3

OXFORD
PROGRESSIVE
ENGLISH

Teacher's Guide

Chris Jacques
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1. 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 Kindergarten 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. Revision units (Let’s Check) 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

Books 3 – 5 are divided into units of six pages. Every fifth unit (Units 5, 10, 15 etc.) is a revision unit (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 (Intro to Book 2) 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, *Learn these words, Read the story, Match the words and the pictures*, giving an example where necessary. There are many types of written exercise such as substitution tables, filling in the blanks, letter-picture matching, word-picture matching, sentence-picture matching 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 Learning Objectives Map at the beginning of the Student's Book provides a breakdown of the key focus of each unit listed under these headings:

- Reading text title
- Genre (from Book 1 onwards)
- Word work
- Sentence work; functions
- Writing; text work
- Spelling; punctuation

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 Book 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 formal letter, they are asked to write their own formal letter, using the text as a model.

Primary Oxford Progressive English has been designed to introduce children to 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.

<table>
<thead>
<tr>
<th>Genres in <strong>Primary Oxford Progressive English</strong></th>
<th><em>New genres to the year are in italics</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introductory</strong></td>
<td><strong>Book 1</strong></td>
</tr>
<tr>
<td>Fiction</td>
<td>Fiction</td>
</tr>
<tr>
<td><em>Talk-about pictures</em></td>
<td>Cartoon / Picture story</td>
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<tr>
<td>Cartoon/Picture story</td>
<td>Story with a familiar setting</td>
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<td>Story with a familiar setting</td>
<td>Traditional story</td>
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<td>Non-fiction</td>
<td>Story with patterned language</td>
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<tr>
<td>Labelled diagrams</td>
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<tr>
<td>Poems/Songs</td>
<td>Science fiction</td>
</tr>
<tr>
<td>Non-fiction</td>
<td>Classic children's literature</td>
</tr>
<tr>
<td>Labelled diagrams</td>
<td>Play script</td>
</tr>
<tr>
<td>Poems / Songs</td>
<td>Description</td>
</tr>
<tr>
<td>Describing personal experience</td>
<td>Non-fiction</td>
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<tr>
<td>Instructions</td>
<td>Labelled diagrams</td>
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<td>Diary</td>
<td>Poems / Songs</td>
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<td>Dictionary work</td>
<td>Instructions</td>
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<tr>
<td></td>
<td>Diary</td>
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<tr>
<td></td>
<td>Dictionary work</td>
</tr>
<tr>
<td></td>
<td>Explanation and Information</td>
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<tr>
<td></td>
<td>Notices and maps</td>
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<tr>
<td></td>
<td>Informal letter</td>
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<tr>
<td></td>
<td>Jokes and riddles</td>
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<td>Newspaper article and advert</td>
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</table>
### Book 3

<table>
<thead>
<tr>
<th>Fiction</th>
<th>Non-fiction</th>
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<tbody>
<tr>
<td>Cartoon / Picture story</td>
<td>Notices and maps</td>
</tr>
<tr>
<td>Traditional tale / legend</td>
<td>Informal letter</td>
</tr>
<tr>
<td>Story with a familiar setting</td>
<td>Instructions</td>
</tr>
<tr>
<td>Play script</td>
<td>Poems</td>
</tr>
<tr>
<td>Description (story setting)</td>
<td>Dictionary work</td>
</tr>
<tr>
<td>Classic children’s literature</td>
<td>Newspaper article</td>
</tr>
<tr>
<td><strong>Non-fiction</strong></td>
<td><strong>Non-fiction</strong></td>
</tr>
<tr>
<td>Notices and maps</td>
<td>Notices and maps</td>
</tr>
<tr>
<td>Informal letter</td>
<td>Instructions</td>
</tr>
<tr>
<td>Instructions</td>
<td>Poems</td>
</tr>
<tr>
<td>Poems</td>
<td>Dictionary work</td>
</tr>
<tr>
<td>Newspaper article</td>
<td>Newspaper article/interview</td>
</tr>
<tr>
<td>Diary</td>
<td>Non-fiction with headings</td>
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<tr>
<td>Riddles</td>
<td>Diary / Postcard</td>
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<tr>
<td>Non-fiction with headings</td>
<td>Biography</td>
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<td>Reading journal</td>
<td>Leaflet and advert</td>
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<td>Survey</td>
<td>Reading journal</td>
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<tr>
<td>Leaflet</td>
<td>Book cover</td>
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<td></td>
<td>Quiz</td>
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<td></td>
<td>Word puzzles; Pun</td>
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</table>

### Book 4

<table>
<thead>
<tr>
<th>Fiction</th>
<th>Non-fiction</th>
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<tbody>
<tr>
<td>Fiction</td>
<td></td>
</tr>
<tr>
<td>Traditional tale (myth)</td>
<td>Notices and maps</td>
</tr>
<tr>
<td>Fable</td>
<td>Instructions</td>
</tr>
<tr>
<td>Story with a familiar setting</td>
<td>Poems</td>
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<tr>
<td>Science fiction</td>
<td>Dictionary work</td>
</tr>
<tr>
<td>Ghost story</td>
<td>Newspaper article/interview</td>
</tr>
<tr>
<td>Description (character)</td>
<td>Non-fiction with headings</td>
</tr>
<tr>
<td>Classic children’s literature</td>
<td>Diary / Postcard</td>
</tr>
<tr>
<td><strong>Non-fiction</strong></td>
<td><strong>Non-fiction</strong></td>
</tr>
<tr>
<td>Notices and maps</td>
<td>Notices and maps</td>
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<tr>
<td>Email</td>
<td>Instructions</td>
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<tr>
<td>Instructions</td>
<td>Poems</td>
</tr>
<tr>
<td>Poems</td>
<td>Dictionary work</td>
</tr>
<tr>
<td>Newspaper article/interview</td>
<td>Newspaper article/interview</td>
</tr>
<tr>
<td>Non-fiction with headings</td>
<td>Non-fiction with headings</td>
</tr>
<tr>
<td>Diary / Postcard</td>
<td>Diary</td>
</tr>
<tr>
<td>Biography</td>
<td>Leaflet and advert</td>
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<tr>
<td>Leaflet and advert</td>
<td>Reading journal</td>
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<tr>
<td>Reading journal</td>
<td>Book cover</td>
</tr>
<tr>
<td><strong>Book cover</strong></td>
<td>Quiz</td>
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<tr>
<td>Quiz</td>
<td>Word puzzle / Brain teaser/ Pun</td>
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<tr>
<td>Word puzzles; Pun</td>
<td>Book blurb</td>
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<tr>
<td></td>
<td>Autobiography (fictional, creative)</td>
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<td></td>
<td>Film script</td>
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</tbody>
</table>

### Book 5

<table>
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<tr>
<td>Fiction</td>
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<tr>
<td>Fiction</td>
<td></td>
</tr>
<tr>
<td>Traditional tale (folk tale)</td>
<td>Notices and maps</td>
</tr>
<tr>
<td>Parable</td>
<td>Instructions</td>
</tr>
<tr>
<td>Story with a familiar setting</td>
<td>Poems</td>
</tr>
<tr>
<td>Fantasy</td>
<td>Dictionary work</td>
</tr>
<tr>
<td>Description (story + character)</td>
<td>Newspaper article/interview</td>
</tr>
<tr>
<td>Classic children’s literature</td>
<td>Non-fiction with headings</td>
</tr>
<tr>
<td><strong>Non-fiction</strong></td>
<td><strong>Non-fiction</strong></td>
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<tr>
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<td>Notices and maps</td>
</tr>
<tr>
<td>Formal letter</td>
<td>Instructions</td>
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<tr>
<td>Instructions</td>
<td>Poems (limerick, riddle, tongue-twister)</td>
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<td>Poems</td>
<td>Dictionary work</td>
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<td>Magazine article and advert</td>
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<td>Word puzzle / Brain teaser/ Pun</td>
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<td>Autobiography (fictional, creative)</td>
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<td></td>
<td>Film script</td>
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### 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. Student Books 0 – 5 have the texts of listening exercises at the back. At the early levels, listening for the phonic sounds of English is integrated with reading practice and the songs, which are available on an optional cassette for Books 0 and 1. The texts for listening exercises in Books 3 – 5 are longer.

**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:

- **Topic words:** These clusters of words are determined by the unit theme (e.g. animals, families or modern technology).
- **Phonic words:** These are grouped according to a repeated phonic pattern.

**Phonics**

By phonics, we mean the regular sound patterns in English words (e.g. a as in man, sh as in shop, ee as in bee). We suggest that children have frequent practice in recognizing the patterns that enable them to decode new words when they meet them by ‘sounding them out’ (e.g. KUH-AH-TUH – cat, not SEE AYE TEE). Since 85% of the words in the English language are phonically regular, phonics enables children to
decode new words when they are encountered. Every unit of the first three books has one lesson focusing on phonics.

**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 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
- **additional activities** for children with good English; these might extend the more able or give reinforcement for the less able

**Timings** are not given, as these will vary according to the level and needs of your class. As you will reinforce 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.

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

**3.2 Photocopiable Tests**

The Teacher’s Guide provides you with four revision tests that can be completed after you have done the revision 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 a reading text ready for children who finish early.

**3.3 Mark sheet**

A diagnostic mark sheet is provided to enable teachers to identify individual children’s weaknesses and areas the whole class needs to revisit.
4. THE STRUCTURE OF BOOK 3

Each teaching unit has five Lessons, except Units 1 and 19, which are short units.

4.1 Lesson 1: Speaking and listening

This introduces the language work and topic of the unit through a dialogue, pictures, or short reading text. Teachers should allow plenty of time to chat about the picture and the experiences of the children in the class. At your discretion, you may use the mother tongue to interest the children in the unit topic and help them to understand the key concepts.

In the dialogues, children practise commonly used chunks (groups of words or formulae like Let’s watch a DVD) for functions, like suggesting, offering, etc. Meaning is thus established and practice given to ensure accuracy of form and pronunciation. Further practice becomes semi-guided or free, allowing children to use their own ideas. Encourage the children to read the dialogues aloud at home to their parents.

When correcting oral mistakes, it may not be necessary to draw attention to the mistake, but simply rephrase the child’s answer in correct English and ask the class to repeat it after you.

Listening exercises

As spoken English is so important in modern life, every unit has an exercise that practises the children’s listening abilities. The texts of the listening exercises are given at the back of the Student’s Book. In some units, the listening activity is done in another lesson, not in Lesson 1.

Chat

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

Chat should be informal and enjoyable. For an example of the difference between focused language practice and chat, compare Unit 1 Exercise 1 (language practice) and Exercise 4 (chat). While every school has its own policy about use of the mother tongue, we suggest using it during chat if it helps children to get involved in the theme of the unit.

4.2 Lesson 2: Word work

Word work lessons focus on vocabulary and lexical sets related to the unit theme. The key themes are listed in the box on the first page of each unit. To help you teach new words for domestic situations, encourage children to bring in real objects for a display table. For revision purposes, put pictures related to the topic on the wall and get the children to chat about them.

Children should always be able to understand and say words and sentences before they are asked to read or write them.

Remember that children at this age learn new words best through:

• imitation (so use the words frequently as you talk to the children)
• activity (so play lots of games like Simon says, especially when teaching verbs)
• interaction (so give them a chance to practise language through pair work and group work)
• repetition (so revise new language frequently after you have taught it).

4.3 Lesson 3: Reading comprehension of different genres

In Books 3 – 5, children are required to read and understand texts of greater length and complexity. They read texts of different genres (see the table in Section 2.3 of this Introduction), just as they do in real life. The unit notes give guidance for teaching a variety of text-types with different types of exercises. However, a few general points are suggested here.

Does the text introduce a new topic?

It may be necessary to bring in some extra pictures to introduce the theme of the text and interest the class in the topic.

Are there any difficult keywords that the children may not understand?

It may be necessary to teach the meaning of key vocabulary at the start of the lesson, called ‘pre-teaching vocabulary’.
Is the text longer than ones that the children are used to reading?
It may be necessary to break the text up into sections: ask a general question, read the first few paragraphs, then ask the class to answer your general question.

Are any of the exercise-types unfamiliar to the children?
Make sure that you do the first few items with the whole class to check that the children know what to do.

Are the children likely to forget the theme, or the story, or some key vocabulary?
Revisit the text in the next or a later lesson. Get the children to look at the pictures but cover the text and tell you what they remember.

Should I get the children to read the text aloud?
In general, no. You, the teacher, are the best reader; you can read a section of the text aloud, with lively intonation, while the children follow in their books. The exception is those parts of the texts that contain dialogue, or texts consisting of dialogue, e.g. playscripts.

4.4 Lesson 4: Sentence work
These lessons focus on developing grammar, sentence structure and punctuation. The key structures are listed in the box on the first page of each unit.
As children do not usually think analytically, the emphasis is on using the language, not knowing about the language. Wherever possible, exercises are contextualized by pictures or theme. From Book 3 onwards, simple grammatical terms like adjective or simple past are used in rubrics and grammar boxes (Study Corner).
In a similar way to the Word work exercises, the Teacher's Guide encourages teachers to help the children to learn the structures of English through imitation, activity, interaction and repetition.

4.5 Lesson 5: Text work and Writing
Lesson 5 may include Text work, Writing, or both. Text work involves the study of a model and writing in a similar genre. Writing may involve adding detail to a description or story. Sometimes, e.g. in Unit 2, Lesson 5 completes the main story started in Lesson 3.
During the course, children learn to write simple versions of the main genres we teach. However, they will study more genres receptively than they will be required to write productively. In Book 3, children write or complete poems, stories, recipes, descriptions, notices, diaries and letters.

4.6 Daily revision
Children forget things quickly, so make sure that every lesson includes some revision, usually from the previous lesson. 3-5 minutes should be enough for this purpose. Unit Notes for Unit 1 detail how this can be done, but in principle you can follow this plan.
At the start of Lesson 1, chat about the Unit topic.
At the start of Lesson 2, revise the dialogue from Lesson 1, without books if possible.
At the start of Lesson 3, revise the word work from Lesson 2, for example with a short dictation.
At the start of Lesson 4, get children to give you an oral summary of the text from Lesson 3.
At the start of Lesson 5, get the students to complete two sentences on the board from Lesson 4.

4.7 Handwriting
Do not assume that the children will have satisfactory handwriting by this level. Notice which children need remedial help with word and letter formation and give them extra handwriting homework if necessary. For example, make sure that children clearly differentiate between these pairs of letters: e/i, a/o, r/s, u/v, m/n, j/f, k/l, g/q.
Likewise, pay attention to the correct size of these capitals: C O P S U V W X Z, also the position on the line of capital P.

4.8 Revision units (Let’s Check)
Every fifth unit is a revision unit. This will give you an opportunity to revise speaking and listening skills, word work and sentence work. Many of the listening exercises take the form of simple dictation or sentence completion.
Four photocopiable tests are included in the Teacher's Guide. Each test should be given to the class after they do the Revision Unit (Units 5, 10, 15, etc.).
5. CLASSROOM ORGANIZATION

Display pictures which the children have drawn and write a phrase or sentence about each one (e.g. A green cotton shirt. The place where I saw a snake.) Find interesting pictures in magazines or newspapers and display them with a simple label.

Seating plans can affect the way you teach. If possible, allow the children to sit in pairs or small groups so that they can do pair work and group work with the minimum of disruption. As the children will need to practise some dialogues in groups, be prepared to let them move place sometimes.

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

6. CONCLUSION

We hope that your pupils will enjoy English right from the start. Children learn well if they feel that they are succeeding and this course is designed to help them do just that. It should be:

• easy for children because it is carefully graded so that they learn a little more every day and build upon what they already know
• easy for teachers because it provides a balance of speaking, listening, reading and writing skills as well as games, songs and additional activities.

Primary Oxford Progressive English will give your pupils a solid foundation for learning English, but please adapt it to your own needs. No book can replace a good teacher!
UNIT 1 LESSON 1

Aims
- to encourage the children to speak English again after the holiday
- to revise plans with going to
- to introduce the Burki and Dani families, standard characters in Book 3
- to develop the children's listening skills

Suggestions and answers
1 Read the story and answer the question.
   1. Tell the children to look at the picture on page 2.
   2. Get them to tell you what they can see in the picture (a family is having supper).
   3. Help them to tell you who they can see (a mother, father and three children) and to guess the ages of
      the children. Do not correct language mistakes here. While you are doing this, teach the children some
      words that they will need for the reading passage: engineer, colleague. Get the class to repeat the words.
   4. Read aloud the comprehension question above the dialogue and check that the children understand it.
   5. Tell the children to follow the dialogue silently in their books and find the answer while you read it
      aloud.
   6. Read the dialogue aloud. Get the class to tell you the answer.

Mr Burki is going to Nepal; Mrs Burki is going to paint the three children of a friend.

2 Listen to your teacher's sentences and correct them.
Read out the sentences (with a straight face!) from page 110 of the Student's Book. Wait for children to
correct you. If nobody corrects you, repeat the sentence a bit more slowly.

Answers to listening exercise
1. No. Mr Burki is not going to the seaside next weekend.
2. No. Mr Burki is going to Nepal.
3. No. He’s going to build a bridge (in the mountains) there.
4. No. Mrs Burki will not be free next weekend.
5. No. She’s going to paint the three children of her friend.
6. No. She’s going to paint a family picture of the three children.
7. No. The children are going to stay with Grandma and Grandpa for the weekend / for three nights.

3 Listen and write the children's ages next to their names.
   1. Explain the family tree before you do the listening task.
   2. Explain that ‘=’ means that the two people are married. Ask the class to find two pairs of sisters.
   3. Tell the children to listen to the dialogue and write the children's ages in their notebooks.
   4. Read the dialogue on page 110 of the Student's Book aloud with clear pronunciation, vitality and
      humour!
   5. Get the class to tell you their answers. If some children do not have the answers, read aloud part of
      the dialogue again.
   6. If you wish, turn to the script on page 110. Read the dialogue aloud again while the children follow
      it silently in their books.
   7. Put the children in pairs and get the pairs to read the dialogue aloud simultaneously.

| Mariam  10 | Fahad  8 | Saira  8 | Imran  8 | Nadia  6 |

4 Now tell the class about your brothers and sisters and their ages.
   1. It is important that in every lesson children get to talk about their own lives and experiences.
   2. Ask a child to come to the front of the class. Get him/her to write the name(s) of a brother/sister
      and to give his/her age.
3. If you like, get the class to ask further questions, e.g. Do you have a sister? What's her name? How do you spell it? How old is she?

4. Repeat with another child / other children.

UNIT 1 LESSON 2

Aims
• to introduce and practise vocabulary for family members
• to practise the phonic group: nouns with o, pronounced u as in bus
• to practise asking questions and giving short answers
• to read and understand a riddle

Suggestions and answers

1. Say these words. Circle the odd ones out.
   1. Read aloud the rubric. Explain that the children must listen and circle the words with different vowel sounds.
   2. Demonstrate with the first two words, brother and mother. Ask if these words have the same vowel sound, or different vowel sounds (the same).
   3. Go through the words in the box and check comprehension. Children must always understand the meanings before they say the words.
   4. Read the words aloud. The children circle the odd ones out in their books.
   5. Check the answers with the class. Get the children to repeat any words that caused difficulty.

   rocket and donkey have different sounds.

2. Look at the family tree in Lesson 1. Use the words in the box to complete the sentences.
   1. Translation is a quick way of revising nouns for family members, many of which will be familiar to the children. Go through the words in the box and check comprehension.
   2. Point out as you do this that English has fewer expressions than Urdu, e.g. only one word for each of the following: grandfather, grandmother, uncle and aunt, grandson and granddaughter.
   3. Let the children work in pairs and complete sentences 1 – 4. Then check the answers with the class.
   4. Do each of the puzzle sentences with the class. Read aloud a sentence. Wait for the children to work out the answer before asking a child. Do not confirm the answer if correct, but ask other children if they agree or disagree.
   5. Confirm the right answer at the end.

   1. uncle 2. aunt 3. granddaughter 4. daughter

Puzzles


3. Ask and answer more questions about the Burki and Dani families.
   1. Read aloud the example question and answer.
   2. Write up the family tree from Lesson 1 on the board by asking the class questions, e.g. Who is Mrs Dani's sister? Do not include the ages on the board. Then proceed to the exercise in the Student's Book.
   3. Get questions from individual children. Allow the questioner to nominate another child who will answer.

4. Read and answer the riddle.
   1. Tell the children to look at the picture on page 3 of the Student's Book. Tell them to cover the upside-down answer below the picture.
   2. Get them to tell you what they can see in the picture (a signpost, a man with seven sons).
   3. Read aloud the riddle. Check comprehension of any words that might cause difficulty, e.g. goat, kid.
   4. Tell the children that they must work out the answer to the riddle and write the answer in their notebooks. Monitor the children while they are doing this task.
   5. Collect answers from the class but do not confirm the correct answer yet.
6. Tell the class to read the upside-down answer.

**Additional activities**
Get the children to draw a family tree for their families, including the words aunt, uncle, grandfather, etc.
Get them to include the ages of any brothers and sisters.

**UNIT 1 LESSON 3**

**Aims**
- to revise and practise the use of reporting verbs: say, ask, speak, talk
- to present punctuation: the use of speech marks in a story
- to practise punctuation: the use of capital letters in a story

**Suggestions and answers**

1 **Read and choose.**
   1. Explain to the class that sentences 1 – 7 make up a dialogue.
   2. Read the whole dialogue aloud, while the class follows it in their books.
   3. Let the children work in pairs and choose the correct verbs. Then check the answers with the class.
   
   | 1. said | 2. asked | 3. speaking |
   | 6. asked | 7. talk, said, ask |

2 **Read the passage again using the words in the box instead of the words in italics.**
   1. Explain the purpose of the exercise. Demonstrate by reading aloud sentence 1 from Ex. 1, then the example from Ex. 2.
   2. Read aloud sentence 2, then ask a child to give the alternative sentence ‘Did you have a good journey?’ Sally asked.
   4. Continue with the rest of the sentences.

3 **Write the words in the correct order in your exercise book. Start each sentence with a capital letter.**
   1. Demonstrate how to do the exercise by doing sentence 1 on the board with the whole class.
   2. Put the children into pairs to write their sentences in their notebooks.
   3. Get pairs to read out their sentences to the class.

   | 1. Nadia was talking quietly to her friend. |
   | 2. After supper Mrs Burki told a story. |
   | 3. We must go and say hello. |
   | 4. To whom are you speaking? |
   | 5. My aunt speaks very quickly. |
   | 6. I like talking about sports. |
   | 7. Please say the telephone number again slowly. |
   | 8. I asked her a question but she did not say anything. |

4 **Punctuation. Write the story in your notebook using capital letters.**
   1. Point out that the children should observe the same line breaks as the text in the Student’s Book.
   2. The combination of speech marks and other punctuation is tricky at this level. Expect only the more able children to do this when they are doing free writing.
   3. Let the children write the story individually in their notebooks.
   4. This exercise can be done as homework. Encourage the children to write carefully and neatly.

   Mrs Burki arrived home on Monday evening. ‘Hello, Saira!’ she said. ‘Did you have a nice weekend, Mummy?’ Saira asked. ‘It was hard work,’ said Mrs Burki. ‘There were three children and I had to paint all their pictures.’ ‘How old were the children?’ asked Saira. ‘The oldest was twelve and the youngest was six,’ Mrs Burki answered.
UNIT 1 LESSON 4

Aims
• to present a model paragraph about a family
• to practise asking and answering questions about a family
• to write a paragraph about one's family
• to practise vocabulary for parts of the body and learn a new song

Suggestions and answers

1. **Read about Sandra Bate's family.**
   Read aloud the paragraph and ask the children to follow silently in their books.

2. **Answer the questions.**
   [Here and elsewhere in the course, some short answers and some one-word answers are acceptable and indeed preferable, as the aim of the exercise is reading comprehension. There are many other opportunities in the course for practising correct sentence formation.]
   1. Work through the answers one by one with the whole class, correcting individual answers where necessary.
   2. If a child makes a mistake, encourage another child to provide the correct answer. Then get the first child to repeat the correct answer.

