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* The staff of the educational institution has the right to photocopy the revision test papers in this book only, provided that the number of copies does not exceed the number reasonably required by the institution to satisfy its teaching purposes.
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 Prep to Class 5. It is carefully graded to build a solid foundation for the learning of English in secondary school and beyond. A six-level course, it consists of:

- six Student’s Books
- six Teacher’s Guides
- an optional cassette of the songs for the first two levels

Its general approach is communicative and it is designed specifically for 5 to 11-year-olds. It develops modern E.L.T. practice teaching of language through a meaningful context provided by simple stories, pictures, games and activities. By the time children complete the course, they should be fluent speakers and readers of English and independent writers. They should also be familiar with a variety of genres of reading text (See 2.3).

Most contexts are set in modern Pakistan, so the situations will be familiar to pupils. As the course progresses, an increasing number of stories and factual pieces are drawn from other cultures, thus opening a window onto the wider world.

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

- Children focus on themselves and their immediate world, so they need the opportunity to exchange information about themselves, their families, homes and friends.

- Children learn by doing. For this reason, many activities, including storytelling, require the children’s active participation. Some activities, like games and action songs, demand physical movement; others such as drawing and colouring encourage the children to be creative.

- Children learn quickly and forget quickly too. New language is recycled within and between units. 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, e.g. 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)
- Words
- Sentences; functions
- Writing
- 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 Books 3-5. As the course progresses, children are introduced to a variety of reading materials 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 OPE 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 Primary Oxford Progressive English</th>
<th><em>New genres to the year are in italics</em></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Introductory</th>
<th>Book 1</th>
<th>Book 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fiction</strong></td>
<td><em>Talk-about pictures</em></td>
<td><em>Cartoon / Picture story</em></td>
</tr>
<tr>
<td><em>Cartoon/Picture story</em></td>
<td>Story with a familiar setting</td>
<td>Story with a familiar setting</td>
</tr>
<tr>
<td>Story with a familiar setting</td>
<td><em>Traditional story</em></td>
<td><em>Traditional tale / Fable</em></td>
</tr>
<tr>
<td><strong>Non-fiction</strong></td>
<td><em>Story with patterned language</em></td>
<td>Story with patterned language</td>
</tr>
<tr>
<td>Labelled diagrams</td>
<td>Fantasy worlds</td>
<td>Fantasy worlds</td>
</tr>
<tr>
<td>Poems/Songs</td>
<td>Science fiction</td>
<td>Science fiction</td>
</tr>
<tr>
<td><strong>Fiction</strong></td>
<td><em>Classic children’s literature</em></td>
<td>Classic children’s literature</td>
</tr>
<tr>
<td><strong>Non-fiction</strong></td>
<td><em>Labelled diagrams</em></td>
<td>Story from another culture</td>
</tr>
<tr>
<td>Poems / Songs</td>
<td><em>Describing personal experience</em></td>
<td>Play script</td>
</tr>
<tr>
<td>Describing personal experience</td>
<td>Instructions</td>
<td>Description</td>
</tr>
<tr>
<td>Diary</td>
<td><em>Instructions</em></td>
<td>Non-fiction</td>
</tr>
<tr>
<td>Dictionary work</td>
<td><em>Diary</em></td>
<td>Newspaper article and advert</td>
</tr>
</tbody>
</table>

*New genres to the year are in italics*
### Book 3

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

### Book 4

<table>
<thead>
<tr>
<th>Fiction</th>
<th>Non-fiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional tale (myth)</td>
<td></td>
</tr>
<tr>
<td>Fable</td>
<td>Notices and maps</td>
</tr>
<tr>
<td>Story with a familiar setting</td>
<td></td>
</tr>
<tr>
<td>Science fiction</td>
<td>Email</td>
</tr>
<tr>
<td>Ghost story</td>
<td>Instructions</td>
</tr>
<tr>
<td>Description (character)</td>
<td></td>
</tr>
<tr>
<td>Classic children’s literature</td>
<td></td>
</tr>
<tr>
<td><strong>Non-fiction</strong></td>
<td>Poems</td>
</tr>
<tr>
<td>Notices and maps</td>
<td>Poems (limerick, riddle, tongue-twister)</td>
</tr>
<tr>
<td>Instructions</td>
<td>Dictionary work</td>
</tr>
<tr>
<td>Poems</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 / Postcard</td>
</tr>
<tr>
<td>Biography</td>
<td>Biography</td>
</tr>
<tr>
<td>Leaflet and advert</td>
<td>Biography</td>
</tr>
<tr>
<td>Reading journal</td>
<td>Biography</td>
</tr>
<tr>
<td>Book cover</td>
<td>Biography</td>
</tr>
<tr>
<td>Quiz</td>
<td>Biography</td>
</tr>
<tr>
<td></td>
<td>Reading journal</td>
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<td></td>
<td>Book cover</td>
</tr>
<tr>
<td></td>
<td>Quiz</td>
</tr>
<tr>
<td></td>
<td>Word puzzle / Brain teaser / Pun</td>
</tr>
<tr>
<td></td>
<td>Book blurb</td>
</tr>
</tbody>
</table>

### Book 5

<table>
<thead>
<tr>
<th>Fiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional tale (folk tale)</td>
</tr>
<tr>
<td>Parable</td>
</tr>
<tr>
<td>Story with a familiar setting</td>
</tr>
<tr>
<td>Fantasy</td>
</tr>
<tr>
<td>Description (story + character)</td>
</tr>
<tr>
<td>Classic children’s literature</td>
</tr>
<tr>
<td><strong>Non-fiction</strong></td>
</tr>
<tr>
<td>Notices and maps</td>
</tr>
<tr>
<td>Instructions</td>
</tr>
<tr>
<td>Poems</td>
</tr>
<tr>
<td>Non-fiction with headings</td>
</tr>
<tr>
<td>Biography</td>
</tr>
<tr>
<td>Leaflet</td>
</tr>
<tr>
<td>Quiz</td>
</tr>
<tr>
<td>Word puzzle / Brain teaser / Pun</td>
</tr>
<tr>
<td>Book blurb</td>
</tr>
<tr>
<td>Autobiography (fictional, creative)</td>
</tr>
<tr>
<td>Film script</td>
</tr>
</tbody>
</table>

#### 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 flash cards 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 informative texts, instructions, explanations, recounts and diaries. Free writing is encouraged in Levels 3 – 5 through the writing tasks in the tests and elsewhere.

**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 done 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 4

Each teaching unit has five Lessons.

4.1 Lesson 1: Listen and speak
This introduces the language work and topic of the unit through a dialogue, pictures, or short reading text. Teachers should allow plenty of time to chat about the picture and the experiences of 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 3 Exercise 1 (language practice) and Exercise 3 (chat). While every school has its own policy about the 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: Words
These lessons focus on vocabulary and lexical sets related to the unit theme. The key themes are listed in the box on the first page of each unit. To help you teach new words for domestic situations, encourage children to bring in real objects for a display table. For revision purposes, put pictures related to the topic on the wall and get the children to chat about them.

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

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

4.3 Lesson 3: Reading (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: Sentences
These lessons focus on developing grammar, sentence structure and punctuation. The key structures are listed in the box on the first page of each unit.
As children do not usually think analytically, the emphasis is on using the language, not knowing about the language. Wherever possible, exercises are contextualised 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 vocabulary 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: 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 1, Lesson 5 children complete 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 4, children write or complete poems, stories, reading journals, reviews, book covers, invitations, fact files, descriptions, letters and emails.

### 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/y, k/l, g/q.
Likewise, pay attention to the correct size of these capitals: C O P S U V W X Z, also the position on the line of capital P.

### 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, vocabulary, functions and structures. 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).
A Record of Assessments in this Teacher's Guide enables teachers to record children's marks for the
Tests and note areas where improvement is needed.

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 extension activities.

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

Aims
• to encourage the children to speak English again after the holiday
• to revise the simple present tense for exchanging personal information
• to introduce and practise tag questions (simple present tense)
• to develop the children’s speaking skills

Suggestions and answers
1. Read the dialogue. Number the topics in the order they are discussed in the dialogue.
   1. Tell the children to read the words in the box.
   2. Read the introduction aloud. Ask the children What kind of sports do you do at a Seaside Activities Camp? (swimming, diving, boating, sailing, volleyball, basketball, cricket, hockey) Encourage the children to chat, but do not correct their mistakes, as the purpose here is to encourage oral fluency.
   3. Read aloud the task for the exercise: the children have to listen and number the topics in the right order, in pencil in their books.
   4. Tell the children to follow the dialogue silently in their books while you read it aloud. Read the dialogue with enthusiasm.
   5. Get the class to tell you the order of the topics.
   6. Read the dialogue again. This time, stop after each section and ask questions to check that the children understand the main points of the dialogue, e.g. Where does Dan live? How old is Dan? What sports does Dan play?
   7. Tell the class to close their books while you read the dialogue again. This time, stop after each line and get the class and individuals to repeat it.

<table>
<thead>
<tr>
<th>1. home</th>
<th>2. school</th>
<th>3. ages</th>
<th>4. sports</th>
<th>5. family</th>
</tr>
</thead>
</table>

2. What about you? Ask a friend the same questions.
Get one child to ask another child questions across the class (in open pairs). Do this several times. Put the class into pairs (closed pairs) and get them to ask each other and reply. Make sure that each child has the opportunity to ask and answer.

3. Now read this dialogue and answer the following question.
   1. Follow a similar procedure for the second dialogue as in question 1.
   2. Explain the situation by asking Who was asking the questions in the first dialogue? (Harry) Who is asking the questions in the second dialogue? (Dan)
   3. Read aloud the comprehension question: the children have to listen and circle the correct answer in their books.
   4. Tell the children to follow the dialogue silently in their books while you read it aloud. Read the dialogue with enthusiasm. Harry should get more and more annoyed as the dialogue continues.
   5. Get the class to tell you the answer.
   6. Read the dialogue again. This time, stop after each section and ask questions to check that the children understand the main points of the dialogue, e.g. Is Harry ten years old? Does Harry go to primary school? Does Harry live in Ramsgate?
   7. Tell the class to close their books while you read the dialogue again. This time, stop after each line and get the class and individuals to repeat it.

Dan has a bad memory.

