mark for each correctly completed sentence.

- |           |   |                                 |
|-----------|---|---------------------------------|
| <b>D.</b> | 1. gardens                                      | 2. 50 and 90                    |
|           | 3. insects                                      | 4. ten years                    |
|           | 5. black and white (or black and white striped) | 6. a crest (or an orange crest) |
|           | 7. beaks (or long, sharp beaks)                 | 8. other hoopoes                |
|           | 9. trees or walls (or holes in trees or walls)  | 10. a very bad smell            |

### 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 round the class and check that the children are circling words in the correct exercise, but do not help them.

### Mark scheme for Writing E (Max. 10 marks)

Give 1 mark for each correctly circled word.

- |           |         |          |         |                   |          |
|-----------|---------|----------|---------|-------------------|----------|
| <b>E.</b> | 1. does | 2. lives | 3. to   | 4. seen           | 5. see   |
|           | 6. saw  | 7. many  | 8. them | 9. going to climb | 10. want |

### PUNCTUATION AND HANDWRITING (5 marks in total)

#### F. Copy and punctuate. Use your best handwriting.

Read the instructions aloud. Explain that there are three sentences in F. The children should copy the sentences on the lines below and put in capital letters, question marks, commas, apostrophes, full stops, and speech marks. 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 speech mark before 'When...' because Fiza is speaking. There is a capital W because it is at the beginning of a sentence. Explain that they must correct the punctuation in each sentence and write in their very best handwriting. 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)

**Punctuation:** Give one mark for each correctly punctuated sentence. If there are one or two mistakes, award ½ mark. (Max. 3 marks for punctuation. In No. 3, do not deduct a mark if there is no comma before 'and')

**Handwriting:** Give up to 2 marks for good handwriting in this exercise, checking that the children are placing their letters correctly on the lines. (Max. 2 marks for handwriting)

- |           |   |             |
|-----------|---|-------------|
| <b>F.</b> | 1. 'When are you going to Lahore?'              | asked Fiza. |
|           | 2. 'We're going on Friday 4 <sup>th</sup> May,' | said Adam.  |
|           | 3. Sara's pencils were orange, blue, and red.   |             |



## 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 G (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.*

#### G. Sample answers:

1. My favourite bird is the (parrot). *(up to 1 mark)*
2. It is (green). It has a (red beak and a long tail). *(up to 1 mark)*
3. I have seen one (in my garden / hills / fields/ trees / by the sea). *(up to 1 mark)*
4. It was (eating a guava on my guava tree / flying over the house) *(up to 1 mark)*
5. We can look after them by (not cutting down forests / stopping hunting / not dropping litter / putting out water for them to drink). *(up to 1 mark)*

### Recording

*When you have marked the test, record the results in the Record of End-of-year Test. 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.						
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# 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>
Date: _____ Materials _____ _____ _____			
Date: _____ Materials _____ _____ _____			
Date: _____ Materials _____ _____ _____			
Date: _____ Materials _____ _____ _____			

## SAMPLE PLANNING TEMPLATE for Oxford Progressive English 2 Unit

**NB: For detailed plans, refer to Teaching Guide 2**

**Note:** If you use this as an on-line planner, replace the lines with your own text. 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 each take 40-50 minutes with children of average English competence. You will need a minimum of two weeks to teach a five-lesson unit. For longer units, adapt these plans for Lessons 6 and 7. Follow the TG for Revision, Test and Challenge units, which will each take two weeks.