   1. She lives in Aston.
   2. Ed.
   3. He's a reporter.
   4. He's ten.
   5. Judy.
   6. She's a doctor.
   7. She's eight.
   8. In Karachi.

3. **Write at least 4 sentences about your family in your notebook. Stick in a family photo.**
   [The use in the rubric of ‘at least 4’, here and elsewhere in OPE, means that all children should write 4 sentences; the abler children can write more than 4 sentences.]
   1. The purpose of this writing exercise is for the teacher to see what the children can write with the little guidance given. Abler children can write additionally about the ages of their family and the jobs their parents do.
   2. If you are going to do this writing exercise in class, tell the children the day before to bring in a family photo, if possible.

4. **Song: The family**
   1. Say the first line and get the class and individuals to repeat it.
   2. Do the same with the second line.
   3. Now get individuals to repeat the first two lines together.
   4. Do the same with the other lines, each time getting individuals to repeat the song from the beginning.
   5. Get the class to repeat the whole song.
UNIT 2 LESSON 1

Aims
• to practise a dialogue and the two present tenses
• to introduce common materials with made of
• to develop the children’s listening skills
• to chat about books that the children are reading

Suggestions and answers
1. Read the story and answer the question.
Follow the same procedure for the dialogue in Unit 1, Lesson 1.

He’s in (the) town today.

2. Read the dialogue again and answer these questions.
Follow the same procedure for the comprehension questions in Unit 1, Lesson 4, Ex. 2.

1. No, he can’t.
2. He’s collecting materials for the bridge.
3. They are doing their homework.
5. She’s reading all the time.

3. Listen and tick to show where the books are.
1. Read the rubric and introduction in order to explain the situation.
2. Explain that the children must listen to the dialogue and tick the right boxes.
3. Read the dialogue from page 110 of the Student’s Book aloud with clear pronunciation and vitality.
   This is the model that the children will imitate when they practise the dialogue.
4. Get the class to tell you their answers. If some children do not have the answers, read aloud part of
   the dialogue again.
5. If you wish, turn to the script on page 110. Read the dialogue aloud again while the children follow
   it silently in their books.
6. Put the children in pairs and get the pairs to read the dialogue aloud simultaneously.

The Fisherman — missing
The Three Little Goats — out
Space Story — in
The Wishing Stone — out

4. What about you? Answer these questions in class.
1. Ask the first question to several children in turn. Ask follow-up questions, e.g. Who is the book by?
   Have you read it before? What’s the book about? Do the same with the remaining questions.
2. Ask them to give examples of books that they have read and enjoyed.
3. Do not omit this stage. If there is no time for this chat stage, start the lesson with this exercise. It is
   important that the children have regular opportunities to talk about their experiences and express
   their preferences.

UNIT 2 LESSON 2

Aims
• to introduce and practise vocabulary for building materials
• to talk about one’s school, its building materials and made of
• to do a word search puzzle for the spelling patterns -ck / -ck-
Suggestions and answers

1 Listen to your teacher and point to the building materials. Then listen again and repeat the words.
   1. Present the vocabulary in the pictures, but do not do any oral practice yet. Do not hesitate to use translation if necessary. Point to examples of the materials in the classroom.
   2. Using the script on page 110, read aloud the words, which are in random order. Pause after each word so that the children have time to find the word and point to it in their books. This procedure encourages them to associate the written word and its pronunciation.
   3. Do a listen-and-repeat with the vocabulary; the children repeat the words which you say in the correct order. (These words have simple pronunciation, but later vocabulary exercises will be more difficult.)

2 Use the new words from Ex. 1 to complete the sentences.
   1. Read aloud the rubric and the example. Point out that there are alternative answers.
   2. Let the children work in pairs and complete sentences 1 – 5. Then check the answers with the class.

<table>
<thead>
<tr>
<th>Example: stone, steel</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. steel</td>
</tr>
<tr>
<td>2. steel, wood/plastic</td>
</tr>
<tr>
<td>3. bricks</td>
</tr>
<tr>
<td>4. wood, steel, plastic</td>
</tr>
<tr>
<td>5. wood</td>
</tr>
</tbody>
</table>

3 What about your school?
   1. Read aloud the example sentences. Point out that ‘is made of’ follows a singular noun; ‘are made of’ follows a plural noun.
   2. Get choral repetition of the example sentences.
   3. Start an example sentence ‘That door is made of’ and get a child to complete the sentence. Do the same with the remaining example sentences.
   4. Start further example sentences and get children to complete them orally. For variety, add colours to the description, e.g. Those chairs are made of red and blue plastic.
   5. Get the children to write at least four sentences about their school, either in class or for homework.

4 Spelling patterns -ck / -ck-
   1. Read aloud the rubric and the example.
   2. Get the children to hunt for a word on the second line from the top, sock.
   3. Explain that the words go from left to right and from top to bottom. No words go diagonally.
   4. Get the children to work individually and to write the words in columns in their notebooks.
   5. When any children have finished, they can compare their lists in pairs and spell the words aloud.

<table>
<thead>
<tr>
<th>chicken, kick, tick, pick, lick</th>
</tr>
</thead>
<tbody>
<tr>
<td>back, sack</td>
</tr>
<tr>
<td>sock, rock, lock</td>
</tr>
</tbody>
</table>

UNIT 2 LESSON 3

Aims
• to develop the children’s reading skills
• to introduce vocabulary for houses
• to act out the story in groups

Suggestions and answers

1 Read the story and answer this question.
   1. Tell the children to look at the pictures on pages 8 and 9.
   2. Get the children to look at each picture in turn and ask them questions about it: e.g. Where is the wolf? Where are the goats now? What time of day or night is it? Do not correct language mistakes here.
3. While you are doing this, teach the children some words that they will need for the reading: straw, wolf, chimney. Get the class to repeat these words.

4. Read aloud the comprehension question and check that the children understand it.

5. Tell the children to read silently from their books to find the answer, while you read the story aloud.

6. Get the class to tell you the answer.

   The house of bricks.

2 In which picture …?
1. Tell the class to look at the pictures on pages 8 and 9 while you read the questions aloud.
2. Put the children into pairs to find the correct pictures and to write the numbers in their notebooks.
3. When they finish, get pairs to tell you the answers.

   1. Picture 1
   2. Picture 3
   3. Picture 6

3 Read the story again and answer these questions.
1. Tell the class to look at Ex. 3 and help individuals to read the questions aloud.
2. Check that the class understand the questions.
3. Put the children into pairs to help each other to read the story again and to write the answers in their notebooks.
4. Go around the pairs and help as necessary.
5. Ask pairs to answer the questions.

   1. In the mountains.
   2. They heard that there was a big wolf in the mountains, not far away.
   3. In the evening.
   4. Because the wolf blew at the house and the house was shaking.

4 Complete the sentences with words from the story.
1. Read the first sentence aloud and get the class to give you the missing word.
2. Put the children into pairs to complete the exercise. They can write the missing words in their notebooks or you can ask them to copy the complete sentences.
3. Go around the pairs, helping as necessary.

   1. afraid
   2. blew
   3. horns
   4. wooden
   5. chimney

5 Act out the story in groups of four.
1. Get the children to act out the story in groups of four (3 goats and 1 wolf). The goats can attack the wolf. The wolf can blow very hard at the houses.
2. Ask one group to act out the scene for Picture 1. Help them where necessary.
3. Ask another group to act out the scene for Picture 1.
4. Move on to Picture 2. Ask a group to act out the scene for Picture 2. Help them where necessary.
5. Ask another group to act out the scene for Picture 2.
6. Continue with the remaining pictures until all groups have had the chance to act out at least one of the pictures.

UNIT 2 LESSON 4

Aims
- to revise and practise common conjunctions: and, but, so, because
- to link sentences with common conjunctions
- to punctuate a short story
Suggestions and answers

1 Match the two parts to make complete sentences.
   1. Read aloud the rubric. Get two children to read the halves of the example sentence.
   2. Let the children work in pairs and match the halves for sentences 1 – 4. Then check the answers with the class.

   Example: Tinyhorns collected some straw and built a straw house.
   1. Tinyhorns woke up because the house was shaking.
   2. The wolf blew down the straw house but Tinyhorns escaped.
   3. The goats needed a stronger house, so they built one of bricks.
   4. The wolf blew at the brick house but couldn’t blow it down.

2 Join the pairs of sentences with ‘so’ or ‘because’.
   1. Help children to read aloud the example sentences.
   2. Point out the use of commas in clauses. In this exercise, commas are not required with ‘and, but, because’, but are required with ‘so’. Later in the course, commas will be used with ‘and’ and ‘but’ where the sentences are longer.
   3. Let the children work in pairs and join the sentences for items 2 – 8. They do this orally. Then check the answers with the class.
   4. The children can write out the new sentences in their notebooks for homework.

   1. Shorthorns went to the store because he wanted to buy some bricks.
   2. He didn’t buy any bricks there because they were too expensive.
   3. At the brick factory they were much cheaper, so he bought 500.
   4. He borrowed a cart because there were so many bricks.
   5. But he couldn’t pull the cart because it was too heavy.
   6. He ran to get Longhorns and Tinyhorns because he needed help.
   7. They were afraid of the wolf, so they built their house very quickly.
   8. They didn’t like smoky houses, so they put a chimney in the roof.

3 Punctuate this passage and choose the correct conjunctions to complete the sentences.
   1. Read the story aloud with excitement, pausing at breaks between sentences.
   2. Put the children in pairs, and let them read the story aloud to each other, using the correct conjunctions.
   3. Get the children to write out the passage with the correct punctuation in their notebooks. They can do this in class or for homework.

   I wasn’t sleeping well because I was dreaming about the wolf in the story. Suddenly, I woke up and heard a noise outside the house. It sounded like the big wolf. At first, I was afraid, so I didn’t get out of bed. I tried to get to sleep again but I couldn’t. Then I heard the noise again, so I got out of bed and went to the window. I looked out of the window but I couldn’t see anything. Then I saw an animal under the trees. It wasn’t a wolf because its tail was longer than a wolf’s tail. Suddenly, it ran up the tree and I saw it was a monkey. I went back to bed and went to sleep.

UNIT 2 LESSON 5

Aims
• to develop the children’s reading skills
• to complete a summary of a story in one’s own words

Suggestions and answers

1 Read Part 2 of the story and answer these questions.
   1. Tell the children to look at the picture on page 11 of the Student’s Book.
   2. Ask them questions about it: e.g. Where are the goats now? Where is the wolf? What part of the wolf can you see? Do not correct language mistakes here.
3. While you are doing this, teach the children some words that they will need for the reading: flame, iron, smoky. Get the class to repeat these words.

4. Read aloud the comprehension questions and check that the children understand them.

5. Tell the children to read silently from their books to find the answer, while you read the story aloud.

6. Get the class to tell you the answers.

   It started its climb at the top of the chimney.
   It finished inside the pot of boiling water.

2 **Are these sentences true (T) or false (F)?**

1. Get individuals to read the sentences aloud. Check that the children understand them.

2. Tell the children to write numbers 1 – 4 in their notebooks and then to read the story again to find the answers. They should write T or F next to each number.

3. Get the children to tell you the answers. For each answer, they should read aloud the relevant part of the story.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
</table>

3 **Use your own words to complete these sentences.**

1. Read aloud sentence 1. Ask the class to think in silence of ways to complete the sentence. Give them enough time to do this.

2. Ask an individual to complete the sentence. Ask other children for alternatives.

3. Continue with the remaining sentences.

4. Get the children to write the complete sentences in their notebooks, either in class or for homework.

**Sample answers**

1. … it was built of bricks.

2. … blow the house down …

3. … put more sticks on the fire.

4. … put some wet leaves on the fire.

5. … it fell into …

6. … put the lid on the pot and a heavy stone on the lid …
UNIT 3 LESSON 1

Aims:
• to practise a dialogue, with variations
• to revise the meaning and use of going to
• to present the topic of nations and their flags
• to develop the children's listening skills

Suggestions and answers
1 Read the story and answer the question.
1. Follow the same procedure for the dialogue in Unit 1, Lesson 1, Ex. 1.
2. Make sure that the children understand the meaning of Internet café (a shop/café where the public may come in and pay for the use of a computer, especially to send emails).

Yes, they are both from the same town, Karachi.

2 Read the dialogue again and answer these questions.
Follow the same procedure for the text in Unit 1, Lesson 4, Ex. 2.
1. An Internet café. 2. From Karachi. 3. No. The man doesn't live in Clifton now.

3 Practise the conversation. Use the words given below.
1. Explain the purpose of the exercise. Demonstrate by reading aloud the first four lines of the dialogue.
2. Ask a child to give an alternative, e.g. I'm looking for the post office. I need to post a letter.
3. Correct the alternative if necessary and get choral repetition.
4. Continue with the rest of the dialogue.
5. Use your own town instead of Karachi. Get the children to suggest other districts of your home town instead of Clifton District.

4 Match the flags to the countries.
1. This is a listening comprehension exercise rather than a matching exercise. It revises the language for shapes, colours and positions.
2. Tell the children to write numbers 1 – 4 in a list in their notebooks.
3. Explain that they are going to listen to a description of a flag. Then they must choose the correct country and write it in their notebooks.
4. Find the script on page 110 – 111 of the Student's Book. Number the four countries in the script 1 – 4.
5. Read out the first description, but say The flag for Country 1 … instead of The flag for Britain ….
6. At the end of the description, allow the children enough time to write the name of the country in their notebooks.
7. Repeat the procedure for the remaining flags. Check the answers with the class.

UNIT 3 LESSON 2

Aims
• to introduce and practise vocabulary for common countries, nationalities and languages
• to develop the children's listening skills
• to practise asking and answering questions
• to study the spelling of adjective endings for nationalities: -ian, -ese, -ish, -i

Suggestions and answers
1 Listen to your teacher and point to the countries on the map. Then listen and repeat.
1. Follow the same procedure for the vocabulary section in Unit 2, Lesson 2, Ex. 1. Refer page 111 of Student’s Book for the script.
2. Note that the script says Britain while the map shows United Kingdom. Britain is the easier name for the children to learn at this level.

2 Ask and answer questions about these nationalities.

<table>
<thead>
<tr>
<th>Sample questions and answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where do Bangladeshi people live?</td>
</tr>
<tr>
<td>Where do Afghani people live?</td>
</tr>
<tr>
<td>Where do Chinese people live?</td>
</tr>
<tr>
<td>Where do Nepalese people live?</td>
</tr>
<tr>
<td>Where do Iranian people live?</td>
</tr>
<tr>
<td>Where do British people live?</td>
</tr>
</tbody>
</table>

3 Ask and answer questions about these languages.

1. Note that the languages are not printed on the map at the top of the page.

<table>
<thead>
<tr>
<th>Sample questions and answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where do they speak Chinese?</td>
</tr>
<tr>
<td>Where do they speak Nepali?</td>
</tr>
<tr>
<td>Where do they speak Sindhi?</td>
</tr>
<tr>
<td>Where do they speak English?</td>
</tr>
<tr>
<td>Where do they speak Pashto?</td>
</tr>
</tbody>
</table>

4 Spelling

-ian Iranian.
-ese Chinese, Nepalese.
-ish British.
-i Pakistani, Bangladeshi, Afghani.

UNIT 3 LESSON 3

Aims

• to develop the children’s reading skills
• to match paragraphs to pictures
• to chat about similarities and differences between countries

Suggestions and answers

1 Find two paragraphs to match these pictures.
1. Tell the children to look at the pictures on page 14.
2. Get the children to look at each picture in turn and ask them questions about them: e.g. What can you see in the picture? Who can you see in the picture on the left? Where is Mr Burki? Don’t correct language mistakes here.
3. While you are doing this, teach the children some words that they will need for the reading: temples, mules (point out the pictures on the facing page to teach these words). Get the class to repeat these words.
4. Read aloud the comprehension task and check that the children understand it.
5. Tell the children to read silently from their books to find the answers, while you read the story aloud.
6. Get the class to tell you the answers.

   left-hand picture: paragraph 1.
   right-hand picture: paragraph 2.

2 Find sentences in bold for these pictures (a-f).
1. Tell the class to look at the pictures. Ask a few simple questions, e.g. What can you see on the market stall? What are the children carrying? What is the man carrying?
2. Read aloud the comprehension task and check that the children understand what they have to do.
   Count aloud the pictures; there are six. Count aloud the sentences in bold in the text; there are six.
   So it is a matching exercise.

3. Let the children work in pairs. They write the picture letters (a-f) in the margin next to the
   sentences in bold.

4. Check the answers with the class.
   a) there are large temples built of wood.
   b) There was a market
   c) the rivers will be full of water
   d) The children fetch more water
   e) Mules carry loads on their backs into the mountains.
   f) They bring large stones for the bases.

3 Read the email again and answer these questions.
Follow the same procedure for the text in Unit 2, Lesson 3, Ex. 3.

1. In an Internet café in Kathmandu.
2. No.
3. Because the Nepalese can’t understand Urdu.
4. In the dry season.
5. Shorter.
6. a) no b) yes

4 Is life in Nepal the same as in our part of Pakistan? Is it different? Listen to your
   teacher’s sentences and say ‘Same’ or ‘Different’.
1. Read aloud the rubric and the example sentence and response.
2. Explain what the children have to do.
3. Read aloud the sentences in the script on page 111 of the Student’s Book. After each sentence,
   pause so that the children can respond.
4. Do not forget to include different areas of Pakistan in your discussion. Children will have seen
   pictures of remote villages in Pakistan where people travel on foot and carry goods by mule. Of
   course, there are parts of Pakistan totally unlike the mountain areas of Nepal.

   Answers depend on your district of Pakistan.
   Encourage the children to talk about other parts of Pakistan as well, e.g.
   Here it’s different. The children don’t carry pots of water, but in the villages in Pakistan they do.

   Additional activities
   1. You can have a chat about life in the mountains.
   2. Write these 2 questions on the board:
      1. What kind of school could you build in the mountains? (ask about building materials)
      2. If you have to carry everything for the school into the mountains, what will you take? (books, lights, a
         board, tables and chairs, desks, pencils, exercise books)

UNIT 3 LESSON 4

Aims
• to revise and practise adverbs of time, manner and frequency
• to study the position of adverbs in sentences
• to complete a personal email with adverbs
• to use adverbs when writing sentences about oneself

Suggestions and answers
1 Complete Mr Burki’s email using the given adverbs.
   1. Read aloud the rubric and the given adverbs. Read the first sentence (example).
   2. Read aloud the rest of the paragraph, but omitting the adverbs.
   3. Let the children work in pairs and complete the paragraph orally.
On Friday, I got lost in the mountains! I usually start my walk from the town to the village at two o’clock. But on Friday, I started my walk at four o’clock. Two hours later, it started to get dark. I made a mistake and took the wrong path. The path ended in some fields and I was lost!

I walked slowly downhill again. Suddenly, I saw a light in a house. I knocked loudly on the door, and asked the people for help because I was lost. I slept the rest of the night in their house. The next morning, I found the right path. I’ll never walk at night in the mountains again!

UNIT 3 LESSON 5

Aims
• to develop the children’s reading skills
• to study a poem about a visit to the seaside
• to punctuate a poem
• to write a poem about a visit to the seaside

Suggestions and answers
1 Match the first five verses to the five pictures.
1. Get the children to number the paragraphs 1 – 6 and to give letters to the pictures (A – E, starting at the top). This will make the matching exercise easier.
2. Read aloud the poem in a lively way, while the children follow silently in their books.
3. Help the children to understand the meaning of the last verse.
4. Ask some questions: Which child wanted to make friends? Which child wanted to take something home? Which child was frightened? How do you feel when you go to e.g. the sea, the river, the lake? What kind of things do you want to do?

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

2 Find words or phrases in the poem that mean the following.
1. Read aloud the rubric and the items 1 – 6. Mime some of them, to help the children understand what they are looking for.

2. Let the children work in pairs. They write the words or phrases in a list in their notebooks.

3. Monitor the class while they do this task. Encourage the children to move onto another item if they can’t find a particular answer, or guide them to the verse where the word or phrase can be found.

4. Go through the answers with the class. Translate any items which are still causing difficulty.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. discovered</td>
<td>2. troubles</td>
</tr>
<tr>
<td>3. befriended</td>
<td>4. stranded</td>
</tr>
<tr>
<td>5. rays</td>
<td>6. languid</td>
</tr>
</tbody>
</table>

3 Say the poem aloud. Underline similar sounds in each verse.

1. Find the underlined repeated sounds in Ex. 4 below.

2. Go through verses 1 and 2 with the class, and point out which similar sounds they can underline in their Student’s Books.

3. Get the children to work in pairs and discover other similar sounds. They should read aloud each verse as they do this.

4. Go through the answers with the class.

5. Do listen-and-repeat, getting the class to repeat each verse after you. Get them to exaggerate the similar sounds.

4 The American poet, e. e. cummings, used very little punctuation and no capital letters. Write the poem in your notebook with the normal punctuation and capitals.

1. Demonstrate what the children have to do by doing verse 1 yourself on the board. Omit some capitals as you do this and invite children to correct you.

2. Let the children write out the complete poem in their notebooks, either in class or for homework. Encourage them to practise their neatest handwriting.

Maggie and Milly and Molly and May
Went down to the beach (to play one day),
And Maggie discovered a shell that sang
So sweetly she couldn’t remember her troubles, and
Milly befriended a stranded star
Whose rays five languid fingers were;
And Molly was chased by a horrible thing
Which raced sideways while blowing bubbles: and
May came home with a smooth round stone,
As small as a world and as large as alone.
For whatever we lose (like a you or a me),
It’s always ourselves we find in the sea.

5 Write a poem about a visit to the seaside using the same verbs.

1. Prepare for this free writing in class as follows.

2. Write the five phrases from the box across the board and underline them to show that they are headings.

3. For ‘went down to’, ask for suggestions, e.g. place names, and write these on the board.

4. Repeat the procedure for the other headings and write the children’s suggestions on the board.

5. At the end of this stage, there will be many suggestions for children to choose from.

6. They can write their poem in class. Alternatively, they can write down their favourite suggestions from the board in their notebooks, and write their poem for homework.
UNIT 4 LESSON 1

Aims:
• to practise a dialogue, with variations
• to revise and practise common expressions for suggestions
• to revise prepositions of place
• to develop the children’s listening skills

Suggestions and answers
1 Read and answer. Then practise.
1. Follow the same procedure for the dialogue in Unit 1, Lesson 1, Ex. 1.
2. Teach the meaning of new words that may cause difficulty in the dialogue, e.g. cubs, snacks.

They are going to go to the zoo and go boating in the afternoon.

2 Read the dialogue again using your own words instead of the ones in italics.
1. Explain the purpose of the exercise. Demonstrate by reading aloud the first five lines of the dialogue.
2. Read aloud the next line, then ask a child to give an alternative, e.g. We could also take some bread for the ducks.
3. Correct the alternative if necessary and get choral repetition.
4. Continue with the rest of the dialogue.

3 Which of the animals in Lesson 2 are not in the dialogue?
Let the children look across at the vocabulary for Lesson 2. But leave the focus on word work until Lesson 2, e.g. learning the spelling of the animal words.

Crocodiles, deer, bears, sheep, snakes are not in the dialogue.

4 Copy the plan in your notebooks. Then listen and write the animals’ names on the right cages.
1. Get the children to add letters A – F to the diagram in their books, starting with the pen on the left of the entrance. Then they make a simple copy of the plan in their notebooks.
2. Explain that they are going to listen to a talk by the zoo keeper. They have to write the names of the animals next to the correct pens/cages.
3. Read aloud the script on page 111 of the Student’s Book. Pause after each section so that the children have enough time to write.
4. At the end, let the children compare their plans and their answers.
5. Check the answers with the class.