Additional activity
You can practise the second dialogue in a similar way to the first one.
Get one child to ask another child questions across the class (in open pairs). Do this several times. Encourage children to create new questions. Put the class into closed pairs and get them to ask each other and reply. Make sure that each child has the opportunity to ask and answer.

UNIT 1 LESSON 2

Aims
• to introduce and practise vocabulary for the seaside
• to categorize the vocabulary as ‘places’ and ‘living things’
• to revise the phonic patterns ‘ea’ and ‘oa’

Suggestions and answers
1 Listen to your teacher and find these words. Then listen and repeat.
   1. Ask the children what they can see in the pictures.
   2. Go through the pictures one by one. Present the vocabulary in the pictures, but do not do any oral practice yet. Do not hesitate to use translation if necessary. Ask them if the words are for places or living things.
   3. Do listen-and-repeat with the vocabulary from page 106 of the Student’s Book; 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 Sort the words from Ex. 1 into two groups as shown below.
   1. Put the children into pairs to complete their answers.
   2. Get pairs to tell the class the answers.
      a) Places: beach, coast, seabed, bay
      b) Living things: crab, whale, shark, shellfish

3 Use the words from Ex. 1 to complete the story.
   1. Read the story aloud, omitting the missing words, while the children follow silently in their books. Read with clear pronunciation and enthusiasm.
   2. Let the children work in pairs and complete the story.
   3. Check the answers with the class.
      whale-watching, coast, bay, beach, shellfish, crabs, seabed, shark

4 Phonics: ‘ea’ and ‘oa’ sounds. Sort the words in the box into two groups as shown below.
   1. Read aloud the rubric and the examples.
   2. Get the children to work individually and to write the words on two lines in their notebooks.
   3. As the children complete their work, they can compare their lists in pairs and spell the words aloud.
      1. Words with ‘ea’ sounds: beach, dream, mean, peach, reach, seat, stream, team
      2. Words with ‘oa’ sounds: boat, coast, load, road

UNIT 1 LESSON 3

Aims
• to develop the children’s reading skills in a strip cartoon narrative
• to introduce and practise vocabulary for diving
• to practise the children’s speaking skills, with an oral summary of the story

Suggestions and answers
1 Read the story and answer the questions.
   1. Tell the children to look at the pictures on pages 4 and 5.
   2. Help them to tell you that it’s a cartoon and it’s about diving.
   3. Get the children to look at each picture in turn and ask them questions about it, e.g. How many people are on the boat? What are the boys doing in picture 1? In picture 2, what is Jack putting on? Don’t correct language mistakes here.
4. While you are doing this, teach the children some words that they will need for the reading: an echo-screen, the seabed, an airline, a cabin, an octopus. Get the class to repeat these words.
5. Read aloud the comprehension questions and check that the children understand them.
6. Tell the children to follow silently in their books to find the answer, while you read the story aloud.
7. Get the class to tell you the answers.

Dave and Jack are looking for a sunken ship.
They find treasure in the sunken ship: gold plates and silver cups.

2 In which picture …?
1. Read the questions aloud.
2. Put the children into pairs to find the correct pictures. They write the numbers in their notebooks.
3. When they finish, get pairs to tell you the answers.

a) picture 1  b) picture 5  c) picture 6 (he feels something on the back of his neck)
d) picture 8

3 Read the story again and answer the questions.
1. Help individuals to read the questions aloud. Check that the class understand the questions.
2. Put the children into pairs to help each other to read the story again and to write the answers in their notebooks.
3. Go around the pairs and help as necessary.
4. Ask pairs to answer the questions. With each one, get them to tell you which picture has the answer and to read aloud the relevant sentence.

1. They use an echo-screen.  5. A phone line.
2. It’s about 80 metres below.  6. Because it’s very dark.
3. About 40 minutes.  7. Because it’s a giant octopus and it’s very strong.
4. An airline.  8. It was more important to come up safely.

4 Complete the sentences with words from the story.
1. Read each 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 books or you can ask them to copy the complete sentences into their notebooks.
3. Go around the pairs, helping as necessary.

1. seabed  2. diving suit  3. cabin  4. boxes
5. cupboard  6. mask  7. octopus  8. surface

5 Act out the story of Dave and Jack. One person can be the storyteller.
1. Divide the class into groups of three and check which child in each group will read which part.
2. Get one group to act out picture 1 to the class.
3. Put the class into groups to act out the complete story.
4. Ask for volunteer groups to act in front of the class.

UNIT I LESSON 4

Aims
• to introduce and practise the structure There is a shark swimming …
• to develop the children’s speaking and writing skills
• to revise and practise the -ing form of verbs.

Suggestions and answers
1 Make sentences using the words in the table.
1. Write this sentence on the board: A shark is swimming in the bay.
2. Demonstrate on the board how you can have a different word order, to give the same meaning: There is a shark swimming in the bay.
3. Read a few of the sample sentences aloud yourself. Point out that there is is used with singular nouns and there are with plural nouns, in the usual way.
4. Ask for examples from the class. After each sentence ask the class if it is correct.
5. Let the children work in pairs. They write the sentences in their notebooks. Go round and help where necessary.

**Sample answers**
There are some birds flying over the water.
There is a shark swimming in the bay.
There are two girls playing on the beach.
There is a man sleeping under the tree.
There are some children hopping near the lake.

2 **Make sentences for the pictures using phrases from the box.**
1. Go through the pictures one by one. Get the class to say what they can see, using there is/are and the present continuous tense. Teach the new word skipping.
2. Get a child to read the example sentence *There are some boys playing football in the playground.*
3. Ask for the remaining sentences from the class. After each sentence ask the class if it is correct.
4. Let the children work in pairs. They write the sentences in their notebooks. Go round and help where necessary.

1. There is a woman painting a picture in the classroom.
2. There are some children doing exercises outside the school.
3. There is a man selling ice cream in the street.
4. There are some boys playing football in the playground.
5. There are some girls skipping in the park.

3 **–ing form of verbs. Sort the verbs in the box into four groups as shown below.**
1. Put the children into pairs to complete their answers.
2. Get pairs to tell the class the answers.

<table>
<thead>
<tr>
<th>Group</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. add: ‘ing’</td>
<td>crying, eating, fishing, flying</td>
</tr>
<tr>
<td>2. drop ‘e’ add ‘ing’</td>
<td>dancing, driving, smiling</td>
</tr>
<tr>
<td>3. double the consonant and add ‘ing’</td>
<td>hopping, planning, skipping, travelling</td>
</tr>
<tr>
<td>4. change ‘ie’ to ‘y’ and add ‘ing’</td>
<td>dying, lying, tying</td>
</tr>
</tbody>
</table>

4 **Make sentences using two verbs from each group.**
1. Read the example aloud. Encourage the children to make similar sentences.
2. Ensure that the sentences are grammatically correct.

Answers depend on the children.

**UNIT 1 LESSON 5**

**Aims**
- to develop the children’s listening and reading skills
- to introduce *is/are for + verb with ing* (for purpose)
- to practise and learn a poem
- to give the children a free writing task (completing a story)
- to assess the children’s writing skills from the free writing task

**Suggestions and answers**

1 **Listen to your teacher and fill in the missing words.**
1. Revise the word octopus. Ask *How many arms and legs does an octopus have?* (eight).
2. Get the children to tell you some things that the octopus is doing in the pictures, e.g. *It’s walking. It’s drawing. It’s helping the boy. It’s playing the drum.*
3. Ask the children to listen while you read the poem aloud. They write the missing words in pencil in their books.

<table>
<thead>
<tr>
<th>Words</th>
<th>land, sand, hand, band</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words</td>
<td>night, kite, bright, bite</td>
</tr>
</tbody>
</table>
2 Close your books and write down the actions that you can remember.
   1. Put the children into pairs. Tell them to write in their notebooks all the things that they can remember, e.g. drawing in the sand.
   2. Go round the pairs and help as necessary.

3 Free writing
   1. Free writing may be difficult for some children at this level, so help them by writing these questions on the board, with suggestions in brackets if required.
   2. The children can copy the questions during class-time, and write their stories for homework.
   3. Note that the tense used is the narrative present tense.
      When does Jack dive for the second time? (the next day / in the afternoon)
      Does Jack go into the cabin on the sunken ship again?
      Does Jack see the octopus this time?
      Does he see another animal?
      How do Jack and Dave bring the boxes to the surface?
      What do they find in the boxes? (gold plates, silver cups, silver knives, etc.)
      Do they wash and dry all the pieces of treasure?
      When do they sail back to the port? (the next morning)
   4. Note that the aim of this exercise is to assess the children’s writing skills at the beginning of the school year. Make a list of general and individual weaknesses (e.g. spelling, punctuation, handwriting, articles, etc.).
UNIT 2 LESSON 1

Aims
• to learn and practise a dialogue
• to practise the children’s speaking skills
• to introduce and practise the present continuous tense for future use
• to contrast the use of the present continuous (future) and going to

Suggestions and answers
1. Read the dialogue and answer the question.
   1. Tell the children to look at the pictures on page 8.
   2. Get them to tell you what they can see in the picture (Harry is mending his bike; Dan is playing basketball). Don’t correct language mistakes here.
   3. Read aloud the comprehension question above the dialogue and check that the children understand it.
   4. Tell the children to follow the dialogue silently in their books to find the answer while you read it aloud.
   5. Get the class to tell you the answer.
   6. Read the dialogue again. This time, stop after each section and ask questions to check that the children understand the main points of the dialogue, e.g. What should Harry do on Saturday? What’s wrong with his bike? What’s happening on Monday?
   7. Tell the class to close their books while you read the dialogue again. This time, stop after each line and get the class and individuals to repeat it.

   They are going to play basketball on Saturday. Harry is going to do some work on Sunday.

2. What are Dan and Harry doing / going to do this week?
   1. Write the two example sentences on the board. If necessary using the children’s language, explain the difference between the present continuous (for fixed arrangements in the future) and going to + verb (for plans in the future, involving yourself and/or other people).
   2. Get the class and individuals to repeat the sentences.
   3. Help individuals to make sentences from the other phrases about Dan and Harry. Get them to pay attention to the missing words, e.g. articles.
   4. Put the children into pairs to practise saying the sentences to each other.

