Contents

1. Introduction 2
2. Unit 1 Family and friends 10
3. Unit 2 Flying kites 18
4. Unit 3 Cooking it up 22
5. Unit 4 Check-up time 26
6. Unit 5 What's it made of? 29
7. Unit 6 Days and Months 34
8. Unit 7 Modern gadgets 39
9. Unit 8 Check-up time 42
10. Unit 9 Fantasy worlds 45
11. Unit 10 Flying 50
12. Unit 11 Chimpanzees 55
13. Unit 12 Check-up time 59
14. Unit 13 The Wind in the Willows 62
15. Unit 14 Jokes and Riddles 67
16. Unit 15 Workers and workplaces 72
17. Unit 16 Check-up time 77
18. Games 80
19. Revision Tests*
   a. Test for Unit 4 86
   b. Test for Unit 8 88
   c. Test for Unit 12 90
   d. Test for Unit 16 92
20. Record of Assessments 94

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

1.1 The structure of the course
The Primary Oxford Progressive English Course (OPE) is a comprehensive set of materials for the teaching of English in Pakistan from Prep to Class 5. It is carefully graded to build a solid foundation for the learning of English in secondary school and beyond. A six-level course, it consists of:
• six Student’s Books
• six Teacher’s Guides
• an optional cassette of the songs for the first two levels
Its general approach is communicative and it is designed specifically for 5 to 11-year-olds. It develops modern E.L.T. practice teaching of 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 genres of reading text (See 2.3).
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.

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.
• 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.
• 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.

2. THE STUDENT’S BOOK

2.1 Organization
The books are divided into units of six to eight pages with a revision exercise at the end of each quarter of the book (supplemented with tests from the Teacher’s Guide). 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 while in the later books, the focus on genre (or type of reading text) becomes more important.
Each exercise in a unit has a clear rubric which explains what is expected of the pupils, for example, Read the story, Match the words and the pictures, Answer the questions, giving an example where necessary.
There are many types of written exercise, 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 such as crosswords, word searches and riddles.

2.2 The Content of the Student’s Book

The Contents and teaching objectives map at the beginning of each Student’s Book provides a breakdown of the key focus of each unit listed under these headings:

- Text and genre
- Listen and speak
- Phonics
- Words
- Sentences (includes structures, grammar and punctuation)
- Writing

2.3 Reading texts and genres

We place the text title first in the Contents because 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 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 them to practise their oral skills through drama, pair work and group work. They also learn to write in the same genre that they have read. So, for example, when they have read a set of instructions in Book 2, Unit 7, they are asked to write their own instructions, using the text as a model.

Primary OPE has been designed to introduce children to a variety of genres (types of reading text) of fiction and non-fiction. These have been drawn primarily, but not exclusively, from the UK National Primary Curriculum. The following table shows how these genres are introduced and reinforced over the six years:

**Genres in Primary Oxford Progressive English** *New genres to the year are in italics*

<table>
<thead>
<tr>
<th>Introductory</th>
<th>Book 1</th>
<th>Book 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fiction</strong></td>
<td>Fiction</td>
<td>Fiction</td>
</tr>
<tr>
<td><em>Talk-about pictures</em></td>
<td>Cartoon / Picture story</td>
<td>Cartoon / Picture story</td>
</tr>
<tr>
<td><em>Cartoon/Picture story</em></td>
<td>Story with a familiar setting</td>
<td>Story with a familiar setting</td>
</tr>
<tr>
<td><em>Story with a familiar setting</em></td>
<td>Traditional story</td>
<td>Traditional tale / Fable</td>
</tr>
<tr>
<td><strong>Non-fiction</strong></td>
<td>Story with patterned language</td>
<td>Story with patterned language</td>
</tr>
<tr>
<td><em>Labelled diagrams</em></td>
<td>Fantasy worlds</td>
<td>Fantasy worlds</td>
</tr>
<tr>
<td><em>Poems/Songs</em></td>
<td>Science fiction</td>
<td>Science fiction</td>
</tr>
<tr>
<td><strong>Non-fiction</strong></td>
<td>Classic children’s literature</td>
<td>Classic children’s literature</td>
</tr>
<tr>
<td><em>Labelled diagrams</em></td>
<td>Story from another culture</td>
<td>Story from another culture</td>
</tr>
<tr>
<td><em>Poems/Songs</em></td>
<td>Play script</td>
<td>Play script</td>
</tr>
<tr>
<td><em>Describing personal experience</em></td>
<td>Description</td>
<td>Description</td>
</tr>
<tr>
<td><em>Instructions</em></td>
<td>Non-fiction</td>
<td>Non-fiction</td>
</tr>
<tr>
<td><em>Diary</em></td>
<td><em>Labelled diagrams</em></td>
<td><em>Labelled diagrams</em></td>
</tr>
<tr>
<td><em>Dictionary work</em></td>
<td><em>Poems / Songs</em></td>
<td><em>Poems / Songs</em></td>
</tr>
<tr>
<td></td>
<td><em>Instructions</em></td>
<td><em>Instructions</em></td>
</tr>
<tr>
<td></td>
<td><em>Diary</em></td>
<td><em>Diary</em></td>
</tr>
<tr>
<td></td>
<td><em>Dictionary work</em></td>
<td><em>Dictionary work</em></td>
</tr>
<tr>
<td></td>
<td><em>Explanation and Information</em></td>
<td><em>Explanation and Information</em></td>
</tr>
<tr>
<td></td>
<td><em>Notices and maps</em></td>
<td><em>Notices and maps</em></td>
</tr>
<tr>
<td></td>
<td><em>Informal letter</em></td>
<td><em>Informal letter</em></td>
</tr>
<tr>
<td></td>
<td><em>Jokes and riddles</em></td>
<td><em>Jokes and riddles</em></td>
</tr>
<tr>
<td></td>
<td><em>Newspaper article and advert</em></td>
<td><em>Newspaper article and advert</em></td>
</tr>
</tbody>
</table>
### Book 3
- **Fiction**
  - Cartoon / Picture story
  - Traditional tale (legend)
  - Story with a familiar setting
  - Play script
  - Description (story setting)
  - Classic children's literature
- **Non-fiction**
  - Notices and maps
  - Informal letter
  - Instructions
  - Poems
  - Dictionary work
  - Newspaper article
  - Diary
  - Riddles
  - Non-fiction with headings
  - Reading journal
  - Survey
  - Leaflet

### Book 4
- **Fiction**
  - Traditional tale (myth)
  - Fable
  - Story with a familiar setting
  - Science fiction
  - Ghost story
  - Description (character)
  - Classic children's literature
- **Non-fiction**
  - Notices and maps
  - Email
  - Instructions
  - Poems
  - Dictionary work
  - Newspaper article/interview
  - Non-fiction with headings
  - Book cover
  - Diary / Postcard
  - Biography
  - Leaflet and advert
  - Reading journal
  - Quiz
  - Word puzzles; Pun

### Book 5
- **Fiction**
  - Traditional tale (folk tale)
  - Parable
  - Story with a familiar setting
  - Fantasy
  - Description (story + character)
  - Classic children's literature
- **Non-fiction**
  - Notices and maps
  - Formal letter
  - Instructions
  - Poems
  - Dictionary work
  - Magazine article and advert
  - Non-fiction with headings
  - Book cover
  - Diary
  - Leaflet
  - Quiz
  - Word puzzle / Brain teaser
  - Book blurb
  - Playscript
  - Autobiography (fictional, creative)
  - Film script

### 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. At the early levels, listening for the phonics sounds of English is integrated with reading practice and the songs, which are available on an optional cassette for Books 0 and 1.

**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 Word work and Phonics
There are two main strands to the teaching of vocabulary in Primary OPE:
- **Phonic words:** These are grouped according to a repeated phonic pattern.
- **Topic words:** These clusters of words are determined by the unit theme (e.g. animals, families or modern technology).

**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 recognising 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 4.2.)
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—after we have taught the regular sound of u in sun, bus and nut, children can then 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 Sentence work
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 a line. 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 genres 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.

3. THE TEACHER'S GUIDE
3.1 Page by page lesson notes
These include:
• the aims of each lesson
• preparation and materials needed before the lesson, where necessary
• suggestions and answers for the teaching of each activity
• extension activities for children with good English
• 4 photocopiable tests to be given at the end of each quarter
• a diagnostic mark sheet (record of assessments) to enable teachers to identify individual children's weaknesses and areas the whole class needs to revisit.
Timings are not given, as these will vary according to the level and needs of your class. As you will reinforce the listening, speaking, reading and writing work in the book with your further activities, it is assumed that you will take about two weeks to teach a unit.
Unit 1 is given very detailed lesson notes to establish suggested ways of teaching that should continue throughout the book. The following units can be taught in the same way.
Open answers are given when there are many acceptable answers to a question. As the children are growing older, there is increasing scope for the children to write their own ideas and opinions. The teacher should focus on the children's ideas and accept any that seem sensible or imaginative.

3.2 Language teaching games
Games are suggested for each unit and teachers are referred to them where they help to teach a given language point. Games are described in detail on pages 80-85 at the end of this book so that they can be found easily. Children are motivated to learn a language by games that help them to practise language without feeling bored. They 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. 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.

**4. THE STRUCTURE OF BOOK 2**

Each teaching unit has the following components:

**4.1 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 book. Read them slowly and clearly, repeating each sentence twice. The children may be asked to connect pictures to words with a line, to listen and draw or colour, to listen and do or to talk to a partner.

*Oral practice*

Throughout the book, children are encouraged to practise using commonly used *chunks* (groups of words or formulae like *How are you? Fine, thanks*). As children learn language incidentally, use simple English commands and greetings (e.g. *Come here. Give me your book, please. Good morning. How are you?*). Take care to stress words correctly and to use good intonation in sentences, as the children will copy the way you speak. For example, your voice will normally fall at the end of a sentence and rise at the end of a “yes/no” question.

When *correcting oral mistakes*, it may not be necessary to draw attention to the mistake, but simply rephrase the child’s answer in correct English and ask the class to repeat it after you (e.g. Unit 1, Lesson 1 B).

*Chat*

Teachers are sometimes encouraged to *chat* about the theme of the unit, drawing from the children’s own experiences as this helps to develop fluency in using English to express their own ideas. Extend more able children by asking them to relate pictures in the book to their own lives. 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 1 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. 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.

*Games*

On pages 80-85 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.

**4.2 Words and Phonics**

The regular sounds of the letters are taught on this page. The phonic boxes are in columns so that the children can see the pattern of the key sound. We suggest that you can spend a day or two teaching each phonic sound.

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 sounds and look at the differences between rhyming words like *mother* and *brother*. 
**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.

**Word work**
Word work 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. 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).

**4.3 Reading**

**Genre**
Each reading text is chosen to illustrate a particular genre of writing (see Section 2.3). When you have read a new text, talk about the way it is written and set out and what kinds of people would read it (e.g. children would read cartoons because they do not have to read many words and the pictures help them to understand what is happening).

**Contextualizing new language in the text**
The reading texts provide natural examples of the language work of the unit. 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. When the children have read, understood and enjoyed the story, you can ask the children to find examples of the language taught in the Word and Sentence lessons.

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.

**Reading aloud**
It is suggested that you first read the text aloud yourself, making the stories exciting with plenty of expression. 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 is ____ doing? 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. We do not recommend ‘reading round the class’ as it is boring to listen to other children stumbling over words — a real turn-off when you want children to enjoy reading!

**4.4 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.

**Grammar**
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. The main emphasis is on use, but children are also encouraged to learn simple grammatical terms like noun or past tense.

**Using the language**
As for word work, the Teacher’s 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.
**Punctuation**
In this book, the children will have practice in using capital letters, commas, question marks, apostrophes, exclamation marks and speech marks.

**4.5 Writing**

**Scaffolded writing**
At the end of each unit, children are encouraged to do **scaffolded** writing. By scaffolded, we mean that a grammatical structure and certain words are given to help children to express their own ideas. Able children can venture into more detail and should be encouraged to go beyond the given structures and vocabulary. Less able children will be able to produce some free writing with the help of a **writing frame**, such as a substitution table (as in Unit 1, Lesson 7 D).

**Marking and displaying writing**
Encourage the children to have their own ideas and praise them when these are different from each other’s. It is very important to mark writing carefully if the children are going to write it out neatly for display. We suggest that you correct grammar and spelling but do not alter the children’s ideas. Work can be displayed either on the wall or in a neat book of stories that the children can keep after they leave the class. The children can illustrate their stories beautifully and then read them to each other or children from another class. We all write better if we know someone will read what we have written!

**Handwriting**
It is assumed that teachers will reinforce correct handwriting with regular practice in a handwriting notebook, preferably in one with quadruple-ruled lines to ensure correct placing of letters. Handwriting rules were taught in the Introductory Book, in this book, children are encouraged to write out all exercises in their notebooks.

**4.6 Check-up units**

**Check-up time**
Every fourth unit is a revision unit. 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.

**Photocopiable tests**
The Teacher’s Guide provides you with four revision tests that can be given after you have done the check-up unit. These can be photocopied and done under test conditions. 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 Assessments on page 94. The four sets of results can be entered on this and sent home to parents at the end of the school year.

**5. 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 place sometimes. You may wish to do singing and some games outside.