**Key:** U: Unit L: Lesson Ex: Exercise TG: Teaching Guide SB: Student's 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 • audio-recording • speakers	<ul style="list-style-type: none"> <li>• To revise phonic patterns from previous units</li> <li>• To develop listening and speaking skills (L1 A &amp; B)</li> <li>• To _____</li> </ul>	<ul style="list-style-type: none"> <li>• <b>5–10 minute phonic practice</b> (TG U1 L2 A): Revise phonic patterns learned in previous units with a game such as Phonic Bingo (See TG Games Section)</li> <li>• <b>Speaking</b> (TG L1 for detailed notes): Chat about the themes under study. _____</li> <li>• <b>Listening</b> (TG L1): Read aloud the instructions at the back of the SB twice.</li> </ul>	<p><b>Ext:</b> _____</p> <p><b>HW:</b> Children talk about the themes in Lesson 1 with an adult.</p>
Day 2: 00/00/00 • audio-recording • speakers	<ul style="list-style-type: none"> <li>• To read the phonic words, focusing on _____ (L2 A)</li> <li>• To use the phonic pattern in a context (L2 B)</li> <li>• To practise good handwriting (L2 B)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>5–10 minute phonic practice</b> (TG L2 A): Focus on the words in the first column. _____</li> <li>• <b>Phonics and Words</b> (TG L2 B): Practise the task orally before writing. _____</li> <li>• <b>Handwriting</b> (TG L2 B): Focus on correct letter formation, following quadruple ruled lines if provided. _____</li> </ul>	<p><b>Ext:</b> Children draw &amp; label pictures of _____</p> <p><b>HW:</b> They practise reading and writing the words in L2 A and finish writing tasks.</p>
Day 3: 00/00/00 • audio-recording • speakers	<ul style="list-style-type: none"> <li>• To read the phonic words, focusing on _____ (L2 A)</li> <li>• To use words in a context (L2 C)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>5–10 minute phonic practice</b> (TG L2 A): Focus on the words in the second column. _____</li> <li>• <b>Phonics and Words</b> (TG L2 C): Practise the task orally before writing. _____</li> <li>• <b>Game:</b> If time, play a phonic game such as Phonic Bingo to practise the new phonic patterns in this unit. (See TG Games Section)</li> </ul>	<p><b>Ext:</b> _____</p> <p><b>HW:</b> Children practise reading and writing the words in L2 A and finish writing tasks.</p>

<p>Day 4: 00/00/00</p> <ul style="list-style-type: none"> <li>• audio-recording</li> <li>• speakers</li> </ul>	<ul style="list-style-type: none"> <li>• To read the phonic words, focusing on _____ (L2 A)</li> <li>• To read and discuss a story (L3 A)</li> <li>• To explore the following SNC themes: _____</li> </ul>	<ul style="list-style-type: none"> <li>• <b>5–10 minute phonic practice</b> (TG L2 A): Focus on the words in the third column. _____</li> <li>• <b>Feedback:</b> If necessary, give feedback on corrected work from a previous lesson.</li> <li>• <b>Pre- / while- / post-reading</b> (TG L3 A): Chat about the pictures and the text type of the unit. Discuss the pre- / while- / post-reading questions.</li> <li>• <b>Reading and listening</b> (TG U1 L3 A, Steps 4-8): Play the audio-recording of the text or read it yourself, discussing it as you go. _____</li> </ul>	<p><b>Ext:</b> L3 A: _____</p> <p><b>HW:</b> The children read and discuss the story with an adult.</p>
<p>Day 5: 00/00/00</p> <ul style="list-style-type: none"> <li>• audio-recording</li> <li>• speakers</li> </ul>	<ul style="list-style-type: none"> <li>• To practise the phonic patterns _____ (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 discuss the SNC themes _____</li> </ul>	<ul style="list-style-type: none"> <li>• <b>5–10 minute phonic practice</b> (TG L2 A): Practise all phonic patterns with the help of the audio-recording.</li> <li>• <b>Reading and listening</b> (TG L3 A): Discuss the text. For a second time, play the audio-recording of the text or read it yourself. _____</li> <li>• <b>Comprehension</b> (TG L3 B, C): Discuss the comprehension questions orally and then ask the children to write the answers (for homework if necessary).</li> <li>• <b>Discussion</b> (TG L3 D): Discuss the open question and the pre- / while- / post-reading question.</li> </ul>	<p><b>Ext:</b> _____</p> <p><b>HW:</b> Children read and discuss the story with an adult. They complete unfinished comprehension questions.</p>
<p>Day 6: 00/00/00</p>	<ul style="list-style-type: none"> <li>• To practise the phonic patterns _____ (L2 A)</li> <li>• To practise the language structure: _____</li> </ul>	<ul style="list-style-type: none"> <li>• <b>5–10 minute phonic practice</b> (TG U1 L2 A, Step 7): Set spelling homework, reminding the children to learn them with the Look, Cover, Write, Check method.</li> <li>• <b>Feedback:</b> If necessary, give feedback on corrected work from a previous lesson.</li> <li>• <b>Sentences</b> (TG L4 A, B): Practise the task orally before writing. _____</li> <li>• <b>Language game</b> (See TG): Play _____ to practise the language structure, if time allows.</li> </ul>	<p><b>Ext:</b> _____</p> <p><b>HW:</b> The children complete unfinished exercises.</p>