   On Saturday, Dan is playing in a basketball match.
   On Monday, he is going swimming with Pete.
   On Tuesday, he is playing football.
   On Wednesday, he is going shopping with Alan.
   On Saturday, he is having a party!

   On Saturday, Harry is going to revise for a test.
   On Monday, he is going to help Dad clean the car.
   On Tuesday, he is going to help Grandpa with the gardening.
   On Wednesday, he is going (to go) to the school library.
   On Saturday, he is going to write the football match report.

3. Act out the dialogues, changing the words in italics.
   1. Get the class to read the dialogue silently, then ask two children to read the dialogue aloud.
   2. Ask another pair to read the dialogue aloud and help them to change the words in italics for other suitable words.
   3. Do the same with two more pairs of students across the class.
   4. Put the class into pairs to practise the dialogue with different words. Go around the pairs and help as necessary.
4 What about you? What are you doing / going to do this week?
Get the children to chat about their plans and arrangements for the coming week. Do not correct mistakes here, except where they use the wrong tense (present continuous instead of going to, or vice versa).

UNIT 2 LESSON 2

Aims
• to introduce and practise vocabulary for conservation
• to develop the children’s reading skills
• to develop the children’s writing skills: writing a letter to a newspaper

Suggestions and answers
1 Fill in the blanks with ‘should’ or ‘shouldn’t’ and connect the sentences to the pictures.
1. Tell the children to look at the pictures. To revise some of the keywords, help the children to tell you what is happening in each picture e.g. A hunter with a gun is about to shoot a deer. A man with a big machine is destroying an old building.
2. Read the two sentences for item 1 aloud.
3. Help individuals to make similar sentences for the remaining items. Get the class to repeat each sentence.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>We shouldn’t kill wild animals.</td>
<td>We shouldn’t cut down trees.</td>
<td>We should collect rubbish.</td>
<td>We should conserve water.</td>
<td>We should repair old buildings.</td>
</tr>
<tr>
<td>We should protect them.</td>
<td>We should plant lots of young trees.</td>
<td>We shouldn’t throw it into the street.</td>
<td>We shouldn’t waste it.</td>
<td>We shouldn’t destroy old buildings.</td>
</tr>
</tbody>
</table>

2 Read Farooq’s letter to a newspaper.
1. Read the letter aloud while the children follow in their books.
2. Read it again, pausing after each section to ask questions, e.g. What is Farooq writing about? What is the problem? What is the result? What does Farooq think we should do?
3. Point out and explain, in the mother tongue if necessary, the importance and meaning of the phrases in bold.

3 Write two similar letters to a newspaper. Use the phrases in italics from Ex. 2 and the notes in A and B.
1. Read the two sample answers given below aloud.
2. Explain the meaning of words that might cause problems, e.g. firewood, rubbish, rubbish bins, tins.
3. Work through the two letters with the class. Help individuals to make the sentences for the letters and get the class to repeat each sentence.
4. Get the children to write the letters either in class or for homework.

Sample answers
A I’m writing to you about the forest near our town.
The problem is, many people are cutting down lots of trees and are selling the firewood.
As a result, there are not many trees left in the forest.
In my view, we should stop cutting trees, and we should plant some young trees too.
If we do this, the forest will grow bigger in future.

B I’m writing to you about the rubbish on the city’s beach.
The problem is, many people are having picnics and are not taking away their rubbish.
As a result, there are dirty tins, pieces of broken glass and lots of flies. On the beach, there are lots of plastic bags and empty bottles.
In my view, we should place lots of rubbish bins along the beach.
If we do this, people will put their rubbish in the bins and will not leave it on the beach.
UNIT 2 LESSON 3

Aims
• to develop the children's reading skills
• to introduce and practise vocabulary for conservation
• to discuss conservation in general and in the local environment

Suggestions and answers
I Mr Bate publishes a magazine about conservation called ‘Earth watch’. Here are two articles from this month's magazine.
1. Write these comprehension questions on the board at the start of the lesson: Why is the woman feeding the baby ape with a bottle of milk? Where does the water for the village come from?
2. Tell the children to look at the pictures on pages 10-11. Use these pictures to teach key words, e.g. an ape, timber, a trench. Teach the new meaning of spring (a place where water comes out of the ground).
3. Tell the children that they are going to read about two different projects in Africa.
4. Tell the children to look at the pictures in Ex. 1 and tell you what they see, e.g. A woman is watching some apes in the trees.
5. Ask the class to guess from the pictures what the two projects are about. Do not correct language mistakes here and do not say if the guesses are right or wrong.
6. Tell the children to read the two texts quickly, then tell you the answer to the comprehension questions on the board.

The baby ape lost its mother. Hunters killed her.
It comes from a spring in the hills.

2 Read the passage again and answer these questions.
1. Get individuals to read the questions for Text 1 aloud.
2. Tell the class to read Text 1 carefully to find the answers.
3. When they finish, put the children into pairs to discuss their answers. Go around and help as necessary.
4. Get pairs to tell you their answers. Do not worry about language mistakes here, as long as the class can understand the pairs.
5. With each answer, ask individuals to read aloud the part of the text that shows the answer.
6. Do the same with the questions for Text 2.

Text 1
1. Elaine studies apes, and her husband protects them; they both love apes.
2. The hunters kill the apes to sell the meat.
3. Because Titch is too small to eat leaves, fruit, etc.

Text 2
1. The water comes from a spring in the hills.
2. 11 kilometres
3. The villagers won't walk 11 kilometres to collect water.
4. They will be able to grow fruit and vegetables.

3 Match the numbers from Text 1 with these pictures.
1. Get the children to tell you what they can see in the pictures, using there is/are and the Present continuous, e.g. A truck is carrying timber. There is some meat for sale on a market stall.
2. Tell the children to read Text 1 again and do the matching exercise.
3. Put the children into pairs to discuss their answers. They write the numbers with the matching pictures in their notebooks. Go round and help as necessary.
4. Get pairs to tell the class their answers. Write them on the board so that the children can check their answers.

1. c  2. f  3. a  4. e  5. b  6. d
4 Match the phrases in italics from Text 2 with these pictures.
Follow the same procedure as for Ex. 3 above.

a) building banks to hold up the pipe  

b) cut through the rock  
c) digging long trenches

5 What do you think? Should we ...?
1. Present the questions and speech bubbles.
2. Encourage the children to chat and answer the questions. Do not worry about language mistakes here, as long as the children can understand each other.
3. Extend the discussion to the local environment if you like. Talk about relevant aspects, e.g. tree-planting in the countryside, recycling of rubbish in the towns, energy and water conservation everywhere!

Additional activity
Present this Earth watch fact file to the class:

<table>
<thead>
<tr>
<th>Did you know that –</th>
</tr>
</thead>
<tbody>
<tr>
<td>• apes are 96-98% the same as humans?</td>
</tr>
<tr>
<td>• in 5-10 years time, some types of ape may have disappeared?</td>
</tr>
<tr>
<td>• apes can learn sign language?</td>
</tr>
<tr>
<td>• apes can do simple maths?</td>
</tr>
<tr>
<td>• apes can use simple tools?</td>
</tr>
</tbody>
</table>

UNIT 2 LESSON 4

Aims
• to complete a text using the present continuous tense for future
• to study the use of must(n’t) / should(n’t) for obligation
• to write sentences with must(n’t) / should(n’t)

Suggestions and answers
1 Dan and Jack are going on a school expedition to Slad National Park with their teacher. Listen to your teacher and underline the correct phrases as shown below. Put the verbs in brackets into the present continuous.

1. Write on the board: We’re meeting a friend at 6 o’clock. We’re going to meet a friend.
2. Ask the children the difference between the sentences. Explain that we use the present continuous in the first sentence because we know when we are meeting. We use going to in the second sentence because we are planning to meet a friend but haven’t arranged a time.
3. Read the rubric aloud. Check that the children know what to do: they have to listen and underline the correct phrases.
4. Read the script on page 106 of the Student’s Book aloud without stopping, while the children do the underlining task. Read it again, pausing after each sentence to check the answers.
5. Go through the text again, asking individuals to put the verbs into the present continuous. Get choral and individual repetition.
6. Get the children to copy the complete text into their notebooks in class or for homework.

STUDY CORNER
• Go through the example sentences in the box and get choral and individual repetition.
• Check that children understand the differences of meaning in the right-hand column, translating if necessary.

2 Choose should or must.
1. Put the children into pairs to complete their answers.
2. Get pairs to tell the class their answers.

| 1. should | 2. must | 3. should | 4. must | 5. should |
Choose shouldn’t or mustn’t.
1. Put the children into pairs to complete their answers.
2. Get pairs to tell the class their answers.

| 1. mustn’t | 2. shouldn’t | 3. mustn’t | 4. mustn’t | 5. shouldn’t |

Additional activities
Spelling patterns for homework: inter-
Check/Teach the meaning of these words in class. Get the children to learn them for homework. Test them the next day.
Prefix + inter-
- interest
- international
- interpreter
- interrupt
- interval
- interview
- interior

UNIT 2 LESSON 5
Aims
• to develop the children’s listening and reading skills
• to study technical pictures
• to develop the children’s listening skills
• to complete a report on a water storage system

Preparation before the class
If possible, make an enlarged photocopy of the picture in Ex. 1. This will enable you to hold it up in class and correct the matching exercise in Ex. 1.

Suggestions and answers
1. Mr Burki has designed a rainwater storage system for villages without tap water. Find statements to match the pictures below.

   1. Tell the children to look at the picture on page 13 and tell you what they can see. (A man is putting a roof on a house. It is raining. A child is getting water from the water tank. A cow is standing near the water tank.) Don’t correct language mistakes here. Use the pictures to revise/teach words like cement, tank, storage system.
   2. Get individuals to read the sentences aloud. Check that the children understand them.
   3. Read the task aloud. The children have to find parts of the pictures for the sentences; they write the sentence number in pencil in their books next to the correct part of the picture. Explain that some of the sentences do not have a matching picture.
   4. Read each sentence aloud. Pause after each one so that the children have enough time to mark their books.
   5. Check the answers with the class. Use phrases to refer to the picture, e.g. on the left, in the middle, on the right, on the left/right of the tank.

Sentences 1 2 5 6
2. Listen to your teacher’s report on the water storage system and complete the report, using phrases from Ex. 1.