**Teaching aids** always help language to come alive. Objects related to your topic can be displayed and labelled in large felt tip on a display table in the corner of the room. The teacher’s notes encourage teachers to bring easily obtained, familiar objects into the classroom, but no expensive equipment is required. The only essential aid is a whiteboard or blackboard. Whenever possible, develop your own ideas from the textbook.
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!
UNIT 1 LESSON 1

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

Suggestions and answers
A. Listen to your teacher. Match the numbers to 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 98 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.
       2. Sara 6. Fiza’s father 5. Fiza’s mother

B. Tell your friend what the people are doing and what they are wearing.
   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).
   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. Sara’s reading a book. She’s wearing blue trousers and a white T-shirt.
       3. Ali’s kicking a ball. He’s wearing grey trousers and a red T-shirt.
       4. Tom’s riding a cycle. He’s wearing a yellow T-shirt and brown shorts.
       5. Fiza’s mother is singing. She’s wearing a blue suit and brown shoes.
       6. Fiza’s father is driving a car. He’s wearing a white shirt.
       7. Tom’s sister is wearing green trousers and an orange shirt. She’s eating an ice cream.

Extension: Encourage more able children to tell each other about shoes, socks and hair type.
C. Use the words in the boxes to describe Fiza’s family.
1. This introduces the terms uncle, aunty, grandma and grandpa. ‘Chat’ about the children’s wider families as in B.
2. To practise descriptive adjectives, play Guess who. (See page 80 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.

| C. Uncle Omar is tall and thin. He has short hair and glasses. |
| Aunty Farida is short and quite fat. She has short curly hair and a book. |
| Grandma is quite old and short. She has long white hair and a stick. |
| Grandpa is very old and thin. He has grey hair and a moustache. |

5. Ask the children to describe Fiza’s family and friends in pairs, using the same descriptive words. Here are some possible responses, though the children should be encouraged to use their own words:

Sample answers
Fiza is short. She has black hair in bunches and a skipping rope.
Sara is quite tall. She has hair in plaits.
Ali is quite thin. He has short, black hair.
Tom is quite thin. He has short, fair hair.
Fiza’s mother is quite thin. She has long hair in a bun.
Fiza’s father is tall. He has short hair and a moustache.
Tom’s sister is short and fat. She has curly, fair hair.

UNIT 1 LESSON 2

Aims
1. To learn the phonic patterns ar as in car, a as in grandma and er as in mother
2. To recognize sight words connected to the topic of families

Preparation and materials
You will need 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 these words. The sound of ar and a is 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: Grandma and Grandpa.
   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.]
3. If there are words you can draw, do simple line drawings on the board. (Use the ones given below as reference. Do not waste your time replicating them on the board.) 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.

![Images of a cart, car, farm, and star]

4. They draw and colour the pictures on paper and write labels for them.
5. 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.
6. Ask the children to learn all the spellings for homework and test them the following week.

B. **Now use the words to complete these sentences.**

1. **Chat** about the pictures (see Introduction 4.1 to remind you about chat). Explain that Grandpa has 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. 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: Why can’t Grandpa drive fast?

   **Child A:** Sheep are there on road.

   **Teacher:** Good, there are some sheep on the road. How many sheep are there?

   **Child B:** Two sheeps.

   **Teacher:** Two sheep, yes. And now point to the picture of Grandma and Grandpa asleep. Where are they?

   **Child C:** On house roof.

   **Teacher:** Well done, they’re sleeping on the roof of their house. Why are they sleeping on the roof of their house?

   **Child D:** Because it’s hot in the house and on the roof 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 write the words in the spaces.
5. Check them, and then ask them to copy the completed sentences carefully in their notebooks.

   **B.**

C. **Look at the family tree and complete the 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.
4. Check their work. Then they can write the completed sentences in their notebooks.
5. **Extension:** More able children can draw their own family trees in their notebooks.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C.</td>
<td>1. sister</td>
<td>2. mother</td>
<td>3. father</td>
<td>4. uncle</td>
</tr>
<tr>
<td></td>
<td>9. husband</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**UNIT 1 LESSON 3**

**Aims**

1. To recognize the genre of a cartoon (A)
2. To read and discuss the story (A)
3. To check comprehension (B)
4. To learn the terms *morning, afternoon, evening, night* (C)

**Suggestions and answers**

**A. As you read the story, ask yourself who says these words. Draw a line from the words to the name of the person who says them.**

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 *genre* at this stage as the children should start to recognize that we use different kinds of writing for different kinds of reader. The genre of 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 uncle, aunt and grandparents on page 2, Ex. C. Ask the children to describe each one, pointing to them in the pictures on page 4 as well.
4. Ask different children to read what the cartoon characters say at the top of page 4. Tell them that at the end of the story, you will ask them who says which words.
5. Point to picture 1 and ask the children to point to it in their books. Tell the beginning of the story in your own words, like this:
   - Teacher: *Who's the man in the yellow shirt?*
   - Child 1: *He's Uncle Omar.*
   - Teacher: *Good. He's Uncle Omar. Now, Uncle Omar has some very strange pets. They live in a pond in his garden. Who can tell me what they are?*
   - Child 2: *They are lizards?*
   - Teacher: *Are they lizards? No, they aren’t lizards.*
   - Child 3: *Are they crocodiles?*
   - Teacher: *Well done! Yes, they’re crocodiles—and Uncle Omar loves his crocodiles. He says they are his sweeties! He gives them frogs for their dinner every day. And do you think Aunty Farida likes crocodiles? Look at her face. etc.*
   - (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.
   - (c) Talk about the purpose of the speech marks in the sentences above the pictures. Explain that they show that these are words someone says—like the words in a speech bubble in a cartoon. Ask the children to practise reading the bubbles in pairs. They can also practise reading it at home with their parents.
6. After you have read the story, chat about it, e.g. *Why doesn’t Grandpa/Grandma/Aunty Farida like the crocodiles? What do they say to Uncle Omar? What does the burglar do? Would you like to have crocodiles in your garden?*
7. Go back to the questions at the beginning and match the words to the speakers.

**A.**

- Aunty Farida: *The crocodiles will eat my feet.*
- The burglar: *‘Help!’*
- Grandpa: *‘Crocodiles smell bad.’*
- Grandma: *‘The crocodiles will eat my cat.’*
B. Answer the questions with short answers.
1. Ask the questions orally before the children write the answers in their notebooks.
2. Get five able children to act out the story at the front of the class in their own words. Then, if you have somewhere they can make a bit of noise, get the children into groups of five to act it out together. They can then show each other the little plays they have practised.
3. Extension: Ask able children who finish early to write the story in their own words, starting like this: Uncle Omar has some pet crocodiles, but his father, mother and wife do not like them.

B. 1. No, she does not.
    2. No, they do not.
    3. Yes, he does.
    4. No, they do not.
    5. Yes, it does.
    6. Yes, he does.
    7. Open answer

C. Look at the pictures and complete the sentences using these words: ‘night’, ‘morning’, ‘evening’ and ‘afternoon’.
1. Chat about times of day, using questions like this: Where is the sun in the morning/afternoon/evening? What can you see in the sky at night?
2. Pointing to the sun in the pictures, show that the sun has moved from the left of Picture 1 to the right of Picture 2. It is going down in Picture 3 and in Picture 4, it is not there at all. The sky is dark outside with a moon and star.

C. 2. afternoon 3. evening 4. night

UNIT 1 LESSON 4
Aims
To practise the language structures:
1. my, your, his, her, their, our (A)
2. He/She likes … He doesn’t like … (B and C)
3. I like … I don’t like … (D)

Suggestions and answers
A. Use ‘my’, ‘your’, ‘his’, ‘her’, ‘their’ or ‘our’ to fill in the blanks.
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 on sentences.
2. Read the dialogue orally before the children write the words in the blanks.
3. The children can copy the completed dialogue when you have checked it.

A. Uncle Omar: I love my crocodiles. They are nice.
Uncle Omar: Why?
Aunty Farida: Grandma is afraid they will eat her cat.
Uncle Omar: Nonsense.
Aunty Farida: Grandpa thinks they will frighten away his friends.
Uncle Omar: The crocodiles stay in their pond.
Aunty Farida: We don’t like crocodiles in our garden.
Uncle Omar: It’s my garden too!

B. Look at the table about Tom’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. Tom’s mother likes singing, drawing and reading. She doesn’t like riding a bicycle.
   Tom’s father likes singing, riding a bicycle and reading. He doesn’t like drawing.
   Tom’s sister likes singing, drawing and riding a bicycle. She doesn’t like reading.
C. What does your friend like to do?
1. Write the same table on the board, substituting the names of four children in the class for Tom’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

Aims
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)
3. To describe someone else (C)

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.
1. Turn to the Grammar Page at the end 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. My sister’s name is Sara. She likes reading. My brother’s name is Ali. He likes playing on his computer. Our friend’s name is Tom. He likes riding his bicycle.

B. Use some of the words in the boxes below to describe yourself.
B. See C. Open answers are acceptable.

C. Game: ‘Guess who.’
1. Play Guess who? as in C. See the Games Section of this book, page 80.
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.
4. Correct their written English.
5. Get the children to write second drafts of their corrected descriptions in their best handwriting on paper. They should also draw a picture of themselves, matching their description.
6. 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.
UNIT 1 LESSON 6

Aims
1. To recognize the genre of a cartoon (A)
2. To read and discuss the text (A)

Suggestions and answers
A. As you read the story, ask yourself:
1. Ask the children what genre of writing 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 each person in Will’s family was upset at the end and elicit that they got into
trouble because they didn’t believe him!
4. Chat about times when they have told the truth and someone has not believed them.
5. Get five children to act out the story in the front of the class.

UNIT 1 LESSON 7

Aims
1. To check comprehension of the cartoon (A – C)
2. To practise the past continuous (A)
3. To revise the rooms of the house (B)
4. To write a story to a writing frame (D)

Suggestions and answers
A. What were they doing? Ask and answer five questions about the people in the
story.
1. Pointing to each picture of the story, ask, What was ____ doing when the flying elephant came? This
will give the children natural practice with the past continuous.
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.

B. Where were they? Ask and answer five more questions like this:
Chat about the rooms of a house and what we do in them. Write the names of the rooms on the board
as they are suggested in the wrong order (See A).

B. Sample answers
2. Where was Will’s mother? She was in the kitchen.
3. Where was Will’s father? He was in the living room (or sitting room).
4. Where was Will’s brother? He was in his bedroom.
5. Where was Will’s sister? She was in her bedroom.

C. Write sentences about the story in your notebook.
1. Looking at each picture in turn, ask what the elephant did.
2. Then get the children to make sentences from the table.

C. Sample answers
The flying elephant broke a guitar. The flying elephant took a new top.
The flying elephant stood on the car. The flying elephant pulled up the trees.
D. **Fill in the missing words. Use the plan to make your own story. First draw six pictures. Then write what the people say in speech bubbles.**

1. This is an example of **scaffolded writing** (see Introduction, Section 4.5). At the end of each unit, the children will write their own ideas, supported by writing frames like this one.
2. Orally, encourage the children to be creative and to have different ideas from each other.
3. You may ask the children to add their own ideas on the blanks and mark them in their textbooks. Alternatively, get them to draft their own ideas in notebooks; then mark them for spelling and grammar.
4. Point out to the most able children that the words people say should be inside speech marks. Less able children should concentrate on remembering capital letters and full stops.
5. Give the marked stories back and ask the children to illustrate and copy them in their best handwriting onto paper.
6. Display the finished stories on the classroom wall or on a ‘washing line’ so that others can read them. Alternatively, give each child a story book into which they can write beautiful second drafts of all their stories.

**D. Sample answers**

1. I was eating a mango when the lion came to lunch. I said, ‘Wow! I love your hair!’
2. My father was watering the garden. He said, ‘Don’t stand on my flowers.’
3. My mother was talking on the phone. She said, ‘Help!’
4. My sister was reading a book. She said, ‘I’m busy. Tell your brother.’
5. My brother was playing cricket. He said, ‘Run! It’s a lion!’
6. In the end, the lion came in and we all ate dinner together.
UNIT 2 LESSON 1

Aims
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 introduce the topic of homes (C)

Suggestions and answers
A. **Listen and do what your teacher says.**

Play the game as explained on page 98 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. **Where do you live? Find out where your classmates live, then make a graph.**

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

Aims
1. To learn the phonic patterns *oo* as in *good*, *u* as in *pull* and *ing* as in *reading*
2. To recognize sight words connected to the topic

Suggestions and answers
A. **Read these words. The sound of ‘oo’ and ‘u’ is the same.**

For detailed suggestions, see Unit 1, Lesson 2. Play the game, *Phonic Bingo.* See Games section, page 80.

B. **Look at the picture and use the new words to make sentences about Frodo.**

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 Frodo is a clown and 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.
The children write the words in the blanks.
When you have checked them, they can copy the completed sentences into their notebooks.

B. 1. put 2. books 3. pull 4. wood 5. push

C. Write the nouns under the correct pictures.
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 102 of the Student’s Book).
2. Ask the children to describe each picture using colours or one of the adjectives from page 2.

UNIT 2 LESSON 3

Aims
1. To recognize the genre of a narrative story with a familiar setting (A)
2. To read and discuss the story (A)
3. To check comprehension (B)
4. To predict what will happen next in the future tense (C)

Suggestions and answers
A. As you read the story, ask yourself:
Explain that this is a story set in modern Pakistan. Chat about kite flying. Ask the children, Have you ever flown a kite? Where did you fly it? Have you ever been to Lahore? After the children have read the story, ask where Tariq lived. Read the story aloud to the children and expect them to follow with their fingers as you read. Talk about the meaning of the story as you read it.