A. tigers, B. snakes, C. bears, D. elephants, E. monkeys, F. crocodiles

UNIT 4 LESSON 2

Aims
• to introduce and practise names of wild animals
• to introduce and practise vocabulary for parts of animals
• to revise punctuation for possession: ‘s or s’

Suggestions and answers
1 Listen, find and point. Then listen and repeat.
1. Follow the same procedure for the vocabulary in Unit 2, Lesson 2, Ex. 1.
2. Read out the names of the nine animals in random order. Let the children find and point to each animal. Then do listen-and-repeat.
2 Which three words have the same singular and plural forms? Write them here.

deer, sheep, fish

3 Match the pictures to the animals in Ex. 1.

1. Present the vocabulary in the pictures, using translation if necessary.
2. Get choral repetition of the vocabulary.
3. Work through the exercise with the whole class, matching the parts of the bodies to the animals in 1.
4. If you like, consolidate with a brief dictation as follows. Get the children to write these sentences in their notebooks. Monkeys have long tails. Elephants have trunks. Crocodiles have (sharp) teeth. Bears have (sharp) claws. Some snakes have spots. Deer have horns. Some sheep have horns. Fish have heads and tails.

(Children may have other answers.)


4 Remember the rule!

1. Work through the examples in the Student's Book.
2. Write some of the examples on the board in order to show the correct position of the apostrophes.

5 Look at the picture of the animals. Complete the sentences by using 's or s' correctly.

1. Write these words on the board: monkeys' tigers' snake's crocodile's elephant's bears'
2. Get the children to complete the sentences using these phrases.
3. Check the answers with the class.
4. Ask the class a question for each item. Example: How many animals in Number 1 – Look at the tigers' stripes. One tiger or more than one? (more than one)

1. Look at the tigers' stripes! (more than 1 tiger)
2. That's the elephant's trunk. (1 elephant)
3. Count the snake's spots! (1 snake)
4. The bears' claws are sharp. (more than one bear)
5. Look at the monkeys' tails! (more than 1 monkey)
6. Look at the crocodile's teeth! (1 crocodile)

UNIT 4 LESSON 3

Aims

• to develop the children's reading skills
• to introduce and practise vocabulary for personal possessions
• to number sentences in the right order for a narrative
• to develop the children's listening skills
• to give an oral summary of a story

Suggestions and answers

1 Read and answer.

1. Follow the same procedure for the reading comprehension in Unit 2, Lesson 3, Ex. 1.
2. Teach any items of vocabulary that might cause difficulties in the story, e.g. butterfly, hairband.

The thief stole a watch, a diamond necklace, some car keys and a butterfly hairband.

2 Find and circle phrases from the newspaper article to describe these pictures.

1. Tell the class to look at the pictures and ask a few questions about them.
2. Take each picture in turn. Ask the class to search the text for a phrase or sentence that describes the picture.
3. Do not confirm the answer at once. Instead, ask the rest of the class if they agree. Ask for any alternative answers, then confirm the correct one.

- a) I took off my butterfly hairband and put it on the desk in my bedroom.
- b) I left my car keys on the kitchen table,
- c) I put my watch on the table next to the bedroom window.
- d) I put my diamond necklace on the table in my bedroom, then I went to sleep. The next morning, it wasn’t there any more!

3 Write the names of the people and their house numbers under the pictures in Ex. 2.

- a) Grace Farmer 19
- b) Miss Parker 12
- c) Mr Baker 11
- d) Mrs Starlet 20

4 Read the article and answer these questions.
1. Follow the same procedure for the text in Unit 2, Lesson 3, Ex. 1.
2. Do not teach the word magpie before the children read the text, as this would provide the answer to the comprehension question.

Dan Bate and Dave Briggs. Because the thief is a magpie.

5 Write the sentences in the correct order in your notebook.
1. Help individual children to read the sentences aloud.
2. Point out that sentence 3 is the start of the story. Write 3 on the board.
3. Ask the class for the next sentence. Write down the number of whichever sentences are suggested. Then ask the class to decide which of these is the correct answer. Write the sentence number on the board.
4. Continue with the remaining sentences.
5. Get the children to write the sentences in the correct order in their notebooks. This can be done in class, or for homework.

The correct order is:
3. The thief stole some things from the houses in Broad Street.
6. The people told the police, ‘There was a thief!’
1. Dan and Dave played football.
5. Dave kicked the ball onto the garage roof.
2. Dan climbed onto the garage roof.
4. Dan found the lost things in the magpie’s nest.

6 Listen to your teacher and correct the mistakes.
1. Explain to the children that they must listen very carefully to your sentences and correct you when necessary.
2. Read out these sentences (with a straight face!) from page 111 of the Student’s Book. Wait for the children to correct you. If nobody corrects you, repeat the sentence a bit more slowly.

7 Now tell the story in your own words.
1. Get the class to cover the texts on pages 20 and 21 and look at the pictures.
2. Build up the story sentence by sentence. Correct any mistakes as you go along, as accuracy is important for this exercise.
3. At the end, if you like, put the children in pairs. They should keep the text covered, look at the pictures and tell the story to each other.
UNIT 4 LESSON 4

Aims
- to introduce and practise phrases for describing size and measurement
- to develop the children's listening skills
- to make sentences to describe size and measurement
- to chat about one's classroom environment, including approximate measurements

Preparation for the lesson
Bring in a tape measure for Ex. 4.

Suggestions and answers
1 Read and circle the answer you think is correct.
1. Read aloud the rubric. Check that the children know what to do: they have to read the sentences and guess the correct answers. (Listening comprehension comes later.)
2. Help individual children to read aloud the sentences and the multiple choice answers.
3. Let the children read the sentences again and individually circle their answers.
4. Let the children compare their answers with their partner's, to see if they guessed the same or differently.
5. Read the script on page 111 – 112 of the Student's Book aloud, and pause to check the correct answer with the class for each item. Write this on the board.
6. At the end, ask the class which answers they found most surprising.
7. Check the scores for the most correct guesses at the end.

   1. b  2. a  3. a  4. a

2 Join the phrases to make sentences.
1. Read aloud the sentence halves. Check the meaning of minaret.
2. Let the children work in pairs and join the sentences for the items orally. Then check the answers with the class.
3. The children can write out the sentences in their notebooks for homework.

   1. My father is six feet tall.
   2. Our garden is 24 feet wide.
   3. The minaret is 100 feet high.
   4. The pool is six and a half feet deep.

3 Put the words in order to make sentences or questions.
Follow the same procedure for the exercise in Unit 1, Lesson 3, Ex. 3.

   1. How tall is the tallest elephant?
   2. The monkey-house is 10 feet high.
   3. How old is the oldest bear in the zoo?
   4. The swimming pool is six and a half feet deep.
   5. How long is the longest snake?
   6. The crocodiles' pool is 30 feet long.

4 What about you? Answer these questions.
1. It is important that the children have the opportunity to talk about the facts of their environment.
2. Ask each question in turn and get various individuals to give answers to each question. Write the suggested answers on the board.
3. Finally get an individual to use your tape measure to measure the dimensions of the door/doorway, etc.
4. Write the correct answer on the board next to the suggestions.

Answers depend on the children and the classroom.
UNIT 4 LESSON 5

Aims
• to develop the children’s reading skills
• to study a poem about a shark
• to complete a story with parts of an animal
• to write a parallel story

Suggestions and answers

1 Read the poem and answer the question.
1. Get the children to look at the pictures, while you ask questions about them. Get the children to guess what is happening.
2. Read aloud the comprehension question.
3. Read aloud the poem while the children follow silently in their books. Read with vitality and humour.
4. Get individuals to answer the question.
5. Get the children to learn the poem by heart. Say the first two lines and get the class and individuals to repeat them.
6. Do the same with the rest of the poem.
7. Get the class to say the whole poem with their books shut.

The shark ate the poet’s friend.

2 Use these words to complete the story about the elephant.
1. Ask some questions about the picture, e.g. In which country is the elephant? Is it an adult or a baby elephant? Do you think it is happy or sad? Where do you think it is going?
2. Read aloud the rubric and explain what the children have to do.
3. Read aloud the story, without saying the missing words.
4. Let the children work in pairs and complete the story.
5. Get individuals to read out their sentences.
6. Ask the class to confirm the correct answer.

Six blind women went to the zoo. They wondered, ‘What kind of animal is an elephant?’ So they went into its pen.
The first woman touched its leg and said, ‘An elephant is like a tree.’
The second woman touched its tail and said, ‘An elephant is like a rope.’
The third woman touched its body and said, ‘An elephant is like a huge balloon.’
The fourth woman touched its trunk and said, ‘An elephant is like a drainpipe.’
The fifth woman touched its ears and said, ‘An elephant is like a boat with big sails.’

3 Write a similar story about one of the birds/animals in this unit. Draw a picture.
1. Prepare for this exercise in class. For examples, turn to Unit 4 Lesson 2, for a choice of animals.
2. Ask individuals to choose an animal and tell a similar story. Help the children where necessary.
3. At the end of this stage, the children are ready to write their own story. They can choose their favourite story and write it, either in class or for homework.
UNIT 5 LESSON 1

1 Complete the dialogue using the right verb forms.

Grandpa: You're very quiet, Nadia. What are you doing?
Nadia: I am reading a story about space.
Grandpa: Do you often read space adventures?
Nadia: No. I usually read stories about animals.
Grandpa: Is that Saira in the kitchen? What is she doing?
Nadia: She is making a cake.
Grandpa: Does she enjoy cooking?
Nadia: Yes. She usually makes fruit cakes, but this time she is making a chocolate cake.
Grandpa: I hope she will keep some for me!

2 Circle the correct word to complete the sentences.

1. glass  2. straw  3. valley  4. spots  5. horns  6. deep

3 Complete the box with the countries, nationalities and languages.

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>NATIONALITY</th>
<th>LANGUAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pakistan</td>
<td>Pakistani</td>
<td>Urdu</td>
</tr>
<tr>
<td>Britain</td>
<td>British</td>
<td>English</td>
</tr>
<tr>
<td>Nepal</td>
<td>Nepalese</td>
<td>Nepali</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>Bangladeshi</td>
<td>Bengali</td>
</tr>
<tr>
<td>China</td>
<td>Chinese</td>
<td>Chinese</td>
</tr>
<tr>
<td>Canada</td>
<td>Canadian</td>
<td>English</td>
</tr>
<tr>
<td>Argentina</td>
<td>Argentinian</td>
<td>Spanish</td>
</tr>
</tbody>
</table>

UNIT 5 LESSON 2

1 Circle the correct preposition.

1. down  2. through  3. onto  4. up  5. out of
6. to  7. next to  8. near  9. from

2 Listen to your teacher and write the measurements.

The full script is on page 112 of the Student's Book.

3 Make up a dialogue based on the picture.

Sample answer
Dave: Let's play football!
Dan: No, I don't want to do that. Shall we watch a video?
Dave: No, I'd like to go out. Let's go to the zoo.
Dan: No, I don't want to do that. I went to the zoo last weekend. We could go for a walk in the hills.
Dave: No, I don't enjoy long walks. Shall we go shopping?
Dan: No, I don't want to do that as I don't have much money. Let's go swimming instead.
Dave: Of course! What a good idea! Let's do that.
TEST 1

Preparation before the test
1. Each child will need photocopied sheets of the test on page 86 – 87 of this book.
2. You will need a copy of the Record of Assessments on page 94 of this book.

How to give the test
1. Distribute the test sheets among the students in the class.
2. Read aloud each question and explain what the children have to do.
3. Give them a time limit to attempt the test.

ANSWER KEY (50 MARKS)

1 Write the missing parts of the dialogue. (10 Marks)
   1. are you going to
   2. Shall we go to
   3. Let’s have
   4. could go
   5. shall we leave?

2 Rewrite the following sentences, using the word(s) in brackets, to give the same meaning. (10 Marks)
   1. He didn’t eat anything because he was feeling ill. / Because he was feeling ill, he didn’t eat anything.
   2. How high is the tower?
   3. The snake is 3.5 metres long.
   4. The depth of the swimming pool is 2 metres.
   5. The width of the bridge is 1.9 metres.

3 Choose the correct answer from a, b, c or d. (10 Marks)
   1. b  2. d  3. a  4. d  5. c
   6. b  7. a  8. c  9. c  10. d

4 Read the text and answer the questions in full sentences. (10 Marks)
   1. She cooked lunch for herself because the Street family was out for the day.
   2. She opened the window because it was a hot day.
   3. She was very surprised when a cat jumped in through the open window.
   4. She wanted to buy a jug that looked exactly the same as the broken jug at the Streets’ house.
   5. Mrs Street was not sad about the broken jug because she didn’t like it at all.

5 Write an email to an e-pal about your family. (10 Marks)
   Answers depend on the children.
UNIT 6 LESSON 1

Aims

• to introduce the topic of food and drink
• to introduce and practise will for offering, accepting and refusing
• to develop the children’s speaking and reading skills

Suggestions and answers

1  Read and answer the question.
   Follow the same procedure for the dialogue in Unit 1, Lesson 1, Ex. 1.

   A friend is visiting Auntie Sophie.

2  Read again and answer the questions.
   Follow the same procedure for Unit 1, Lesson 4, Ex. 2.

   1. Tea, cake and biscuits.
   2. Lunch, tea, cake and biscuits.
   4. The cake and the biscuits.

3  Pronunciation game ‘Yummy!’ or ‘Yuk!’ Offer some food to your partner.

   1. Yummy means delicious, and Yuk means disgusting.
   2. Ask the example questions to several individuals in the class. Get them to reply with plenty of expression of pleasure or disgust.
   3. Ask the remaining questions to individuals in the class, using the word prompts given.
   4. Get a child to offer food to another across the class. Repeat with other pairs of children.
   5. Put the children into groups of four. Get them to offer food to each other in rapid succession.

UNIT 6 LESSON 2

Aims

• to introduce and practise vocabulary for unit nouns, e.g. a piece of cake
• to play a memory game with food vocabulary
• to study the spelling of plural nouns: -s, -es, -ies
• to develop the children’s listening skills

Suggestions and answers

1  Make phrases from the pictures.

   a piece of cake, a slice of bread, a bar of chocolate, a jug of water/milk, a bunch of bananas, a packet of crisps, a bottle of cola, a sack of rice.

2  Play the game – I went shopping.

   1. Demonstrate this game with a group of four students at the front of the class. After the fourth student, the first student continues.
   2. When one child cannot remember the list, the game starts again.

3  Write the plural nouns on the correct line.

   | No plural | fruit, water, rice |
   | word + -s | bananas, cakes |
   | word + -es | boxes, glasses, bunches |
   | word-y -ies | cherries, countries |
4 What did Auntie Sophie buy? Listen to your teacher and write the answers on the shopping list.

1. Read the rubric in order to explain the situation.
2. Explain that the children must listen to the dialogue and write the answers on the list.
3. Read the dialogue on page 112 of the Student’s Book aloud with clear pronunciation and vitality. This is the model that your children will copy when they practise the dialogue. Pause at points in the dialogue so that the children have time to write. They can write their answers in their Student’s Books, or in their notebooks.
4. Get the class to tell you their answers. If some children do not have the answers, read aloud part of the dialogue again.
5. If you wish, turn to the script on page 112. Read the dialogue aloud again while the children follow it silently in their books.
6. Put the children in pairs and get the pairs to read the dialogue aloud simultaneously.

Bananas none
Cola one bottle of cola
Chocolates one box, four candy (sweet) bars
Crisps two packets

UNIT 6 LESSON 3

Aims
• to develop the children’s reading skills
• to introduce and practise vocabulary for cooking processes
• to get children to chat about food

Suggestions and answers
1 Match the pictures to the sections.
1. Ask the class questions about the three pictures in turn, e.g. What’s his/her nationality? How old do you think he/she is? What do you think he/she is eating?
2. Read aloud the three texts while the children follow silently in their books. This will encourage the children to read phrases in sense-groups, rather than reading word by word.
3. Ask the class for their answers to the matching exercise.

left picture – 3; centre picture – 1; right picture – 2

2 Answer the questions.
1. a) Gwi b) Gwi c) Bruno d) Fang Ming e) Bruno f) Fang Ming
2. Fang Ming’s family – at the Chinese New Year; Bruno’s family – Sunday lunch; Gwi’s family – after the rains;
3. a) Bruno’s family b) Fang Ming’s family
4. Gwi’s family – in the dry season
5. Answers depend on the children.

3 Vocabulary
1. Get the class to look at each of the pictures in turn and answer your questions about them, e.g. What is the person cooking? What is the person cooking the eggs in? What kind of food is the person grilling? What is the person boiling in the pan?
2. Write the base forms and the past participles of the three verbs on the board: fry – fried; grill – grilled; boil – boiled.
3. Read aloud the example sentences and get choral repetition.
4. Talk about the list of food in the same way, e.g. You can fry meat, grill it or boil it. You can fry rice and boil it, but you can’t grill it.
5. Invite individuals to talk about food in the same way. Encourage the children to listen carefully, e.g. 
*You can boil vegetables and you can boil fruit. No, you can’t. Yes, you can. When you make jam, you boil the 
fruit.*

4 What about you? Talk about the food in Ex. 1.
1. Read aloud the rubric and the examples. Get choral repetition.
2. Take each of the three texts in turn. Get the class to scan a text and circle all the food in that text.
3. Invite individuals to talk about the food that they have circled, the same way as the examples. Make 
sure that you include positive and negative comments in this ‘chat’ session.

UNIT 6 LESSON 4

Aims
• to practise the use of the questions with *usually*
• to answer survey questions and discuss the answers
• to write about people’s food and drink routines with *often, usually, sometimes*
• to understand a riddle

Suggestions and answers

1 Use the table to make questions using ‘usually’.
Note that this exercise only practises the question forms, so do not get children to answer the 
questions; this will happen in the following exercise.

<table>
<thead>
<tr>
<th>Sample answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>When do you usually get up / go to school / have lunch?</td>
</tr>
<tr>
<td>How do you usually go to school?</td>
</tr>
<tr>
<td>What do you usually have for breakfast / do on Saturdays?</td>
</tr>
<tr>
<td>Where do you usually have lunch?</td>
</tr>
</tbody>
</table>

2 Now ask your friend the questions you made in Ex. 1.
1. Ask individuals and get them to answer. Then get one individual to ask another across the class; get 
the second one to reply. Do this several times.
2. Put the class into pairs and get them to practise questions and answers in the same way.

3 Answer these survey questions for you. (Circle)
1. Do this activity with the whole class.
2. Read aloud the questions in column 1. Read aloud the answer options in column 2.
3. Ask several individuals the first question. Get them to reply and circle their answers in column 1.
4. Ask the rest of the class the same question and get them to circle their answers.
5. Continue with questions 2 – 4.

4 Now ask your friend the survey questions and circle his/her answers.
1. Demonstrate this activity to the class with a pair of children. Child A asks the questions, Child B 
answers, and Child A circles the answers. Then they change and Child B asks the questions.
2. Put the class into pairs. Get them to ask and answer the survey questions and circle the answers.

5 Write 4-6 sentences about your partner’s answers.
1. Read aloud the rubric and the example sentences.
2. Explain that each child must write sentences about his/her partner’s answers. They write the 
sentences in their notebooks.

Puzzle Corner

an elephant
UNIT 6 LESSON 5

Aims
• to understand a recipe, involving cooking processes
• to describe a recipe with first, next, then, finally
• to write a recipe, using guide words

Suggestions and answers
1 Find sentences to match the pictures.
1. Get the children to look carefully at the pictures. Get them to point to some of the objects, e.g. eggs, salt, pepper, a plate, a fork, a bowl, a pan.
2. Demonstrate and translate if necessary the cooking processes, e.g. beat, slide, break, pour.

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

2 Cover the instructions and practise saying what is happening.
1. Get the class to practise giving the recipe, using the same phrases from Ex. 1 but without reading aloud.
2. Get the class to cover the instructions and look at the pictures.
3. Help individuals to give the instructions for picture 1. Correct if necessary and get oral repetition.
4. Repeat with the remaining pictures.

3 Look at the pictures and give instructions for cooking hard-boiled eggs.
1. Get the children to look carefully at the pictures.
2. Help them to say what is happening, e.g. A person is putting some eggs into boiling water. A person is taking the eggs out of the pan.

   See Ex. 4 below for answers.

4 Write the recipe in your exercise book. Use the guide words.
1. Go through the exercise, sentence by sentence. Help the children to make each sentence and get choral repetition.
2. At the end, the children write the recipe in their notebooks, either in class or for homework.

   1. Boil the water in the pan.
   2. Put the eggs in the boiling water.
   3. Boil the eggs for two minutes.
   4. Leave the eggs in the boiling water for five minutes.
   5. Take out the eggs.
   6. Peel the eggs and eat them with bread and butter.
UNIT 7 LESSON 1

Aims
• to practise a dialogue and revise prepositions of location
• to revise vocabulary for household furniture
• to develop the children's listening skills

Preparation for the lesson
As there are no numbers on the floor plan in Ex. 3, the teacher should read through the script for this exercise on page 112 of the Student's Book in advance. Then she/he can number the locations of the furniture on the plan; start by the door and number them 1 – 7 in a clockwise direction. If possible, enlarge this and transfer it to an overhead transparency. Then the children can add the numbers to the floorplan in their Student’s Book. This will make it easier to correct the listening exercise in Ex. 3.

Suggestions and answers
1 Read the dialogue and answer the question.
   1. Follow the same procedure for the dialogue in Unit 1, Lesson 1, Ex. 1.
   2. Get the children to look at the picture very carefully. They may find the answer to the comprehension question in the picture.
   It was hanging behind her bedroom door.

2 Read the dialogue again. Underline the names of the pieces of furniture.
This is a simple task, so do not spend a lot of time on it. When children read through a dialogue in order to find the names of pieces of furniture, this is called ‘scanning’ and is a useful reading skill.

   chair, sofa

3 Saira is describing her bedroom. Listen and mark the positions of the pieces of furniture.
   1. Get the children to look at the floorplan of Saira’s bedroom. Get them to guess what and where the pieces of furniture are, e.g. the chair, the bed. Do not confirm the answers, however. Read through the list of furniture to the right of the floorplan.
   2. Read aloud the script on page 112. Pause so that the children have time to mark their floorplans with the names of the pieces of furniture. The children can draw lines from the objects on the plan to the names (a-g) on the right.

UNIT 7 LESSON 2

Aims
• to present rules for adjective order
• to practise descriptive phrases with more than one adjective
• to describe objects in the classroom
• to study the spelling of words with double vowels and double consonants

Suggestions and answers
1 Match the pictures to the phrases.
   1. In Book 3, we restrict rules for adjective order to the following:
      • Adjectives of size before adjectives of colour.
      • Adjectives of size before adjectives of material.
      • Adjectives of size before other adjectives (e.g. modern)
   2. If you like, write these 3 rules on the board and get the class to copy them in their notebooks.
   Other rules for adjective order are taught in Books 4 – 5.
Number the pictures 1 – 4 from left to right.
The answers are as follows: 1 a small modern flat 2 a huge pink palace 3 a large stone villa 4 a tiny wooden hut

2 Tick the correct phrases.
1. Go through the first pair of phrases. Ask the class why one phrase is right and the other phrase is wrong. (Adjectives of size before adjectives of colour.)
2. Read aloud the pairs of phrases. Pause after each one, so that the children have time to think and tick the correct one.
3. Go through the answers with the class.

1. a big white horse
2. a long green snake
3. a large wooden door
4. a long brick wall
5. a wide metal desk
6. a small modern flat
7. a narrow wooden bridge
8. a small red car

3 Game: Look around your classroom and describe what you can see. Your friend can guess what it is.
1. Read aloud the rubric and the examples.
2. Give further examples of things that you can see in the classroom and invite the class to guess.
3. Invite individual children to say what they can see. Invite the class to guess.

4 Double vowels / Double consonants – Spell the words in the box.
1. These grammatical terms (vowels, consonants) are for the teacher's benefit. Children should understand them receptively, but do not have to learn these words.
2. Get individual children to spell the words in the box.
3. Put the class in pairs. They spell the words in the box alternately to each other.