   1. Read the rubric and explain the task.
   2. Get individuals to read the first parts of the sentences aloud. Ask the class to guess how each sentence is completed, but do not confirm the answers.
   3. Get the children to write Nos 1-8 in their notebooks.
   4. For each sentence, read out the first part of the sentence that is printed in the book. Then say ‘Write’ and dictate the rest of the sentences from the script on page 106 of the Student’s Book.
   5. Check the answers on the board.
   6. Get the children to write the complete report in their notebooks for homework.
UNIT 3 LESSON 1

Aims

• to study and practise a dialogue
• to introduce and practise vocabulary for literature study
• to discuss favourite books
• to develop the children’s listening skills

Suggestions and answers

1 Read the dialogue and answer the question.
1. Follow the same procedure for Unit 2, Lesson 1, Ex. 1.
2. Use the pictures in Unit 3 to revise/teach the meaning of words like jungle, tiger, monkey, panther, e.g.
   Say to the class: Look for a picture of a monkey.
3. Ask questions to ensure that the students have understood the dialogue.

Sajid hates snakes, but Imran thinks that snakes are beautiful. They both like animal stories.

2 Match the words to their meanings.
1. Go through this exercise with the class. Point out the pronunciation of the words characters, author.
2. Put the children into pairs and get them to test each other. Demonstrate it with an individual:
   Child B (book open): What is the word for ‘the writer of the story’?
   After the five questions, they switch and Child A asks the questions.

title: the name of the story
plot: the events in a story
characters: the people in the story
setting: the place where the story happens
author: the writer of the story

3 Discuss your favourite book with the class.
1. Get the children to chat about their favourite books. Do not correct language mistakes here. Write
difficult words and names of titles and authors on the board as they occur.
2. Ask the children which books they are reading in English at the moment. Encourage them to read
simple stories in English, like The Jungle Book, Gulliver’s Travels, Around the World in Eighty Days.

4 Listen to your teacher talk about ‘The Jungle Book’. Circle the correct information. Some lines have more than one correct answer.
1. Read the rubric and introduction aloud in order to explain the task.
2. Explain that the children must listen to the talk and circle the right information.
3. Read the script on page 106 of the Student’s Book aloud with clear pronunciation.
4. Get the class to tell you their answers. If some children do not have the answers, read aloud that
part of the script again.
5. If you wish, turn to the script on page 110. Read the script aloud again while the children follow it
silently in their books.
6. Encourage the children to read this script aloud at home to their parents.

<table>
<thead>
<tr>
<th>Date of book</th>
<th>1894</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of writer</td>
<td>Rudyard Kipling</td>
</tr>
<tr>
<td>Lived from</td>
<td>1865 – 1936</td>
</tr>
<tr>
<td>The author’s job</td>
<td>poet, writer, newspaper reporter</td>
</tr>
<tr>
<td>The author lived in</td>
<td>Asia</td>
</tr>
<tr>
<td>The author spoke</td>
<td>Urdu, English</td>
</tr>
</tbody>
</table>
UNIT 3 LESSON 2

Aims
• to introduce and practise vocabulary for the jungle
• to develop the children’s listening skills
• to revise and practise pronunciation of the ‘j’ sound
• to write sentences with the new vocabulary

Suggestions and answers
1 Listen to your teacher and find these words. Then listen and repeat.
1. Present the vocabulary in the pictures, but do not do any oral practice yet.
2. Using the script on page 106 of the Student’s Book, read the words aloud in random order. Pause after each word so that the children have time to find and point to it. This procedure encourages them to associate the written word and its pronunciation.
3. Do listen-and-repeat, saying the words in the correct order for pictures 1 – 8.

2 Complete the sentences using the words from Ex. 1.
1. Go over the exercise, getting individuals to read sentences and complete them.
2. Put the class into pairs and get them to read aloud the complete sentences.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. seeds</td>
<td>2. roots</td>
<td>3. vine</td>
<td>4. nut</td>
</tr>
<tr>
<td>5. jungle</td>
<td>6. cave</td>
<td>7. berry, berries</td>
<td>8. marsh</td>
</tr>
</tbody>
</table>

3 Phonics: the ‘j’ sound. Sort the words in the box into four groups as shown below.
Follow the same procedure as for Unit 1, Lesson 2, Ex. 4.

<p>| | | | |</p>
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<tr>
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</thead>
<tbody>
<tr>
<td>1. cottage, message, village</td>
<td>3. joke, jam, jungle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. general, gentle, geography</td>
<td>4. fridge, bridge</td>
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</table>

4 Write sentences using two words from Ex. 3 in each sentence.
Ensure that the sentences are grammatically correct.
Answers depend on the children.

UNIT 3 LESSON 3

Aims
• to develop the children’s reading skills
• to introduce and practise vocabulary for the jungle
• to develop the children’s speaking skills
• to act out the story in groups
• to discuss the literature of animals that can talk

Suggestions and answers
1 Read the introduction to ‘The Jungle Book’.
1. Write these two questions on the board for the first reading. Which animals lived in the cave? Which two creatures came to the cave?
2. Then follow the same procedure as for Unit 1, Lesson 3, Ex. 1.
3. Ask questions related to the pictures. If necessary, translate words that the children find difficult to understand.

2 Read the passage again and answer the questions.
Follow the same procedure as for Unit 1, Lesson 3, Ex. 3.

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1. The wolves</td>
<td>2. Because it had a bad leg.</td>
</tr>
<tr>
<td>3. The tiger ate cows.</td>
<td>4. Men with guns will come and everybody in the jungle will be in danger.</td>
</tr>
<tr>
<td>5. Because his father and mother ran away.</td>
<td>6. Because the wolves did not give the man-cub to him.</td>
</tr>
<tr>
<td>7. Because it was alone and hungry.</td>
<td></td>
</tr>
</tbody>
</table>
Complete the sentences with words from the story.
Follow the same procedure as for Unit 1, Lesson 3, Ex. 4.

1. cub 2. cave 3. hunt 4. mouth 5. belongs 6. thieves 7. jungle

Act out the story in groups of three. (Mother Wolf, Father Wolf and Sher Khan.)
Follow the same procedure as for Unit 1, Lesson 3, Ex. 5.

Many people have written stories about animals who can talk. Look at these ideas and say if you agree or disagree with them.

1. Ask an individual to read out the first sentence.
2. Encourage the children to chat about the sentence. Do not worry about language mistakes here, as long as the children can understand each other.
3. Go onto the next sentence and repeat the procedure.
4. There are no correct answers, so encourage the children to express their opinions freely.

UNIT 3 LESSON 4

Aims
• to study the difference between facts and opinions
• to develop the children’s reading skills
• to study reported speech (present statements)
• to develop the children’s speaking skills (reporting facts and statements)

Suggestions and answers

STUDY CORNER

• Go through the example sentences in the box and get choral and individual repetition.
• Check that the children understand the differences of meaning in the left-hand column, translating if necessary.
• Point out that the structure of both sentences is the same; both are in the simple present.

Say: If you want to give an opinion, you can say ‘I think that panthers are beautiful.’

Read the text about panthers. Write ‘F’ where you think the sentence is a fact. Write ‘O’ where you think the sentence is an opinion.

Panthers are large, wild cats, like leopards, but they are black. (F) I think they are beautiful animals. (O)
They live in Africa and parts of Asia, such as China. (F) There are very few panthers in the world, (F) so we shouldn’t hunt them (O).
Panthers don’t live in big groups, (F) they usually live alone in the forest or jungle. (F) Panthers hunt small deer. (F) They also eat small cows and goats (F) and they catch wild dogs too. (F) Sometimes they attack humans and eat them. (F) I think they are frightening! (O)
In some ways, panthers are like tigers: they live alone, they hunt at night and they can swim very well. (F) Panthers can climb trees, but tigers can’t. (F) Sometimes a panther (or a leopard) climbs a tree with a dead animal in its mouth. (F) Then it sits in the tree and finishes its meal. (F)
Panthers are lucky animals! (O) They hunt, but no animals hunt them. (F)
STUDY CORNER
• Go through the example sentences in the box and get choral and individual repetition.
• Read the note aloud. Tell the class not to use a capital letter in the middle of the sentence for the beginning of the fact or the beginning of the opinion.

2 Game. Read the text again silently. Close your books. Report one of Saira’s facts or opinions to win a point for your team.
1. Organize the class into 2 teams. Write a scoreboard for Teams A and B on the board.
2. Make sure that all books are shut.
3. Get a child from Team A to report a fact (for one point). If there is a mistake, the other team can correct it for an extra point.

UNIT 3 LESSON 5
Aims
• to develop the children’s reading skills
• to introduce and practise vocabulary for jungle animals
• to complete a reading journal
• to write a reading journal

Suggestions and answers
1. Read the rest of ‘The Jungle Book’. Then choose the correct word in the sentence below.
   1. Follow the same procedure as for Unit 1, Lesson 3, Ex. 1.
   2. For the reading aloud, you need to be an actor! Use a childlike voice for Mowgli and a deep voice for Baloo.
   3. Ask the class some extra questions about the text.
      Did Baloo teach one language or many languages? (many)
      Did Baloo teach Mowgli one set of sounds, or many different sets of sounds? (many)
      How do the snakes speak? (‘sss’)
      Do the Monkey People do a lot of work? (no)
      Do the Monkey people do any work? (no)
      What does Baloo think? (the Monkey People have no law; they are noisy and dirty)

   three groups

2. Copy and complete the reading journal using the words in the box.
   1. Read the sentences aloud but leaving out the missing words.
   2. Check the meaning of the words in the box.
   3. Work through the sentences one by one, getting individuals to complete them.
   4. Put the class into pairs and get them to practise completing the sentences. The children write out the complete sentences for homework in their notebooks.

   1. This is a story about a boy who grows up in the jungle. His name is Mowgli, which means ‘frog’.
   2. Some of the characters are Baloo the bear, and Sher Khan the tiger. There is also a family of monkeys called the Bandar Log.
   3. In the story, Sher Khan goes to the wolves’ cave and asks them to give Mowgli to him as he is hungry. The wolves refuse and the lion goes away angry.
   4. I like Father Wolf, because he is not afraid of the tiger.
   5. I don’t like the tiger, because he hunts people.