A. Tariq lived in a block of flats in Lahore.

B. Circle the correct word in each sentence.
Ask oral comprehension questions before you complete the exercise in the book.

B. 1. red 2. not 3. reading 4. black 5. two 6. sad

C. Tell your teacher what will happen next. “I think …”
Allow different children to predict differently. Encourage the use of the future tense e.g. I think Mr Riaz will take away the red kite / the tall boy will cut down the red kite / Mr Riaz will help Tariq / Tariq will go down to his flat for tea. Get the children to write their answers so that they can check whether they were right when they read the end of the story.

C. Open answers are acceptable.
UNIT 2 LESSON 4

Aims
To revise the language structures:
1. _____ is a girl/boy/man/woman. (A)
2. Present continuous: He/She is …ing … (B and C)
3. Question forms: What is this? What colour is it? (D)

Suggestions and answers
A. Write about Fiza’s family.
Children use the picture to do this exercise.
A. Ali is a boy. Sara is a girl. Fiza’s mother is a woman. Fiza’s father is a man.

B. What are they doing?
Children use the picture to do this exercise.
B. Ali is kicking a ball. Sara is cutting a cake. Fiza’s mother is reading a book. Fiza’s father is drinking tea.

C. Use these words to say what the people in the picture are wearing.
C. Ali is wearing shorts, a shirt and a cap. Sara is wearing trousers and a shirt. Fiza’s mother is wearing a suit. Fiza’s father is wearing trousers and a shirt.

D. Ask and answer questions about the numbered pictures in Ex. A.
Point out that the spellings of some of the words can be found on page 11 C. Remind the children that It’s is short for It is.
D. 2. What is this? It is a house. What colour is it? It’s white.
3. What is this? It is a tree. What colour is it? It’s green.
4. What is this? It is a cap. What colour is it? It’s blue.
5. What is this? It is a ball. What colour is it? It’s yellow.
6. What is this? It is a book. What colour is it? It’s red.
7. What is this? It is a door. What colour is it? It’s blue.
8. What is this? It is a mat. What colour is it? It’s orange.

UNIT 2 LESSON 5

Aims
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. Circle the name of the place where you live. Underline where Tariq lives.
If you have brought in a map of Pakistan or the world, ask different children to come up to the front and point to 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 circle the name of the place where they live or that of the nearest city. 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 of people and places in your notebook. Begin each 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.


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.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Tariq</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s name:</td>
<td>Mrs Hussain</td>
</tr>
<tr>
<td>Class:</td>
<td>Class 2</td>
</tr>
<tr>
<td>School:</td>
<td>Lahore Primary School</td>
</tr>
<tr>
<td>City:</td>
<td>Lahore</td>
</tr>
<tr>
<td>Country:</td>
<td>Pakistan</td>
</tr>
</tbody>
</table>

D. Fill in this form for yourself. Remember that names begin with 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.

E. Open answers are acceptable.

UNIT 2 LESSON 6

Aims
1. To recognize the genre of a story in a familiar setting (A)
2. To read and discuss the text (A)
3. To check comprehension with short answers to questions (B)

Suggestions and answers
A. As you read the story, ask yourself:
At the beginning of the lesson, ask the children to read their predictions to a partner, written for page 13 C, 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!

B. Read the questions and write short answers using:

B. 1. No, he wasn’t.  2. Yes, he did.  3. No, he didn’t.
4. Yes, he did.  5. Yes, he was.

UNIT 2 LESSON 7

Aims
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.

A. 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. 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 kite.

C. Game: ‘I can see in front of me.’
See the Games section of this book, page 81, for full instructions.
UNIT 3 LESSON 1

Aims
1. To develop listening skills (A)
2. To develop speaking skills (B and C)
3. To introduce the topics of magic and food (C and 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 98 of the Student's Book.
A. 1. castle 2. black 3. stars 4. nose 5. short 6. spells 7. pot
B. With your friend, ask and answer questions about the witch.
B. 1. She is cooking a stew. 2. She is putting a spider in her stew.
3. A frog is jumping out of her stew. 4. She is happy. 5. It is frightened.
C. What does it taste like? Ask a friend about the food in the pictures and use these words to answer: 'sour', 'sweet' and 'salty'.
3. How does an ice cream taste? It tastes sweet.
4. How does a lime taste? It tastes sour.
D. Game: 'Food tasting'
See Games section of this book, page 81, for full instructions.

UNIT 3 LESSON 2

Aims
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
2. To recognize sight words connected to the topic of food
3. To learn how to use food collocations e.g. a bowl of sugar
4. To ask questions beginning How much …?

Preparation and materials
If possible, bring a full glass of water into the lesson.

Suggestions and answers
A. Read these words and use them in your own sentences.
For detailed suggestions, see Unit 1, Lesson 2. Encourage children to make sentences.
B. Complete these sentences using ‘ou’, ‘our’ or ‘ow’.

Go through this orally first.

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

C. Make phrases about the food items.

C. 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 picture 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.

D. 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 lot (though since the jar is half full, this is a matter of opinion, so you can also accept 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

Aims
1. To recognize the genre of giving instructions (A)
2. To read and discuss a recipe (A)
3. To check comprehension (B)
4. To develop vocabulary connected to the kitchen and cooking (C, D and E)

Preparation and materials
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. As you read, ask yourself:
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. 1. You need one teaspoon of oil.
2. You put the egg, sugar, salt and flour in the bowl.
3. You pour the milk into the mixture.
4. You cook the pancake in a frying pan.
5. You eat sugar and lime with the pancake.
6. You can make about three pancakes with one egg.
C. Label these kitchen items.

**C.**

- a knife
- a fork
- a spoon
- a teaspoon
- a bowl
- a plate
- a saucepan
- a frying pan
- a bottle
- a jar

D. Look at the pictures. Circle the things that are made of metal. Then write sentences.

**D.** The children should circle the pictures of the knife, fork, spoon, teaspoon, saucepan and frying pan. They then write: A fork is made of metal. A spoon is made of metal. A teaspoon is made of metal. A saucepan is made of metal. A frying pan is made of metal.

**Extension:** Able children can also write: A bowl is made of china. A plate is made of china. A bottle is made of glass. A jar is made of glass. They can also write about what things in the class are made of.

E. Draw lines to make true sentences, then write them in your notebook.

**E.**

| 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. |

---

**UNIT 3 LESSON 4**

**Aims**

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)

**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 can not 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.

<table>
<thead>
<tr>
<th>B. 2. The flour is in a bag.</th>
<th>3. The salt is in a packet.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. The cat’s milk is in a jug.</td>
<td>5. The hair oil is in a bottle.</td>
</tr>
<tr>
<td>6. The parrot eggs are in a bowl.</td>
<td>7. The sheep tails are in a pan.</td>
</tr>
<tr>
<td>8. The snakes are on a plate.</td>
<td>9. The frogs are in a box.</td>
</tr>
<tr>
<td>10. The spiders are in the witch’s hand.</td>
<td></td>
</tr>
</tbody>
</table>

C. Write sentences about the pictures using ‘bigger than’ or ‘smaller than’.
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.

| C. 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

Aims
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 (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.

<table>
<thead>
<tr>
<th>A. 2. sugar</th>
<th>3. oil</th>
<th>4. jam</th>
<th>5. bread</th>
<th>6. milk</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>B. eight green snakes, twelve frogs’ eyes, eleven parrots’ claws, nine dogs’ tails, seven cups of water, a little salt</th>
</tr>
</thead>
</table>

C. Read ‘what to do’ and circle the correct words.

|-----------|-------|-------|--------|--------|

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.
Teaching suggestions can be found at the bottom of each page in the Student’s Book. All answers are highlighted in grey.

**Aims**
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 check-up test on pages 86-87 to give to your pupils after you complete the unit.
- Photocopy the Record of Assessments on page 94 to record the results of the tests. If there are more than 30 children in your class, photocopy the number of sheets required.
- The children will need coloured pencils to do page 24 A.

**Revision**
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 Assessments on page 94.
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.
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.

**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 98-99 of the Student’s Book). Read the text twice. The first time, get the children to colour the pictures as you tell them. The second time, get them to write the correct numbers beside the words.

<table>
<thead>
<tr>
<th>Example: Chimp is kicking a ball.</th>
<th>The children should colour his cap blue.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chimp’s uncle</td>
<td>2. The children should colour his shirt red.</td>
</tr>
<tr>
<td>Chimp’s grandpa</td>
<td>6. The children should colour his frying pan black.</td>
</tr>
<tr>
<td>Chimp’s brother</td>
<td>4. The children should colour his cake yellow.</td>
</tr>
<tr>
<td>Chimp’s sister</td>
<td>3. The children should colour her skirt green.</td>
</tr>
<tr>
<td>Chimp’s aunty</td>
<td>1. The children should colour her tail brown.</td>
</tr>
<tr>
<td>Chimp’s grandma</td>
<td>5. The children should colour her dress orange.</td>
</tr>
</tbody>
</table>

**B. Ask and answer questions about what Chimp’s family are wearing.**
*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
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 is his Grandma’s dress? It’s orange.
5. 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.

C. This is Grandpa’s farm. Grandma is driving her car but she 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. But it won’t go. 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 four sentences in your notebook about what you like doing.

D. Open answers using the given structure. 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. In your notebook, write six questions and answers using the words in the boxes. 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.
5. How much milk is there? There is a little milk.
6. How many apples are there? There are five apples.
7. How much stew is there? There is a lot of stew.

G. Write sentences about the pictures in Ex. E. Accept any sentences that make sense, as many are possible.

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

H. Read the story and put in six full stops. Now copy it with full stops and capital letters.

H. Liz lived in England. She wanted a dog. One day she met a good witch. The witch did a magic spell for Liz, but the witch cast the spell badly. She gave Liz 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.
REVISION TEST

Preparation and materials
1. Each child will need coloured pencils (red, green, blue, yellow, brown, orange and black) and a photocopied sheet of the test on pages 86-87 of this book.
2. You will need a copy of the Record of Assessments from page 94 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. Provide each child with coloured pencils including purple, orange, brown, green and blue.
3. Read each question aloud and explain what the children have to do, if necessary in a language the children understand.
4. Reassure them that you will not be angry if they make mistakes. It is to help you to help them learn well.

REVISION TEST ANSWER KEY

A. Listen, colour and draw.
Read the following listening exercise aloud and mark accordingly. Pictures should be marked correct so long as the features required are recognizable.

- Colour the arrow pointing up orange. [Pause to give the children time to colour.] (½ mark)
- Colour the arrow pointing down green. [Pause.] (½ mark)
- Colour the arrow pointing to the right purple. [Pause.] (½ mark)
- Colour the arrow pointing to the left brown. [Pause.] (½ mark)
- Draw a jug. Draw a little milk in the jug. [Pause.] (½ mark for recognizable picture of a jug, ½ mark for less than half filled with milk)
- Draw a thin girl with long hair. [Pause.] (½ mark for recognizably thin girl, ½ for long hair)
- Draw a short boy with blue shorts. [Pause.] (½ mark for recognizably short boy, ½ for blue shorts)

Total marks for listening: 5

B. Complete the words in the sentences.

B. 1. Ali is good at reading. 2. They live in a house with a brown door.
3. Their grandpa has a car.

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

C. Match.

C. 1. loaf of bread 2. a bottle of oil 3. a bag of flour 4. a jar of jam

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

Total marks for word work: 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. of

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

E. Write answers to the questions.

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 answer, 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 whole test: 20
UNIT 5 LESSON 1

Aims
1. To develop speaking and listening skills (A)
2. To introduce the genres of play script and fairy story (A)
3. To learn the names of shapes (B)
4. To introduce the topic of materials (C)

Suggestions and answers
A. Read the story and answer the question.
1. Discuss how a play script 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 Rumplestiltskin). Discuss the meaning of the word fairy (a person with magical powers).
3. Ask the children to read the play script in groups of three.
   A. Ali wants to hear the story of The Shoemaker and the Elves.
   B. Shapes: Ask and answer questions about these shapes.
      B. What's the green shape? It's a square.
      What's the red shape? It's a circle.
      What's the blue shape? It's a rectangle.
C. Write the correct words under the pictures. Colour the pictures.
   Do this as a listening exercise, following the instructions on page 99 of the Student’s Book.
      C. 1. a gold coin (The children colour it yellow.)
       2. a leather bag (The children colour it brown.)
       3. cotton thread (The children colour it pink.)
       4. a cheese sandwich (The children leave it white.)
       5. a plastic calculator (The children colour it black.)
       6. a glass dish (The children leave it white.)

UNIT 5 LESSON 2

Aims
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

Suggestions and answers
A. Read these words and use them in your own sentences.
For detailed suggestions, see Unit 1, Lesson 2. Explain that the highlighted sounds in the first box 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 letters together can make more than one sound (or phoneme). We have to learn the patterns of each one and often we can give no reason for it. English can be a crazy language!

A. Children make their own sentences.

B. Use ‘air’, ‘are’ or ‘ear’. The sound is the same.
Talk through the meaning of the passage as you read it. Elicit that Tom’s sister does care about the tear, but is saying she doesn’t. Chat about times we say things we don’t really mean.

B. This is Tom’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 is sad because she has a tear in her trousers. She is holding a teddy bear and eating a pear. ‘I don’t care about the tear,’ she says.