5 Write the words on the correct line.
Double vowels: door, roof, room, floor, wood, tree
Double consonants: bottle, glass, hall, villa, wall

UNIT 7 LESSON 3
Aims
• to develop the children's reading skills
• to revise phrases with too and not enough
• to chat about the possible development of a story

Suggestions and answers
1 Read the story and answer the question.
Follow the same procedure for the story in Unit 2, Lesson 3, Ex. 1.

She rubbed the small blue glass bottle and the genie provided a new house for her.

2 Read the descriptions of the woman's two new houses again. What is missing in the pictures?
1. Direct the class's attention to the two paragraphs of description of the woman's house on page 34 of the Student's Book. Help individual children to read out a sentence each of this description.
2. Go to Ex. 3. Read the rubric and the example on the left.
3. Ask for further answers from the class.
4. Then direct the class's attention to the two paragraphs of description of the woman's second house on page 35. Help individual children to read out a sentence each of this description.
5. Go back to Ex. 3. Read aloud the example on the right.
6. Ask for further answers from the class.

left-hand house: there isn’t a chair or a table; there aren’t any flies and there aren’t any rats; there aren’t any holes in the roof.
right-hand house: there aren’t any fans; there isn’t a bathroom or a kitchen, there isn’t a TV.

3 Correct these statements about the woman’s two new houses.
1. Work through the exercise orally with the class. Correct and get choral and individual repetition as necessary.
2. Get the children to write out the correct sentences in their notebooks, either in class or for homework.

1. The first house was too cold. No. It was too hot.
2. There weren’t enough holes in the roof. No, there were too many holes in the roof.
3. There weren’t enough rats. No, there were too many rats.
4. There weren’t enough flies. No, there were too many flies.
5. The house was too big. No, it was too small.
6. The second house was too close to the city centre. No, it was too far from the city centre.
7. There weren’t enough planes in the sky. No, there were too many planes in the sky.
8. The district was too quiet. No, it was too noisy.
9. She enjoyed cleaning the house. No, she didn’t enjoy cleaning the house.
10. She liked gardening. No, she didn’t like gardening.

4 What will happen next? Share your own ideas with the class.
1. Start a ‘chat session’ with the class. Encourage individual children to share their ideas.
2. Ask some questions to help the discussion along, e.g. Do you think the woman will be happy in her house? Will she want to change houses again? Will she ask the genie again for help?
3. Do not steer the discussion in the direction of the story’s ending in Lesson 5. Encourage other ideas as well.
4. Do not correct grammatical mistakes in this ‘chat session’. It is more important to encourage the children to express their own ideas.

UNIT 7 LESSON 4

Aims
• to practise the use of phrases with too and not enough
• to revise and practise common vocabulary for clothes
• to practise asking and answering questions about clothes

Suggestions and answers
1 Match the pictures and the conversations.
1. Start by getting the class to number the conversations 1 – 6. Then get the class to add letters A – F to the pictures from left to right.
2. Read aloud the dialogues one by one. After each one give the class enough time to search for the correct picture.


2 Cover the dialogues. Ask and answer questions about the pictures.
1. Get the class to cover the dialogues and look at the pictures.
2. This is not a memory exercise, so the children do not have to remember the exact words. However, they must ask and answer in a way that fits the picture.
3. Get a child to ask a question about picture 1. Correct if necessary.
4. Get a child to answer the question about picture 1. Correct if necessary.
5. Continue with the remaining pictures.
6. Put the class into pairs. The children keep the dialogues covered. They ask each other questions and reply.
3 **Complete the sentences and questions using ‘too’ or ‘enough’ with one of the adjectives.**

1. Read aloud the rubric, the given words and the first sentence. If necessary, translate words that the children might find difficulty in understanding.
2. Put the children into pairs. They work through the exercise orally. Go round the class and give help where necessary. Get pairs to tell the class their answers.
3. Get the children to write the complete sentences in their notebooks, either in class or for homework.

```
1. ‘Are you warm enough?’ ‘No. Can you close the window, please?’
2. ‘Is she going to school today?’ ‘No, she’s not well enough.’
3. ‘Does your brother drive?’ ‘No. He’s not old enough. He’s only 15.’
4. She didn’t buy much furniture because she was too poor.
5. We couldn’t move the sofa because the doorway was too narrow.
6. ‘Is your flat big enough?’ ‘Yes. It’s much larger than our old flat.’
7. ‘Do you like your new house?’ ‘No. It’s too far from the shops.’
8. ‘Did your uncle buy that villa?’ ‘No. It was too expensive.’
```

**UNIT 7 LESSON 5**

**Aims**
- to develop the children’s reading skills
- to complete a description of a room
- to write a description of one’s room

**Suggestions and answers**

1. **Read the story and answer the questions.**
   1. Read aloud the rubric, and the comprehension question.
   2. Get the children to describe what they can see in the picture.
   3. Read aloud Part 2 of the story, while the children follow silently in their books.
   4. Ask them to answer the comprehension questions.

   She was greedy. She didn’t say ‘please’ or ‘thank you’. Finally she lived in a drainpipe.

2. **Look at the picture and complete the description of the room, using words from this unit.**
   1. Get the children to look very carefully at the picture before they do the exercise. Ask them to point to things in the room, e.g. books, shoes, a map, etc.
   2. Get the children to complete the description in class; they write the missing words neatly in their Student’s Books. Encourage them to help each other if they get stuck.

   **Sample answers**
   This is my room.
   1. My room is too small.
   2. There is a picture of a plane on one wall.
   3. There is a map on another wall.
   4. I keep my CDs in the bookcase.
   5. I keep my books under the bed.
   6. I do my homework on the floor.
   7. I keep my shoes behind the door.
   8. I have too many shoes and not enough space.
   9. I’m a very untidy person!

3. **Write about five sentences describing your room in your notebook. Draw a picture too.**
   1. Ex. 2 is sufficient preparation for this homework task.
   2. Explain that ‘my room’ can be real or imaginary.
   3. Write up the first and last sentences of the text in Ex. 2. Invite children to suggest alternatives.
UNIT 8 LESSON 1

Aims
• to practise a dialogue with too and enough
• to introduce vocabulary for bonfire parties
• to develop the children’s listening skills
• to understand safety instructions

Suggestions and answers
1 Read the conversation and answer the question.
1. Read the rubric and the introduction. Explain that a bonfire is always an outdoor fire, usually made out of unwanted wood and dry leaves.
2. Follow the same procedure for the dialogue in Unit 1, Lesson 1, Ex. 1.

The Bate family are going to eat hot potatoes. They are going to drink fruit juice.

2 Read the conversation again and answer these questions.
Follow the same procedure for the comprehension questions in Unit 1, Lesson 4, Ex. 2.

1. About an hour. 2. Pepper and salt and butter. 3. Ice cubes.

3 Listen to the instructions and number them in the right order.
1. Read aloud the instructions on page 112 of the Student’s Book one by one and check that the class understands them. Check that the children know what to do: they must listen to the script and number the instructions in the right order. The first is already numbered. Pause after each instruction so that the children have time to read and do the numbering task.
2. Check the answers at the end.

The order of the instructions is 4 6 2 1 5 3.

UNIT 8 LESSON 2

Aims
• to introduce and practise vocabulary of the four elements earth, air, fire, water
• to introduce and practise vocabulary for scientific changes to water
• to understand riddles

Preparation for the lesson
If possible, bring in a thermometer (a room thermometer, not a medical thermometer) to show the class in Ex. 2.

Suggestions and answers
1 Say these words.
Follow the same procedure for vocabulary in Unit 2, Lesson 2, Ex. 1. In other words, do listen-and-point in random order, followed by listen-and-repeat in order from left to right.

Earth: a hill, mountains, a desert
Air: balloons, a bubble, space
Fire: a bonfire, matches, a rocket
Water: a river, a lake, the ocean

2 Use the words in the diagram to complete the sentences.
1. Point out the two thermometers in the diagrams. If you have a thermometer, show it to the class. Show how the measuring liquid goes up for higher temperatures and falls for lower temperatures. You can breathe on it, or put it in front of the AC unit to demonstrate this.
2. Amend the diagram in Ex. 2 of the Student’s Book and draw it on the board. Get the children to amend their diagrams too.
   • On the left-hand side, at the bottom ‘Heat’ → ‘to heat’; at the top add ‘to boil’.
   • On the right-hand side, at the top ‘Cold’ → ‘to cool’; at the bottom, add ‘to freeze’.
3. Read aloud the example sentence. Then work through the exercise with the whole class. Refer to the diagram and translate any words if necessary.

Example: When you heat water, it gets hotter.
1. When you cool water, it gets colder.
2. When you boil water, you get steam.
3. When you put water in the freezer, you get ice.

4. In warm weather, ice melts and turns to water.
5. In cold weather, water freezes and turns to ice.

3 What am I? Read the riddles and guess the answers.
1. Read aloud the first riddle.
2. Don’t tell the class the answer. If a child guesses correctly, do not confirm the answer, but let others work out the answer. If they find it hard, mime the lines one-by-one, e.g. stirring an ice cream mixture, licking an ice cream.
3. Finally confirm the correct answer.
4. Follow the same procedure for the second riddle. If they find it hard, mime the lines one-by-one, e.g. picking up a hot cup of tea and blowing on it, stirring the sugar in a cup of tea, tasting then throwing away a cup of cold tea.

left puzzle: an ice cream       right puzzle: a cup of tea

UNIT 8 LESSON 3

Aims
• to develop the children’s reading skills
• to understand a simple science experiment
• to practise uncountable nouns for the four elements earth, air, fire, water
• to write a report of a science experiment in the past tense

Preparation for the lesson
If possible, bring in all the objects listed in Ex. 1, plus a box of matches, in order to do the experiment in class. It should interest the children to do a science experiment in their English lesson.

Suggestions and answers

1 Label the objects in the pictures with these words.
Read aloud the objects one by one. Get the children to find them in the pictures and point to them, saying e.g. There is a bowl in picture 1. When they have found all the objects, they can label them in the Student’s Book.

2 Match the pictures to the instructions. What will happen in Picture 6? Draw the water level.
1. Do this exercise with the whole class. Read aloud the first section (a) and ask the class to find the correct picture. Give them time to do this. Do not confirm the answer until they have all had time to find it. They write the picture number next to the instructions.
2. Repeat the procedure with the remaining sections.
3. When they have read the last section (d), get the children to mark a higher water level in picture 6.
4. Finally, do the experiment for real. Ask an individual to read out the section for the first picture. At the same time, carry out the actions.

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

3 Read and circle the correct answers.
1. When you hold a burning candle on its side, hot wax drips down.
2. You can stick something to hot wax.
3. Cold wax keeps the candle standing up.
4. The candle in the jar burnt part of the air.
5. A candle cannot burn without air.
4 Use these words to complete the sentences.

1. fire  4. earth and water  7. fire
2. air  5. water, water  8. water
3. water  6. air and water  9. water

5 Read the report of the experiment. Put the verbs into the simple past tense.

1. Work through the exercise with the whole class. Get individuals to complete a sentence with the verb in the right form. Get choral and individual repetition.
2. At the end, put the class in pairs. They read aloud the report, saying alternate sentences.
3. Get the children to copy the complete report in their notebooks, either in class or for homework.

First we **lit** a candle. We **melted** the end of the candle over a bowl. Then we **stuck** the candle upright in the centre of the bowl. The candle **continued** to burn.

Then we **poured** some water into the bowl. We **put** a glass jar upside down over the candle. The candle **continued** to burn, but then **went** out. After the candle **went** out, some of the water **rose** up inside the glass jar.

This shows the following: The water **took** the place of the air under the glass jar which the candle had burned.

UNIT 8 LESSON 4

Aims

• to practise the zero conditional ([if] + present tense, present tense)
• to practise common verbs
• to study the spelling of plural nouns -s, -es, -ies
• to complete and practise a song

Suggestions and answers

1 Read and match the sentence halves.

1. Read aloud the rubric. Get two children to read the halves of the example sentence.
2. Let the children work in pairs and match the halves for sentences 1 – 4. Then check the answers with the class.

| 1. If you freeze water, you get ice. | 3. If you put ice in the sun, it melts. |
| 2. If you drop a glass jar, it breaks. | 4. If you put a bottle of water in the fridge, you cool it. |

2 Use one of these verbs to complete the sentences.

1. Read aloud the example and the sentence.
2. Put the class in pairs and let them work through the exercise. Check the answers with the class.

| 1. are / feel | 2. borrow | 3. burn | 4. cut/burn | 5. are / feel | 6. are | 7. is |

3 Plural nouns. Write the given words on the correct line.

Add ‘s’: stars, balloons, rockets, fireworks
Add ‘-es’: torches, matches, watches, foxes, dresses
Change ‘-y’ → ‘ies’: lorries, countries, stories

4 Look at the pictures and complete the song.

1. Sing verse 1 of the song line by line, and get the class to repeat.
2. Sing verse 2 of the song together. Then sing verses 3 and 4 of the song together.
3. Finally, get the children to write the missing words in their Student’s Books.
If you’re happy and you know it, clap your hands.
If you’re happy and you know it, **clap your hands**.
If you’re happy and you know it,
And you really want to **show it**.
If you’re happy and you know it, **clap your hands**.
If you’re happy and you know it, bend **your legs**. …
If you’re happy and you know it, stamp **your feet**, …
If you’re happy and you know it, **shout ‘Hooray!’**. …

**UNIT 8 LESSON 5**

**Aims**
- to develop the children’s reading skills
- to write a short story, including direct speech, based on a model
- to complete and learn a rhyme

**Suggestions and answers**

1. **Read the story and answer these questions.**
   1. Get the children to look at the picture and say what they can see.
   2. Ask some questions, e.g. **Who is the person in the picture? (the Sultan) What is he looking at? How old do you think he is?**
   3. Read aloud the story while the children follow silently in their books.
   4. Get the class to answer the questions.

   **How many grains of sand are there in the whole world?**
   No. But he promised to count them after the Sultan collected every grain of sand.

2. **Read the story again and answer these questions.**
   1. He wanted to argue with a wise man.
   2. Yes.
   3. All over the world, and in the deserts and at the bottom of the oceans.

3. **In your notebook, write a similar, short story about this question.**
   1. To give a model, read aloud the story from the sample answer below.
   2. Allow the children to read the story in Ex. 1 again. They can circle the phrases/sentences of the story that they want to adapt and use.
   3. The children write a similar story either in class or for homework.

**Sample answer**
One day, the Sultan decided to have an argument with the wise man. The Sultan thought hard, then he called the wise man. ‘Wise man, I have a question: How many drops of water are there in the whole world?’

The wise man thought silently for a minute. Then he answered. ‘Sultan, I can find the answer for you. I will count all the drops of water in the world for you.’

The Sultan was amazed.

The wise man continued. ‘But first you must bring all the drops of water to one place near your palace. You must collect all the water from the rivers and lakes, the sea and the oceans. You must also collect all the water in the clouds and the rain. When you have collected every drop of water, I will count them for you.’

4. **Complete the rhyme.**
   Ask the children to guess the missing words. Dictate the complete rhyme and get the children to write the missing words in their Student’s Books.

   water, sand.
UNIT 9 LESSON 1

Aims

• to practise a dialogue about a performance
• to develop the children’s listening skills
• to understand ordinal numbers 11th – 31st

Suggestions and answers

1. Read the poster and the dialogue, then answer the question.
   1. Get the class to look at the poster and read it aloud.
   2. Ask questions about the poster, e.g. What play is the Drama Club going to perform? When are they going to perform it? What kind of people are they looking for? (actors)
   3. Read the question. Then read the dialogue with plenty of vitality. This will be a good model for the children to copy. Check understanding of the phrase wicked witch.
   4. Ask for answers to the question.

She wants to act in a performance of Hansel and Gretel.

2. Answer these questions.
   1. Follow the same procedure for the questions in Unit 1, Lesson 4, Ex. 2.
   2. Put the class into pairs. Let the pairs read the dialogue aloud.

<table>
<thead>
<tr>
<th>1. Imran.</th>
<th>2. The Drama Club.</th>
<th>3. March 21st.</th>
</tr>
</thead>
</table>

3. Listen to the phone conversation.
   1. The text of this listening exercise may be a little more difficult than the others in Book 3.
   2. Explain that the children are going to hear one side of a phone conversation. They are going to hear Mrs Ali talking about her dates in November.
   3. Read aloud the 4 comprehension questions.
   4. Read aloud the script on page 112 – 113 of the Student’s Book. The first time, the children should not write anything.
   5. Read the script again. Pause so that the children have time to circle the dates when Mrs Ali is free.
   6. To allow the children to check, read aloud the script a third time. They cross out the days when Mrs Ali isn’t free.
   7. Check the answers with the class.
   8. If you like, get the children to look at the script on pages 112 – 113. Read it aloud while they follow silently. Then allow them to read it aloud in pairs, reading alternate sections.

<table>
<thead>
<tr>
<th>1. November 1st.</th>
<th>2. 19th, 25th, 26th, 29th</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. she isn’t free on all the other days (but we don’t know about the 30th)</td>
<td></td>
</tr>
<tr>
<td>4. on Friday 29th</td>
<td></td>
</tr>
</tbody>
</table>

UNIT 9 LESSON 2

Aims

• to present and practise ordinal numbers 11th – 31st
• to play a game about birthdays, with ordinal numbers 1st – 31st
• to present and practise cardinal numbers 100 – 1000
• to do sums, to say and write numbers 100 – 1000
Preparation for the lesson
Prepare 2 large pieces of paper, one with January 1st written on it, the other with December 31st written on it. Bring some Sellotape (Scotch tape or sticky tape) to fasten the pieces of paper to the classroom wall.

Suggestions and answers
1. Find the words for these number words. Write them in your notebook.
   1. Read aloud the words in the box, from left to right, and get the class to repeat them.
   2. Get the children to write the pairs of numbers and words in their notebooks.

   Answers are clear in the Student’s Book.

2. Game: Birthdays. Ask questions and stand in line in the order of your birthdays.
   Fix the paper with January 1st at one end of the classroom, and the other paper with December 31st at the other end. Get students to ask each other questions, as in the examples in the Student’s Book; they stand in line in the order of their birthdays. If you have a large class, make two or three lines.

3. Check the birthday line. Say your birthday dates in order.
   Start at the beginning of the year, with the birthday closest to January 1st.

4. Numbers 100 – 1000. Match the numbers and the words.

   Answers are clear in the Student’s Book.

5. Do these sums in your notebooks. Write and say the answers.
   1. Allow the children to write the sums as numbers in their notebooks in order to calculate the totals.
   2. For each sum, they must write the total in words in their notebooks.

   | Two hundred plus four hundred and sixty-three equals six hundred and sixty-three |
   | Eighty-eight plus nine hundred equals nine hundred and eighty-eight |
   | Seventy-six plus four hundred and one equals four hundred and seventy-seven |
   | Three plus one hundred and three equals one hundred and six |
   | One plus seven hundred and sixty-seven equals seven hundred and sixty-eight |
   | Forty-two plus six hundred equals six hundred and forty-two |

UNIT 9 LESSON 3

Aims
• to develop the children’s reading skills (a playscript)
• to put sentences in order to make a summary
• to study vocabulary from the story
• to act out a playscript
• to chat about possible developments of a story

Suggestions and answers
1. Read the story and answer the questions.
   1. Tell the children to look at the pictures on pages 46 and 47.
   2. Get the children to look at each picture in turn and ask them questions about it: e.g. Where are the children in picture 1? What are they doing? Do not correct language mistakes here.
   3. While you are doing this, teach the children some words that they will need for the reading: Tag, basket, gingerbread. Get the class to repeat these words.
   4. Read aloud the comprehension questions and check that the children understand them.
   5. Tell the children to read silently from their books to find the answers, while you read the story aloud.
   6. Get the class to tell you the answers.

   The witch; she catches children, puts them in cages, and when they are fat enough, she bakes them into gingerbread cakes.
2 Put the sentences in order.

The correct order of the sentences is: 2 1 7 6 3 4 5

3 Complete the sentences with words from the story.

Note that broom (Question 5) does not appear in this shortened story.

1. housework 2. basket 3. pick 4. market
5. broom 6. strawberry 7. gingerbread

4 Act out the story in groups of eight (Hansel, Gretel, Mother, Father, Echo, Sandman, Fairy, Witch).

1. This is a simple activity to organize, as the story is in the form of a playscript.
2. Divide the class into groups of 8 and act out the play.

Additional activities

Get the children to chat about possible developments in the story.

Ask some questions, e.g. What do you think will happen next? Will the witch eat Hansel? Will the witch eat Gretel too? Will Gretel rescue Hansel? Which of the children do you think will escape?

UNIT 9 LESSON 4

Aims

• to practise the use of common modal verbs shall, will
• to practise situational responses, using pictures
• to write full forms (does not) from contracted forms (doesn’t)
• to punctuate a playscript

Suggestions and answers

Remember!

• Do a short revision presentation of the grammar in the Remember! box at the top of the page. Use examples, not explanations.
• Offer to turn on / off the fan/light, e.g. Shall I turn on / off the fan/light?
• Get children in the class to offer to do things for you, e.g. Shall I open the door for you? Shall I carry your books?
• Get the class to do various things. e.g. Will you stand up / sit down / open your books / close your books, please?

1 Read the dialogues and circle the correct verbs.

1. Go through the exercise with the class. The children circle the correct verbs.
2. Put the class into pairs. The pairs practise the 5 dialogues, then change roles and practise again.

1. Can you tell me about the story? 4. Can you stay a bit longer?
   Of course. It’s about two children. Sorry, I have to go.
2. Can you come to the meeting?
   I’m not sure. I may be busy.
3. Shall I lend you my book?
   Yes, please. I’d like to read it.
4. Can you stay a bit longer?
   Sorry, I have to go.
5. Will you tell Huma about the play?
   Of course I will.

2 What would you say in these situations? Use ‘Can I...?’ or ‘Shall I...?’

1. Get the class to number the pictures 1 – 4 in their Student’s Books.
2. For each picture, ask some questions to establish the situation, e.g. In picture 1, is the woman carrying one or two bags? Is the boy going to help her?
3. Invite individuals to suggest things that the people in the pictures might say. Ask for alternatives for each picture, correcting where necessary.

Sample answers

1. Shall I help you carry those bags?
2. Shall I help you?
3. Can I go out to play?
4. Shall I post the letter for you?
3 Write the words in full in your notebook.
1. Get the children to work in pairs and write the words in full.
2. Get pairs to tell the class the answers.
3. Point out that 's can be the short form for both is (example sentence) and has (sentences 3, 5).

<table>
<thead>
<tr>
<th></th>
<th>1. She does not eat cake.</th>
<th>2. She will buy some tea.</th>
<th>3. She has got a basket.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4. They have seen the witch.</td>
<td>5. She has lost her bag.</td>
<td></td>
</tr>
</tbody>
</table>

4 Copy the dialogue with the correct punctuation in your notebook.
Point out that you do not use speech marks for a playscript.

Hansel: Where's the witch?
Gretel: She's in the garden.
Hansel: She's got her magic wand with her.
Gretel: I'll try and take it from her later.
Hansel: I don't like her. She's got a wicked face.
Gretel: She isn't a kind person.
Hansel: Of course she isn't. She eats children.

UNIT 9 LESSON 5

Aims
• to develop the children's reading skills (a playscript)
• to act out a playscript
• to write the end for a narrative, using a playscript as a guide

Suggestions and answers
1 Read the rest of the story and answer the question.
1. Go back to Lesson 3. Get the class to cover the text and look at the pictures.
2. Get individuals to say what happened in Part 1 of the story. Use this opportunity to teach any words that the children might need to understand in Part 2, e.g. wand.
3. Read aloud the question at the top of the playscript.
4. Read aloud the story while the children follow silently in their books. Read with plenty of excitement, as the lives of Hansel and Gretel are in danger at the beginning of Part 2.
5. Get the class to answer the question.

She ended up in the oven and became a gingerbread cake.