3. Write your own reading journal about the story in Unit 1, Lesson 3. Use the phrases in italics from Ex. 2 above to help you.
   1. The story of Unit 1, Lesson 3 is suggested so that every child can write a simple reading journal. If you prefer, you can let the children write about other stories that they know.
   2. Tell the children to number their sections 1-5 like the model, and to start each section with the phrase in italics.
UNIT 4 LESSON 1

Aims
• to study and practise a dialogue
• to revise and practise words/phrases for ‘tea’
• to develop the children’s listening skills
• to ask and answer about mealtime routines

Suggestions and answers
1 Read the dialogue.
1. Write this comprehension question on the board before you start the dialogue: Who is still asleep? Why?
2. Follow the same procedure for Unit 2, Lesson 1, Ex. 1.
3. Get the children to look carefully at the clock in the picture and tell you the time (1 o’clock, which is late for breakfast).
4. Ask questions related to the pictures. Ask the children whether they like tea, what do they like having with tea, etc.

Nadia’s father is still asleep, because he arrived home from Australia late last night.

2 Tick the phrases for ‘tea’ that you use at home. Tell the class what they mean.
1. Read aloud the phrases for tea and check/teach the meanings of any new ones, e.g. green tea is drunk in China, without milk or sugar.
2. Let the children work in pairs. They read aloud a phrase and tick its box if they use the phrase at home. Write a list of the phrases 1-9 on the board while they are doing this.
3. Conduct a survey. Ask the children to hold up their hand if they use phrase Number 1 at home. Count the hands and write the total on the board.
4. Continue with the other phrases.
5. Point out which was the most common phrase and which was the least common phrase in your class.
6. This procedure introduces the children to the features of a survey, where answers are noted individually, and are later collected.

Answers depend on the children.

3 Listen to your teacher and complete the column about Ricardo’s father. Then complete the columns about yourself and your partner.
1. Read the first sentence of the rubric. Explain that they are going to hear some information about Ricardo’s father and his meal times and bed times. Ask the children to guess some possible times, e.g. ‘I think he has (breakfast) at 7 o’clock.’
2. Read the script on page 106 of the Student’s Book aloud, slowly and clearly. Pause after each section so that the children have enough time to write the answers in the first column of their books.
3. Read it again and get them to stop you when they hear an answer. Write the answers on the board so that they can correct their answers.
4. Read the second sentence of the rubric. Practise the question forms in the two speech bubbles. Note that on/at the weekend are both correct.
5. Direct their attention to the first column. To demonstrate, ask some questions (as in the speech bubbles below) to individual children and allow them to write their answers. Let the whole class complete the first column for themselves.
6. Get a child to ask another child the question in the left-hand speech bubble: What time do you have breakfast during the week? He/She writes down the answer. Do this a few times.
7. Get pairs of students to ask and answer across the class with the right-hand speech bubble: What time do you have breakfast on the weekend? He/She writes down the answer.
8. Put the class into pairs and get them to ask and answer, writing down their partner’s answers.
9. Do a report-back stage to conclude this oral activity. Ask for the earliest breakfast time, the latest dinner time and the latest bedtime on the weekends, e.g. **Who has the earliest breakfast time on the weekend?** Get children to report about their partner, e.g. **Farooq has breakfast at 7 o’clock on the weekends.**

<table>
<thead>
<tr>
<th></th>
<th><strong>Ricardo’s father</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>4.00 in the morning</td>
</tr>
<tr>
<td>Lunch</td>
<td>12.00 noon</td>
</tr>
<tr>
<td>Dinner</td>
<td>6 in the evening</td>
</tr>
<tr>
<td>Bed time</td>
<td>8 in the evening</td>
</tr>
</tbody>
</table>

**UNIT 4 LESSON 2**

**Aims**
- to introduce and practise English vocabulary that comes from other languages
- to complete a text and a letter
- to study the spelling of plural nouns ending in ‘os’ and ‘oes’.

**Suggestions and answers**

1. Many words have come into English from other languages including Urdu. Most of these are words that you already know. Match the words to their meanings.
   1. Read the rubric aloud and get the children to look at the table and the words in the left-hand column. Do listen-and-repeat with these words.
   2. Ask for any other words common to English and Urdu that they know.
   3. Get individuals to read aloud the meanings in the right-hand column. Help them with any difficult words or phrases, e.g. on one level.
   4. Get the children to look at the example. Then put them in pairs. They work together to match words and meanings. Check the answers with the class.

   1. bungalow: a house on one level
   2. chutney: a spicy sauce made from fruit or vegetables
   3. shampoo: a liquid that you use to wash your hair; (also a verb)
   4. jungle: a thick forest in a hot, wet country
   5. khaki: a green-brown or yellow-brown colour
   6. punch: a drink made from five different fruit juices
   7. verandah: a platform at the side of a house, with roof and floor, but no walls
   8. pyjamas: a loose jacket and trousers that you wear in bed

2. Complete the text with words from Ex. 1.
   Put the children in pairs to complete the exercise.
   One evening, Rudyard Kipling was staying in the jungle. He was sitting at a table on the verandah outside his bungalow, eating a dish of lamb curry and mango chutney, and drinking a glass of punch. He was wearing old khaki trousers, sandals and a shirt.

3. Copy and complete Saira’s letter to Sandra.
   Hello!
   It’s evening and I’m sitting on the verandah wearing my pyjamas and drinking a glass of punch. There’s nobody else outside. My sister has gone to wash her hair with shampoo. My grandparents’ bungalow is on the edge of a jungle, so lots of wild animals walk round the house at night.

4. Plural nouns ending in ‘os’ and ‘oes’.
   Follow the same procedure as in Unit 1, Lesson 2, Ex. 4.
   Words that end in ‘os’: photos, pianos, radios
   Words that end in ‘oes’: buffaloes, echoes, heroes, mangoes, potatoes, tomatoes, volcanoes
UNIT 4 LESSON 3

Aims
• to develop the children’s reading skills
• to test and expand the children’s general knowledge about countries
• to develop the children’s listening skills (listening for specific information)
• to write a country summary, based on a model

Suggestions and answers

1 Read the questions in the quiz and tick the answers that you think are correct. Then check Ex. 2 for the correct answers.

1. Get the class to cover page 23 while they do this exercise. Get them to look at the pictures on page 22. Ask them: Which country can you see in the pictures on the left? / in the middle? / on the right? (United Kingdom, Pakistan, Australia) Explain that they are going to do a geography quiz on these three countries.

2. Read the rubric aloud. In this exercise, the children guess their answers first, then check them later.

3. To save time, the children circle the letters of their answers in pencil in their books.

4. Read the sentences for the first item aloud. Give the children time to circle their answers.

5. Continue with the remaining items, explaining unusual words, e.g. area, population, desert, insect, kangaroo, shark, koala bear.

6. Check the answers in the following way. Read the script on pages 106 – 107 of the Student’s Book aloud. Pause after each section and ask for the correct answer. If there is disagreement, read the section again. Write the answer on the board.

   1. a (largest)  1. b (smallest)  2. b (largest)  2. a (smallest)  3. a  4. b
   5. a  6. b  7. a and b (c has only 1 dangerous snake)
   8. kangaroos – a; sharks – a, b, c; koala bears a; deer – b and c

2 Listen to your teacher and write the missing information in the quiz below.

1. Read the rubric. Tell the children to write their answers in their notebooks.

2. First read the information in the boxes, without giving the missing information. Read from the Student’s Book. Explain new phrases like aboriginal people (the black settlers who reached Australia about 50,000 years ago).

3. Then read the script on page 106-107 of the Student’s Book. Pause after each section so that the children have time to write.

4. Check the answers with the class and write them on the board.

3 Ask your partner the questions in the quiz. Do not read out the information in the answers.

1. Demonstrate the activity with a child like this, using the examples.

   Teacher (with book open): Which country is the largest ….?

   Child (with book closed): Australia is the largest and …

2. Put the children into pairs. Child A asks the questions for 1-8 and Child B replies. Then they switch.

4 Read the country summary for Australia.
Children read the summary. If necessary, use translation where necessary.

5 Write a country summary for one of the other countries, using the words and phrases in italics from Ex. 4.

1. Do one or both examples with the class. Children get their information from the information boxes in Ex. 2.

2. Tell the children to write five sections, like the model, and to include the phrases in italics in each section. Able children can write more than one sentence for each section.

Answers depend on the children.
UNIT 4 LESSON 4

Aims
• to present and practise time clauses (present)
• to make sentences about science and directions
• to write an ‘Advice to Visitors’ leaflet

Suggestions and answers
1 Make sentences from the table.
1. Write this sentence on the board: When it’s hot, I drink a lot of water.
2. Demonstrate on the board how you can have a different word order, without a comma, to give the same meaning: I drink a lot of water when it’s hot.
3. Read a few of the sample sentences aloud yourself.
4. Ask for examples from the class. After each sentence ask the class if it is correct.
5. Let the children work in pairs. They write the sentences in their notebooks. Go round and help where necessary.

Sample answers
When it’s hot, I go swimming.
When it’s cold, I wear a pullover.
When I’m tired, I go to bed.
When I’m thirsty, I drink a lot of water.
When I’m hungry, I have an apple.

2 Make sentences for these pictures with the help of the given words.
1. Go through the pictures one by one. Get the class to say what they can see, using there is/are and the present continuous tense. Check/Teach the new words steam, freezer.
2. Help individuals to make the sentence for each picture and get the class to repeat it.

1. When you heat water, it turns to steam.
2. When you put water in the freezer, it turns to ice.
3. When you throw water onto a fire, it goes out.
4. When you arrive at a crossroads, go straight on.
5. When you reach the end of the road, go over the bridge.
6. When you get to the station, get off the bus.

3 Write the ‘Advice to Visitors’ leaflet in your notebook with correct punctuation.
1. Read the first example aloud. Point out that there are two clauses, the ‘when’ clause and the main clause. Write the first example, correctly punctuated on the board. Say: If the ‘when’ clause comes first, you write a comma after the ‘when’ clause and before the main clause.
2. Read the second example aloud. Ask the class: Which clause comes first, the ‘when’ clause or the main clause? (the main clause) Write the second example, correctly punctuated on the board. Say: If the main clause comes first, you don’t write a comma after the main clause and before the ‘when’ clause.