C. Look at the pictures in Lesson 1 Ex. C again and say what they are made of.
First talk about what different objects in the classroom are made of.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. The bag is made of leather.</td>
<td>3. The thread is made of cotton.</td>
</tr>
<tr>
<td>4. The sandwich is made of bread and cheese.</td>
<td>5. The calculator is made of plastic.</td>
</tr>
<tr>
<td>6. The plate is made of glass.</td>
<td></td>
</tr>
</tbody>
</table>

D. Match the words that have the same meaning.
Talk about words that have the same meaning. Ask the children if they can think of any others (e.g. sad and unhappy, big and large).

D. small and little, lovely and beautiful, story and tale, hello and hi

E. “Pair” means two. In your notebook write “a pair of …” for each picture of a pair. Circle the one that is not a pair.
Explain that 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!

E. 1. a pair of shorts 2. a pair of shoes 3. The children should circle the coat because it is not a pair.

4. a pair of gloves 5. a pair of trousers 6. a pair of scissors

UNIT 5 LESSON 3

Aims
1. To recognize the genre of a fairy tale (A)
2. To read and discuss the story (A)
3. To check comprehension (B and C)

Suggestions and answers
A. Listen as you read the story, ask yourself:
Read the story aloud and discuss the questions at the beginning and end. Read the story again on a second day before you ask six children to act it out.

A. The elves made the shoes. Discuss the children’s ideas as to how the shoemaker and his wife can help the elves.

B. True or False? Read the sentences about the story and tick those that are true.

B. Sentences 5, 7 and 11 are true.

C. Change the false sentences and make them true. Write all the true sentences in your notebook.
UNIT 5 LESSON 4

Aims
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. Things we can see are called ‘common nouns’. Doing words are called ‘verbs’.
Write these words in the right boxes.

Turn to the Grammar Page on page 102 of the Student’s Book. Read the sections on nouns and verbs.

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>run, jump, dance, look, eat</td>
<td>shoe, table, man, chair, flower</td>
</tr>
</tbody>
</table>

B. We use the past tense to say what people did. Find the past tenses of these words in the story and write them in the spaces.

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.

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

C. Now use these past tense verbs in these sentences.

<table>
<thead>
<tr>
<th>asked</th>
<th>said</th>
<th>ran</th>
<th>walked</th>
<th>jumped</th>
<th>cried</th>
</tr>
</thead>
</table>

UNIT 5 LESSON 5

Aims
1. To use commas in lists (A and B)
2. To match words with their opposites (C)
3. To count in twos (D)
4. To practise talking about shapes and materials (E and F)

Suggestions and answers
A. Put commas in these lists. Don’t put a comma before “and”.

A. 1. The elves were wearing trousers, shirts, coats, hats and shoes.
    2. The shoemaker’s wife was wearing a skirt, a shirt, an apron, a sweater and shoes.
    3. The shoemaker was wearing trousers, a shirt, glasses, socks and shoes.

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 these words to their opposites. Then use them in sentences.

C. good—bad, fast—slow, tall—short, early—late, fat—thin

Extension: Children think of other opposites they know.

D. How many shoes?

D. Sample answers
Six pairs of shoes are twelve. Seven pairs of shoes are fourteen.
Eight pairs of shoes are sixteen. etc.

E. Game: ‘Guess what’
Read the sample game and then play it in class. For full instructions, see Games section, page 82 of this book.

F. Talk about something in the classroom. Ask a friend to guess what it is.
The children play the game in pairs.

F. The answer to the example is: a clock.

UNIT 5 LESSON 6
Aims
1. To recognize the genre of a fairy tale (A)
2. To read and discuss the text (A)
3. To check comprehension (B and C)

Suggestions and answers
A. As you read the story, ask yourself:
Talk about the end of the story. Was it what the children expected? Discuss the pre-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. 1. No, they didn’t come back. 2. The shoemaker made the shoes after that.
3. Yes, they did like the shoes. 4. This fairy tale begins, Once upon a time…
5. This fairy tale ends: he and his wife lived happily ever after.

C. Who said this?

C. 1. The elves 2. The shoemaker’s wife 3. The shoemaker

UNIT 5 LESSON 7
Aims
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.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Who helped the shoemaker?</td>
<td>He worked in his shop.</td>
</tr>
<tr>
<td>1. Where did the shoemaker work?</td>
<td>He made shoes.</td>
</tr>
<tr>
<td>2. How many gold coins did the lady give him?</td>
<td>He helped them because they helped him.</td>
</tr>
<tr>
<td>3. What did the shoemaker make?</td>
<td>They came at midnight.</td>
</tr>
<tr>
<td>4. When did the elves come to his shop?</td>
<td>The elves helped him.</td>
</tr>
<tr>
<td>5. Why did he help the elves?</td>
<td>She gave him three gold coins.</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th></th>
<th>1. him 2. us 3. me 4. it</th>
</tr>
</thead>
</table>

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.
UNIT 6 LESSON 1

Aims
1. To develop speaking skills (A and C)
2. To revise the days of the week (A and B)
3. To introduce 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 day under the picture.
Read the text on page 99 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.

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

UNIT 6 LESSON 2

Aims
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 put words into alphabetical order (C)
3. To learn the vocabulary needed for the story in Lesson 3 (C and D)

Suggestions and answers
A. Read these words. The sound of ‘or’, ‘oor’, ‘aw’ and ‘au’ is the same. Use them in your own sentences.
For detailed suggestions, see Unit 1, Lesson 2. Remind the children that all the different patterns make the same sound in these words.

A. Children make their own sentences.
B. Use ‘or’, ‘oor’, ‘aw’ or ‘au’ to complete the words.

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 ran into the water, but she couldn’t swim. ‘Help!’ she shouted. 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. ‘That’s taught you a lesson, you naughty girl,’ he said. ‘Don’t go into the sea any more.’

C. Write the words in alphabetical order.

C. delicious forest lazy prepare seed thief vegetables

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

D. delicious — plants which people eat
thief — a person who steals things
lazy — not hard working
vegetables — very nice to eat
seed — a small grain which grows into a plant
prepare — make ready
forest — lots and lots of trees

UNIT 6 LESSON 3

Aims
1. To recognize the genre of a traditional tale (A)
2. To read and discuss the story (A)
3. To check comprehension and add ed to form the simple past tense (B)

Suggestions and answers
A. As you read the story, ask yourself:
Read the story and 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.

B. 1. prepared 2. planted 3. watered 4. picked
   5. cooked 6. picked 7. wanted

UNIT 6 LESSON 4

Aims
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 introduce the present perfect as an event that has just happened (D)
Suggestions and answers

A. Put 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.

<table>
<thead>
<tr>
<th>A.</th>
<th>catch</th>
<th>grow</th>
<th>have</th>
<th>make</th>
<th>run</th>
<th>see</th>
<th>take</th>
<th>teach</th>
</tr>
</thead>
</table>

B. Match the verbs to the past tenses.

<table>
<thead>
<tr>
<th>B.</th>
<th>catch—caught</th>
<th>grow—grew</th>
<th>have—had</th>
<th>make—made</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>run—ran</td>
<td>see—saw</td>
<td>take—took</td>
<td>teach—taught</td>
</tr>
</tbody>
</table>

C. Use the past tense of the verbs in these sentences.
Use the past tenses in Ex. B for answers here.

D. What has Sally's puppy done? Read the sentences and match them to the correct pictures.
Explain that when something has just happened we use has or have.

<table>
<thead>
<tr>
<th>D.</th>
<th>Picture 1: 3</th>
<th>Picture 2: 5</th>
<th>Picture 3: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Picture 4: 6</td>
<td>Picture 5: 4</td>
<td>Picture 6: 2</td>
</tr>
</tbody>
</table>

UNIT 6 LESSON 5

Aims
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. Look at the list of words and circle the names of months or days.
The children should have circled the following words and written them in their notebooks, starting each with a capital letter.

<table>
<thead>
<tr>
<th>A.</th>
<th>July, Monday, September, Friday, December</th>
</tr>
</thead>
</table>

B. Game: ‘Whose is this old sock?’
For detailed instructions, see Games section on page 82 of this book.

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

<table>
<thead>
<tr>
<th>C.</th>
<th>Whose is this pencil? It belongs to him. It is his.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Whose is this pencil? It belongs to me. It is mine.</td>
</tr>
<tr>
<td></td>
<td>Whose is this pencil? It belongs to you. It is yours.</td>
</tr>
<tr>
<td></td>
<td>Whose is this pencil? It belongs to us. It is ours.</td>
</tr>
<tr>
<td></td>
<td>Whose is this pencil? It belongs to them. It is theirs.</td>
</tr>
</tbody>
</table>

D. Look at the picture. Use the words to write sentences about the children in the race.

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 1, accept the thin boy with the yellow trousers, red shirt, short hair and grey shoes is second.)

<table>
<thead>
<tr>
<th>D.</th>
<th>The boy with the yellow trousers is second.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The boy with the white shorts is third.</td>
</tr>
<tr>
<td></td>
<td>The girl with the yellow suit is fourth.</td>
</tr>
<tr>
<td></td>
<td>The boy with the orange trousers is fifth.</td>
</tr>
<tr>
<td></td>
<td>The girl with the orange suit is sixth.</td>
</tr>
<tr>
<td></td>
<td>The boy with the grey shorts is seventh.</td>
</tr>
</tbody>
</table>
**UNIT 6 LESSON 6**

**Aims**
1. To recognize the genre of a diary (A)
2. To read and discuss the text and check comprehension, using the past tense (A)

**Preparation and materials**
If possible, bring in a clock with hands that you can move.

**Suggestions and answers**

A. **Read Mummy’s diary.**
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.
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 Mummy 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.

| A. On Monday, Mummy took Sara to her reading club. She took Ali to his guitar lesson and she had tea with Nida. |
| On Tuesday, Mummy took Ali to cricket. She took Sara to her tutor and she visited Grandma with Fiza. She also picked up Sara and Ali. |
| On Wednesday, Tom and his sister came to play. |
| On Thursday, she picked up the children from homework club and went to a meeting about the new park. |
| On Friday, she saw Sameena and visited Aunty Farhat in hospital. |
| On Saturday, she took Tom 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 Grandma and Grandpa and took them some snacks. |

**UNIT 6 LESSON 7**

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

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

**Suggestions and answers**

A. **Look at Mummy’s diary and write the correct day and date in the sentences.**
If possible, show the children a calendar and show how it helps us to know the day and date. Explain how we shorten first to 1\textsuperscript{st}, second to 2\textsuperscript{nd}, third to 3\textsuperscript{rd}, fourth to 4\textsuperscript{th}, etc. Also explain that we say the first of November, but write just 1\textsuperscript{st} November.

| A. 1. Wednesday 3\textsuperscript{rd} November | 4. Tuesday 2\textsuperscript{nd} November |
| 2. Monday 1\textsuperscript{st} November | 5. Sunday 7\textsuperscript{th} November |
| 3. Thursday 4\textsuperscript{th} November | 6. Friday 5\textsuperscript{th} November |

Show the children a clock with a dial and practise telling the time at \_\_ o’clock, \_\_.15 and \_\_.30.

| 4. one o’clock | 5. three fifteen | 6. ten thirty | 7. six fifteen | 8. eleven o’clock |
B. **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?*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>She took Sara to her tutor on Tuesday.</td>
</tr>
<tr>
<td>2.</td>
<td>Tom and his sister came at 5.15 on Wednesday.</td>
</tr>
<tr>
<td>3.</td>
<td>The children had homework club on Thursday 4th November.</td>
</tr>
<tr>
<td>5.</td>
<td>She took Ali and Tom to football on Saturday morning.</td>
</tr>
<tr>
<td>6.</td>
<td>They had a picnic at the sea on Sunday.</td>
</tr>
</tbody>
</table>

C. **Work with a friend. Ask and answer some more questions about Mummy’s week.**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Open answers are acceptable.</td>
</tr>
</tbody>
</table>
UNIT 7 LESSON 1

Aims
1. To develop speaking and listening skills (A)
2. To spell out words using letter names and to write down given spellings (B and C)
3. To learn some common phrases as ‘chunks’ (D)

Suggestions and answers

A. Read and answer the questions.
1. First read the conversation in front of the class with the help of a good reader. Ask the children what genre of writing this is (a play script).
2. Discuss what Grandpa 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.

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

   B. Listen to your teacher spell some words. Write them in your notebook and then read aloud what you have written.
   See page 99 of the Student's Book for instructions.

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

   B. Open answers are acceptable.

C. Spell your name for some friends to write down. Now write their names.

   C. Open answers are acceptable.

D. Yes or No? What do these phrases mean? Write them in the correct box.
Teach these phrases as ‘chunks’, not as separate words.

   Extension: Discuss the meanings of other colloquial phrases (e.g. so long and see you: goodbye, cheers: thanks).

   D.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sure. All right.</td>
<td>Not now. Not quite.</td>
</tr>
</tbody>
</table>

UNIT 7 LESSON 2

Aims
1. To learn the phonic patterns ch as in chair, sh as in shop, th as in there, wh as in what and ph as in phone
2. To revise nouns

Suggestions and answers

A. Read these words. They all make different sounds.
For detailed suggestions, see Unit 1, Lesson 2.

B. Now use these words in your own sentences.

B. Open answers are acceptable.

C. Dad: Where are the photos of our holiday in Thailand?
Mum: Here they are—on the table by the mobile phone.
Dad: Ha ha! There we are on an enormous elephant.
Mum: Yes, I remember you were wearing a white shirt. It got very dirty that day.
Dad: Where were the children?
Mum: Tom was on the other elephant. The baby was at the hotel.
Dad: Why didn’t she come with us?
Mum: She was frightened so she stayed with Grandma.
Dad: Well, I was frightened too—sitting up on that chair. In fact, I was TERRIFIED!