<p>Day 7: 00/00/00</p> <ul style="list-style-type: none"> <li>• audio-recording</li> <li>• speakers</li> </ul>	<ul style="list-style-type: none"> <li>• To revise the phonic pattern _____</li> <li>• To practise the language structure: _____</li> </ul>	<ul style="list-style-type: none"> <li>• <b>5–10 minute phonic practice</b> Revise a difficult phonic pattern.</li> <li>• <b>Feedback:</b> If necessary, give feedback on corrected work from a previous lesson.</li> <li>• <b>Sentences</b> (TG L4 B, C): Practise the task orally before writing. _____</li> <li>• <b>Game</b> (See TG): Play _____ if time allows.</li> </ul>	<p><b>Ext:</b> _____</p> <p><b>HW:</b> The children copy completed exercises..</p>
<p>Day 8: 00/00/00</p> <ul style="list-style-type: none"> <li>• audio-recording</li> <li>• speakers</li> </ul>	<ul style="list-style-type: none"> <li>• To revise the phonic pattern _____</li> <li>• To prepare for the writing task _____</li> </ul>	<ul style="list-style-type: none"> <li>• <b>5–10 minute phonic practice</b> Revise a difficult phonic pattern.</li> <li>• <b>Feedback:</b> If necessary, give feedback on corrected work from a previous lesson.</li> <li>• <b>Chat</b> (TG L5 A): Chat about the writing topic and text type.</li> <li>• <b>Writing</b> (TG L5 A): Practise the task orally before writing. _____</li> </ul>	<p><b>Ext:</b> _____</p> <p><b>HW:</b> The children practise their spellings for the test.</p>
<p>Day 9: 00/00/00</p>	<ul style="list-style-type: none"> <li>• To test the phonic patterns _____ (L2 A)</li> <li>• To write in the text type of a _____</li> </ul>	<ul style="list-style-type: none"> <li>• <b>15 minute phonic practice</b> (TG U1 L2 A, Step 8): Test the unit spellings, repeating each word twice.</li> <li>• <b>Guided writing</b> (TG L5, Steps 1-5): Discuss the text type of a _____ and then talk through the task before the children write it in their books.</li> </ul>	<p><b>Ext:</b> _____</p> <p><b>HW:</b> The children correct mistakes from their test.</p>
<p>Day 10: 00/00/00</p>	<ul style="list-style-type: none"> <li>• To revise the phonic pattern _____ (L2 A)</li> <li>• To make a fair copy of corrected writing for display or performance</li> </ul>	<ul style="list-style-type: none"> <li>• <b>5–10 minute phonic practice</b> (TG L2 A, Step 12): Check that all children have corrected spelling mistakes from the test.</li> <li>• <b>Feedback and writing for display:</b> Give feedback on the corrected guided writing. The children write and illustrate a fair copy for display or performance. _____</li> <li>• <b>Game</b> (See TG Games Section): Play _____ if time allows.</li> </ul>	<p><b>Ext:</b> _____</p> <p><b>HW:</b> Complete the fair copy of the writing task if unfinished.</p>

## SAMPLE PLANNER FOR UNIT 1

**NB: For detailed plans, refer to Teaching Guide 2**

**Note:** This should be seen as a SAMPLE planner 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 period will take 40-50 minutes with children of average English competence. As this is a long unit, we suggest that you take two and a half weeks to teach it.