2 Act out Part 2 of the story in groups of 7 (Hansel, Gretel, Mother, Father, Witch, Child 1, Child 2).
1. This is a simple activity to organize, as the story is in the form of a playscript.
2. Divide the class into groups of seven and act out the play.

3 Write the end of the story in your own words. You can use these questions to help you.
1. Prepare for this writing activity in class. Ask the first question and get answers from several individuals. Correct where necessary.
2. Continue with the remaining questions.
3. Get the children to write the end of the story, either in class or for homework.
4. Encourage abler children to link their answers to the seven questions, as in the sample answer below.

Sample answer
1. The witch could not see well.
2. So when the witch felt the stick, she thought that Hansel was not fat enough.
3. The Witch put her head in the oven.
4. Then Gretel pushed her into the oven.
5. Gretel shut the door.
6. Hansel touched the children with the witch's magic wand and suddenly they could see again.
7. The witch became a gingerbread cake.
UNIT 10 LESSON 1

1. Complete the conversation by circling the correct verb.

Parveen: Hello, Saira! Come in. It’s nice to see you again. Shall I get you a cold drink?
Saira: Yes please, I would love one.
Parveen: What shall we do? Shall we go outside?
Saira: Good idea! Then we can plan a game.
Parveen: What time do you have to go?
Saira: My Grandma and Grandpa might come to supper. So I must be home before seven o’clock.
Parveen: We’ve got lots of time. I’ll show you my new bicycle!

2. Circle the correct word to complete the sentences.

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

3. Listen to your teacher and write.

Read the full script on page 113 of the Student’s Book.

UNIT 10 LESSON 2

1. Match the sentence halves. Then make other sentences using your words for those in italics.

1. I need a bigger skirt because this one is too tight.
2. Their flat wasn’t big enough, so they bought a bigger one.
3. I can’t wear these trousers because the legs are too long.
4. If your tea is too hot, put some more milk in it.
5. If you’re too hot, put the fan on.

2. Write questions for these answers.

1. What do you usually have for breakfast?
2. How do you usually go to school?
3. Where do you usually play games?
4. What do you usually do on Sundays?
5. When do you usually go to bed?

3. How to make tea the British way. Complete the instructions using the given words.

Light the gas. Boil the water in a kettle. Heat the teapot with a little hot water. Pour away the hot water.
Put two teaspoons of tea leaves into the pot. Pour the boiling water onto the tea leaves.
Wait 5 minutes. Serve the tea. Offer milk, or a slice of lemon. Offer a plate of biscuits too.
TEST 2

Preparation before the test
1. Each child will need photocopied sheets of the test on page 88 – 89 of this book.
2. You will need a copy of the Record of Assessments on page 94 of this book.

How to give the test
1. Distribute the test sheets among the students in the class.
2. Read aloud each question and explain what the children have to do.
3. Give them a time limit to attempt the test.

ANSWER KEY (50 MARKS)

1 Write the missing parts of the dialogue. (10 Marks)
1. Will you have
2. shall get/will get
3. Shall I show you/Can I show you/Would you like to see
4. does your husband usually
5. Can/Will you/Would you like to

2 Rewrite the following sentences, using the word(s) in brackets, to give the same meaning. (10 Marks)
1. These shoes are not wide enough. 4. They’ve bought a modern stone villa.
2. Those trousers are too tight. 5. I’m going to wear my new green trousers.
3. If you feel cold, (then) put on a jacket.

3 Choose the correct answer from a, b, c or d. (10 Marks)
1. c 2. a 3. b 4. d 5. d
6. a 7. c 8. d 9. b 10. a

4 Read the text and answer the questions in full sentences. (10 Marks)
1. You need earth, air, water, warmth from the sun and strawberry plants.
2. You should buy strawberry plants.
3. You should pick the brown leaves on the plants.
4. You should put straw under the young strawberry plants.
5. You put them in boxes in cooled trucks.

5 Write a recipe. (10 Marks)
Answers depend on the children. Ensure that the instructions of the recipe(s) are in a logical order.
UNIT 11 LESSON 1

Aims
• to read, understand and practise a dialogue
• to revise and practise instructions with must(n’t)/should(n’t)
• to develop the children’s listening and reading skills
• to chat about safety rules

Suggestions and answers
1 Read the dialogue and answer these questions.
1. Tell the children to look at the first picture on page 52 of their books and get them to tell you what they can see. Use the picture to teach the word flume.
2. Read the dialogue aloud, while the children follow in their books.
3. Read the dialogue again, more slowly. Ask the class to stop you when they hear something that they should do or shouldn’t do at the swimming pool.
4. Point out the two occurrences of ‘There!’ This is used to point out something which has just happened.

   You should take a shower before you get into the pool.
   You should look before you go down the flume.
   You shouldn’t run round the pool.

2 Practise the dialogue.
1. Put the children into pairs to practise the dialogue.
2. Get them to change roles and practise again.
3. Get them to use appropriate gestures and tone of voice while practising the dialogue.

3 A swimming pool attendant is talking about rules. Number them in order.
1. Tell the children to look at the picture on page 52 and get them to tell you what they can see. Read the rubric aloud.
2. Explain what the children have to do: they have to listen and number the rules in order.
3. Read aloud the script on page 113 of the Student’s Book. The children number the rules in their books.
4. Check the answers in the following way. Read the instructions again. Ask the class to stop you when they hear a rule. They should read out the appropriate rule from Ex. 3.

   No food or drink beside the swimming pool. 4
   No running. 2
   Shower before swimming. 1
   Take everything with you when you leave. 5
   No jumping onto other people. 3

4 Discuss with a friend.
1. Read aloud the rubric. Put the children into pairs and get them to number the 5 rules in Ex. 3 in order of importance. While they are doing this, write the 5 rules on the board.
2. Get pairs to read out their list. Number their order next to the list of rules on the board. Ask pairs to explain their reasons, e.g. If you bring a bottle of cola into the swimming pool, the glass bottle might break. If you jump onto other swimmers, you might hurt them.
3. While pairs tell the class their reasons, do not interrupt them in order to correct their English. However, you can help them if they are searching for a word or phrase.
Answers depend on the children. Some other possible rules:
Look before diving into the pool from the high board.
Don’t push anybody into the water.
Don’t push anybody’s head under the water.

UNIT 11 LESSON 2

Aims
• to introduce, study and practise transitive, separable phrasal verbs
• to complete sentences with transitive, separable phrasal verbs

Suggestions and answers
1. **Match the sentences to the pictures.**
   1. Tell the children to look at the pictures on page 53 and get them to tell you what they can see. Use the pictures to check/teach the words *loudspeakers, rubbish.*
   2. Use the opportunity to revise vocabulary while you talk about the pictures. Use the structure *there is/are* and the present continuous tense for this purpose. Revise common prepositions.
   3. Read aloud the 6 sentences and get the class to repeat them.
   4. Put the class into pairs and get them to do the matching exercise. Check the answers with the class.

| 1. You should switch on your lights. | 4. You can put your bag down inside. |
| 2. Can you turn down the music?     | 5. Can you fill up the jug, please? |
| 3. Pick up all the rubbish, please. | 6. You should throw them away.      |

**STUDY CORNER**
• Point out that some phrasal verbs for this lesson are separable.
• Read aloud the examples. Point out that you can put the noun phrase at the end of the sentence, e.g. *the light,* but you can’t put the pronoun at the end of the sentence, e.g. *it.*

2. **Complete these sentences in the Past tense using the given words.**
   1. Read aloud the incomplete sentences and answer any questions.
   2. Put the class into pairs and get them to do the completion exercise. Check the answers with the class.

| 1. When the match finished, Dad switched off the TV. |
| 2. She cut out the picture of the fox and put it on her poster. |
| 3. In the shop, he tried on the blue trousers. |
| 4. She was thirsty so she filled up her water bottle. |
| 5. The house was on fire but the men put it out. |
| 6. It was dark so she switched on the light. |
| 7. Mum had too many books. So she gave some away to her friends. |
| 8. I was too hot so I took my jacket off. |
| 9. That machine was dangerous! He threw it away. |

UNIT 11 LESSON 3

Aims
• to develop the children’s reading skills
• to introduce and practise vocabulary for electrics
• to practise giving safety instructions with *must(n’t)*
• to complete stories about accidents in the past tenses

Suggestions and answers
1. **Listen to your teacher and label the pictures. Then listen and check your answers.**
   1. Start by chatting to the class about the 4 pictures, e.g. *The plug in picture 2 goes into the socket in picture 1. The wire in picture 3 goes from the TV, which you can’t see, into the wall socket in picture 1. You use a light switch in picture 4 to turn the lights on and off.*
2. Dictate the words on page 113 of the Student's Book to the class.
3. The children write the words in their notebooks. Tell them not to worry if they get the spellings wrong. It is good practice to guess the spellings of new words.
4. Write the words on the board. The children copy them into Ex. 1 of their Pupils' Books.
5. Finally do listen and repeat as on page 113 of the Student's Book.

| 1 socket | 2. plug | 3. wire | 4. switch |

2 Find letters (A-H) in the picture on page 55 that show the opposite of these safety rules. Write the correct letter in front of each sentence.

1. Tell the children to look at the picture on page 55 and get them to tell you what they can see. Use the picture to check/teach any unknown words, e.g. cleaning liquids, medicines, matches.
2. Use the opportunity to revise vocabulary while you talk about the picture. Use the structure there is/are and the present continuous tense for this purpose. Revise common prepositions.
3. Read aloud the 8 rules and get the class to repeat them. Do the example item (7D) with the class.
4. Put the class into pairs and get them to do the matching exercise. Check the answers with the class.

1. Don’t touch a switch with wet hands. E
2. Play away from the cooker. B
3. Don’t dry clothes near fires. F
4. Don’t play with matches. G
5. Keep away from sharp knives. C
6. Don’t touch bottles of cleaning liquids. A
7. Don’t touch medicines or play with them. D
8. If you drop food or spill water on the floor, clean it up. H

3 Cover the rules. Look at the picture on page 55 again and say them, using ‘must’ and ‘mustn’t’.

1. Note that this exercise practises the use of you must(n’t) do … (impersonal use).
2. Demonstrate the exercise. Get the class to cover the text and look at the picture. Go through the lettered parts of the picture in order (from A to H). Get a child to give the rule for each one.
3. Put the class into pairs and get them to practise giving the rules.

Sample answers
A You mustn’t touch bottles of cleaning liquids. You must keep them in a cupboard.
B You must play away from the cooker. You mustn’t play with pans of hot water.
C You must keep away from sharp knives. You mustn’t touch them.
D You mustn’t touch medicines or play with them. You must keep them in a cupboard.
E You mustn’t touch a switch with wet hands. You must dry your hands first.
F You mustn’t dry clothes near fires. You must dry them safely.
G You mustn’t play with matches. You must keep them in a drawer.
H If you drop food or spill water on the floor, you must clean it up. You mustn’t leave mess on the floor.

4 Rewrite the rules in your notebook, using ‘must’ and ‘mustn’t’.

See the answers for Ex. 3.

5 What did they do wrong? Complete the sentences using the past tense of the verbs in brackets. Find five rules from the list for these stories.

1. Read aloud the incomplete sentences and answer any questions.
2. Put the class into pairs. They write the verbs in the past tense in their notebooks. This way, every child has to make an effort.
3. Check the answers with the class. Get individuals to read out the complete sentences. After each item, ask the class to find the appropriate rule from the list.

Example: Mum spilt some water on the floor. Then she went to answer the phone. Dad came into the kitchen. He slipped and fell and broke his arm. (Rule 8)
1. When Tommy was five, he **found** some red pills on the kitchen table. He ate one, because he thought it was a sweet. But it was a sleeping pill! He **slept** for 8 hours. (Rule 7)

2. Jane's white T-shirt was wet when she **came** home. She **hung** it on a chair in front of the fire. The fire **was** too close. Now she has a brown T-shirt. (Rule 3)

3. Mum **left** a sharp knife in a bowl of water in the kitchen. The maid came in and started to wash the dishes. She cut her finger on the knife in the water. (Rule 5)

4. Sally was playing with a bottle of liquid soap. It **fell** over and the top **came** off. The liquid **spilt** over the box of vegetables. (Rule 6)

**UNIT 11 LESSON 4**

**Aims**
- to introduce and practise conditional sentences (*if* + present tense + imperative)
- to complete and punctuate conditional sentences
- to introduce the first conditional (*if* + present tense + *will*) with a picture

**Suggestions and answers**

1. **Match the sentence halves to make complete sentences.**
   1. Read aloud the sentence halves and answer any questions. Get the class to repeat them. Do the example item with the class.
   2. Put the class into pairs and get them to do the matching exercise. Check the answers with the class. Get individuals to read out complete sentences and get the class to repeat them.

   Example: If the lights go out at night, light a candle.
   1. If a dog comes up to you, don’t touch it.
   2. If a box of matches is wet, don’t put it in front of a fire.
   3. If you spill liquid on the floor, clean it up at once.
   4. If you smell gas, open a window.
   5. If you can’t swim, don’t play in the river.

2. **Complete the sentences, using one of these words.**
   1. Read aloud the incomplete sentences and answer any questions.
   2. Put the class into pairs. They write the missing words in their Student's Books. This way, every child has to make an effort.
   3. Check the answers with the class. Get individuals to read out the complete sentences.

   1. draw  2. keep  3. raise  4. ask  5. go
   6. write  7. push  8. play  9. wait

3. **Use capital letters, commas, full stops and apostrophes to punctuate the sentences as shown in the examples.**

   1. If the train stops outside a station, you mustn’t get out.
   2. Don’t drink the water in the washroom if you’re thirsty.
   3. When your train stops at a station, don’t leave your seat.

4. **This alien is in danger! Use the sentence halves to make complete sentences.**
   1. Tell the children to look at the picture on page 56 and get them to tell you what they can see.
   2. Do the short matching exercise with the class. Get the class to repeat the sentences.
   3. Get the class to write the complete sentences in their notebooks.

   2. If the train hits you, you will die.
   3. If you die, I will be very sad.
UNIT 11 LESSON 5

Aims
• to chat about a traffic scene
• to talk about a picture, using the present continuous tense
• to write traffic rules for cyclists and pedestrians

Suggestions and answers
1  Look at the picture. How many a) drivers b) cyclists and c) pedestrians can you find?
   1. Spend enough time for children to look carefully at the picture, but do not talk too much about it.
   The description of the scenes is done in Ex. 3.
   2. Read aloud the rubric and check/teach the meaning of driver, cyclist, pedestrian. Explain that pedestrians are found on the streets in towns and cities, but are not found in the fields, countryside or mountains.
   3. Ask individuals to answer the question.
   a) 4 drivers  b) 2 cyclists on 1 bicycle  c) 4 pedestrians

2 Which drivers are breaking these rules?
   1. Do this exercise with the class. Read aloud the first rule. Give the class enough time to search the picture for the answer.
   2. Check the answer with the class.
   3. Repeat the procedure with the remaining 2 rules.

   the driver of the green car
   the driver of the yellow truck
   the driver of the red car

3 What are the other people doing in the picture that is dangerous?
   1. Tell the children to look at the picture on page 57 and get them to tell you what they can see. Use the picture to check/teach any unknown words, e.g. zebra crossing, traffic lights, road sign.
   2. Use the opportunity to revise vocabulary while you talk about the picture. Use the structure there is/are and the present continuous tense for this purpose. Revise common prepositions.
   3. You can get the class to write 4 or more sentences about the picture for homework, using the present continuous.

   Sample answers
   2 cyclists are riding on the same bike.
   2 boys are playing football near the crossroads. One boy is running into the street without looking.
   2 people are walking on the street, not on the pavement.
   1 boy is running to catch a minibus, which is moving.

4 Write some traffic rules for cyclists and pedestrians.
   1. Accuracy is important for this exercise, e.g. the correct use of articles, prepositions, so do the exercise first with the whole class.
   2. Get individuals to read aloud the example and get choral repetition. Point out that it is acceptable to use the shortened form Don’t in written rules.
   3. Get individuals to do the remaining items and get choral repetition.
   4. The children write the rules in their notebooks, they can work in pairs while they do this.

   Cyclists
   Don’t carry a passenger on your bicycle.
   Ride on the left side of the road.
   Keep both hands on your bicycle.
   Other possible rules:
   Stop at a red traffic light.
   Don’t carry a parcel on your bicycle.

   Pedestrians
   Cross the road at the traffic lights.
   Don’t jump onto a moving bus.
   Don’t play ball games in the street.
   Other possible rules:
   Walk on the pavement.
UNIT 12 LESSON 1

Aims
• to read, understand and practise a dialogue
• to revise and practise something/anything
• to play the game ‘I Spy’
• to complete and practise a poem

Suggestions and answers
1 Read the dialogue and answer the question.
1. Tell the children to look at the picture on page 58 and get them to tell you what they can see. Teach the word nylon.
2. Read the dialogue aloud, while the children follow in their books.
3. Read the dialogue again, more slowly. Ask the class to stop you when they hear the answer to the comprehension question.
4. Get the children to practise variations of the dialogue. Get them to underline the following words/ phrases in their Pupils’ Books: Good morning, bag, sports clothes, popular, bigger, too big, nylon, light, strong.
5. Get a pair of children to practise a variation of the dialogue, using other words instead of the ones that they have underlined.
6. Repeat this with different pairs of children.

Dan forgot to pay for the bag; he also forgot to take his bag as he was leaving.

2 Play the game ‘I Spy’. Ask questions like the example to find out what your friend is thinking of.
1. Demonstrate the game to the class. Read aloud the example and let children ask you questions, e.g. Is it a clock?
2. Demonstrate again. Make sure that children ask you Yes/No questions, not Wh– questions.
3. Divide the class into 2 teams. Get Team A to think of a word, while Team B guesses.
   Count the questions that Team B has to ask before it finds the correct answer and write this on the board under Team B. Get Team B to think of a word, while Team A guesses. Count the questions that Team A has to ask before it finds the correct answer and write this on the board under Team A.
4. At the end of the game, the team which asked the fewer questions wins the game.

3 Listen to the poem and fill in the gaps.
1. Get the class to look at the picture and tell you what they think is happening.
2. Read the poem aloud on page 113 of the Student’s Book once, while the children follow in their books.
3. Read the poem aloud again. The children write the missing words in a list in their notebooks.
4. Check the answers with the class.
5. Get the class to learn the poem by heart for homework. Test them the next day.

4 Answer the questions.
1. In Lahore.  2. She pulled the door.  3. In the door.  4. Yes.  5. She was lying on the floor.

UNIT 12 LESSON 2

Aims
• to introduce and practise vocabulary for materials
• to introduce and practise adjectives with -en for materials
• to compile lists of clothes according to materials
• to chat about materials visible in the classroom environment
Suggestions and answers

1. **Listen and find the words. Then listen and repeat.**
   1. Give the class a little time to look at the pictures.
   2. Read aloud the first part of the script on page 113 of the Student's Book. Pause after each word so that the class has enough time to find and point to the word.
   3. If you like, quickly check the meanings by translation.
   4. Do listen-and-repeat with the words in the correct order.

**STUDY CORNER**

- Point out that *cotton* is a noun and an adjective. Explain that the words *leather, plastic nylon, rubber* are both nouns and adjectives.
- Explain that the adjective for *wool* is *woollen*, and the adjective for *wood* is *wooden*. (*Woolen* is the American English spelling.)

2. **Read the sentences and circle the correct word.**

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3. **What are they made of? Make lists to show what clothes can be made of. Write your lists, then compare your answers. You can use items of clothing more than once.**

   1. Go through the items of clothing in the box and check meanings.
   2. Go through the examples for *cotton*.
   3. Put the class into pairs. Get them to write in their notebooks 3 columns, headed *Woollen, Nylon, Leather*.
   4. The children work in pairs and write their lists.
   5. Get pairs to read out their lists, while you write them on the board. Check these answers with the class.

   **Cotton** – a cotton shirt, cotton shorts, cotton socks, a cotton skirt, a cotton dress
   **Woollen** – a woollen shirt, woollen socks, a woollen skirt, a woollen dress, a woollen hat
   **Nylon** – a nylon shirt, nylon shorts (for football), nylon socks, a nylon skirt, a nylon dress
   **Leather** – leather boots, leather shoes, leather belt, leather coat

4. **Find how the materials are used in your classroom.**

   1. Get the class to chat about the materials that they can see in the classroom. They can also chat about materials that are visible through the doorway or the windows. If your class is not too big, you can also take the class into the playground so that they can see things of different materials beyond the school grounds.
   2. Make sure that the children use both types of sentence pattern for their answer. They can write 3 or more sentences of each type in their notebooks, in class or for homework.
   3. Make sure that children use the correct adjective order in this personalization stage, e.g. *a blue cotton dress, big leather shoes*. However, do not make a lesson of this as it has already been practised in Unit 7.

   Answers depend on the children.

**UNIT 12 LESSON 3**

**Aims**
- to develop the children's reading skills
- to study rhymes in poems
- to write about something that you like
- to write a poem, using guide words

**Suggestions and answers**

1. **Read the poem and circle the correct answer.**

   1. Tell the children to look at the picture on page 60 and get them to describe the kind of shirt the girl is holding.
   2. Read the poem aloud, while the children follow in their books.
3. Ask the class to tell you the answers to the questions. Get individuals to give you reasons for their answers.

| The writer liked the shirt.          | The writer kept the shirt for a long time. |

2. Find words in the poem that rhyme with these words.
1. Tell the class to look at the example.
2. Tell the class to find the rhyming words in the poem and write them in their Pupils’ Books. They can help each other as they do this.

- best, rest: vest, chest
- said, head: red, bed
- say, may: grey, day
- skirt: shirt, dirt

3. Write about something of your own that you like.
1. Read aloud the example. Explain to the children that they are going to write similar poems of their own.
2. Get individuals to chat about things that they like. Ask prompting questions, e.g. What do you love? What is it like? What colour is it? Where do you keep it? How long have you had it?
3. Get the children to write their poems in class or for homework. Abler children can write longer poems, including more details.

4. Read the poem and circle the correct answer.
1. Tell the children to look at the picture on page 61 and get them to tell you what the girl is holding. Ask more questions about the picture, e.g. Who do you think the children are? Where do you think they live? Why?
2. Read the poem aloud, while the children follow in their books.
3. Ask the class to give you the answer to the question.

| The writer’s brother is younger. |

5. Find words in the poem that rhyme with these words.
1. Tell the class to look at the example.
2. Tell the class to find the rhyming words in the poem and write them in their Pupils’ Books. They can help each other as they do this.

- took, cook: book, look
- mother: brother

6. Use the words to help you write a poem that is the opposite of the one you read above.
1. Explain the task to the children.
2. You can read out the sample answer below, while the children follow the guide words in their books.
3. They can write their poems in class or for homework.

**Sample answer**
I am the brother of her
And she is my sister.
She is too big for us
To play with each other.
So every evening I show her
My toys and my Gameboy;
But every evening she still is
Too busy to look.
Additional activities
You can tell the class to learn one or more of these poems by heart for homework. Learning poems by heart is a useful way of remembering phrases and chunks of language. If there is a rhyming scheme, a poem is easier to learn by heart.

UNIT 12 LESSON 4

Aims
• to play the Blindfold Game and practise sentences with everybody/nobody/somebody
• to read and understand a story with everybody/nobody/somebody
• to describe a picture using the present simple tense
• to describe what has changed in the picture, using the present perfect tense

Suggestions and answers

1  Listen and follow your teacher’s instructions.
1. Do the demonstration in order to teach the meaning of somebody, everybody, nobody, using the script on page 113 of the Student’s Book.
2. Play the Blindfold Game.
3. Get one child to come up to the front of the class and blindfold him/her (the guesser) with a scarf.
4. Give hand-gestures to the class, and then get the guesser to answer your questions, like this:
  Gesture to the class to stand up. Gesture to one child to sit down.
  Teacher: Is everybody standing up?
  Guesser: Yes.
  Teacher: Are you sure? Is anybody sitting down?
  Guesser: Er ehm. Yes. Somebody is sitting down.
  Teacher: (Signal: Gesture to one child to go to the door, open it and stand outside.) Is everybody in the classroom?
  Guesser: No.
  Teacher: Is somebody outside the classroom?
  Guesser: Yes.
  Teacher: (Signal: Gesture to the child to step inside, then step outside again.) Is everybody in the classroom now?
  Guesser: Yes.
  Teacher: Are you sure?
  Guesser: No. I think somebody is outside the classroom.
Then do similar actions and questions with another blindfolded child. Try to make the blindfolded child answer your questions and make sentences as well.