D. List six nouns in the photo.
Several nouns are possible, e.g. chair, elephant, man, woman, shirt, trousers, hat, stick, legs, ear, eye, trunk, tree, leaves

UNIT 7 LESSON 3

Aims
1. To recognize the genre of a play script (A)
2. To read and discuss a play script (A)
3. To check comprehension (B - D)
4. To revise right, left, top, middle, bottom (C)
5. To use When + clause (D)

Preparation and materials
If possible, bring in a mobile phone to show the class.

Suggestions and answers
A. Read carefully. Then tell a friend how to put a number in a phone book.
Chat about mobile phones and how we use them. Remind the children that Grandpa does not like modern gadgets and that Sara has to help him use his mobile phone. The children answer the pre-reading question in their own words after reading what Sara tells Grandpa, e.g. First you select Menu by pressing the select key, which is the big one in the middle. Now select Phone Book. Scroll down. Write a name. Press OK and put in the number. Press OK again to save the number in your phone book.

B. Answer the questions with short answers.
B. 1. No, he doesn’t. 2. Yes, they do. 3. No, they don’t.
4. Yes, it is. 5. No, it isn’t. 6. Yes, he is.

C. Look at the diagram of the mobile phone and use the boxes to write sentences about it.
C. 1. The charge sign is on the right of the screen.
   2. The signal sign is on the left of the screen.
   3. The menu is at the bottom of the screen.
   4. The on/off switch is on the left of the keys.
   5. The select key is in the middle of the keys.
   6. The scroll key is on the right of the keys.

D. Complete the sentences using the words in the diagram.
D. 2. on/off 3. scroll 4. select 5. time 6. charge
UNIT 7 LESSON 4

Aims
To practise the language structures:
1. How do I ...? You ... by ...ing ... (A)
2. Phrasal verbs with on, off and up (B)
3. Prepositions of place (C)

Suggestions and answers

A. Make questions for these answers.

A. 1. How do I select something?
   2. How do I check the battery?
   3. How do I turn it on?
   4. How do I check the signal?
   5. How do I check the signal?

B. Complete each sentence using ‘on’, ‘off’ or ‘up’.

B. 1. on
   2. up...on
   3. off...off
   4. up

C. Look at the pictures. Use ‘on the left/right side of ...’, ‘under’, at the back of ...’
   and ‘on the front of ...’ to explain how to make a toy plane.

C. 1. Stick wing B on the right side of the plane.
   2. Stick the wheels under the plane.
   3. Stick the tail fins at the back of the plane.
   4. Stick the window on the front of the plane.

UNIT 7 LESSON 5

Aims
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. Choose one or two words for each picture.
See Games section on page 82 of this book to play Mime the adjective.

A. 1. very big
   2. enormous
   3. quite tired
   4. very tired
   5. exhausted
   6. quite small
   7. very small
   8. tiny
   9. quite frightened
   10. very frightened
   11. terrified

B. If you can do it, it is a verb. If you can see it, it is a noun. Write noun or verb in
   this glossary.

B. 1. finish (verb)
   2. photo (noun)
   3. talk (verb)
   4. computer (noun)

C. Now put the words in Ex. B in alphabetical order.

C. computer, finish, key, photo, ride, talk

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

D. 1. finish
   2. photo
   3. ride
   4. computer
   5. talk
Teaching suggestions can be found at the bottom of each page in the Student's Book. All answers are highlighted in grey.

**Aims**
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 26 of this book).

**Preparation and materials**
- Photocopy the check-up test on pages 88-89 to give to your pupils after you complete the unit.
- Photocopy the Record of Assessment on page 94 to record the results of the tests. If there are more than 30 children in your class, photocopy the number of sheets required.

**Suggestions and answers**

**A. Listen and fill in the table to show what Chimp did during the weekend.**
Read the script on page 99 of the Student’s Book aloud.

<table>
<thead>
<tr>
<th></th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>morning</td>
<td>played cricket</td>
<td>played on his computer</td>
</tr>
<tr>
<td>afternoon</td>
<td>visited his uncle and aunt</td>
<td>had a picnic in the forest</td>
</tr>
<tr>
<td>evening</td>
<td>watched TV</td>
<td>read a book</td>
</tr>
</tbody>
</table>

**B. With a friend, ask and answer some 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 computer.
5. What did Chimp do on Sunday afternoon? He had a picnic in the forest.

**C. Complete the labels on Chimp’s house.**
D. Write sentences about Chimp’s house, using the table.

2. The phone is in the middle (or at the front) of the room.
3. The door is at the left of the room.
4. Chimp is at the right of the room.
5. The stairs are at the right of the room.
6. The floor is at the bottom 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. They are made of wood. You can go up and down them.
The phone is yellow. 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. Punctuation: Write the sentences in your notebook with capital letters, commas and full stops in the correct places.

1. In his garden he grew peas, beans, potatoes and corn.
2. He prepared the ground in July.
3. He planted the seeds in August.
4. In September, October and November the seeds grew into plants.
5. He picked his plants in December.

G. Use the correct word to begin each question.

4. When 5. Why

H. Arrange these months in order of the year.

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

REVISION TEST

Preparation and materials
1. Each child will need a photocopied sheet of the test (double sided) on pages 88-89 of this book.
2. You will need a copy of the Record of Assessments from page 94 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.
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 following listening exercise twice. 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. 7 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. 1. square 2. horse 3. chair 4. phone 5. claws

Total marks for word work: 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 the words in the right box.

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>trousers, beans, phone</td>
<td>eat, drink, swim, fly</td>
</tr>
</tbody>
</table>

(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, 2 commas and a full stop. Deduct ½ a mark for each mistake.)

Total marks for sentence work: 10
Total marks for whole test: 20
UNIT 9 LESSON 1

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

Suggestions and answers

A. Do what your teacher says.
Chat about the difference between fruit 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 a melon as illustrated in the listening exercises on page 100, describe the other food in turn.

A. Check that the children have written the food in the correct boxes and in the order you described them.

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, rivers and clouds.

UNIT 9 LESSON 2

Aims
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 count, read and write numbers to a hundred (C)
3. To recognize sight words connected to the story (D)

Suggestions and answers

A. Read these words and use them in your own sentences.
For detailed suggestions, see Unit 1, Lesson 2.

A. Open answers are acceptable.

B. Use ‘ir’, ‘ur’ or ‘er’ to make the words. The sound is the same. Complete Numbers 7 and 8.
Explain that this is a logic puzzle for them to work out. Point out that all the words in the first box illustrate the same phoneme (sound): ir, ur, er.
UNIT 9 LESSON 3

Aims
1. To recognize the genre of a fantasy world (A)
2. To read and discuss the story (A)
3. To check comprehension (B)

Suggestions and answers

A. Read the story.
1. Chat about times the children have been naughty. What have they done? Why were their parents angry with them?
2. 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 Tom's real life?

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

<table>
<thead>
<tr>
<th>Tom's real life</th>
<th>Tom's fantasy world</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The mango trees</td>
<td>fruit trees in the forest.</td>
</tr>
<tr>
<td>2. The cat and teddy bear</td>
<td>thirty wild monsters.</td>
</tr>
<tr>
<td>3. The feathers of the pillow</td>
<td>the monsters' curly fur.</td>
</tr>
<tr>
<td>4. Tom's dinner</td>
<td>sweet mangoes and melons.</td>
</tr>
</tbody>
</table>

B. Circle the correct word in each box.

B. 2. hit 3. room 4. bird 5. monsters 6. helped 7. fruit 8. sorry
UNIT 9 LESSON 4

Aims
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. Who said what? Draw lines to say who said these words.
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.
1. ‘You must give me food,’ said Tom.
2. ‘You must stay here with us,’ said the monsters.
3. ‘You mustn’t go away,’ said the monsters.
4. ‘You must say sorry to your sister,’ said Tom’s mother.
5. ‘You must sing to me,’ said Tom.

B. How did they do it? Look at the story and use the given words to complete the sentences.
To practise the use of adverbs, play in the manner of the word. See Games section of this book, page 82.

B.
1. angrily 2. loudly 3. quickly 4. slowly 5. nicely

C. Complete Tom’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

Aims
To practise the language structures:
1. so… to indicate consequence (A)
2. verbs (doing and speaking verbs (B)
3. past tenses (C and D)
4. must/mustn’t in rules (E and F)

Suggestions and answers
A. What happened next? Use ‘so’ and your own words to complete the sentences.
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. Put these words into the right boxes.

Words for ‘said’ | What Tom did
---|---
cried, shouted, snapped, yelled | flew, stamped, went fishing, went hunting

C. Draw a line from the verbs to their past tenses.
Point out that these are irregular past tenses that are not formed by adding ed.

C. fight—fought fly—flew stand—stood give—gave
sing—sang go—went win—won say—said

D. Use the past tense of the verbs in Ex. C to make sentences.
D. Open answers are acceptable, which must use the past tense form of the verbs in C.

E. Write rules for behaving well at home using must and musn’t.
E. 1. You mustn’t kick balls in the house.
2. You must help your mother.
3. You must pick up your toys.

F. Write some more rules of your own.
Discuss rules for good behaviour at school and at home, e.g. You mustn’t talk when the teacher is talking. You mustn’t break your sister’s toys. You must do your homework on time.
F. Open answers are acceptable.

UNIT 9 LESSON 6
Aims
4. To recognize the genre of a poem (A)
5. To read and discuss the text (A)
6. To check comprehension and use the future tense with will (B)
7. To write about daily activities using the simple present and to tell the time (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. As you read the poem, ask yourself:
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!

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 about the poem.
B. 1. There will be melons and peaches.
2. The poet will eat melons, peaches and buns.
3. No, she won’t.
4. She will go to bed late.
5. Snow will fall.
7. Snow rhymes with go.
8. Out of date means too old.

C. 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.
C. Open answers according to each child’s daily habits.
UNIT 9 LESSON 7

Aims
1. To tell the time to every five minutes of the day (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. Look at the clocks and ask a friend, ‘What time is it?’ Take turns to ask and answer.
Give the children plenty of oral practice in telling the time.
A. 2. 8.15 3. 8.20 4. 8.25 5. 8.30 6. 8.40 7. 8.45 8. 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 LESSON 1

Aims
1. To develop listening skills and introduce vocabulary for the reading text (A)
2. To classify vocabulary (B)
3. To develop speaking skills and classify vocabulary (C)

Suggestions and answers
A. Listen to your teacher. Write one of these words for each picture.
1. Read the text on page 100 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.

<table>
<thead>
<tr>
<th>A.</th>
<th>kitten</th>
<th>balloon</th>
<th>countryside</th>
<th>cattle</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ribbons</td>
<td>snail</td>
<td>shadow</td>
<td></td>
</tr>
</tbody>
</table>

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. We suggest that you classify the countryside as non-living, even though parts of it are alive.

<table>
<thead>
<tr>
<th>Non-living things</th>
<th>Living things</th>
</tr>
</thead>
<tbody>
<tr>
<td>trainers, balloon, countryside, ribbons, shadow</td>
<td>kitten, cattle, snail</td>
</tr>
</tbody>
</table>

C. Work with a friend. Put these words in order with the smallest item first.

<table>
<thead>
<tr>
<th>C.</th>
<th>ant, frog, goat, horse, camel</th>
<th>letter, word, sentence, page, book</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>house, village, town, city, country</td>
<td>hour, day, week, month, year</td>
</tr>
<tr>
<td></td>
<td>bicycle, car, van, truck, plane</td>
<td></td>
</tr>
</tbody>
</table>

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

Aims
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

Suggestions and answers
A. Read these words and use them in your own sentences.
Point out that the words in the first box all illustrate the same phoneme (sound). For detailed suggestions, see Unit 1, Lesson 2.

| A. | Open answers are acceptable. |

B. Complete the words with ‘ee’, ‘ea’ or ‘e’. The sound is the same.
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 and had a cool drink. ‘Can we play by the sea?’ asked the children. ‘All right,’ but be careful,’ said their mother. They walked into the sea and their feet got wet. So did their clothes!

C. Look at the pictures. Write the number word before the plurals.

- 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

Aims
1. To recognize the genre of a narrative story in a familiar setting (A)
2. To read and discuss the story (A)
3. To check comprehension (B and C)
4. To predict the end of the story (C 5-7)

Suggestions and answers
A. As you read the story, ask yourself:
When you tell this story, encourage the children to set it in the place where you 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.

A. 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. She saw the Faisal Mosque, Parliament House and the Margalla Hills.
2. She saw the mountains of the Himalayas and the Indus River.
3. Things looked smaller as she went up.
4. The second balloon was the Earth.
5, 6 and 7. Open answers are acceptable.

UNIT 10 LESSON 4

Aims
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 the sentences.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. before</td>
<td>2. after</td>
<td>3. before</td>
<td>4. after</td>
<td>5. on</td>
</tr>
</tbody>
</table>

Open answers with the children's own sentences using the prepositions in the box.