**Key:** U: Unit L: Lesson Ex: Exercise TG: Teaching Guide SB: Student's 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	<ul style="list-style-type: none"> <li>• To revise phonic patterns from previous units</li> <li>• To develop listening skills and meet the book's main characters (L1 A)</li> <li>• To develop speaking skills and the present progressive tense (L1B)</li> <li>• To revise colours and clothes (L1C)</li> <li>• To use descriptive adjectives (L1C)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>5-10 minute phonic practice:</b> Revise phonic patterns learned in Year 1 with a game such as Phonic Bingo. (TG Games section)</li> <li>• <b>Listening</b> (TG L1A): Read aloud (twice) the instructions at the back of the SB as the children complete the task.</li> <li>• <b>Speaking</b> (TG L1B and C): Chat about the family in the picture. Talk about what they are wearing and doing, following the table. Describe their appearance.</li> </ul>	<p><b>Ext:</b> Ask the children to write ten sentences for Ex. B.</p> <p><b>HW:</b> Children write ten sentences for Ex. C</p>
Day 2: 00/00/00 • audio-recording • speakers • colours • pegs and a washing line	<ul style="list-style-type: none"> <li>• To read the phonic words, focusing on <i>ar</i> as in <i>car</i> (L2 A)</li> <li>• To use the phonic patterns in a context and practise good handwriting (L2 B)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>5-10 minute phonic practice</b> (TG U1 L2 A, Steps 1-3): Focus on the words in the first column, e.g. <i>ar</i> as in <i>car</i>. Use the audio-recording if possible.</li> <li>• <b>Phonics</b> (TG L2 B): Practise the task orally before writing. Chat about the picture.</li> <li>• <b>Handwriting</b> (TG L2 B): Focus on correct letter formation, following quadruple ruled lines and starting at the dot.</li> </ul>	<p><b>Ext:</b> Children draw and label pictures of a cart, car, farm and star.</p> <p><b>HW:</b> Children practise the words in L2 A and copy Ex. B.</p>
Day 3: 00/00/00 • audio-recording • speakers	<ul style="list-style-type: none"> <li>• To read the phonic words, focusing on <i>a</i> as in <i>grandma</i> (L2 A)</li> <li>• To recognize sight words connected to the theme of families and to complete a family tree (L2 C)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>5-10 minute phonic practice</b> (TG L2 A): Focus on the words in the second column, e.g. <i>a</i> as in <i>grandma</i>, using the audio-recording if possible.</li> <li>• <b>Words</b> (TG L2 C): Draw the family tree of one child in the class on the board. Talk through and complete the family tree in the book.</li> <li>• <b>Game:</b> If time, play a phonic game such as Phonic Bingo to practise the new phonic patterns in this unit. (TG Games Section)</li> </ul>	<p><b>Ext:</b> Children make their own family trees with parents' help.</p> <p><b>HW:</b> Children practise reading and writing the words in L2 A and finish writing tasks.</p>