2  Read the story and underline the names.
1. Read aloud the story while the children follow in their books. Point out that the names in the story are printed with capital letters.
2. Put the class into pairs. The pairs read the dialogue again and write the names on the correct lines.
3. Get pairs to tell the class their answers. Do not confirm the answers immediately, but ask the class if they agree.

At home: Somebody, Nobody
Out: Everybody, Anybody

3  Make sentences about the pictures using these words.
Extend this exercise as follows:

Picture 1
• Read aloud the example. Ask individuals to make similar sentences about Picture 1.

<table>
<thead>
<tr>
<th>The blind is up</th>
<th>The fan is off.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The curtains are open.</td>
<td>The TV is off.</td>
</tr>
<tr>
<td>The door is shut.</td>
<td></td>
</tr>
</tbody>
</table>
Picture 2
• Write this example sentence on the board: Somebody has pulled down the blind.
• Ask individuals to make similar sentences about Picture 2.

| Somebody has turned on the fan. | Somebody has closed the curtains. |
| Somebody has turned on the TV. | Somebody has opened the door. |

UNIT 12 LESSON 5

Aims
• to read and understand two short poems
• to find words in two poems that rhyme

Suggestions and answers
1 Read the poem and try to learn it.
   1. Tell the children to look at the picture on page 63 and get them to tell you what the man is eating.
      Ask more questions about the picture, e.g. Who do you think the man is? Is he old or young? Fat or thin?
   2. Read the poem aloud, while the children follow in their books.

| York, fork, stalk |
| while, smile |

2 Find phrases in the poem that mean –
   1. Tell the class to look for the phrases in the poem. Give them a minute to do this in silence.
   2. Ask individuals for their answers.
      a) a while b) No wonder c) a stalk

3 Complete this poem. Use these words.
   1. Tell the children to look at the picture on page 63 and get them to tell you what the man is eating.
      Ask more questions about the picture, e.g. Where is the man? Who do you think he is? Is he old or young? Fat or thin?
   2. Read the poem aloud, not saying the missing words, while the children follow in their books.
   3. Get the children to complete the poem in pairs.
   4. Read out the complete poem, while the children check their answers.
   5. Get the class to learn the poem. Say the first line again and get the class and individuals to repeat it.
   6. Do the same with the remaining lines.
   7. Get the class to say the whole poem.
   8. Get the children to write out the complete poem with the correct punctuation for homework.

There was an old man of Peru,
Who found a dead rat in his stew.
Said the waiter, 'Don't shout
And wave it about,
Or the others will all want one too.'

4 Answer the questions.

Additional activities
You can teach this short poem to the class, as it goes with the topic of food in Lesson 5.
I eat my peas with honey.
I've done so all my life.
It makes the peas taste funny,
But keeps them on the knife.
UNIT 13 LESSON 1

Aims
• to read, understand and practise a dialogue
• to practise making suggestions
• to listen to a dialogue and circle specific information
• to introduce the book from which Lesson 3 text is taken

Suggestions and answers
1 Read the dialogue and answer the question.
1. Tell the children to look at the picture on page 64 and get them to tell you who they can see. Ask what is happening in the picture,
2. Read the dialogue aloud, while the children follow in their books.
3. Ask individuals to answer the comprehension question. Do not confirm the correct answer until several individuals have had the chance to answer.
4. Point out the use of could for making suggestions,
5. Then get the class to practise the dialogue in pairs.

Saira reads more than Imran.

2 Match the problems and suggestions.

The library's closed. You could borrow a book from a friend.
The fan isn't working. You could ask an electrician to mend it.
There's nothing good on TV. You could watch a video or DVD.
I don't understand this word. You could look it up in a dictionary.

3 Listen to the dialogue and circle the correct answers.
1. Tell the children to look at the alternative answers on page 64. Read aloud the rubric and the answers so that the children are used to the pronunciation.
2. Explain what the children have to do: they have to listen to the dialogue and circle the correct answers.
3. Read aloud the script on page 113 – 114 of the Student's Book while the children circle the answers in their books.
4. Check the answers in the following way. Read the dialogue again. Ask the class to stop you when they hear an answer.

<table>
<thead>
<tr>
<th>Title of book</th>
<th>The Adventures of Tom Sawyer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of writer</td>
<td>Mark Twain</td>
</tr>
<tr>
<td>Date of book</td>
<td>1876</td>
</tr>
<tr>
<td>Tom lived in the USA, in</td>
<td>Missouri State</td>
</tr>
<tr>
<td>Tom lived near the</td>
<td>Mississippi River</td>
</tr>
</tbody>
</table>

UNIT 13 LESSON 2

Aims
• to read, understand and practise a dialogue
• to introduce and practise verbs for the senses
• to chat about pictures
• to play the game “What's in the Bag?”

Preparation for the lesson.
The teacher should bring into class a bag with pairs of objects (that the children might confuse) for the Game in Ex. 4.
Suggestions and answers

1 Read the dialogue and answer the question.
Treat the picture and dialogue as you did in Lesson 1 of this unit.

She wants to try (eat) a chocolate biscuit.

2 Use words from the dialogue to complete the table.
Tell the children to read the dialogue again in order to find the words.

| Can see it | Looks good |
| Can hear it | Sounds good |
| Can taste it | Tastes good |
| Can touch it | Feels good |
| Can smell it | Smells good |

3 What are these things? Tell the class.
1. Read aloud the rubric and the example. Point out that children must use the structure *It looks like* ....
2. Get the children to look at all the pictures carefully (including picture 1) for one minute in silence.
3. Get children to work in pairs and guess the answers.
4. Ask pairs to tell their answers to the rest of the class. Encourage them to provide explanations, e.g.
   You can see that it is a giraffe, because it has large spots on its neck. Also the neck is thinner at the top and thicker at the bottom.

1. It looks like a monkey behind a tree.
2. It looks like a cup that is upside down.
3. It looks like a giraffe walking past an upstairs window.
4. It looks like a person who is sitting under an umbrella and cooking a roti in a pan.
5. It looks like an elephant that is about to walk round the corner; you can see its tusks and its trunk.
6. It looks like a person who is riding a bike and carrying an umbrella.

4 What's in the bag? Write your guesses on the board and then open the bag to check.
1. The teacher should bring in a bag with the following pairs of objects (that the children might confuse), e.g. a thin bar of chocolate and a ruler, a nut and a stone, an onion and a tennis ball, a balloon (not inflated) and a sweet in its wrapper, a carrot and a bar of soap.
2. Invite a pair of children up to the front of the class. Child A feels for an object in the bag, touches it and holds it without taking it out of the bag.
3. Child A describes the object, as in the example, while Child B writes it on the board.
4. Child A takes out the object and shows it to the class. If Child A was correct, the pair gains a point.
5. Repeat with other pairs of children.

UNIT 13 LESSON 3

Aims
- to develop the children's reading skills
- to act out a scene from the story

Suggestions and answers

1 Read the story and answer these questions.
1. Tell the children to look at the pictures on pages 66 and 67.
2. Get the children to look at each picture in turn and ask them questions about it: e.g. Picture A.
   Is it a fence or a wall? What is it made of? What does Tom have to do today?

Picture B
   What is Tom doing in the picture? What is Tom’s friend holding in his hand? What do you think Tom’s friend is saying to him?
Picture C
Is Tom alone or are his friends helping him? What can you see next to Tom? Is Tom painting the fence? Why isn’t Tom painting the fence?

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

It looked a beautiful white.
Tom started painting it and his friends finished it.

2 Answer these questions.
1. It was 30 metres long.
2. Aunt Polly.
3. Joe was planning to go down to the river.
4. Joe watched Tom for some time.
5. No.
6. Joe gave Tom his apple, because he wanted to paint the fence.
7. The other friends came to laugh at Tom.
8. Instead, they painted the fence.
9. Tom was happy because he had a lot of things that his friends gave him. Also the fence was painted.

3 Act out the scene between Tom and Joe.

Additional activities
Have a discussion with the class and encourage the children to chat. Ask them: e.g.
Are you ever naughty at home? Do you ever take fruit from the fruit bowl without asking? What jobs do you have to do at home? Do you have to paint the house or fences or walls? Do you have to sweep the floor? Do you have to wash or dry the dishes?

UNIT 13 LESSON 4
Aims
• to teach and practise have to / do not have to / mustn’t
• to read and understand an email
• to write sentences about school rules
• to study the phonic pattern –idj (rhymes with bridge)

Suggestions and answers
STUDY CORNER
• Read the examples aloud to the class. Tell the class that they must match a sentence on the left with one or more examples on the right.

Do it. — I have to finish my homework.
Don’t do it. — You mustn’t miss the bus.
It’s not necessary. — We don’t have to go to school tomorrow. / Mum doesn’t have to cook supper today. I’m cooking it!

1 Read the email that Sandra sent to Saira about her school rules.
1. Read aloud the email while the children follow silently in their books.
2. Go through the chart and explain the symbols to the children.
3. Let the children work in pairs to complete the chart for Sandra, while you write the chart on the board.

| Sandra doesn’t have to learn a foreign language. | Sandra has to do homework. |
| Sandra doesn’t have to wear a uniform. | Sandra has to do sports. |
| Sandra has to be on time for lessons. | Sandra doesn’t have to swim. |
| Sandra mustn’t run up the stairs. | |
2 Work with your partner and make sentences about Sandra.
1. Get individuals to come to the board and write the correct symbol on the board.
2. Get the individual to make the correct sentence. Correct if necessary and get choral and individual repetition.
3. When the chart is complete, put the class in pairs. The children look at the board and make sentences about Sandra.

3 What about your school? Complete the ‘YOU’ column on the chart. Write seven sentences about your school rules in your notebook.
1. Put the children into pairs to complete their answers.
2. Get pairs to tell the class the answers.

Answers depend on the children.

4 Phonic pattern /idj/ (rhymes with ‘bridge’)
1. Go through the words in the box to check the meanings.
2. Go through the words again and do listen-and-repeat.

In alphabetical order:
- baggage
- cabbage
- damage
- language
- luggage
- manage (v)
- message
- package
- passage
- village

UNIT 13 LESSON 5

Aims
- to develop the children’s reading skills
- to introduce and practise further verbs for the senses
- to write sentences about oneself in the past tense
- to write a diary entry for last Saturday

Preparation for the lesson
Tell the children to read the story in Lesson 3 again before this lesson.

Suggestions and answers
1 Read the diary entries and choose the best one.
1. Read the 3 diary entries aloud, while the children follow in their books.
2. Get the children to write down the answer (A, B or C) in their notebooks.
3. Ask the class for their answers. Do not confirm the correct answer until several individuals have had the chance to respond.

Aunt Polly wrote ‘A’ in her diary.

2 Complete these diary notes about Saira, Imran and Nadia. Use ‘sounded’, ‘looked’, ‘didn’t sound’ and ‘didn’t look’.
1. sounded 2. didn’t look, looked, didn’t sound 3. sounded, looked

3 Make sentences about yourself.
Abler children can write fuller answers and give reasons for their feelings.

Answers depend on the children.

4 Write about what you did last Saturday. Answer these questions, like the examples. Add your own details.
Abler children can write fuller answers and give reasons for their feelings.

Answers depend on the children.
UNIT 14 LESSON 1

Aims
• to read, understand and practise a dialogue
• to teach and practise telling the time with the 24-hour clock.
• to develop the children’s listening skills

Suggestions and answers
1. **Read the dialogue and choose the correct answer.**
   1. Tell the children to look at the picture on page 70 and get them to tell you who they can see. Ask them to tell you what they think is happening.
   2. Read the dialogue aloud, while the children follow in their books.
   3. Ask individuals for their answers. Get them to give reasons for their answers by referring to lines in the dialogue.
   4. Get the class to practise the dialogue in pairs. Encourage them to sound worried, pleased and excited.

2. **Answer the questions.**
   1. No.
   2. Yes.
   3. She’s eating more this week.
   4. Grandma is planning to come and stay with her daughter at the beginning of March. She is planning to book her plane ticket next week.

3. **Do you know the 24-hour clock?**
   1. Get the children to look carefully at the clock. Then read the rubric and the explanation below.
   2. Ask the children some questions, like these:
      Q: What time is 18.30?
      A: 6.30 in the evening.
      Q: What time is 21.45?
      A: 9.45 in the evening.
      Q: What time is 23.55?
      A: 11.55 at night?
      Q: What time is 2.30, using the 24-hour clock?
      Q: What time is 5.15, using the 24-hour clock?
      A: 17.15.
      Q: What time is 8.00, using the 24-hour clock?
      A: 20.00.

4. **Grandma is at the airline office and wants to book a ticket. Listen and fill in the Booking Form.**
   1. Talk about the Booking Form while you copy it onto the board. At the same time, get the children to copy the form into their notebooks.
   2. Check/Explain the meaning of single/return ticket. Point out that surname is another word for family name.
   3. Explain the situation.
   4. Read aloud the script on page 114 of the Student’s Book. The children fill the Booking Form in their notebooks.
UNIT 14 LESSON 2

Aims
• to introduce and practise adjectives for feelings
• to revise and practise spelling patterns -ight / -ite

Suggestions and answers
1 Match the adjectives (1-8) to the situations given below.
1. For each numbered picture, ask the class what they can see. Ask simple questions like Who can you see in the picture? What is she/he doing? How does she/he look?
2. Present the vocabulary for each picture, say the word and translate the word if necessary. Do not practise the pronunciation as this is done later.
3. Read aloud the phrases while the children follow in their books.
4. Put the class into pairs and get them to do the matching exercise.
5. Get answers from the class.

Pronunciation
• Say the adjectives in Exercise 1 again and get choral and individual repetition.
• Get the class to write the 8 adjectives on the correct line in their notebooks, using this format and these examples, which you should write on the board.
  a) sounds like /id/: interested ...................................................
  b) sounds like /d/: bored, tired ....................................................
  c) sounds like /t/: shocked .........................................................

1. worried / have to take an important test.
2. relaxed / are not worried about anything.
3. annoyed / miss the bus.
4. pleased / get good results in an English test.
5. surprised / get a phone call late at night.
6. frightened / feel that they are in danger.
7. sad / feel alone or unhappy.
8. excited / are going to do something exciting.

2 Complete the sentences with adjectives from Ex. 1, then practise in pairs.

1. surprised
2. worried, relaxed
3. annoyed
4. frightened, excited
5. pleased
6. sad

Additional activity
1. Carry out a discussion with the children. Ask the class questions like:
   When do you get angry / annoyed / frightened / excited / worried?
   When are you sad / pleased / relaxed?
2. Keep the discussion light and fast. Do not press the children to talk about feelings that are uncomfortable for them.

3 Spelling patterns: -ight / -ite

-ight bright, fight, frightened, light, might, night, right
-ite bite, kite, quite, white, write

UNIT 14 LESSON 3

Aims

• to develop the children’s reading skills
• to order events in an email sequence
• to practise time expressions

Suggestions and answers

1 Mariam is Saira’s cousin and lives in Lahore. Read the five emails from Mariam to Saira and choose the correct answers.

1. Spend a little time on the illustration (the top of the email). Point out various features of an email, e.g. To, Subject, etc. Ask the class if any children have sent or received emails. Get them to chat about their emails.
2. Get the children to read all the emails silently and write the answers to the two questions in their notebooks.

Mariam thought that her mother was ill.
Mariam is very pleased at the end.

2 Mark these sentences ‘True’ or ‘False’.


3 What did Saira write in her emails to Mariam? Put these emails in the right order. The first is done for you.

1. Get the class to work in pairs to complete this task.
2. While they are doing this, write the letters a – e on the board in a vertical list.
3. Ask pairs to tell the class their answers. For each pair, write their order on the board, next to the letters a – e. If other pairs disagree, they give their order, which you write on the board. Continue until agreement is reached on the correct order.

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

4 Complete these sentences with time expressions from the email.

Note that the number of the email is indicated for each item.

1. Last weekend
2. Right now
3. for a few days
4. this term
5. Yesterday evening
6. This morning
7. At this moment (not in any email in Lesson 3, but would fit in email 5: ‘At this moment, I’m a bit feeling happy.’
8. In the evenings
9. Next week
10. On Saturday morning
**Additional activity**

Have a short discussion about baby boys and girls, asking these and other questions as you consider appropriate.

*Are girls as clever as boys?*
*Can girls in the cities go to universities and get good jobs?*
*In the past, why did parents hope for a boy?*
*What do all parents enjoy about their babies, both boys and girls?*

**UNIT 14 LESSON 4**

**Aims**

- to introduce and practise the structure ‘so + adjective + that’
- to write a picture story, including this structure

**Suggestions and answers**

**STUDY CORNER**

- Go through the examples in the box.
- Get children to make similar sentences by substituting other words for worried and sleep, e.g. I was so sleepy that I couldn’t study. I was so tired that I couldn’t walk. I was so ill that I couldn’t go to school. I was so ill that I couldn’t eat anything.

1. **Make sentences using the phrases given below.**

   We were so worried that we couldn’t sleep.
   Grandpa was so annoyed that he shouted at the children.
   Mum was so weak that she couldn’t walk very fast.
   Dad was so excited that he drove to the hospital very fast.
   The boy on the bike was so frightened that he fell off.
   My brothers were so surprised that they couldn’t say anything.
   I was so pleased that I rang my cousin Saira at once.

2. **Read the story for Picture A. Then write a story for picture B or C. Use the given words.**

   1. Get the class to look at the 3 pictures carefully. Ask individuals to say what they can see, using there is/are and the present continuous tense.
   2. Read aloud the model story for picture A, while the children follow in their books.
   3. Read aloud the sample answers (see below) for pictures B and C, while the children follow the guide words in their books.
   4. Put the class into pairs. They reconstruct the short stories using the guide words.
   5. Get pairs to tell their stories to the class. Insist on accuracy and pay particular attention to prepositions and articles. Get individual and choral repetition.
   6. For homework, get the class to write a story for one of the pictures. Abler children can write both stories and can also extend their stories with further details.

   **Sample answers**

   **Picture B**
   On Friday afternoon we were in the park. We were playing a football match.
   We scored 5 goals.
   Our teacher was so pleased that he bought oranges for the whole team.

   **Picture C**
   Last Sunday we were at the seaside. We were having a picnic lunch under some trees.
   Suddenly a coconut fell down and landed on the roof of the car.
   Dad was so surprised that he spilt his cup of tea.
UNIT 14 LESSON 5

Aims
• to read and understand a personal letter
• to study the layout and conventional phrases of a personal letter
• to complete a personal letter

Suggestions and answers
1. Find these parts of the letter.
   1. Study the format and content of this letter with the whole class.
   2. Read aloud all parts of the letter, from the top to the bottom, while the class follow in their books.
   3. One by one, read aloud the parts a – g. Get individuals to read aloud the matching part of Saira’s letter. The children mark their Pupils’ Books as they do this.

   24 Clifton Row
   (c) Karachi 74-521

   Monday, 18th March (g)
   Dear Parveen, (f)
   I hope you are very well. (a)
   My aunt has just had a baby. We were all surprised! At first Grandpa said that he wanted a grandson, but now he is very pleased that he has another grandchild. (d)
   Do you have any recent photos of your family? If so, please send me some! (b)
   Love, (e)
   Saira

2. Grandpa wrote a letter to his brother Tahir about his new granddaughter. Copy the letter and fill in the gaps.
   1. Read aloud the letter to the class while the children follow silently in their books. Do not say the missing words or phrases.
   2. Get the children to work in pairs. They read aloud the letter and complete the sentences, but do not write anything.
   3. Go over the letter with the class. Get pairs to say their complete sentences.
   4. Get the children to copy the letter and fill in the gaps in class, while the missing parts are still fresh in their memories.

   Flat 6,
   96 Sarmand Road
   Karachi 74534

   Wednesday, 20th March 20…
   Dear Tahir,
   I hope you are very well. Thank you for your postcard. I’m pleased that your holiday is going well. My daughter Afia has just had her baby in hospital. We are all very pleased! My wife went to Lahore to help Afia. She cooked and looked after the children because Afia was tired and weak. At first, I was upset because I wanted a grandson. I was sad that it wasn’t a boy. However, Afia’s mother didn’t agree. She is very happy about her new granddaughter. I will send you a photo as soon as possible. Please give my love to all the family.
   Khalid
Let's check

All answers are highlighted in grey.

UNIT 15 LESSON 1

1 Mariam and Fahad are talking about their little sister. Read and choose the right verbs.

Fahad: Could you turn your music down?
Fahad: Why?
Mariam: You might wake the baby.
Fahad: Anything else?
Mariam: You could help Mum with the shopping.
Fahad: Do I have to do the cooking too?
Mariam: No, you don't have to do the cooking. Grandma is doing that this week.
Fahad: What is Mum doing, then?
Mariam: She has to look after the baby. She's only one week old, you see.
Fahad: We could do the shopping together, you and I.
Mariam: Good idea! Let's do that.

2 Circle the correct word to complete the sentences.

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

3 Listen to your teacher and complete the sentences.

Read the full script on page 114 of the Student's Book.

1. Shoes are made of plastic or leather.
2. He was annoyed that I was late.
3. The children were very excited.
4. Don't be worried; it's only a test.
5. Don't touch the wires with wet hands.
6. Car tires are made of rubber.
7. Don't be frightened; it won't bite you.
8. She wore a woollen hat because it was cold.

UNIT 15 LESSON 2

1 Match the sentence halves, then copy them with the correct punctuation and capital letters.

If you don't water plants, they die.
You can turn on the fan if you are too hot.
He was so happy that he jumped up and down.
She was so tired that she went to bed early.
You mustn't touch the switch if your hands are wet.
Draw a picture in your exercise book if you have some coloured pencils.

2 Choose a word to complete the sentences. Not all the words are used.

1. This  2. week  3. in  4. evening (more commonly 'last night')

3 Read the story. Put the verbs into the past tense.

Last night I woke up in the middle of the night. I heard a strange noise that sounded like a monkey. I went to the window and looked outside. I saw a large animal under the trees. It looked like a bear. I put out my hand to turn on the light but I couldn't find the switch. I touched something that moved! I was so frightened that I ran back to my bed and switched on another light. There was something on the wall next to the door. It looked like a stick. Suddenly it moved its head and I saw that it was a gecko.
TEST 3

Preparation before the test
1. Each child will need photocopied sheets of the test on pages 90 – 91 of this book.
2. You will need a copy of the Record of Assessments on page 94 of this book.

How to give the test
1. Distribute the test sheets among the students in the class.
2. Read aloud each question and explain what the children have to do.
3. Give them a time limit to attempt the test.

ANSWER KEY (50 MARKS)

1 Write the missing parts of the dialogue. (10 Marks)
   1. must/should
   2. mustn’t
   3. Have you had
   4. should/must
   5. Have you washed

2 Rewrite the following sentences, using the word(s) in brackets, to give the same meaning. (10 Marks)
   1. Dad was so excited that he dropped the phone.  
   2. She was too tired to read her book.  
   3. If you want to ask a question, raise your hand.

3 Choose the correct answer from a, b, c or d. (10 Marks)
   1. c  2. d  3. b  4. b  5. c  6. a  7. c  8. b  9. a  10. d

4 Read the text and answer the questions in full sentences. (10 Marks)
   1. They feel raised dots with their fingers.
   2. A microwave oven has Braille dots on its buttons that help blind people.
   3. A bell sounds when the food is ready.
   4. At first, they learn to understand Braille signs for letters, numbers and punctuation.
   5. They have a guide dog that acts as their eyes.