B. Make up questions about the picture. Then write the questions and answers in your notebook.

Play *I went to the market* (see Games section, page 83) to practise past tenses and first, then, after that, next and finally. 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

Aims
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. Write question marks, full stops and capital letters in the correct places.
Remind the children to put question marks after questions.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. It gets dark because the Earth spins around.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. How does that make it dark?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The Earth is like a ball and one side of it faces the sun.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. What about the other side? The other side of the Earth is in shadow.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. That's why it gets dark at night.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Use the words in the boxes to write twelve true sentences.
Only two superlative sentences are possible. Many true comparative sentences are possible, so accept any that make sense.

B. Sample answers
Sana's balloon is smaller than the Earth. Sana's balloon is smaller than Pakistan. Sana's balloon is smaller than Islamabad. The shoe shop is bigger than a balloon. The shoe shop is smaller than the Himalayas. The Earth is the biggest. Sana's balloon is the smallest.
C. Use your own ideas to end the story. Answer these three questions. Use the words ‘Then’, ‘After that’ and ‘next’.

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.

C. Open answers are acceptable.

UNIT 10 LESSON 6

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

Suggestions and answers
A. Read the two poems. Mark the lines you don’t understand. Then talk about them.
1. 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 after you and then to each other in pairs.

UNIT 10 LESSON 7

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

Suggestions and answers
A. Use the words in the boxes 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. Tick the things Leslie Norris could not see. Be careful!
Make it clear that he cannot see a snail as the river is compared to the snail’s track. Nor can he see a ribbon as the road is compared to a ribbon.

B. The children should have ticked: the boy next door, the boy’s sisters, the TV, a snail, his kitten, a ribbon.

C. In Flying, the poet says one thing looks like another. Use these boxes to make sentences.

C. 2. The houses looked like roofs.
3. The roads looked like ribbons.
4. The river looked like a snail track.

D. Answer the questions.

D. 1. They are about flying.
2. and 3. Open answers are acceptable.
4. No, they don’t.
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 Flying.
7. The first poem is the easiest to learn by heart because it rhymes.

E. Imagine you are a bird flying over your town. Write your own poem called Flying. Use these sentence starters to help you.

E. 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.
UNIT 11 LESSON 1

Aims
1. To develop listening skills (A)
2. To introduce the topic of animals (A-D)
3. To interpret a table and convert the information into a paragraph (B and C)
4. To develop speaking skills, using descriptive language (C and D)

Suggestions and answers
A. Listen and fill in the fact file about chimpanzees.
1. Read the text on page 100 of the Student Book aloud.
2. If possible, ask the children to bring in fact books about animals and display animal posters around the classroom. Chat about the animals, encouraging the children to use accurate descriptive language.

<table>
<thead>
<tr>
<th>Fact File</th>
</tr>
</thead>
<tbody>
<tr>
<td>Size</td>
</tr>
<tr>
<td>Weight</td>
</tr>
<tr>
<td>Food</td>
</tr>
<tr>
<td>Life span</td>
</tr>
<tr>
<td>Babies</td>
</tr>
</tbody>
</table>

B. Now use the information to complete the paragraph.
Encourage the children to write the numbers in words.

B. Chimpanzees are more than one metre high. They weigh about fifty kilos. They eat plants and animals. They live for about forty years. They have one child at a time.

C. What do they look like? Describe the chimpanzees in the picture to your friend.
The children should use their own words, according to their level, but here are possible descriptions.

C. Their ears are big and round. Their noses are very small. Their mouths are wide and narrow. They have grey fur. They have hairy chins. They have big fat arms.

D. Game: ‘Guess the animal.’
Encourage the children to eliminate possibilities and to guess the animal in fewer than ten questions. For further ideas, see Games section, page 84.

UNIT 11 LESSON 2

Aims
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 recognize sight words connected to the reading text (C)
3. To put the sight words into alphabetical order (C)
Suggestions and answers

A. Read these words and make up your own sentences with them.
For detailed suggestions, see Unit 1, Lesson 2.

B. Use ‘a_e’, ‘ai’ or ‘ay’. The sound is the same.

B. On a Sunday in May, Mummy’s friend came to tea. Her name was Mrs Grumblyboots. The children were all hungry, but she was late so they had to wait for their tea. Sara made a cake but she didn’t like it. Ali showed her his new toy train, but she said it was noisy. Fiza wanted to play, but Mrs Grumblyboots said she had to stay still. ‘Whew!’ said Fiza when she went away. ‘I’m glad she didn’t stay for dinner.’

C. Put the glossary words in alphabetical order.

C. extinct   grunt   hoot   jungle   omnivore   prey   tool

UNIT 11 LESSON 3

Aims
1. To recognize the genre of an information text (A)
2. To read and discuss it (A)
3. To check comprehension (B and C)

Suggestions and answers

A. As you read the information, ask yourself:
Chat about the differences between chimpanzees and people.

B. Name these.

2. They take dirt, insects and seeds out of each other’s hair.
3. They grunt, hoot and bark.
4. They hold hands and hug each other when they meet.
5. They ride on their mother’s stomachs and backs.

C. Tick the boxes in the table. Add more information if you can.
Note that there are several possibilities for the last two boxes.

C.

<table>
<thead>
<tr>
<th></th>
<th>chimps</th>
<th>people</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give their babies milk</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Eat plants and animals</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Sleep on trees</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Play computer games</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Talk in sentences</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Grunt and hoot</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Have feelings</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Hold hands</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Walk on four legs</td>
<td></td>
<td>✔</td>
</tr>
</tbody>
</table>

Extension: Ask the children to write a paragraph using the information in the table.
UNIT 11 LESSON 4

Aims
To practise the language structures:
1. …use (a tool) to … (A)
2. which for things and animals, who for people (B)
3. simple present versus present continuous (C)

Suggestions and answers
A. Use the words in the boxes to write true sentences about chimpanzees.

A. 2. Chimps use grass to get ants out of anthills.
3. Chimps use sticks to get honey from bees’ nests (and ants out of anthills).
4. Chimps use their fingers to comb each other’s hair.
5. Chimps use leaves to make pillows at night.

B. Complete the sentences. Use which for animals and things. Use who for people.

Explain that we use who for people and which for things and animals.

Extension: Ask the children to make up their own sentences with who and which.

B. 1. which 2. who 3. who 4. which 5. which 6. who

C. What’s strange about the picture? Use these words to make six sentences.
Accept any reasonable sentences.

C. Sample answers
Usually chimps grunt and hoot, but Bob is talking in a sentence. Usually baby chimps ride on their mothers, but Bob is riding a bicycle. Usually chimps eat leaves, fruit, seeds and small insects, but Don is eating an ice cream. Usually chimps walk in forests, but Don is walking in a room. Usually chimps sleep in trees, but Dave is sleeping in a bed. Usually chimps do not wear clothes, but Dave is wearing a shirt.

UNIT 11 LESSON 5

Aims
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 that letters are missing. Take out the apostrophes and put the letters back. Put full stops at the end of the sentences.

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. 1. I am really excited.
2. We are going to meet our friend.
3. He does not live in Pakistan.
4. He lives in England, but he is coming to see us.
5. 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. Use these words to make true sentences.
Two or three words could be acceptable.

B. 1. often/sometimes 2. usually/always 3. usually
4. never 5. usually/often
C. Find out about an animal or bird from books, the Internet, or your parents. Tell the class about it and, if you can, show them some pictures.

You may find it helpful to give the children a writing frame on the board like this:

<table>
<thead>
<tr>
<th>s’</th>
<th>ears</th>
<th>eyes</th>
<th>legs</th>
<th>nose</th>
<th>mouth/beak</th>
<th>hair/feathers</th>
<th>are is</th>
<th>short.</th>
<th>long.</th>
<th>round.</th>
<th>big.</th>
<th>small.</th>
<th>narrow.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>They eat</th>
<th>plants/meat/meat and plants.</th>
</tr>
</thead>
<tbody>
<tr>
<td>They work together</td>
<td>by hunting in packs.</td>
</tr>
<tr>
<td></td>
<td>by feeding their babies in pairs.</td>
</tr>
<tr>
<td></td>
<td>by helping each other collect food.</td>
</tr>
<tr>
<td>They show their feelings by</td>
<td>growling/singing/hooting/wagging their tails.</td>
</tr>
<tr>
<td>They sleep</td>
<td>in trees/underground/in houses/on water.</td>
</tr>
<tr>
<td>They move by</td>
<td>swimming/flying/crawling/hopping/walking.</td>
</tr>
<tr>
<td>We can help them by</td>
<td>leaving their homes alone/not hunting them.</td>
</tr>
</tbody>
</table>
Unit 12 Check-up time

Teaching suggestions can be found at the bottom of each page in the Student's Book. All answers are highlighted in grey.

Aims
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 26 of this book).

Preparation and materials
• Photocopy the check-up test on pages 90-91 to give to your pupils after you complete the unit.
• Photocopy the Record of Assessments on page 94 to record the results of the tests. If there are more than 30 children in your class, photocopy the number of sheets required.

Suggestions and answers

A. Dictation
Read the first paragraph of the story on page 12 aloud. 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. Underline the word you hear.
Say one of the words in each pair very clearly, getting the children to listen for the differences in pronunciation of these words. Keep a record of the words you say so that you can check them later. The children underline the words you say. Write each of the words you said on the board and the children mark their own work or their partner’s.

C. Match the rhyming words.
Point out that rhyming sounds are not always spelt the same.

C. bean-green, late-wait, be-sea, her-fur, stay-Wednesday

D. Write the plural for these words.

D. 1. mice 2. teeth 3. children 4. boys 5. socks 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. Jacob 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 Fiza stayed in the house. She and Ali played a computer game. They made a big picture of a snail.

F. In your notebook, write true sentences using the words in the box.

F. 2. Cows are animals which give us milk.
3. Bus drivers are men who drive buses.
4. Parrots are birds which eat fruit.
5. Teachers are people who help us to learn.
G. Answer the questions about E. E2 and E. E3.

G. 1. He shouted, ‘Be careful!’
   2. Fiza stayed in the house.
   3. She and Ali played a computer game.
   4. They made a big picture of a snail.

H. Write out these sentences in your notebook. Put in capital letters, full stops and question marks.

H. 1. I’m going to Peshawar.
   2. How long will you stay?
   3. Have you got friends there?
   4. We’ll stay for a week.
   5. No, we haven’t.
   6. 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. Use the words in the box to make sentences.

I. We use knives to cut food. We use spoons to eat food.
   We use pens to write letters. We use rubbers to rub out mistakes.
   We use phones to talk to people.

J. Look at Mrs Grumbllyboots’ silly rules. Make them more sensible rules.

J. 1. You must go to bed at 8 o’clock.
   2. You mustn’t eat in the classroom.
   3. You mustn’t run in the kitchen.
   4. You must do your homework in the evening.

REVISION TEST

Preparation and materials
1. Each child will need a photocopied sheet of the test (double sided) on pages 90-91 of this book.
2. You will need a copy of the Record of Assessments from page 94 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.
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 following listening exercise twice. 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. 1. flower  2. sheep  3. leaf  4. train  5. cake

Total marks for word work: 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: ½ a mark for each correct word)
D. Fill in the blanks.

D. 1. go 2. went 3. see 4. saw 5. eat 6. ate

(3 marks, ½ a mark for each correct word)

E. Punctuate

E. Why isn’t Ali on the camel? He’s feeling sick.

(1 mark for 2 correct capital letters, ½ a mark for question mark, ½ a mark for full stop)

F. Write in full.

F. is not he is

(½ a mark for each correct pair of words)

Total marks for sentence work: 10
Total marks for whole test: 20
UNIT 13 LESSON 1

Aims
1. To introduce 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 teach 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 pistol is a gun. It has a wooden handle and a metal barrel. It is used to shoot things.
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 pages 100-101 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 come 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 DVDs? 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 visit 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

Aims
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)
Suggestions and answers

A. **Read these words and make up your own sentences with them.**

For detailed suggestions, see Unit 1, Lesson 2.

A. Open answers are acceptable.

B. **Use words with ‘i_e’, ‘igh’ or ‘y’ to make the words. The sound is the same.**

Remind the children that the three patterns in the first box 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 at the words in the glossary. Write the past tense of each verb and then use them in the sentences.**

Ask the children, **How are the words are organized?** (In alphabetical order.) **What kind of word is each one?** (A verb.)

C. 1. rushed 2. disappeared 3. whistled 5. dodged

**Extension:** Play the game **What am I going to draw?** See Games section, page 84.

**UNIT 13 LESSON 3**

**Aims**

1. To recognize the genre of a classic animal story (A)
2. To read and discuss it (A)
3. To check comprehension (B)
4. To predict what will happen next (C)

**Suggestions and answers**

A. **As you read the story, ask yourself:**

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.

A. 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. 1. d 2. b 3. a 4. c 5. b

C. **What do you think Mole is going to do next?**

Encourage the children to have different ideas.

C. Open answers are acceptable.
UNIT 13 LESSON 4

Aims
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 Spring? It is warm.
   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. 1. started to 2. seemed to 3. tried (or wanted) to
       4. started to 5. started to 6. 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.

   C. Open answers are acceptable.

UNIT 13 LESSON 5

Aims
1. To recognize words that 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. Some words have the same sound, but different spellings. Choose the word with the correct spelling from each box.
   Tell the children that words having same sound but different spellings/meanings are called homophones.
   A. 1. Here … flower 2. Their … flour 3. piece … meat 4. meet … there

B. Make the opposite of the underlined words by adding ‘dis-‘ or ‘un-‘.
   B. 1. dislike 2. unfriendly 3. disappears 4. unwell 5. untidy 6. 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 will send to Aunty Farida.