Date and materials	Student Learning Outcomes	Activities and references to detailed notes in the TG	Extension / Homework
Day 4: 00/00/00 • audio-recording • speakers	<ul style="list-style-type: none"> <li>To read the phonic words, focusing on <i>er</i> as in <i>mother</i> (L2 A)</li> <li>To recognize the text type of a cartoon (L3 A)</li> <li>To read and discuss the story and its themes (L3 A)</li> </ul>	<ul style="list-style-type: none"> <li><b>5-10 minute phonic practice</b> [audio-icon] (TG L2 A): Focus on the words in the third column, e.g. <i>er</i> as in <i>mother</i>. Use the audio-recording if possible.</li> <li><b>Feedback:</b> If necessary, give feedback on corrected work from a previous lesson.</li> <li><b>While-reading</b> (TG L3 A, Steps 1-3): Chat about the pictures and the text type of a cartoon. Discuss the while-reading questions.</li> <li><b>Reading and listening</b> [audio-icon] (TG L3 A, Steps 4-8): Play the audio-recording of the text or read it yourself, discussing its themes as you go.</li> </ul>	<p><b>Ext:</b> L3 A: Children explain their family trees to the rest of the class.</p> <p><b>HW:</b> The children read and discuss the story with an adult.</p>
Day 5: 00/00/00 • audio-recording • speakers	<ul style="list-style-type: none"> <li>To practise the phonic patterns <i>ar, a, &amp; er</i> (L2 A)</li> <li>To read and discuss a story (L3 A)</li> <li>To demonstrate comprehension (L3 B&amp;C)</li> <li>To relate the story to their own lives (L3 D)</li> </ul>	<ul style="list-style-type: none"> <li><b>5-10 minute phonic practice</b> [audio-icon] (TG L2 A): Practise all phonic patterns with the help of the audio-recording.</li> <li><b>Reading and listening</b> [audio-icon] (TG L3 A): Discuss the text. For a second time, play the audio-recording of the text or read it yourself.</li> <li><b>Comprehension</b> (TG L3 B, C): Discuss the comprehension questions orally and then ask the children to write the answers. If there is insufficient time in class, comprehension questions can be set for homework.</li> <li><b>Discussion</b> (TG L3 D): Discuss the open question and the while-reading question. Talk about bullying and what to do if someone bullies us.</li> </ul>	<p><b>Ext:</b> Children act out the story in groups of four.</p> <p><b>HW:</b> Children read and discuss the story with an adult. They finish the comprehension tasks.</p>
Day 6: 00/00/00 • audio-recording • speakers	<ul style="list-style-type: none"> <li>To consolidate the phonic patterns <i>ar, a, &amp; er</i> (L2 A)</li> <li>To practise: <i>my, your, his, her, their, our</i> (B)</li> </ul>	<ul style="list-style-type: none"> <li><b>15 minute phonic practice</b> [audio-icon] (TG U1 L2 A, Step 7): Set spelling homework and teach the 'Look, cover, write, check' method.</li> <li><b>Feedback:</b> If necessary, give feedback on corrected work from a previous lesson.</li> <li><b>Sentences</b> (TG L4 A): Practise the task orally before the children write it.</li> <li><b>Language game:</b> If time, play <i>Guess Who</i> (Games Section) to practise to describing people, using <i>his</i> and <i>her</i> and descriptive vocabulary.</li> </ul>	<p><b>Ext:</b> Act out the story again.</p> <p><b>HW:</b> The children complete unfinished exercises.</p>
Day 7: 00/00/00	<ul style="list-style-type: none"> <li>To revise a phonic pattern that is giving problems</li> <li>To practise: <i>He/She likes... He/She doesn't like...</i> (L4 B, C)</li> <li>To practise <i>I like/don't like ...</i> (D)</li> </ul>	<ul style="list-style-type: none"> <li><b>5-10 minute phonic practice</b> [audio-icon]: Revise a phonic pattern from Year 1 that children are finding difficult.</li> <li><b>Feedback:</b> If necessary, give feedback on corrected work from a previous lesson.</li> <li><b>Sentences</b> (TG L4 B, C, D) Practise the tasks orally before writing. Before you do C and D, take time to write activities that are not in the book on the board (e.g. <i>playing on a tablet, playing football/cricket, going to the seaside/mountains</i>)</li> </ul>	<p><b>Ext:</b> More able children complete a table like Ex B about their friends.</p> <p><b>HW:</b> The children ask what their parents like doing.</p>