1. When you are cycling in the town, follow the safety rules.
2. When you are walking in the city centre, cross the street at the traffic lights.
3. Don’t drink water from streams when you are in the mountains.
4. Carry a torch when you are walking in the hills.
5. When the weather is very hot, remember to drink plenty of water.

UNIT 4 LESSON 5

Aims
• to develop the children’s reading skills
• to develop the children’s pronunciation of words with similar sounds
• to develop the children’s listening skills
• to complete a poem
Suggestions and answers

1 Read and underline the syllables in each line that have the same vowel sound. The first line is done for you.
1. Get the children to talk about the picture and say what they can see.
2. Read the poem aloud while the children follow in their books.
3. The children read the poem to each other in pairs and underline the other syllables in each line that have the same sound. Go around the pairs while they do this and help as necessary.
4. Do listen-and-repeat, getting the class to repeat each verse after you. Get them to exaggerate the similar sounds.

The nurse was reading verses and feeling worse and worse, ‘I drew a blue moon while it grew and grew,’ she sang. Children were picking flowers by the tower for hours and hours. ‘I feel my knees hurt when I kneel,’ one said. ‘When’s our next meal?’

Women rang the bell in the well, as the fisherman tried to sell fish. ‘Yesterday I read my book in bed in my red nightshirt,’ one said. ‘Could you look for my coat, the one with the hood?’ She stood still and then put one foot on the pile of wood.

Hungry monkeys were running up and down the trees. ‘They must be looking for honey or money!’ one said. I saw a poor man who fought hard and then caught his foot in the door.

He taught me not to say any more.

2 Write the words with the same vowel sound in your exercise book.
See the answers to Ex. 1.

3 Listen to your teacher and complete the poem.
1. Read aloud the poem from the Student’s Book, without saying the missing words, while the children follow silently in their books.
2. Read the complete script on page 107 of the Student’s Book with vitality and humour.
3. For each line, read out the first part of the line that is printed in the book. Then say ‘Write’ and dictate the rest of the line.
4. Check the answers on the board.

Additional activity
Get the children to learn the poem by heart. Say the first two lines and get the class and individuals to repeat them.
Do the same with the remaining lines.
Get the class to say the whole poem with their books shut. Get them to say the poem to their parents at home.
Revise the previous four units with the children before attempting the exercises in this unit. All answers are highlighted in grey.

UNIT 5 LESSON 1

1 Mrs Bate is asking Dan about his plan for the weekend. Read the dialogue and choose the best phrases.

1. Mrs Bate: What are you doing on Saturday?
   Dan: I’m playing in a volleyball match in Stratford. (better, but both are possible)
2. Mrs Bate: How are you getting there? (better, but both are possible)
   Dan: The coach is leaving from the school at midday.
3. Mrs Bate: Are you coming home in time for supper? (avoid: going to come)
   Dan: Oh yes!
4. Mrs Bate: Are you going to win?
   Dan: I hope so. I think we’re better than the other team!

2 Mrs Burki is asking Imran about his plans for the day. Read the dialogue and choose the best phrases.

7. Mrs Bate: What are you going to do after lunch?
   Imran: I’m going to do my homework. Then I’m going to help (better, but both are possible) Grandma with her shopping.
9. Mrs Bate: That’s kind of you. When are you going to revise for your test?
   Imran: Tomorrow. There’s a football match this evening. So I’m going to watch it!

3 Circle the correct word to complete the sentences.

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

4 Spelling. Listen to your teacher and complete the sentences.
The full script is on page 107 of the Student’s Book.

UNIT 5 LESSON 2

1 Add the tag questions.

1. You have two sisters, haven’t you?
2. You live in Lahore, don’t you?
3. You don’t read many books, do you?
4. You haven’t got a bicycle, have you?
5. Your mother is an artist, isn’t she?
6. Your father isn’t at home this week, is he?
7. Your father travels a lot, doesn’t he?

2 Rewrite the sentences to give the same meaning.

1. When a tiger grows old, it then hunts people instead of animals.
2. When the zebras cross a river, crocodiles attack them.
3. When rainwater runs off the roof, it then flows through a pipe into a tank.
4. There are some birds flying in and out of the cave.
5. There are two people sleeping under the tree.
6. A goat is eating the vegetables in my garden.
7. Some boys are looking for crabs on the beach.
3 Decide whether to use ‘should(n’t)’ or ‘must(n’t)’.

1. She says we should bring a water-bottle and a packed lunch.
2. She says we shouldn’t bring mobile phones.
3. She says we should wear joggers and sports trousers.
4. She says we shouldn’t go walking on our own.

1. He says we must put our rubbish in the bin.
2. He says we mustn’t swim in the river.
3. He says we mustn’t feed the horses.
4. He says we must meet at the coach at six o’clock.

TEST 1

Preparation before the test

1. Each child will need photocopied sheets of the test on pages 95–96 of this book.
2. You will need a copy of the Record of Assessments on the inside back cover 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. aren’t you?
2. are you doing
3. Would you like to/Will you
4. should revise for/have to study/should prepare for
5. are going to

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

1. When you heat water, it turns to steam.
2. Get off the bus when you get to the station.
3. You go to primary school, don’t you?
4. There are some children playing basketball in the playground.
5. There is a whale swimming in the bay.

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

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

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

1. They didn’t explore the Vietnamese jungle for 40 years because it was a war-area.
2. They were expecting to find a rhino because they had seen its tracks.
3. They found a rhino, five kinds of deer, and a monkey.
4. They discovered new large animals about 100 years ago.
5. They are still discovering new kinds of forest frogs and insects.

5 Write an adventure story about an expedition which you did. (10 Marks)

Answers depend on the children.
UNIT 6 LESSON 1

Aims
• to study and practise a dialogue
• to revise the past continuous and introduce the past continuous (interrupted)
• to introduce and practise verbs for flying
• to develop the children’s reading and speaking skills

Suggestions and answers
1. Read the dialogue.
   1. Start by getting the class to look at the pictures in Ex. 2 and introduce the word spaceship. Ask questions about the spaceship in the pictures, e.g. Is it in a town or outside a town? Is it flying, circling or landing? Get the children to see that it is doing all of these things.
   2. Write a comprehension question on the board so that the children have a task for the first reading: How many people saw the spaceship?
   3. Then follow the normal procedure for a dialogue (See suggestions for Unit 2, Lesson 1, Ex. 1.)

Fahad and Mariam

2. Find suitable verbs from Ex. 1 for the pictures below.
   1. Put the children in pairs. Tell them to read the dialogue again and find suitable verbs for the pictures.
   2. Explain that some verbs are used for more than one picture.
   3. The children read the dialogue in pairs and write the verbs in a list in their notebooks. Go round the class and help as necessary.

   a) appeared  b) flew  c) flew  d) flew  e) hovered  f) circled  g) landed  h) took off

3. Use the pictures in Ex. 2 to tell the story in your own words.
   1. Go through the pictures one-by-one with the class. Get individuals to make sentences. Correct if necessary and get choral and individual repetition.
   2. Get the children to work in pairs. They cover the dialogue, look at the pictures and tell the story in their own words.

UNIT 6 LESSON 2

Aims
• to introduce and practise vocabulary for space
• to develop the children’s listening skills
• to revise and practise the spelling of the -ing form

Preparation before the class
Try to obtain a chart/diagram to present the solar system in large format. A globe is always useful to show rotation of the Earth and the movements of the moon in orbit around the Earth.

Suggestions and answers
1. Listen to your teacher and find the words on the diagram.
   1. Get the children to look at the diagram and tell the class what they can see.
   2. Work through the script on page 107 of the Student’s Book. Pause for children to find the word in the books
2 Use the words from Ex. 1 to complete the sentences below.
1. Get individuals to read the sentences and complete them.
2. Put the class in pairs and get them to read the completed sentences aloud.

| 1. sun | 2. moon | 3. planets | 4. Earth | 5. satellites | 6. space shuttle |

3 Spelling patterns: ‘ing’ forms
1. Get the class to look at the email format. Ask them questions, e.g. Who is writing the email? Who is the person writing to? What is he writing about? What’s the subject of the email?
2. Go through the email with the class, but do not give any answers yet. Explain the meaning of jet plane, rescue helicopter.
3. Get the children to work in pairs and complete the email. They write the verbs in their notebooks. Go round while they are doing this, but without helping. You will see how well they can do this exercise, and whether the class and all individuals are able to spell the -ing forms of verbs correctly.
4. Go through the answers. Get children to write their verbs on the board and check with the class whether these are correct.

Dear Imran,
Yesterday Rizwan and I had an exciting time. We spent half a day on the hill near the airport. I was sitting and watching the planes. Rizwan was lying in the grass and sleeping. A jet plane was taking off when we arrived. Another plane was circling the airport. A light under the plane was flashing. A third plane was flying towards the airport. Smoke was coming out of one of its engines. A rescue helicopter was hovering over the airport. Hope you’re well. Best wishes, Fahad.

UNIT 6 LESSON 3

Aims
• to develop the children’s reading skills
• to practise giving an oral summary of a story

Suggestions and answers
1 Read. Where have the aliens landed?
1. Get the children to look at the pictures in Ex. 1 and say what they can see. Use the pictures to teach the new words alien, earthling (an alien’s word for a human).
2. Explain that the aliens are putting on their earth-suits so that they will not frighten the earthlings.

Planet Earth

2 Look at the pictures. Say what is happening.
Tell the class to look at the pictures in Ex. 3 and say what they can see, using there is/are and the present continuous tense.

Sample Answers
1. A train is coming out of a tunnel.
2. A woman is hanging clothes on a washing line outside her house.
3. A boy is dancing in the school playground.
4. A man is washing his car.
5. Some boys are playing football on the beach. A boy is about to eat a sandwich, which is dropped as a ball hits it.
6. A family is watching TV at home.