D. Sample answer
The children should write in their own words, but this is a possible letter:

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 DVDs 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

Aims
1. To recognize the purpose of speech marks (quotation marks) (A)
2. To read and discuss the text (A)
3. To check comprehension (B and C)

Suggestions and answers

A. As you read the story, put a circle round these marks. Why are they there?
First read this part of the story aloud and discuss it. 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.

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 and pistol.
4. …he followed the sound of Mole's cry.
5. …he was happy to find Mole.

C. Match these adjectives to animals in the story in Lesson 3 and 6.

1. Mole was frightened. 2. Rat was brave. 3. The faces in holes were evil.
4. Badger was shy. 5. Rat was kind. 6. Mole was tired.

UNIT 13 LESSON 7

Aims
1. To recognize the genre of a cartoon (A)
2. To use speech marks (quotation marks) before and after speech (B)
3. To write the end of a story using direct speech with speech marks (C)

Suggestions and answers

A. Read the end of the story as a cartoon.
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 given in the answer to C below.
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 usually use double speech marks when we write by hand. 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.**

“I can’t see anything in the snow. We’re lost,” said Rat.

“Ow!” cried Mole.

“Look! Here’s a door mat!” said Rat.


“Don’t you understand, you foolish animal? Dig!” shouted Rat.

“Why dig just because there’s a door mat in the snow?” asked Mole.

“Now look! Here’s a door. Ring the bell,” said Rat.

“Hooray! It’s Mr Badger’s house,” shouted Mole.

“O, Badger, let us in please,” said Ratty.

“Ratty, my dear little man! Come along in, both of you, at once,” said Badger.

C. **Use the cartoon in Ex. A to write the end of the story in your own words. Start like this:**

This is a task only for more able pupils. They write the story in their own words, explaining what happened. They should keep the exact text of the words in bubbles and put speech marks before and after the words that are spoken. Explain that they should begin a new paragraph every time a different character starts talking. Here is a possible version, though it is up to the children to tell it in their own words:

**C. Sample answers**

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.

Rat 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.
UNIT 14 LESSON 1

Aims
1. To develop speaking skills (A and C)
2. To develop listening skills (B)
3. To introduce the topic of Health (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.
A. Sara has an earache.

B. Listen and write each name below a picture.

C. ‘What’s the matter with ...?’ Ask and answer questions about the people in the pictures. Use these words to help you: ‘stomachache’, ‘broken leg’, ‘cold’, ‘headache’ and ‘fever’.
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

Aims
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 introduce the vocabulary in the reading texts (C)

Suggestions and answers
A. Read these words and make up your own sentences with them.
For detailed suggestions, see Unit 1, Lesson 2.
B. Now use the words with ‘o_e’, ‘oa’ and ‘ow’ to complete the sentences.
B. 1. The goat has a black nose and a yellow rope.
2. Be careful on the boat! It goes fast when the winds blow.
3. The tortoise is walking slowly along the road.

C. These words have two meanings. Use them to complete the sentences.
C. 1. waves 2. fan 3. snap 4. bark 5. waves 6. bark 7. snap 8. fan
UNIT 14 LESSON 3

Aims
1. To recognize the genre of a joke (A)
2. To read and discuss jokes (A)
3. To understand the purpose of titles and to make them up (B)
4. To check comprehension (C)
5. To identify nouns and adjectives (D and E)

Suggestions and answers
A. As you read the jokes, ask yourself:
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 102 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 of the following as nouns in the jokes:

D. Sample answers
Joke 1 - teacher, class, park, trees, Sonia, trunk, bark, girl
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

UNIT 14 LESSON 4

Aims
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. 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 the opposite meanings with ‘-less’ or ‘-ful’.

| 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 lovely. |
| 4. This injection will be painless. You will not feel it. |

C. Match the adjectives that mean the same.

| C. 2. very frightened—terrified | 4. very angry—furious |
| 3. very surprised—astonished | 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. Remind the children that we use an before vowels.

| D. 1. a stomach 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 syringe f | 9. an umbrella c |

UNIT 14 LESSON 5

Aims

To practise:
1. prepositions: inside, outside, beside, behind, between, in front of (A)
2. adjectives (B)
3. exclamation marks and question marks (C)

Suggestions and answers

A. Use the words to make sentences about the picture in Lesson 4 Ex. D.

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, page 84 of this book.

| A. 1. The doctor’s clinic is inside the hospital. |
| 2. The scissors are beside the syringe. |
| 3. The umbrella is in front of the table. |
| 4. The boy is between his mother and the doctor. |
| 5. 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. 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 ‘? or ‘.’ in each box.

| C. ‘What’s the matter with your foot?’ asked the doctor. |
| ‘Don’t touch it!’ shouted the boy. |
| ‘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. |
UNIT 14 LESSON 6

Aims
1. To recognize the genre of a riddle (A)
2. To read and discuss the text (A)
3. To check comprehension (B)
4. To make up riddles (C)

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).

<table>
<thead>
<tr>
<th>A.</th>
<th>2. Finding half an insect in an apple.</th>
<th>3. Nothing. It just waves.</th>
<th>4. Snap!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5. An umbrella.</td>
<td>6. Stand near a cricket fan.</td>
<td></td>
</tr>
</tbody>
</table>

B. Answer these questions about the riddles.

<table>
<thead>
<tr>
<th>B.</th>
<th>1. I see you.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. The other half of the insect is in your mouth!</td>
</tr>
<tr>
<td></td>
<td>3. Waves in the sea and when a hand waves.</td>
</tr>
<tr>
<td></td>
<td>4. Snap as a card game and the snap of teeth.</td>
</tr>
<tr>
<td></td>
<td>5. An umbrella goes up when it rains.</td>
</tr>
<tr>
<td></td>
<td>6. A fan likes a sport or kind of music and a fan keeps you cool when you are hot.</td>
</tr>
</tbody>
</table>

C. Make up some riddles and share them with the class.
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.

C. Open answers are acceptable.

UNIT 14 LESSON 7

Aims
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)

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 duplicate nine empty clock faces, give each child a sheet to fill in the nine times shown in the box in A. You can photocopy the clock faces provided on the opposite page.

Suggestions and answers

A. The doctor is going to have a busy day. Look at his plans and write sentences using ‘going to’.
Revise times of day, if necessary looking again at the clocks on page 57. 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.

<table>
<thead>
<tr>
<th>A.</th>
<th>From 8.30 a.m. to 11.00 he is going to drive to Islamabad.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>From 11.00 to 11.30 he is going to meet some student doctors.</td>
</tr>
<tr>
<td></td>
<td>From 11.30 to 1.00 p.m. he is going to go round hospital beds.</td>
</tr>
<tr>
<td></td>
<td>From 1.00 p.m. to 2.00 he is going to see Dr Ahmed for lunch.</td>
</tr>
<tr>
<td></td>
<td>From 2.00 to 4.45 he is going to work in the clinic.</td>
</tr>
<tr>
<td></td>
<td>From 4.45 to 6.00 he is going to do paper-work.</td>
</tr>
</tbody>
</table>

B. The doctor’s car breaks down! Use these words to complete his questions.

|----|-------------|-----------------|-------------|-------------|

Open answers are acceptable.
C. Now use the same words to make up questions about train times to London.

C. 1. How often do trains go there?
2. How much does it cost?
3. What kinds of trains go there?
4. How long does it take to get to London?

A. Draw the hands on the clocks.

8.00
8.15
8.30
11.00
11.30
1.00
2.00
4.45
6.00
UNIT 15 LESSON 1

Aims
1. To develop listening skills (A)
2. To develop speaking skills (B and C)
3. To introduce the present perfect tense for what has just happened (A and B)
4. To introduce the topic of workers and workplaces (A-C)

Suggestions and answers
A. Listen to your teacher and point.
Read out the text on page 101 of the Student’s Book aloud.
A. 1. A baker sells bread, cakes and buns.
     2. A shop assistant works in any kind of shop.
     3. A post office clerk sells stamps and sends parcels.
     4. A bank clerk gives and takes money in a bank.
     5. A nurse looks after sick people in a hospital.

B. Work with a friend. Talk about what has happened in the pictures.
B. 1. bank clerk 2. butcher 3. nurse 4. shop assistant 5. post office clerk

C. Game: ‘Mime and guess.’
C. For fuller instructions, see the Games section, page 85 of this book.

UNIT 15 LESSON 2

Aims
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

Suggestions and answers
A. Read these words and make up your own sentences with them.
For detailed suggestions, see Unit 1, Lesson 2.

B. Use the words with ‘u_e’, ‘ew’ or ‘oo’ to complete the words in the story. The sound is the same.
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!

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 six new ones.

<table>
<thead>
<tr>
<th>A</th>
<th>K</th>
<th>T</th>
<th>B</th>
<th>U</th>
<th>T</th>
<th>C</th>
<th>H</th>
<th>E</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>E</td>
<td>P</td>
<td>U</td>
<td>P</td>
<td>I</td>
<td>D</td>
<td>T</td>
<td>Q</td>
<td>U</td>
</tr>
<tr>
<td>H</td>
<td>F</td>
<td>D</td>
<td>S</td>
<td>J</td>
<td>L</td>
<td>F</td>
<td>K</td>
<td>T</td>
<td>T</td>
</tr>
<tr>
<td>B</td>
<td>U</td>
<td>S</td>
<td>D</td>
<td>R</td>
<td>I</td>
<td>V</td>
<td>E</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>E</td>
<td>C</td>
<td>M</td>
<td>M</td>
<td>S</td>
<td>P</td>
<td>A</td>
<td>Q</td>
</tr>
<tr>
<td>K</td>
<td>A</td>
<td>L</td>
<td>O</td>
<td>U</td>
<td>G</td>
<td>H</td>
<td>G</td>
<td>C</td>
<td>F</td>
</tr>
<tr>
<td>E</td>
<td>N</td>
<td>A</td>
<td>N</td>
<td>S</td>
<td>D</td>
<td>E</td>
<td>D</td>
<td>H</td>
<td>G</td>
</tr>
<tr>
<td>R</td>
<td>K</td>
<td>Z</td>
<td>D</td>
<td>N</td>
<td>U</td>
<td>R</td>
<td>E</td>
<td>Z</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>Y</td>
<td>U</td>
<td>V</td>
<td>B</td>
<td>M</td>
<td>M</td>
<td>R</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>C</td>
<td>O</td>
<td>C</td>
<td>I</td>
<td>U</td>
<td>A</td>
<td>Y</td>
<td>T</td>
<td>R</td>
</tr>
<tr>
<td>E</td>
<td>L</td>
<td>W</td>
<td>T</td>
<td>Q</td>
<td>T</td>
<td>N</td>
<td>A</td>
<td>S</td>
<td>D</td>
</tr>
<tr>
<td>F</td>
<td>E</td>
<td>D</td>
<td>O</td>
<td>C</td>
<td>T</td>
<td>O</td>
<td>R</td>
<td>F</td>
<td>G</td>
</tr>
<tr>
<td>H</td>
<td>R</td>
<td>H</td>
<td>R</td>
<td>H</td>
<td>J</td>
<td>K</td>
<td>L</td>
<td>Z</td>
<td>X</td>
</tr>
<tr>
<td>C</td>
<td>C</td>
<td>V</td>
<td>B</td>
<td>N</td>
<td>M</td>
<td>G</td>
<td>D</td>
<td>Q</td>
<td></td>
</tr>
</tbody>
</table>

**UNIT 15 LESSON 3**

**Aims**
1. To recognize the genres of a newspaper report and advertisement (A)
2. To check comprehension (B - E)
3. To practise the question and negative forms of the simple past (C)
4. To understand that advertisements are often misleading (D)
5. To ask and answer questions using any (E)

**Preparation and materials**
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.**

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). 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 baker’s shop, across Queens road at the traffic lights, into the High Street, passing Hope High School on his left, across High Street and past the Plaza Shopping Mall.

**B. The reporter asked Sana some questions, but got confused! Can you help him put his notes in order?**

B. 1. The robber ran out of the bank.
   2. Three men came after him.
   3. He passed the baker’s shop.
   4. He crossed Queens Road at the traffic lights.
   5. He turned left.
   6. Sana threw a rope round the robber’s legs.

**C. What did the confused reporter ask? Write his 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. 1. Did three men come out of the school? No, they didn’t come out of the school. They came out of the post office.
   2. Did the robber pass the butcher’s shop? No, he didn’t pass the butcher’s shop. He passed the baker’s shop.
   3. Did he cross Queens Road at the fruit stall? No, he didn’t cross Queens Road at the fruit stall. He crossed Queens Road at the traffic lights.
   4. Did he turn right? No, he didn’t turn right. He turned left.
   5. 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. 1. I don’t know.
   2. False.
   3. I don’t know. (The advertisement doesn’t tell us.)
   4. I don’t know. (It is only cool if you put it in a fridge.)
   5. False. (It contains five.)
   6. I don’t know. (Taste is a matter of opinion.)