5 Write a letter to one of your grandparents. Start and finish it in the normal way. Add your address and the date. (10 Marks)

Answers depend on the children.
UNIT 16 LESSON 1

Aims
• to read, understand and practise a dialogue
• to revise the meaning and use of too + adjective
• to revise the use of shall for offers
• to revise and practise plural nouns for pairs of things
• to develop the children's listening skills

Suggestions and answers
1. **Read the dialogue and answer the questions.**
Write better comprehension questions on the board at the start of this lesson: What does Dan need and why? Who is going to go shopping?
1. Tell the children to look at the picture on page 78 and get them to tell you who they can see. Ask several general questions: Who can you see in the picture? Where are they? What is Dan wearing? What is Mrs Bate doing?
2. Read the dialogue aloud, while the children follow in their books.
3. Ask individuals the answers to the two comprehension questions. Do not confirm the correct answers until several children have responded.
4. Get the class to practise the dialogue in pairs. Get them to use lively intonation.

Dan bought a pair of trainers.

2. **Practise shopping dialogues with these words.**
1. Point out that the five words are often used in the phrase a pair of ...s.
2. Read aloud a dialogue with a child.
3. Get two children to read another dialogue aloud. Do this several times with different words, e.g. sunglasses, scissors, etc.
4. Put the class into pairs and get them to practise the dialogues.

3. **Listen and circle the correct words or phrases.**
1. Tell the children to look at the box on page 78. Read aloud the rubric, the introduction and the phrases in the box.
2. Explain what the children have to do: they have to listen to the dialogue and circle the correct words and phrases in their Pupils' Books.
3. Read aloud the dialogue on page 114 of the Student's Book.
4. Check the answers in the following way. Read the dialogue again. Ask the class to stop you when they hear an answer.

Dan bought 1 pair of trainers at a store called M & P in the centre of Birmingham. They cost £18. Ricardo would like some new trainers.

UNIT 16 LESSON 2

Aims
• to introduce and practise plural nouns with -s / -es
• to complete short narratives, based on a picture

Suggestions and answers
1. **Listen to your teacher and find the words. Then listen and repeat.**
1. Give the class time to look at the pictures and read the captions silently.
2. Read aloud the first part of the script on page 115 of the Student’s Book. Pause after each word so that the class has enough time to find and point to the word.
3. If you like, quickly check any meanings by translation, e.g. chiefs of police.
4. Do listen and repeat with the words in the correct order.

2 Match the singular words below with the plurals in Ex. 1. Write them in pairs in your notebook.

Answers are clear in the Student’s Book.

3 Complete the sentences with a singular or plural noun from Ex. 2.

To help with the correction stage, get the class to number the blanks 1 – 10.

1. Get the class to look at the top picture carefully. Ask questions about it, using foreground and background (new words). Get individuals to say what they can see, using there is/are and the present continuous tense.
2. Read aloud the top text, but do not say the missing words.
3. Get the children to work in pairs and fill in the gaps. Check their answers, by getting individuals to read out their complete sentences.
4. Repeat the procedure for the bottom picture. Draw attention to the time of year (winter).

| 1. roofs | 2. wives | 3. knife | 4. loaf | 5. leaves |
| 6. loaves | 7. shelves | 8. chief | 9. loaf | 10. wolves |

Additional activity

Write these singular nouns on the board and check comprehension. Ask the class to provide the plurals and add them to the board. Get the class to copy the pairs of nouns into their notebooks.
life / lives, half / halves, scarf / scarves, thief / thieves

UNIT 16 LESSON 3

Aims
• to develop the children’s reading skills
• to introduce and practise vocabulary for money
• to order events in a narrative
• to act out a story

Suggestions and answers

1 Listen to your teacher and fill in the gaps. Then answer these questions.

1. Divide the story into two sections, pictures 1 – 6 and 7 – 12. This creates greater suspense.
2. Go through pictures 1 – 6 one by one. For each picture ask the class what they can see and what is happening. Read aloud the speech bubbles and ask the class to guess the missing words, but do not confirm the answers.
3. Get the children to prepare a list in their notebooks 1 – 6 where they will write the missing words.
4. Read aloud the script on page 115 of the Student’s Book for pictures 1 – 6. Pause after each picture so that the children have time to write the missing words in their notebooks. Correct the answers.
5. Repeat the procedure for pictures 7 – 12.
6. Finally, get individuals to answer the comprehension questions.

The merchant’s ships sank in storms in the Indian Ocean.
The moneylender played a trick, which the merchant’s wife noticed. So the merchant’s wife played a trick on the moneylender.

Picture 1 merchant Picture 2 months Picture 3 take Picture 4 storms
Picture 5 castle Picture 6 pay Picture 7 play Picture 8 white
Picture 9 black Picture 10 take Picture 11 other Picture 12 dropped

2 Number these sentences in the correct order.

4 1 2 7 6 3 5
3 Choose the correct words to complete these sentences.

1. sink    2. spices   3. trick    4. castle   5. debt   6. lend   7. prison

4 Act out the story in pictures 7 – 12 in groups of three (merchant, merchant’s wife, moneylender)

Get three children to act out the scene between the merchant, the merchant’s wife and the moneylender. Encourage them to act out their feelings of greed, anxiety, surprise, and anger.

Additional activity
Discuss with the class the rights and wrongs of the story. Ask questions e.g. Should you always repay your debts if you borrow something? Is it right to play tricks? If somebody plays a trick on you, should you a) accept it? b) point out the trick? c) play another trick back?

UNIT 16 LESSON 4

Aims
• to introduce and practise the structure not much/many
• to revise plural nouns without -s
• to write sentences about pictures using the structure not much/many

Suggestions and answers
STUDY CORNER
Go through the example sentences in the box. Explain that not many is used with plural nouns with -s or without -s. Not much is used with singular uncountable nouns. Give examples of countable/uncountable nouns to the children e.g. countable nouns: pens, books, pencils, etc.; uncountable nouns: sugar, paper, flour, etc.

1 Make sentences using the correct word.

There aren’t many sheep on their farm.
There aren’t many oranges on their trees.
There isn’t much salt in this soup.
There aren’t many fish in that lake.
There isn’t much fruit in the shop.
There aren’t many deer in the mountains.
There isn’t much meat in the market.

2 Think of answers to the questions. Use ‘not much’ or ‘not many’ and the word in brackets to answer the questions.

1. Go through the exercise with the class.
2. Get the children to practise the dialogue in pairs.

1. I don’t have much time.
2. Because she doesn’t have many friends.
3. Because I don’t have much money.
4. Because there isn’t much space in my book.
5. Because there aren’t many people here.

3 Make sentences for the pictures with ‘not much’ or ‘not many’.

1. Get the children to say what they can see in the pictures. Discuss whether the nouns are countable or not.
2. Put the children into pairs to complete their answers. They write the full sentences in their notebooks.
3. Get pairs to tell the class the answers.

1. She hasn’t bought much fruit.
2. They haven’t caught many fish.
3. He hasn’t cut down many trees.
**Additional activities**

Spelling patterns for homework: mis– / non– / anti–

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

Prefixes + mis-
- mistake, misread, misspell, misbehave, misprint, mispronounce.
Prefixes + non-
- nonsense, non-stop, non-smoker
Prefixes + anti-
- anticlockwise

**UNIT 16 LESSON 5**

**Aims**
- to develop the children’s reading skills
- to read and understand a short narrative
- to act out a shop scene

**Suggestions and answers**

1. **Read the story and answer the questions.**
   1. To help with the correction stage, get the children to number the blanks in the story 1 – 10.
   2. Get the children to look carefully at the picture and tell you about it. Get them to use there is/are and the present continuous tense.
   3. Read aloud the 2 comprehension questions.
   4. Read the story aloud to the class while they follow silently in their books. Read with plenty of vigour and lively intonation for the dialogue parts.
   5. Get individuals to answer the questions.
   6. Put the class in pairs and get them to work through the story to fill in the blanks. They write the missing articles in their Pupils’ Books in pencil.
   7. Correct the exercise by getting pairs to read out their complete sentences.

   The shopkeeper was surprised because the customer wanted to pay for his suit with a very big banknote.
   The customer didn’t pay for his suit because the shopkeeper didn’t have enough money to give him change.

   | 1. a | 2. a | 3. a | 4. The | 5. the |
   | 6. a | 7. The | 8. the | 9. the | 10. the |

2. **Mark these sentences ‘True’ or ‘False’**.

3. **Act out the scene between the shopkeeper and the customer.**

4. **Do you think the man will come back to the shop?**
   Have a discussion with the class and get individuals to chat about their own ideas.

**Sample answers**

Yes – the man will come back to the shop because he is honest / he may want to buy another suit / he will go to a bank first to get some change.

No – the man will not come back to the shop because the man is a trickster / he uses the banknote to get things for nothing / he is too busy to go back to the shop / he has to travel early the next day.
UNIT 17 LESSON 1

Aims
- to read, understand and practise a dialogue
- to develop the children’s listening skills for directions
- to practise giving directions in a maze

Preparation for the lesson
If you are able to make an enlarged overhead transparency (OHT) of the map in Ex. 2, this will help you to check responses to your directions.

Suggestions and answers
1. Read the dialogue and answer the question.
   1. Tell the children to look at the picture on page 84 and get them to tell you who they can see. Ask several general questions: Who can you see in the picture? Where are they going?
   2. Read the dialogue aloud, while the children follow in their books.
   3. Ask individuals the answers to the comprehension question. Do not confirm the correct answers until several children have responded.
   4. Get the class to practise the dialogue in pairs. Get them to use lively intonation.

   Nobody. Dan thinks he knows the way to the centre of the maze, but in fact he doesn’t.

2. Listen to your teacher and follow the directions from Point X. Where do you come out of the maze?
   1. Get the children to look carefully at the plan of the maze. Get them to find the starting point X next to the tree, also the 2 entrances.
   2. Read the script on page 116 of the Student’s Book aloud while the children trace the path with pencils.
   3. Get the children to tell you whether they came out of the maze at Entrance A or B.

   You come out of the maze at Entrance A.

3. Mark the way from Entrance A to Entrance B using a pencil. Then give directions to a friend. Use the phrases given below.
   1. Tell the children to trace the way from Entrance A to Entrance B in their Pupils’ Books.
   2. Practise the instructions in the box. Do listen and repeat.
   3. Put the class into pairs. Let them work together to practise giving the directions.

   Directions depend on the children, as there are alternatives.

UNIT 17 LESSON 2

Aims
- to introduce and practise vocabulary for shapes
- to describe the shapes of common objects
- to study the spelling of words with silent letters

Suggestions and answers
1. Listen to your teacher and find the shapes. Then listen again and repeat.
   1. Give the class time to look at the pictures and read the captions silently.
   2. Read aloud the first part of the script on page 116 of the Student’s Book. Pause after each word so that the class has enough time to find and point to the word.
   3. Do listen and repeat with the words in the correct order.
2 Ask and answer, as in the examples.

Sample answers
An egg is an oval.
A biscuit can be a square, a rectangle, a circle or a triangle.
A table can be a square, an oval, a rectangle, or a circle.
A window can be a square, a rectangle or a circle.
An arch is a semi-circle.

3 Point to things in the classroom and then write sentences to describe them.
1. Demonstrate the activity to the class. Make sentences and get the class to guess what you are looking at.
2. Get individuals to make sentences and get other children to guess.
3. Alternatively, play a team game: get Team A to make sentences while Team B guesses the object. Keep the score on the board.

4 Say the words and underline the silent letters. Then write the words on the correct line.
Read the words aloud with correct pronunciation. The children should listen carefully and then repeat after you.

Silent ‘w’: write, wrong, writer, whole, who,
Silent ‘b’: debt, doubt, climb,
Silent ‘l’: half, talk, could, would, should, palm, calm,
Silent ‘gh’: night, fight, light,

UNIT 17 LESSON 3

Aims
• to develop the children's reading skills
• to read a narrative with understanding and answer multiple choice questions
• to discuss a story
• to write a description of a part-human monster and draw a picture

Suggestions and answers
1 Read the story and answer these questions.
1. Get the class to look carefully at the pictures and tell you what they can see.
2. Tell the class that the 4 things are connected to the story.
3. With faster classes, you can read out three possible scenarios for a story and ask the class to choose the best one. Then they read the story in their books.
   1. Theseus tied up the monster with a ball of string and put it in his boat and took it home.
   2. Theseus found a monster. He was so frightened that he escaped in a boat.
   3. Theseus found the monster in a maze, killed it and went home in his ship.
4. Read the story aloud while the children follow silently in their books.
5. Get individuals to answer the questions.

Theseus went to the island of Crete.
He went in his ship. Ariadne gave Theseus a ball of thread. Theseus went to the maze. Theseus found and killed the Minotaur.

2 Read the story again and choose the correct answer.
1. b   2. c   3. c   4. b   5. a

3 Complete the description of the Minotaur with words from the story.
1. body   2. bull   3. horns   4. hooves   5. sharp
4 Discuss these questions.
1. Because he had to send seven young men and women to the island of Crete.
2. She and Theseus had become friends.
3. Because it was big and strong and because it ate humans.
4. Because he had killed the Minotaur.
5. None.

5 Write a description of your own monster. Make it part-human and part-animal/bird. Draw a picture too.
The children could share ideas first. They make pictures of their own monster and write descriptions e.g. It has the head of a ___ and the body of a ___.

UNIT 17 LESSON 4

Aims
• to revise and practise defining relative clauses with who/that/which
• to introduce and practise defining relative clauses with when/where
• to complete sentences with defining relative clauses

Remember!
• Read aloud the examples in the Remember! box. Make sure that the children do not use commas when punctuating defining clauses.
• Point out that the alternative relative pronouns in each example sentence are correct.

Suggestions and answers
1 Quiz. Answer these questions.
1. Read aloud the questions and the choices while the students follow silently in their books.
2. The children work in pairs and write the answers in their notebooks.
3. Get pairs to tell the class their answers.
1. a mobile (phone) / a cellphone, a Walkman / an iPod, a torch
2. a cinema, a hospital, a post office
3. a nurse/doctor, an engineer/a builder, a fisherman
4. a baker’s, a butcher’s, a chemist’s / a pharmacy

STUDY CORNER
• Point out that when is used for times.
• Ask individuals to think of alternative sentences.

Sample sentences
That is the shop / town / city / village where you can buy sweets / go swimming / go to a football match / go fishing.
I remember the day / time / year / weekend when we got lost / had a picnic / lived near the sea / stayed with our cousins.

2 Circle the correct word for sentences 1-5 and then complete sentences 6-10.
1. Put the children into pairs to complete their answers.
2. Get pairs to tell the class the answers.
1. who 2. that 3. that 4. where 5. when
Answers for 6 – 10 depend on the children.
UNIT 17 LESSON 5

Aims
• to develop the children's reading skills
• to read and understand a moral tale
• to practise using extreme adjectives
• to rewrite a story with different adjectives

Suggestions and answers
1 Read the story and choose the correct word.
1. Get the class to look carefully at the pictures for the story. For each picture ask the class what they can see and what is happening.
2. Read aloud the comprehension question.
3. Read aloud the story while the children follow silently in their books.
4. Ask the children to answer the question.
5. If you like, tell the children the end of the story:
   From that day on, he often gave advice to other people in the village. People started to call him 'The Wise Man'. But he never told anyone that his wise ideas came from a bird.
6. Children could write their own 'Wise sayings' (proverbs, etc.) on cards for a classroom display.

   Nobody came to help the farmer.

2 Mark these sentences 'True' or 'False'.

3 Rewrite the sentences using the given words to replace the words in italics.
1. shouted 2. upset 3. pleased 4. boiling, huge
UNIT 18 LESSON 1

Aims
• to read, understand and practise a dialogue
• to ask for permission and respond
• to develop the children's speaking skills

Suggestions and answers
1 Read the dialogue and answer the question.
1. Tell the children to look at the picture on page 90 and get them to tell you who they can see. Ask several general questions: Who can you see in the picture? Where are they? What is Mum wearing? What is Emma doing? (walking into the bedroom with a pile of books)
2. Read the dialogue aloud, while the children follow in their books.
3. Ask individuals the answers to the two comprehension questions. Do not confirm the correct answers until several children have responded.
4. Ask the children further questions: What does Dan want to take? (his mobile) Can he take it? (No, he can’t.) What does Emma want to take? (some books) Can she take some? (Yes, but only two.) What does Sandra want to do? (go and see her friend Jane) Can she do this? (Yes, but she must be back by 6.00.)
5. Get the class to practise the dialogue in pairs. Get them to use lively intonation.

They are going to Sri Lanka. They are leaving early tomorrow morning.

Additional activities
Group work/Pair work — tell the children that they are going on a holiday. What four or five things will they pack other than clothes and why. Give them a simple drawing of a cave and ask them to draw things in it and label them.

STUDY CORNER
• Do not spend time teaching the structure, as this is familiar. Point out the differences in the responses on the right: Yes, of course is enthusiastic; Well, yes, all right is a reluctant agreement; Sorry, you can’t is a firm refusal; No, definitely not is an emphatic refusal.
• Teachers may wish to know the difference between current ways of asking for permission: Can I …? is polite and acceptable. Could I …? is tentative and more polite than Can I …? May I …? is commonly used by children to ask their teachers/childminders for permission.

2 Ask for permission and reply. Practise in pairs.
1. To make it easier to refer to the pictures, number them 1 – 6 from left to right.
2. Get the children to look carefully at the pictures. Take time to talk about them with the children. Point out the dangers shown in some of the pictures, e.g. 5 (go climbing) and 6 (go boating).
3. Practise with the class first. Ask individuals and get them to respond to you.
4. Ask a child to ask another child across the class (open pairs). Do this several times.
5. Put the class into pairs and let them practise. Make sure each child gets a chance to ask and a chance to respond.

Sample answers
1. Can we go swimming? 
   Sorry, you can’t.
2. Can we go fishing? 
   Yes, of course.
3. Can we go cycling? 
   Yes, of course.
4. Can we go riding? 
   Well, yes, all right.
5. Can we go climbing? 
   No, you can’t.
6. Can we go boating? 
   No, definitely not.
UNIT 18 LESSON 2

Aims
• to introduce and practise vocabulary for transport
• to ask questions about methods of transport
• to revise and practise prepositions in a travel narrative

Suggestions and answers
1 Listen to your teacher and find the words. Then listen and repeat.
1. Give the class time to look at the pictures and read the captions silently.
2. Read aloud the first part of the script on page 116 of the Student's Book. Pause after each word so that the class has enough time to find and point to the word.
3. Do listen and repeat with the words in the correct order.

2 Ask and answer. What can you fly / drive / ride?
Point out that the question is about being the driver (or similar), not a passenger.

You can fly a helicopter and a jet.
You can drive a coach, a car, a minibus and a jeep.
You can ride a motorbike and a bicycle.

3 What do you use to ...?
Sample answers
What do you use to -
travel to another country? (a jet) ride across rough ground? (a motorbike, a jeep)
fly to the top of a mountain? (a helicopter) drive round a big farm? (jeep)
travel by road to another city? (a coach, a minibus) travel across a desert? (a jeep, a motorbike)
go to school? (a minibus, a bicycle, a car) go shopping in a town? (a car, a minibus)

4 Read about the Bate family's holiday. Circle the correct words.
Last week we came back to England from a holiday in Sri Lanka.
We went by coach from the town to the airport and were in time for our plane. When we were on the plane, we relaxed and watched a film.
From Birmingham airport, we went by minibus to Aston. Uncle Steve could not meet us because his car was not working, so we took a bus and then finished our journey on foot.
When we got home, we were exhausted!

5 Tell the class about some of your journeys.
1. Start the chat by talking about one of your journeys.
2. Then allow children to talk about their journeys. Ask a few questions, but do not correct their mistakes. Encourage other children to ask them questions. Students can bring photos of a place they visited, talk to the class, write about it, make class display, etc.
3. The purpose of this 'chat phase' is to encourage fluency, so that children become more confident speakers and do not worry about making mistakes.

UNIT 18 LESSON 3

Aims
• to develop the children's reading skills
• to order events in a narrative
• to revise vocabulary for houses
• to discuss ideas for the next part of the story

Suggestions and answers
1 Read the story and answer these questions.
1. Get the class to look carefully at the pictures and tell you what they can see. Use the first picture to teach the word cyclone. If you have a world map, show the state of Kansas in the USA; the city is Kansas City. Explain that cyclones are common in that part of the USA.
2. Tell the children to study the second picture. Use the second picture to teach the word cellar.
3. Read the story aloud while the children follow silently in their books.
4. Get individuals to answer the questions.

At the start of the story, Dorothy’s house was in Kansas.
At the end of the story, it was near some little houses with blue doors.

2 Put the sentences in the correct order.

f  c  a  g  d  b  e

3 Read the story again and answer the questions.

1. Uncle Henry, Aunt Em and Toto the dog.
2. Under the house.
3. They went down to the cellar.
4. Dorothy went to get the dog, which was under the bed.
5. Toto the dog.
6. She was in the sky for many hours.

4 Complete the sentences with one word. Some words are from this story.

1. buildings 2. cellar 3. cyclone 4. walls
5. roof 6. ground 7. floor 8. doors

5 What will happen next? Discuss your ideas in class.

1. Suggest some ideas to the class and ask them to agree / disagree with you. First, ask the class where Dorothy landed:
   Is she by the sea / in a town / in the country?
   Can she see shops and houses?
   Are the houses big or small?
   Are the people who live in the houses big or small?
   Are the people friendly or not?
   Is Dorothy in danger?
   What is Dorothy going to meet? Some animals? Some people? Some children?
2. This will help to motivate them to read Part 2 of the story. If you prefer, do this stage at the beginning of Lesson 5.

UNIT 18 LESSON 4

Aims
• to study and practise adjective order
• to revise the past simple forms of common irregular verbs
• to study and practise the spelling pattern -ful

Suggestions and answers

STUDY CORNER
• Read the examples in the box. Get the children to label the first example Type A and the second example Type B.
• Point out that in the first example the first adjective describes size and the second adjective describes colour. Point out that in the second example the first adjective describes colour and the second adjective describes material.

1 Make phrases from the table.

Answers depend on the children. There are many possibilities.

2 Write the simple past forms of these verbs.
Revise some irregular past forms before doing this exercise.
bought, drank, wore, lost, ate

3 Write sentences in the simple past. Use the words in the right order.

1. Put the children into pairs to complete their answers.
2. Get pairs to tell the class the answers.
3. Dictate these further sentences to the class:
   
   He ate a large pink-and-white ice cream
   He bought a blue-and-white cotton T-shirt.
   She wore a beautiful green skirt.
   She ate a huge hot bowl of soup.

   1. She bought a tiny bar of chocolate.
   2. She drank a large hot cup of tea.
   3. He wore a brown leather jacket.
   4. She lost her green-and-white nylon bag.

4. **Spelling patterns: Adjectives ending in -ful**

   Remind the class that they form the adverb from these adjectives by doubling the final -l: careful — carefully.

5. **Circle the correct word to complete the phrase. Write the phrases in your notebooks.**

   1. wonderful
   2. colourful
   3. careful
   4. forgetful
   5. helpful
   6. powerful

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**UNIT 18 LESSON 5**

**Aims**

- to develop the children’s reading skills
- to read the continuation of a story with understanding
- to discuss a narrative
- to write one’s own ideas about a narrative

**Suggestions and answers**

1. **Read Part 2 of the story and answer the questions.**

   1. Start the lesson with an oral résumé. Get the children to tell the first part of the story. They can look at the pictures in Lesson 3, but they should not read the text.
   2. Read aloud the comprehension questions, then read the story aloud while the children follow silently in their books.
   3. Get individuals to answer the questions.

   Dorothy met some small people called the Munchkins.

2. **Listen to your teacher. Are the sentences ‘True’ or ‘False’?**

   1. These sentences are in the script on page 116 of the Pupils’ Book.
   2. Read each sentence aloud slowly to the class.
   3. Ask those children who think it is true to put up their hands. This way you can see how many children have got the right answer.