3 Read the diary. When did the alien see these people?
1. Explain that everything on planet Earth is very strange for the aliens when they first arrive.
2. Read the text aloud while the children follow in their books.
3. Let the children work in pairs to do the matching exercise in their notebooks, as in the example for the sandwich-eater.

| The sandwich-eater: Saturday | The TV-watchers: Sunday |
| The car-washer: Friday | The schoolboy: Thursday |
| The housewife: Wednesday | The train-traveller: Tuesday |
4 **Translate.**
1. Do a second reading of the text while you do this task with the class.
2. Read the two lists aloud. Explain that the aliens and earthlings use different words for the same thing, as in the example.
3. Read the texts aloud one-by-one. The class should stop you when you say a word from the list of Alien English. The individual that stops you should then find a matching word/phrase from the English English list.

<table>
<thead>
<tr>
<th>Alien English</th>
<th>English English</th>
</tr>
</thead>
<tbody>
<tr>
<td>a worm</td>
<td>a train</td>
</tr>
<tr>
<td>a feeding station</td>
<td>a train station</td>
</tr>
<tr>
<td>sell clothes</td>
<td>dry their clothes</td>
</tr>
<tr>
<td>ear-heaters</td>
<td>earphones</td>
</tr>
<tr>
<td>a small house</td>
<td>a car</td>
</tr>
<tr>
<td>broad street</td>
<td>beach</td>
</tr>
<tr>
<td>important box</td>
<td>TV</td>
</tr>
<tr>
<td>shaking body</td>
<td>dancing</td>
</tr>
</tbody>
</table>

5 **Answer these questions.**
Follow procedure as in Unit 1, Lesson 3, Ex. 3.

1. at the station
2. she wanted to dry them
3. he was listening to music and dancing
4. he thought the car was the man’s house
5. the boy’s sandwich

6 **Retell the story in your own words.**
1. Get the children to cover the texts while they do this task, to stop them reading.
2. Get the children to use alien English while they retell the story.

**UNIT 6 LESSON 4**

**Aims**
- to introduce and practise the past continuous tense (interrupted)
- to complete a diary, using the past continuous and simple past tenses
- to finish a diary in one’s own words (speaking and writing)

**STUDY CORNER**
- Copy the sentence from the Study Corner onto the board.
- Using the children's language if necessary, explain to the children that *the boy was eating a sandwich for a long time, then a bird suddenly took it.*
- Point out that the long action is *was eating* (past continuous). The short action is *took it* (simple past). The two parts of the sentence are connected by *when*, which comes before the short action (simple past).

**Suggestions and answers**

1. **Make sentences for these pictures with the help of the given words.**
   1. Point out that a comma is not required after the first clause when the second clause begins with *when*. (See Answer 1)
   2. Point out that a comma is required after the first clause when the first clause begins with *While*. (See Answer 2)**
Sample answers
1. I was listening to some music when an alien took my Walkman.
2. While he was washing his car, a spaceship flew over his house.
3. I was waiting for the train when I saw some flashing lights.
4. While he was sitting in the park, an alien took his photo.
5. She was hanging some clothes on the line when she heard a noise.
6. While we were playing football, a spaceship landed on the football ground.

2 Complete this diary about a visit to another planet. Put the verbs into the simple past or past continuous tense.
Children work in pairs to complete the exercise.

I was sleeping under a tree when it started to rain. So I ran into the town. While I was running down the street, an alien took my photo. As the alien was taking my photo, a monster with six legs came towards me. I ran into a park and jumped into the lake. The monster could not swim. While I was swimming in the lake, a fish bit my foot!

3 Finish the diary in your own words.
1. For the last part of the diary, ask the children questions about what they can see in the pictures.
   Help them to make sentences using the two past tenses.
2. Get them to write the sentences in their notebooks.

Sample answers
1. While we were coming back to Earth, we landed on the moon.
2. We climbed some mountains and took lots of photos.
3. Then we took off again.
4. While we were flying back to Earth, we wrote our diaries and slept.

UNIT 6 LESSON 5

Aims
• to develop the children’s listening and reading skills
• to study information about the planets in the solar system
• to practise the pronunciation of the planets
• to write e-cards from space, following a model

Suggestions and answers

Additional Activity: Pronunciation
1. Start the lesson with the pronunciation of the planets. Tell the class to look at the box with the planets’ names in the box in the middle of Ex. 2. Read the script on page 107 of the Student’s Book aloud and give the children enough time to find the planet in the box and point to it.
2. Do listen-and-repeat. Read the names of the planets aloud and get the class to repeat them, starting on the top line from left to right, and continuing along the bottom line from left to right.

I Listen and write the names of the planets (in order). Find each one in the diagram below.
1. Get the children to draw a diagram in their books, showing the planets in their correct positions along a line, starting with the Sun on the left, the closest planet Mercury next to it, and the furthest planet Neptune on the extreme right of the line.
2. Draw the Sun on the board on the left and label it below. Tell the children what they have to do.
3. Dictate the text below, which is not in the Teacher’s Guide. Pause after each named planet so that the children have time to write; they can copy the spelling from their books.

Teacher’s script
The Sun is our star. Nearest to the sun is Mercury. Next comes Venus. Go a little further from the sun and you come to Earth — Planet Earth, that’s where we live! Next comes Mars and after that Jupiter. Saturn is next and after that is Uranus. Go further out into space and you come to Neptune.

Sun, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune.
2 How big are the planets? Listen and match the sizes.
1. Tell the children to look at the fruit surrounding the box with the planets' names. Go through them one by one, giving the pronunciation and getting choral and individual repetition. Get the children to look carefully at the pictures and find one grape, one raisin and one pomegranate seed. Use translation if necessary.
2. Explain that the size of the planets is compared to the size of different fruit. Read the introduction in the script on page 107 of the Student's Book.
3. Tell them what they have to do: they have to draw lines to match the fruit and the planets. Explain that some planets are the same size, and match the same fruit.
4. Do the rest of the listening activity in the usual way.
5. At the end, tell the children to find the script on page 107 and do listen-and-repeat. Get the children to read this text aloud to their parents at home, to show them what they have learnt.

3 E-cards from Outer Space. Read the e-cards and answer these questions.
Inform children that Pluto had been part of the solar system for a very long time. Based upon recent discoveries and popular opinion, Pluto is no longer considered a planet as on 2006.

1. Grandma — Mercury — hopes to be home for tea
2. Grandad — Venus — looked but didn't see the family
3. The writer — Earth — waving to everyone
4. Mum — Mars — reading her future in the stars
5. Dad and Uncle Jim — Jupiter — they like the place
6. Grandpa — Neptune — looking forward to being home

They didn't visit Saturn and Uranus

Additional activity
Get the children to choose 3 planets and to write an e-card from each one. They should use the 2-sentence formula from Ex. 3 for a model. Tell them that it is not necessary for the e-cards to rhyme.
UNIT 7 LESSON 1

Aims
• to study and practise a dialogue
• to revise and practise the use of will/shall for different functions
• to make up new dialogues

Suggestions and answers
1. Read the dialogue and answer the questions.
   1. Use the picture to present the situation. Get children to say what and who they can see, and what
   they are doing (The Bate family is having supper; they are talking about an invitation which they have
   received to Marie’s wedding).
   2. Then follow the usual procedure for a dialogue, as detailed in Unit 2 Lesson 1, Ex. 1.
   3. Point out the difference in pronunciation between Mary (the first syllable is stressed) and Marie (the
   second syllable is stressed).

Marie, Auntie Sophie’s daughter.
The whole family (the Bate family)

2. What about you? Match the replies to the requests / offers.
   1. Get individuals to read aloud all the requests and all the responses.
   2. Check/teach any new vocabulary, e.g. a lift, toast, starving.
   3. Go through the example with the class.
   4. Let the children work in pairs to do the matching exercise.
   5. Get pairs to tell their answers to the class.

   1. Will you come to supper on Friday?
      I’m sorry, I’ll be away that day.
   2. Will you keep your music low this evening?
      I promise! You won’t hear a thing!
   3. Shall I buy a present for her?
      Yes. How about something for her house?
   4. Will you buy me some sugar?
      I’m sorry, I’m not going near a shop.
   5. Would you like a lift home?
      No thanks. I’ll walk.
   6. Do your homework or I won’t let you watch TV.
      OK, OK! I’ll do it now.
   7. Shall I make some toast for you?
      Yes, please. I’m starving.

3. Make up new dialogues by replacing the words in italics in Ex. 2 with words of
   your own.
   1. Get individuals to make requests and give their responses across the class. Do this for items 1 – 7.
   2. Put the class into pairs and let them practise new requests and responses.
   3. Get them to write their new requests and responses for homework in their notebooks. Collect
      them and mark them.

Answers depend on the children.
UNIT 7 LESSON 2

Aims
• to introduce and practise vocabulary for weddings
• to complete a description of a wedding
• to develop the children’s listening skills

Suggestions and answers
1 Listen to your teacher and find the words. Then listen and repeat.
   1. It is best to give the class the vocabulary for this exercise first, then practise the pronunciation later. Use translation if necessary.
   2. Do listen and find. Read out the words/phrases from page 107 of the Student’s Book in random order, and let the children find the words and point to them.
   3. Then do listen-and-repeat, reading aloud the words/phrases in order, starting at item a).

2 Complete this description of an English wedding using the vocabulary from Ex. 1. Then listen and check your answers.
   1. Read the script on page 107 of the Student’s Book aloud. Give the children time to fill in the blanks as they listen.
   2. It is enough for the children to write down in their exercise books the letters a-h of the vocabulary from Ex. 1, like this: 1g; 2d. Then, after checking, they can write out the paragraph, including the new vocabulary, in class or for homework.

3 Auntie Sophie ordered some wedding invitations. Here she is talking to the printer. Listen to the dialogue and correct the mistakes.
   The full script is on page 107-108 of the Student’s Book.

UNIT 7 LESSON 3

Aims
• to develop the children’s reading skills
• to practise an oral summary of a story
• to chat about personal experiences

Suggestions and answers
1 Look at the pictures and discuss what you think happened in the story.
   1. Tell the children to look at the pictures on pages 36 - 37.
   2. Help them to tell you that it’s a story about a wedding.
   3. Get the children to look at each picture in turn and ask them questions about it, e.g. Who is getting married in the top picture? What is she wearing? Who is doing her hair? Do not correct language mistakes here.
   4. Make sure that the children observe certain things in the pictures, e.g. Jonathan, the bridegroom, is wearing a red shirt while his friend Marcus is wearing a blue shirt. On page 37, there are people waiting outside the church in the upper picture; there is nobody waiting outside the church in the lower picture. The church in the upper picture has a spire, but the church in the lower picture has a tower.
   5. While you are doing this, teach the children some words that they will need for the reading: a flood, guests. Get the class to repeat these words.