E. Write questions and answers.

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

Aims
To practise the language structures:
1. next to, opposite and between
2. for giving directions e.g. Turn left/right along … Go past … Cross at … (B and C)

Suggestions and answers
A. Look at Sana’s map and make at least eight true sentences about it. Use the words in the table to help you.
Accept one sentence 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 baker’s shop. It is between the book store and the High Street.
   5. The baker’s shop is next to the post office. It is opposite the school. It is between the post office and the High Street.
   6. The butcher’s shop is opposite the shopping mall and fruit stall.
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 Queens 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 baker’s please? Sure. Turn right along Queens Road. Go past the post office and it’s on your right.
5. Excuse me. Can you tell me the way to the butcher’s please? Sure. Turn right along Queens Road. Go past the post office and the baker’s shop. Cross the High Street at the traffic lights. It’s opposite you.
7. Excuse me. Can you tell me the way to the shopping mall please? Sure. Turn right along Queens Road. Go past the post office and the baker’s shop. Cross Queens Road at the traffic lights. Cross the High Street 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.

C. Draw a line on the map to show the way the robber went.

UNIT 15 LESSON 5

Aims
1. To practise questions and answers in the simple present (A and B)
2. To write about parents’ occupations (C and D)

Suggestions and answers

A. What tools do they use? Write a question and answer about each worker.
First discuss the tools these workers (and other workers) use.

A. 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 baker use? He uses a tray.
B. Where do they work? Write a question and answer about each worker.
Point out that there is no s after the verb in this kind of question, but there is an s in the answer.

<table>
<thead>
<tr>
<th>B.</th>
<th>2. Where does a teacher <strong>work</strong>? She <strong>works</strong> in a school.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3. Where does a postman <strong>work</strong>? He <strong>works</strong> in a post office (or the street).</td>
</tr>
<tr>
<td></td>
<td>4. Where does a butcher <strong>work</strong>? He <strong>works</strong> in a shop.</td>
</tr>
<tr>
<td></td>
<td>5. Where does a conductor <strong>work</strong>? He <strong>works</strong> in a bus.</td>
</tr>
<tr>
<td></td>
<td>6. Where does a baker <strong>work</strong>? He <strong>works</strong> in a shop.</td>
</tr>
</tbody>
</table>

C. Ask your mother or father these questions for homework:

| C. | Open answers are acceptable. |

D. Write a paragraph like this.

| D. | Open answers are acceptable. |

**Extension:** Make a graph showing the different occupations of the children’s parents.
Teaching suggestions can be found at the bottom of each page in the Student’s Book. All answers are highlighted in grey.

**Aims**
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 26 of this book).

**Preparation and materials**
- Photocopy the check-up test on pages 92-93 to give to your pupils after you complete the unit.
- Photocopy the Record of Assessment on page 94 to record the results of the tests. If there are more than 30 children in your class, photocopy the number of sheets required.

**Suggestions and answers**

**A. Circle the correct words.**
The children will need to refer to the place names on the larger version of the map on page 94.

<table>
<thead>
<tr>
<th>toy</th>
<th>Queens</th>
<th>baker’s shop</th>
<th>traffic lights</th>
<th>opposite</th>
<th>High</th>
<th>right</th>
</tr>
</thead>
</table>

**B. Game: Play ‘Simon says.’**
For further instructions how to play *Simon says*, go to the Games section of this book, page 85.

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

*Why are you crying?* asked Sara.
‘Because my kite won’t fly,’ cried Fiza. ‘Look! All the other kites are high in sky. But mine won’t go up.’
‘It’s all right. I’ll help you,’ said Sara.

**D. Match the rhyming words.**

| 1. kite—night | 2. high—fly | 3. hope—soap |
| 4. rule—school | 5. blue—too | 6. go—know |

**E. Write the opposites of these words.**

| 1. heavy—light | 2. short—long/tall | 3. harmless—harmful | 4. new—old |
| 5. thin—fat | 6. painful—painless | 7. open—shut/closed |

**F. Look at the pictures and complete the sentences about it.**
Several answers are acceptable in some cases.

| 1. Ali | 2. a crocodile/a river | 3. a tree/Ali | 4. a tree/Ali |
| 5. the monkey/a flower | 6. the monkey and the bird/flower | 7. the monkey and the flower |

**G. Put an exclamation mark(!), full stop or question mark at the end of the sentences.**

| 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 the picture on this page. Use these words.**

1. Did the crocodile say, “Hi”? It didn’t say, “Hi!” It said, “Snap!”
2. Did Tom shout, “Help”!? He didn’t shout, “Help!” He shouted, “Ow!”
3. Did Fiza cry about her doll? She didn’t cry about her doll. She cried about her kite.
I. Write the sentences in Ex. G again. Write who said them and add speech marks.

<table>
<thead>
<tr>
<th></th>
<th>I. 2. Ali asked, “Is that a crocodile?”</th>
<th>5. Tom said, “No, it’s in the river.”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3. Tom said, “Yes, it is.”</td>
<td>6. The crocodile said, “Snap!”</td>
</tr>
</tbody>
</table>

J. Write what happened next. 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.

**Sample answer**

Ali called the ambulance on his mobile phone. The ambulance driver came quickly and took Tom to a hospital. In the hospital, there was a doctor who looked at Tom’s leg. The doctor cleaned the leg and stitched it. Tom’s mother came and took him home in the car. Poor Tom!

**REVISION TEST**

**Preparation and materials**

1. Each child will need a photocopied sheet of the test (double sided) on pages 92-93 of this book.
2. You will need a copy of the Record of Assessments from page 94 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.
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 following listening exercise twice. Read slowly, giving the children time to circle the correct letters.

Once a man saw a tiger in the middle of a 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? You must take it to a zoo,’ said the policeman.

‘All right,’ said the man.

The next day, the policeman met the man again. The tiger was walking along with the man. ‘Hey!’ shouted the policeman. ‘I told you to take that tiger to the zoo.’

‘Yes,’ replied the man. ‘Yesterday I took it to the zoo and today I’m going to take it to a tea shop!’

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.**

<table>
<thead>
<tr>
<th></th>
<th>oo as in school</th>
<th>oa as in goat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>grew</td>
<td>coat</td>
</tr>
<tr>
<td></td>
<td>cool, true, food</td>
<td>joke, know, goes</td>
</tr>
</tbody>
</table>

(2 marks: Deduct ½ a mark for each incorrectly placed word)
C. Write the words.

C. 1. kite 2. spoon 3. boat

(3 marks: 1 for each correctly spelt word)

Total marks for word work: 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.

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 sentence work: 10

Total marks for whole test: 20
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:

<table>
<thead>
<tr>
<th>car</th>
<th>ha ha</th>
<th>mother</th>
<th>good</th>
<th>pull</th>
<th>flying</th>
</tr>
</thead>
<tbody>
<tr>
<td>cart</td>
<td>grandma</td>
<td>father</td>
<td>book</td>
<td>push</td>
<td>running</td>
</tr>
<tr>
<td>star</td>
<td></td>
<td>brother</td>
<td>cook</td>
<td>put</td>
<td>reading</td>
</tr>
</tbody>
</table>

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 and F 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 5 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 47 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 54 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.'
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 62 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. 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 an object like a piece of chalk somewhere in the classroom and quietly show the class where it is.
4. Call the child back in. Tell her/him that she must find out where the chalk is in only ten questions. The class are only allowed to say, *Yes, it is.* or *No, it isn’t."
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, post office clerk, baker, 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.
   - Child A: Do you work inside?
   - Child B: No I don’t.
   - Child C: Do you work in a city?
   - Child B: Usually, but not always.
   - Child D: Do you move about a lot?
   - Child B: Good question! Yes, I do.
   - Child A: Are you a bus conductor?
   - Child B: No, but you’re very close.
   - Child C: Are you a bus driver?
   - Child B: Yes, I am. Your turn.

UNIT 16 EXERCISE 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/ear.)
- 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.
REVISION TEST FOR UNIT 4

Listening

A. Listen, colour and draw.

1. 
2. 
3. 
4. 

5. 
6. 
7. 

Words

B. Complete the words in the sentences.

Example: Fiza’s brother is Ali.
1. Ali is g____d at read____.
2. They live in a h____se with a br____n door.
3. Their grandp____ has a c____.

C. Match.

Example: a bowl of oil
1. a loaf of jam
2. a bottle of sugar
3. a bag of bread
4. a jar of flour
Sentences

D. Circle the correct word.
1. Does Sara liking like likes reading?
2. Yes, she does. She liking like likes reading.
3. She is good to at for reading too.
4. Do Does Don’t Ali and Tom like eating snakes?
5. No, they do does don’t.
6. They like riding them their they cycles.
7. Fiza brushes his her our teeth in the evening.
8. A house is bigger big smaller than a door.
9. You stir food in from with a spoon.
10. A knife is made on of under metal.

E. Write answers to the questions.
1. How many cups are there?

   ________________________________

2. How much oil is there?

   ________________________________

3. What school do you go to?

   ________________________________

F. Write these sentences with capital letters and full stops.
Tariq goes to school in Lahore his teacher’s name is Mrs Hussain

   ____________________________________________

   ____________________________________________
REVISION TEST FOR UNIT 8

Listening
A. Circle a, b or c.
1. Chimp went to school on
2. On Tuesday, he
   a. went to school. b. played football. c. played cricket.
3. He went to the shopping mall with his
   a. mother.       b. grandpa.       c. grandma.
4. He came home at
   a. seven o’clock. b. seven fifteen. c. seven thirty.
5. Then he went to bed because he was
   a. very very happy b. very very tired. c. very very hungry.

Words
B. Look at the pictures. Write the words.
Example:

1. 2.

3. 4. 5.

q r a e s u
o h s e r

s t a i r s

i a h r c

e n h p o

l c w a
Sentences

C. Circle the correct word.

1. Who Where When did Chimp go on Monday?
   He went to in at the park.
   
2. Why How Who many friends went too?
   Three friends went with him us me.
   
3. What Why Where did they do?
   They play played playing football.
   
4. Whose Why How football did they take?
   They took his him he football.
   
5. Who Where When did he come home?
   He comed came camed home at 7.15.

D. Put these words in the right box.

eat trousers drink swim beans phone fly

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>beans</td>
<td>eat</td>
</tr>
</tbody>
</table>

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

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

F. Punctuate this sentence.
   on thursday ali ate a pizza with tomato onion cheese and corn
REVISION TEST FOR UNIT 12

Listening

A. Circle a, b or c.

1. A blue whale lives in
   a. a forest   b. the sea   c. a house.
2. It
   a. lays eggs.   b. lays fish.   c. has babies.
3. A blue whale is
   a. 13 metres long.   b. 30 metres long.   c. 300 metres long.
4. When it swims, it moves its
   a. tail.   b. legs.   c. arms.
5. Whales have
   a. fur.   b. no fur.   c. hair.

Words

B. Look at the pictures. Write the words.

Example:

1. 2.  
   bird  

3. 4. 5.  
   elf  

   antler  

   book
Sentences

C. **Circle** the correct word.

Last week, Fiza went to the beach with her family.

First   Then   Finally they ran into the sea.  

They [played play playing] with a ball and got wet!  

First   Then   Finally they got out of the water.  

Fiza saw a crab [which who it] had sharp claws,  

so she ran away [quick slow quickly].  

Far away, they [see saw seen] a whale.  

It was [big bigger biggest] than a car!  

First   Then   Finally they had camel rides and went home.  

D. Fill in the blanks.

ate    eat    went    go    see    saw

1. Where did Fiza _________?
2. She _________ to the beach.
3. What did she _________?
4. She _________ a whale.
5. What did she _________?
6. She _________ peaches.

E. Punctuate.

Why isn’t ali on the camel

he’s feeling sick

F. Write in full.

isn’t _________________

he’s _________________
REVISION TEST FOR UNIT 16

Listening

A. Circle a, b or c.

1. One day, a man met a tiger in the middle of a
   a. road. b. zoo. c. tea shop.
2. A policeman told him to take the tiger to a
   a. road. b. zoo. c. tea shop.
3. The next day, the policeman was surprised because the tiger was
   a. not in the zoo. b. angry. c. thirsty.
4. The man said they went to the zoo
   a. yesterday. b. today. c. tomorrow.
5. So now they were going to
   a. a bank. b. a tea shop. c. a school.

Words

B. Write these words in the two boxes below.

coat grew joke cool know goes true food

<table>
<thead>
<tr>
<th>oo as in school</th>
<th>oo as in goat</th>
</tr>
</thead>
<tbody>
<tr>
<td>grew</td>
<td>coat</td>
</tr>
</tbody>
</table>

C. Write the words.

1.             2.            3.            t e i k  o n p s o  t b a o
Sentences

D. Circle the correct words.
1. The weather is hot in winter autumn summer.
2. The children ate there their they’re dinner.
3. When you are not happy, you are happy unhappy dishappy.
4. When you do not like people, you unlike love dislike them.
5. When you are very tired, you are furious exhausted delighted.
6. Tomorrow I am going to was be get up at seven o’clock.
7. Yesterday I did not get got getting up early.
8. There isn’t some any a sugar in the jar.
9. Where does a nurse work works working?
10. She work works working in a hospital.

E. Write a or the in the joke. Use a the first time you read a word and the the second time.

Once a man saw _______ tiger on the road he made friends with the tiger, so he walked along _______ road with _______ tiger soon, he met _______ policeman hey is that a tiger asked the policeman

F. Copy and punctuate the sentences in E.
<table>
<thead>
<tr>
<th>Name of child</th>
<th>Test 1 Date: L W S Total</th>
<th>Test 2 Date: L W S Total</th>
<th>Test 3 Date: L W S Total</th>
<th>Test 4 Date: L W S Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>