   1. The Munchkins didn’t thank Dorothy. **F**
   2. The Witch of the East killed Dorothy. **F**
   3. The Witch of the East is now dead. **T**
   4. The Witch of the East landed on the roof of Dorothy’s house. **F**
   5. They could see the witch’s hands under the house. **F**
   6. The shoes disappeared in the hot sun. **T**
   7. The Munchkins gave the witch’s feet to Dorothy. **F**

3. **Discuss, then write about a witch’s shoes.**

   1. Read aloud the rubric and the sentences. Give the class time to think about them.
   2. Give some examples yourself, to show the structure, e.g. I think that a witch’s shoes help you run faster. For example, if a monster is chasing you, you can escape if you are wearing a witch’s shoes.

   I think that a witch’s shoes help you see in the dark. For example, if you are lost in the forest at night-time, you can find your way home if you are wearing a witch’s shoes.
All answers are highlighted in grey.

UNIT 19 LESSON 1

Aims
• to read, understand and practise a dialogue
• to introduce and practise the present continuous tense for future time
• to develop the children’s speaking and listening skills

Suggestions and answers
1 Read the dialogue and answer the question.
1. Tell the children to look at the picture on page 96 and get them to tell you what they can see. Ask several general questions: Which room is this? What can you see in the picture? Is the time before supper or after supper?
2. Read the dialogue aloud, while the children follow in their books.
3. Ask individuals the answers to the comprehension question. Do not confirm the correct answers until several children have responded.
4. Get the class to practise the dialogue in pairs. Get them to use lively intonation.

Mr Burki is cooking supper this evening.

STUDY CORNER
Read the example. Point out that the time and place are fixed. Point out that the tense is the present continuous, but the time is the future. (This is a common structure for talking about fixed plans in the future.)

2 Use these verbs: ‘have’, ‘play’, ‘come’, ‘go’ to ask and answer questions.
1. Practise the questions and answers for all the days with the whole class.
2. Then put the class into pairs and let them practise. Each child should have the chance to ask and answer.

What are Grandma and Grandpa doing on Tuesday?
They are coming to supper at 6.30.
What is Mr Burki doing on Wednesday?
He is going to Lahore.
What are Saira and Imran doing on Thursday?
They are going on a school trip.
What is Nadia doing on Friday?
She is having a dance lesson at 4 o’clock.
What is Imran doing on Saturday?
He is playing football at 2 o’clock.

3 What about you? Tell your friend what you are doing this week.
1. Practise with the class first. Ask individuals and get them to respond to you.
2. Ask a child to ask another child across the class (open pairs). Do this several times.
3. Put the class into pairs and let them practise. Make sure each child gets a chance to ask and a chance to respond.

Answers depend on the children.

4 Listen to your teacher and complete the table.
1. Introduce the situation. Tell the class that they are going to listen to a dialogue between Mr Burki and his friend.
2. Read aloud the rubric, the introduction and the phrases in the box.
3. Explain that the children must listen and circle the (type of) transport that Mr Burki is going to use.
4. Read aloud the dialogue on page 116 of the Student’s Book while the children circle their answers in their books.

5. Check the answers.

Mr Burki is travelling by plane, by train and on foot.

UNIT 19 LESSON 2

Aims
• to revise and practise purpose clauses with ‘to’
• to introduce and practise vocabulary for living in the open
• to tell a joke and practise variations

Suggestions and answers

STUDY CORNER

Read aloud the examples. Point out that the first example contains a comma between the phrases, but the second example does not.

1 Imagine that you are on an island. Find uses for these four objects.
1. Get the class to look at picture A carefully. Ask questions about it, using foreground and background. Get individuals to say what they can see, using there is/are and the present continuous tense. Chat about ways the children can use the object if they were stranded on an island.
2. Do the same with pictures B – D.
3. Read aloud the example. Read some more examples from the answers shaded in grey below.
4. Get children to make sentences for the four objects. Correct them if necessary and get choral and individual repetition.
5. Finally, get the children to work in pairs and talk about the objects in the same way.
6. You can get them to write 2 sentences in their notebooks for each of the objects. They can do this in class or for homework.

You can use
a sheet to make a shelter. a cooking pot to collect rainwater.
a cooking pot to cover food. a sheet to carry fruit.
a cooking pot to cook soup. a sharp knife to cut up fish.
a fishing rod and line to collect fruit. a sheet to climb a tree.
a cooking pot to wash clothes. a cooking pot to catch crabs.
a sharp knife to open shellfish. a fishing rod and line to catch fish.
a fishing rod and line to make a clothes line. a sharp knife to open coconuts.

2 Do you know this joke? Make new jokes with different words.
1. Read aloud the joke.
2. Do a chorus drill: take the part of A, while the class is B. Divide the class in two sections; one half is A and the other half is B.
3. Get the class to underline these phrases: a bright red shirt, the elephants, elephants, it works.
4. Invite individuals to make up new jokes with different words.
5. At the end, invite each child to write their favourite joke, from this activity, in their notebooks.

Sample answer
A: Why do you always wear bright green trousers?
B: To keep the tigers away.
A: But there aren’t any tigers.
B: You see, they work!
UNIT 19 LESSON 3

Aims
• to develop the children’s reading skills
• to introduce and practise vocabulary for animals, birds and their habitats
• to complete comparisons
• to practise quantifiers, e.g. very few
• to write a description about mountains

Suggestions and answers
1 Where do these animals and birds live? Write the headings above the right sections.
1. Get the class to talk about the 4 pictures on pages 98 – 99. Get them to tell the class what they know about these animals and birds, before they read the texts.
2. Get them to read the 4 texts fast, in order to do the first task. Set a time limit for this first, fast reading.

A Desert B Mountain C Lake D Grassland

2 Complete the sentences with words from the texts.
Tell the class to read the texts again, slowly and carefully, in order to find the words.
1. loads 2. camel 3. butter, cheese
4. webbed 5. worms, dead animals 6. claws, beak

3 Complete the comparisons.
1. yak 2. hair, hair 3. wings
4. beak 5. weather 6. hump

4 Read the description and circle the correct words and phrases.
Deserts are dry places where very little rain falls. There are very few plants and no trees. Some deserts are very hot during the day and very cold at night. There are very few big animals in the desert because there is so little food. Snakes live in holes during the day and come out at night when it is cooler.

5 Write a description of the mountains. Use the guide words and phrases.
1. Read aloud the sample answer below, while the children follow the guide phrases in their books.
2. Ask individuals to make sentences. Correct them if necessary and get choral and individual repetition.
3. Finally, get the children to work in pairs and talk about mountains in the same way.
4. You can get them to write their descriptions in their notebooks in class or for homework. Abler children can add extra details.

Sample answer
Mountains are places that are very high up. They are cold during the day and very cold at night. There are lots of plants, but not many trees. There are very few animals in the mountains because there is so little food. Deer, wolves and yaks live in the mountains.

Spelling patterns for homework: -le
Check/Teach the meaning of these words in class. Then get the children to learn them for homework.
Test them the next day.
Single consonant + -le
jungle, purple, candle, double, fable, needle, noodle
Double consonant + -le
bubble, little, paddle, riddle, saddle
UNIT 20 LESSON 1

1 Grandma and Grandpa are talking about their plans. Read the dialogue, then choose the correct verbs.

Are we doing don’t we take bought Shall Can don’t have to can buy

2 Choose the correct word(s) to complete the sentences.

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

3 Listen to your teacher and complete the sentences.

The full script is on page 116 of the Student’s Book.

UNIT 20 LESSON 2

1 Choose a word to complete the sentences. Not all the words are used.

1. when 2. which 3. cotton 4. who 5. where

2 Copy and complete the text. Add the correct punctuation.

The witches looked up at the sky. A house was coming down from the clouds. They ran back inside their little houses, then they looked out of their windows. A very large girl was coming out of the big house. She looked worried. Then she ran back into the house. A minute later, she came out again. This time she was carrying a large dog in her arms.

Slowly, the witches came out of their houses.

‘Where have you come from?’ they asked.

‘I’ve come from Kansas,’ answered the girl. ‘My name’s Dorothy. How can I get back to Kansas?’ she asked.

3 Talk about these things with a friend, like the example.

Sample answers

You can use sticks to make a hut / catch animals / make a tent,
but you can’t use sticks to collect rainwater.

You can use a pan to cook rice / catch (small) animals / collect rainwater,
but you can’t use a pan to make a tent.

You can use a net to catch fish / catch animals,
but you can’t use a net to cook rice.

You can use a sheet to make a hut / make a tent / make a (sailing) boat,
but you can’t use a sheet to open shellfish.

You can use a tree to make a hut / make a table / make a boat,
but you can’t use a tree to collect rainwater.

You can use a knife to make a hut / make a tent / open shellfish,
but you can’t use a knife to cook rice.

TEST 4

Preparation before the test

1. Each child will need photocopied sheets of the test on pages 92 – 93 of this book.
2. You will need a copy of the Record of Assessments on page 94 of this book.

**How to give the test**
1. Distribute the test sheets among the students in the class.
2. Read aloud each question and explain what the children have to do.
3. Give them a time limit to attempt the test.

**ANSWER KEY (50 MARKS)**

1. **Write the missing parts of the dialogue. (5 Marks)**
   1. are you playing
   2. Shall I/Do you want me to
   3. can I go/may I go/could I go (round)
   4. you can’t.
   5. definitely not/certainly not.

2. **Rewrite the following sentences, using the word(s) in brackets, to give the same meaning. (5 Marks)**
   1. She doesn’t have much time to play sports.
   2. I like the trousers that you bought today.
   3. I haven’t met the actor who lives in that house.
   4. I prefer cafes where they play music.
   5. We loved the time when we lived in Lahore.

3. **Choose the correct answer from a, b, c or d. (10 Marks)**
   1. c  2. a  3. d  4. b  5. d
   6. b  7. a  8. b  9. c  10. c

4. **Read the text and answer the questions in full sentences. (10 Marks)**
   1. If you don’t hang your food from trees at night, rats will come and eat it.
   2. You should choose a dry place, not under trees and not near a river.
   3. You should change your clothes if you become wet and cold.
   4. You should not walk in the middle of the day in summertime.
   5. In hot weather, you should drink 5 – 8 litres of water a day.

5. **Write a story of an exciting camping trip in the hills. You can answer these questions. (10 Marks)**
   Answers depend on the children.
TEST 1 (AFTER UNIT 5)

1 Write the missing parts of the dialogue.
Mr and Mrs B are talking about next weekend.

Mr B: Are you free on Saturday or (1) _______________ work?
Mrs B: I’m free. (2) _______________ the seaside?

Then the children can go swimming.

Mr B: What about lunch? The cafes by the seaside can get crowded.

Mr B: (3) _______________ a picnic and take plenty of cold drinks too.

Mr B: We (4) _______________ boating too.

Mr B: What time (5) _______________?

Mr B: If we leave early, we can park the car near the sea.

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

1 He didn’t eat anything. He was feeling ill. (... because …)

2 What is the height of the tower? (... high…?)

3 The length of the snake is 3.5 metres. (... long.)

4 The swimming pool is 2 metres deep. (... of the swimming pool …)

5 The bridge is 1.9 metres wide. (... of the bridge …)

3 Choose the correct answer from a, b, c or d.

1 He read his book, then went … sleep.
   a) in  b) to  c) for  d) into

2 Are you afraid … sharks?
   a) for  b) with  c) over  d) of

3 I need … my homework this evening.
   a) to do  b) do  c) doing  d) for to do

4 You can’t see through …
   a) plastic  b) glass  c) water  d) stone

5 Doors are made … wood or metal.
   a) to  b) into  c) of  d) out

6 She arrived … morning.
   a) last  b) this  c) next  d) past

7 ‘I’m leaving now,’ she …
   a) said  b) spoke  c) asked  d) told

8 The bird flew … the open window.
Judy’s Accident
I spent yesterday alone at the Streets’ house because the family was out for the day. At midday, I cooked some lunch for myself. It was a hot day, so I opened the window. At that moment, the cat jumped in. I was so surprised that I dropped my plate of food on the floor. By accident, I also knocked the table. A large green jug with flowers in it that was on the table, fell onto the floor and broke.

I quickly cleared up the broken pieces, put them in the bin and washed the floor. There was no lunch for me that day! I walked to the bus stop and took a bus into town. I went to many shops because I was looking for the same green jug. In the last shop I found one! It looked exactly the same as the one at the Streets’ house. It was quite expensive, but I bought it. Then I went back on the bus. I was hungry, because I hadn’t had any lunch.

This morning I was with Mrs Street in the kitchen, but I didn’t say anything about the new jug. Then the same thing happened! The cat jumped through the open window, Mrs Street knocked the table and the jug fell onto the floor and broke.

‘Oh no!’ I said. ‘I am sorry. Your nice green jug is broken.’

‘Don’t worry,’ said Mrs Street. ‘It was a present from my aunt. I didn’t like it at all.’

Answer these questions.
1 Why did Judy cook lunch for herself?

2 Why did Judy open the kitchen window?

3 Why did Judy drop her food and break the jug?

4 Why did Judy buy the new jug that she found in the shop?

5 Was Mrs Street sad about the broken jug? Why? / Why not?

Write an email to an e-pal about your family.
1. Start and end the email in the usual way.
2. Write about your family, their names and ages.
3. Say what jobs your parents do?
4. Explain what times you usually have meals and what food you eat for the different meals?
5. Ask your epal some questions about what time he/she gets up and goes to bed, and how he/she travels to school.
6. Ask about his/her family.

Total 50
TEST 2 (AFTER UNIT 10)

1 Write the missing parts of the dialogue.
Mrs Burki (A) has invited a friend (B) to tea.
A: (1) ______ another cake?
B: No thanks. If I do, I (2) ________ fat.
A: (3) ________ our holiday photos?
B: Of course! I'd love to see them.
A: (later): When (4) ________ do his shopping?
B: My husband usually does his shopping on Thursday evenings.
A: (5) ________ stay for supper?
B: Sorry, I have to go now. It's getting late.

2 Rewrite the following sentences, using the word(s) in brackets, to give the same meaning.
1. These shoes are too narrow. (… not wide …)
2. Those trousers are not loose enough. (… too …)
3. You may feel cold. Then put on a jacket. (If you …)
4. They've bought a stone villa. It's also modern. (… modern …)
5. I'm going to wear my new trousers. They're also green. (… green …)

3 Choose the correct answer from a, b, c or d.
1 In the sun, ice melts and turns to …
a) the water  b) a water  c) water  d) waters
2 In cold weather, water freezes and turns to …
a) ice  b) snow  c) steam  d) bubbles
3 When you … water, you get steam.
a) cool  b) boil  c) freeze  d) hot
4 There is a map … the wall.
a) off  b) in  c) behind)  d) on
5 She rubbed the bottle … her shirt.
a) up  b) about  c) down  d) against
6 The woman was tired … her hut.
a) of  b) over  c) about  d) with
7 She bought a … of sweets.
a) sack  b) bunch  c) packet  d) slice
8 Would you like a … of chocolate?
a) slice  b) packet  c) bunch  d) bar
9 You can fry … but you can't grill them.
a) tomatoes  b) eggs  c) vegetables  d) fish
10 … the fish onto a plate and eat it.
a) Slide  b) Pour  c) Break  d) Beat
4 Read the text and answer the questions in full sentences.

Growing strawberries
Strawberries need the four elements, earth, air, water, and warmth from the sun. If strawberries do not have enough water, they will be dry. If the earth is dry and dusty, they will not grow. If they do not have fresh air, they will get a disease and turn brown. If there is not enough sun, they will not turn red and sweet.

To grow strawberries in your garden, you must buy some young strawberry plants. Plant them in a row, 25 centimetres from each other, then water them. If any leaves turn brown, pick them off and burn them. When you can see small strawberry fruits on the plants, put some straw or dried grass under the plants; this will protect the fruit from the wet soil. That is why they are called 'strawberries'.

The fruit is then picked and packed into small boxes. It is then taken to the markets in cooled trucks. Large lorries carry strawberries across the continents, from Spain to Britain, and from the western states of the USA to New York. A truck full of strawberries – what could be better?

Answer these questions.
1. What do you need to grow strawberries?
2. To grow strawberries, should you sow seed or buy strawberry plants?
3. Should you keep the brown leaves on the plants or pick them?
4. Should you put straw under or on top of the young strawberry plants?
5. How can you take strawberries 1000 kilometres across a continent?

5 Write a recipe.
1. Write a recipe for one of the dishes below.
2. Say what you need.
3. Say how to make it.
4. Say how to serve it.
5. Some words are given, as suggestions. If you prefer, you can write a different recipe of your own.
   A  A pot of tea (tea, boiling water, a pan, milk, sugar).
   B  Hard-boiled eggs (eggs, boiling water, a pan, salt, pepper).
   C  An omelette (eggs, butter or oil, a frying pan, salt, pepper).
   D  Plain rice (rice, boiling water, a pan).

Total 50
TEST 3 (AFTER UNIT 15)

1 Write the missing parts of the dialogue.
Dan (A) and Mrs Bate (B) have spent the day at the seaside.
A: That was a lovely day at the beach, Mum!
B: Stop! You (1) ___________ take off your plastic shoes outside. You (2) ___________ bring sand into the house.
   (Later) (3) ___________ a shower?
A: Not yet. I’ll do that now.
B: You (4) ___________ wash your hair. It looks sandy and dirty.
A: I’ll do that too.
B: (5) ___________ your swimming shorts?
A: Not yet. I’ll wash them now and put them on the washing line.

2 Rewrite the following sentences, using the word(s) in brackets, to give the same meaning.
1. Dad was very excited. He dropped the phone. (... so ...) (so)
2. She couldn’t read her book. She was too tired. (... read her book.) (she could not)
3. You may want to ask a question. If so, raise your hand. (If ...)
4. It isn’t necessary for you to write full sentences. (You ...)
5. Is it necessary for me to finish this exercise? (... have to ...?) (Is it)

3 Choose the correct answer from a, b, c or d.
1 The ... fell off her bicycle.
   a) rider   b) pedestrian   c) cyclist   d) driver
2 You can’t park there. It’s a ... street.
   a) not park   b) no park   c) don’t park   d) no parking
3 Your shirt ... lovely and soft.
   a) is touching   b) feels   c) touches   d) is feeling
4 The children ... happy; I can hear them laughing.
   a) are hearing   b) sound)   c) hear   d) are sounding
5 Can you turn on the ceiling light? The ... is behind the door.
   a) socket   b) plug   c) switch   d) wire
6 He always ... unhappy.
   a) looks   b) is seeing   c) sees   d) is looking
7 She turned ... the TV because it was too loud.
   a) up   b) below   c) down   d) low
8 There’s a hole in the blouse. Throw it ... !
   a) about   b) away   c) off   d) around
9 Hurry up! Everybody ... for you.
   a) is waiting   b) waits   c) are waiting   d) wait
4 Read the text and answer the questions in full sentences.

Braille
The written language for blind people is Braille. Braille signs have lots of raised dots that blind people can feel with their fingers. They can understand what the signs say.

The microwave oven is a useful kitchen machine for blind people. It’s quick and safe. Each button has Braille dots on it that you can feel with your fingers. To use the microwave, open the door, put your food inside, close the door, then push the button for the right number of seconds or minutes. At the end, a bell will sound.

How do young children learn Braille? First, they play with Braille cards. Each card has between 1 and 6 raised dots, in 63 patterns. For Grade 1 Braille, they learn the patterns for letters, numbers and punctuation. For Grade 2, they learn special signs for short words. This means that they can read faster. They may start with a simple story, like ‘Snow White and the Seven Dwarfs’. For older people, there are stories and textbooks in Braille, to help them read and study.

If you have no eyesight or very bad eyesight, you can get a guide dog. The guide dog acts as your ‘eyes’. The dog wears straps round its chest, and you hold a handle at the end of the straps. The dog walks in front of you and guides you through the streets. It always waits by the roadside. When it is safe, it will guide you across the road.

Answer these questions.

1. When people read Braille, what do they do?
2. Why is the microwave oven useful for blind people?
3. How do you know that the food in the microwave oven is ready?
4. What Braille signs do children learn to understand first?
5. How do some blind people find their way around their town?

5 Write a letter to one of your grandparents. Start and finish it in the normal way. Add your address and the date.

1. Imagine that you have just moved house. Describe the new house/flat where you live now.
2. Describe the house/flat. What is it like?
3. Describe your room. What is it like? What do you have in it?
4. Describe a favourite thing in your room. How long have you had it? What does it look like?
1 Write the missing parts of the dialogue.
Mrs Dani (A) is discussing plans for the week with her son Fahad (B).
A: Which day (1) ____________ your hockey match, Fahad?
B: We're playing the match on Saturday morning at 11.00.
A: (2) ____________ drive you to school in time for the match?
B: Yes, please. I'll have my heavy bag to carry. Mum, (3) ____________ to Ali's flat now?
A: Sorry, (4) ____________ We're going to have supper soon.
B: But I want to show him my new computer game. I'll be very quick.
A: No, (5) ____________ You can show it to him tomorrow after school.

2 Rewrite the following sentences, using the word(s) in brackets, to give the same meaning.
1 She has very little time to play sports. (… not much …)
2 I like the trousers. You bought them today. (… you bought today.)
3 An actor lives in that house. I haven't met him. (… met the actor …)
4 I prefer cafes. They play music there. (… play music …)
5 We loved the time. We lived in Lahore then. (… in Lahore.)

3 Choose the correct answer from a, b, c or d.
1 A football stadium is shaped like ….
a) a circle b) a rectangle c) an oval d) a square
2 A door has the shape of a ….
a) rectangle b) a semi-circle c) a square d) a circle
3 What do you use … fish?
a) as catching b) for catch c) to catching d) to catch
4 A cow walks on its four ….
a) claws b) hooves c) horns d) feet
5 Can you lend me some money? I'll … it back tomorrow.
a) borrow b) debt c) lend) d) pay
6 You cut paper with …
a) a scissor b) a pair of scissors c) a scissors d) two scissors
7 A cellar is … a house.
a) under b) next to c) above d) beside
8 He travelled to the village … foot.
a) onto b) on c) with d) by
9 … your shoes clean; there's mud on them.
a) Sweep b) Pass c) Wipe d) Push
She wore a ... coat.
a) green long  b) nylon purple  c) long green  d) woollen plastic

4 Read the text and answer the questions in full sentences.

Advice to campers
1 There are dangerous animals in the hills, like snakes. Before you put on your boots in the morning, knock them on the ground. There may be spiders or snakes inside them. For the same reason, shake your sleeping bag before you get into it at night.
2 Keep your food away from rats. At night, put it in bags and hang the bags from the trees. Eat food before it goes bad. Keep food and water in closed boxes and bottles.
3 Find a place for your camp an hour before it gets dark. Look for a dry place. Don’t make your camp under trees or near a river. Collect the firewood that you need before it gets dark. In the morning, make sure that your fire is completely out before you pack up and leave.
4 If it is raining and you become cold and wet, stop walking. Look for a dry place, for example under a tree. Change into some dry clothes. If you feel very cold, get into your sleeping bag.
5 In summertime, don’t walk in the middle of the day. Walk in the early morning before the sun gets hot. You can walk in the late afternoon too, when the air is cooler.
6 When you are walking, you should drink lots of water. In summertime you may need five to eight litres of water a day. If you feel thirsty, stop and drink.

Answer these questions.
1 Why should you hang your food from trees at night?  
   If you don’t ______________________________
2 What kind of place should you choose for your camp?
3 When should you change your clothes?
4 When should you not walk?
5 How much water should you drink in hot weather?

5 Write a story of an exciting camping trip in the hills.

You can answer these questions.
1. When and where did you go camping?
2. How many nights did you spend in the hills?
3. What happened to the food on the first night?
4. Who became ill on the second day? Why?
5. Who got very wet and very cold on the third day?
6. What happened on the way home on the last day?

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Record of Assessments (Key: G/V: Grammar, Vocabulary, R: Reading, W: Writing, Class Year)