Date and materials	Student Learning Outcomes	Activities and references to detailed notes in the TG	Extension / Homework
Day 8: 00/00/00	<ul style="list-style-type: none"> <li>To revise a phonic pattern</li> <li>To use capital letters and full stops in sentences (L5 A)</li> <li>To practise: <i>I like... I don't like...</i></li> </ul>	<ul style="list-style-type: none"> <li><b>5-10 minute phonic practice:</b> Revise a phonic pattern from Year 1 that children are finding difficult.</li> <li><b>Feedback:</b> If necessary, give feedback on corrected work from a previous lesson.</li> <li><b>Punctuation:</b> (TG L5 A): Discuss how we use a capital letter at the beginning of a sentence and a full stop at the end. Children copy and correct the paragraph.</li> <li><b>Chat</b> (TG L5 B): Ask different children to describe themselves, using the table in Ex B.</li> </ul>	<p><b>Ext:</b> Write simple sentences on the board for children to punctuate.</p> <p><b>HW:</b> The children practise their spellings for the test.</p>
Day 9: 00/00/00 <ul style="list-style-type: none"> <li>a piece of lined paper for each child.</li> </ul>	<ul style="list-style-type: none"> <li>To test the phonic patterns <i>ar, a, &amp; er</i> (L2 A)</li> <li>To describe oneself (L5 B)</li> </ul>	<ul style="list-style-type: none"> <li><b>15 minute spelling test</b> (TG U1 L2 A, Step 8): Test the unit spellings, repeating each spelling twice.</li> <li><b>Guided writing</b> (TG L5 B): Talk through the task before the children write it on a piece of lined paper. Collect the completed work and correct it before the next lesson.</li> </ul>	<p><b>Ext:</b> Children describe themselves in more detail.</p> <p><b>HW:</b> The children correct mistakes from their test.</p>
Day 10: 00/00/00 <ul style="list-style-type: none"> <li>lined paper</li> <li>a 'washing line' &amp; pegs for display</li> </ul>	<ul style="list-style-type: none"> <li>To correct spelling mistakes (L2 A)</li> <li>To make a fair copy of corrected writing (L5 C)</li> <li>To practise giving descriptions (L5 C)</li> </ul>	<ul style="list-style-type: none"> <li><b>5-10 minute phonic practice</b> (TG L2 A): Check that all children have corrected spelling mistakes from the test.</li> <li><b>Feedback and writing for display:</b> Give feedback on the corrected guided writing in L5 Ex B. The children write and illustrate a fair copy for performance and display.</li> <li><b>Game</b> (TG L5 B): Play <b>Guess who</b> (TG Games Section), with the descriptions, mixing them up so each child reads another child's description. If the children have not yet done their fair copies, use their first drafts. Display fair copies when finished.</li> </ul>	<p><b>Ext:</b> The children draw self-portraits to go with their writing.</p> <p><b>HW:</b> Complete fair copies of their self descriptions.</p>
Day 11: 00/00/00 <ul style="list-style-type: none"> <li>audio-recording</li> <li>speakers</li> </ul>	<ul style="list-style-type: none"> <li>To revise phonic patterns</li> <li>To read and discuss a story (L6 A)</li> </ul>	<ul style="list-style-type: none"> <li><b>5-10 minute phonic practice</b> Revise a phonic pattern from Year 1.</li> <li><b>Pre-reading:</b> (TG L6 A): Chat about the pictures and the text type of the unit. Discuss the pre-reading question.</li> <li><b>Reading and listening</b> (TG L6 B): Play the audio-recording of the text or read it yourself, discussing it as you go, including the pre-reading question.</li> </ul>	<p><b>Ext:</b> Children act the whole story in class.</p> <p><b>HW:</b> Children read and discuss the story with an adult.</p>
Day 12: 00/00/00 <ul style="list-style-type: none"> <li>audio-recording</li> <li>speakers</li> </ul>	<ul style="list-style-type: none"> <li>To revise phonic patterns</li> <li>To read and discuss a story (L6 A)</li> <li>To demonstrate comprehension (L7 A)</li> <li>To use polite language (L7 B)</li> </ul>	<ul style="list-style-type: none"> <li><b>5-10 minute phonic practice:</b> Revise a phonic pattern from Year 1.</li> <li><b>Reading and listening</b> (TG L6 A): Discuss the text and post-reading task. For a second time, play the audio-recording of the text or read it yourself.</li> <li><b>Comprehension</b> (TG L7 A): Discuss the comprehension sentences orally and then ask the children to complete them (for homework if necessary).</li> <li><b>Function</b> (TG L7 B): Before completing the written task, discuss the importance of being polite and kind to others.</li> </ul>	<p><b>Ext:</b> Talk about why boys and girls are equal.</p> <p><b>HW:</b> Children read and discuss the story with an adult.</p>
Day 13: 00/00/00 <ul style="list-style-type: none"> <li>colour pencils</li> <li>plain paper for each child</li> </ul>	<ul style="list-style-type: none"> <li>To revise phonic patterns</li> <li>To write a cartoon, following a writing frame (D)</li> </ul>	<ul style="list-style-type: none"> <li><b>5-10 minute phonic practice:</b> Revise a phonic pattern from Year 1.</li> <li><b>Guided writing</b> (TG L7 C): Discuss the text type of a cartoon and then talk through the task before the children write and draw pictures in their books. Correct their writing and ask them to do fair copies of their cartoons on paper for display.</li> </ul>	<p><b>Ext and HW:</b> The children copy and draw fair copies of their corrected cartoons for display.</p>

**Record of Quarterly Assessments** (Key L: Listening, W: Words, S: Sentences) **Class** \_\_\_\_\_ **Year** \_\_\_\_\_

Name of child	Test 1 Date:			Test 2 Date:			Test 3 Date:			Test 4 Date:			
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