Answers depend on the children.

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

The wedding was at the church in King’s Road.
Marcus went to the church in King’s Street.
3 Answer the questions.
1. Help individuals to read the questions aloud. Check that that class understands the questions.
2. Put the children into pairs to help each other to read the story again and write the answers in their notebooks. Help them where necessary.
3. Ask pairs to answer questions aloud.

1. He noticed the bad weather when he was driving home.
2. At the hotel.
3. Because there was a flood.
4. Near the hotel.
5. Because it was raining so hard.
6. Because he was in the church.
7. Because he had gone to the wrong church.

4 Cover the text. Look at the pictures and tell the story in your own words.
1. Get the class to tell you the names of all the people in the story. Write them on the board.
2. Get the children to tell you the story in their own words while looking at the pictures.
3. Then put the children into pairs. They look at the pictures and tell the story in their own words. Go around and help if necessary. They should not refer to the text if they get stuck, otherwise they will start reading and stop talking.

5 What about you? Have you ever gone to the wrong place? Have you ever forgotten anything? Share your experience with the class.
1. Show the children what to do by telling them two stories about yourself. If you cannot think of suitable and simple stories, invent them, e.g. Last month I arranged to meet a friend for coffee on Saturday morning at 11.00. I arrived at the cafe on time, went upstairs, sat at a table, ordered a coffee and waited for my friend. She didn’t come. I tried to ring her using my mobile, but my mobile wasn’t working. After 20 minutes I went downstairs and saw my friend sitting at a table. She didn’t know that there was an upstairs floor at the caféd!
2. Tell a second story about a time when you forgot something important.
3. Ask children to put up their hand if they can think of a similar experience that happened to them.
4. Let some children tell their stories. Do not correct language mistakes here, but help them if they can’t think of a word. Ask a few questions. Praise good narrative skills.

UNIT 7 LESSON 4

Aims
• to study the past continuous (simultaneous)
• to describe scenes at a wedding (past continuous simultaneous)
• to discuss the topic of weddings in Pakistan
• to write about a Pakistani wedding, answering guide questions

Preparation before the class
If possible, bring into the class large pictures of a Pakistani wedding from a magazine. Alternatively, personal photos may be suitable.

Suggestions and answers
1 Describe the picture. What is happening at the wedding?
1. Tell the children to look carefully at the picture and to tell you what they can see. They should use there is/are and the present continuous; they will get the opportunity to practise the past continuous in Ex. 3.
2. They can describe the car in the picture, but it does not form part of the story.

Auntie Sophie is drinking a glass of fruit juice.
Uncle Stewart is making a speech.
Jonathan and Marie are listening to the speech.
Marcus is taking photos.
Two birds are eating the rest of the cakes.
Two children are playing in the pond.
Two boys are sliding down the roof of the tent.
Uncle Stewart’s car is running into the street.

2 Listen to your teacher and point to the right scenes in the picture.
1. Do a brief listening activity using the script on page 108 of the Student’s Book.
2. Read the sentences aloud and give the children time to point to the activities.
3. See if the children can notice that the sentences being read aloud are in the past continuous tense.

STUDY CORNER

• Write the sentence from the box on the board. Explain that both the actions were happening together at the same time. Revise the spelling of the -ing form of the two verbs.

3 Write at least 8 similar sentences in the past continuous.
1. This exercise follows on from the Study Corner.
2. Get individuals to make sentences about the wedding scene in Ex. 1, using the same sentence structure as in the Study Corner.
3. Get the children to write their sentences in their notebooks either in class or for homework.

Answers depend on the children.

4 Discuss: What are weddings like in Pakistan?
Get the children to chat about weddings in Pakistan. Do not correct language mistakes here. Have the discussion in the simple present tense; the children will have the opportunity to talk and write about weddings in the simple past and past continuous in Ex. 5.

5 Answer the following questions about a Pakistani wedding that you attended.
Get the children to chat about a wedding in Pakistan that they attended. You can correct language mistakes here as the children will go on to write about their experience at the wedding. Get the children to describe their weddings using the simple past and past continuous.

Additional activities
Spelling patterns for homework: -ship, -hood
Check/Teach the meaning of these words in class. Get the children to learn them for homework. Test them the next day.
Suffixes + -ship
championship, friendship, membership, partnership, spaceship
Suffixes + -hood
babyhood, boyhood, childhood, brotherhood, neighbourhood

UNIT 7 LESSON 5

Aims
• to introduce the format of a written invitation
• to study and practise common functions for invitations
• to write, accept and refuse invitations to a birthday party

Suggestions and answers

1 Complete the invitation.
1. It is sufficient at this level for children to write simple invitations in simple English. Writing invitations is a skill which can be practised again and extended at secondary level.
2. Read aloud the incomplete invitation to the class, without filling in the blanks.
3. Let the children work in pairs to complete their invitations.
4. Go through the answers, accept alternatives and explain why wrong answers are wrong.

Dear Judy,
I’m having a birthday party on 5th December.
Please will you come?
The party will be at my house.
It will start at 5 p.m. and finish at 8 p.m.
I hope you can come.
Love,
Sandra

2 Writing your own invitation.

Answers depend on the children.

3 Accepting an invitation. Choose the correct words to complete the letter.

1. Thank 2. would 3. am, to 4. See

4 Refusing an invitation. Put the sentences in the best order.

1. Again, it is sufficient at this level for children to refuse simple invitations in simple English. Refusing invitations is a skill which can be practised again and extended at secondary level.
2. Read aloud all parts of Ex. 4 to the class, as they appear in the book.
3. Let the children work in pairs to number the sentences in the correct order.
4. Go through the answers. Explain that refusing invitations follows a similar pattern, i.e. thanking (e), refusing (c), giving a reason (b), sending good wishes for the party (d), looking forward to meeting soon (a).

(The order of sentences (a) and (d) can be reversed.)

Dear Sandra,
e Thank you very much for inviting me to your birthday party.
c But I’m very sorry, I can’t come. (Better: I’m very sorry, but I can’t come.)
b I’m going to be away that weekend.
a See you soon.
d Hope you have a wonderful party!
Best wishes,
Robert
UNIT 8 LESSON 1

Aims
• to study and practise a dialogue
• to revise requests
• to revise and practise phrases with make/do
• to develop the children’s speaking skills

Suggestions and answers
1. Read the dialogue and choose the correct answer.
   1. Use the picture to present the situation. Get children to say what and who they can see, and what they are doing (Imran is standing in the doorway and talking to Grandpa, who is doing the crossword puzzle in the newspaper).
   2. Follow the usual procedure for a dialogue, as detailed in Unit 2 Lesson 1, Ex. 1.
   Grandpa doesn’t want Imran’s help.

2. Write ‘make’ or ‘do’. The dialogue may help you.
   Discuss the answers with the children before they write in their books.
   1. do a crossword 4. do my best 7. make tea
   2. do anything 5. make a suggestion 8. do something else
   3. make a mistake 6. do nothing 9. make an excuse

3. How many of these things can you do or make?
   1. Get the children to ask each other these questions across the class. However, they don’t mark their books yet.
   2. Get the children to work individually; they mark their books, putting a cross if they can’t do a particular thing, and putting a tick if they can do it.

Answers depend on the children.

4. Talk about your partner.
   1. Get all the children to swap their books with their partners.
   2. Get individuals to tell the class about their partner, as shown in the example.

UNIT 8 LESSON 2

Aims
• to introduce and practise adjectives for abilities
• to study the formation of adjective endings -ic -al
• to revise and practise degrees of ability
• to develop the children’s speaking skills

Suggestions and answers
1. Words inside words. ... Look at the adjectives in b) and find the hidden nouns in them with the help of the words in a).
   sport — sporty; art — artistic; music — musical; fun — funny; athlete — athletic

2. Use the adjectives in Ex. 1 b) to complete these sentences.
   1. athletic 2. artistic 3. musical 4. sporty 5. funny
3 Use the adjectives in Ex. 1 b) in sentences of your own.
Simple sentences with the verb to be are enough to practise meaning, e.g. My father is musical. I'm not very sporty.
Answers depend on the children.

4 Complete the table. Use the choices given in the box.
1. Go through the table with the children. Point out that the phrases in the box are on a scale from very good on the left to very poor on the right.
2. Point out that we say (informal): ‘She's OK at running.’ We write (formal): She's quite good at running. / She can run.
3. Get the children to fill in the box for themselves first: they write phrases from the box on the lines of the table.
4. Point out that we use a general question to ask about abilities: Are you good at …?
5. Demonstrate how to question one’s partner and write down the answers.
   (a) Get Child A to ask Child B a question e.g. Are you good at art?
   (b) Get Child A to reply.
   (c) Make sure that Child A pauses to note Child B’s answer on the table in the column Your friend.
6. After demonstrating this with several pairs of students, put the children into pairs and let them ask each other and record their partner’s answers.

5 Tell the class what you and your friend are good at.
Invite children to tell the class about themselves and their partner, e.g. I'm average at art, but Imran says he's very good (at it).

Additional activity
Present these common spelling patterns on the board. Check the meanings with the class.
Get individuals to make short simple sentences as they did for Ex. 3.
Get the children to learn these words for homework. Give a spelling test the following day.

- ing interesting, frightening
- ic artistic, magic
- ful beautiful, wonderful
- al musical, comical
- y funny, pretty

UNIT 8 LESSON 3

Aims
• to develop the children’s reading skills
• to introduce and practise vocabulary for abilities
• to talk about young gifted people

Suggestions and answers
1 Read the texts about a musician, a young university student and a chess player.
2 Choose a title for each text.
   1. Combine these two exercises. This will give the children a task for the first reading.
   2. Follow the standard procedure for a Lesson 3 Reading activity as detailed in Unit 1, Lesson 3, Ex. 1.

   | Text 1 + title 2 | Text 2 + title 3 | Text 3 + title 1 |
---|---|---|---|

3 Read Ex. 1 again and answer these questions.
Follow procedure as in Unit 1, Lesson 3, Ex. 3.

1. Jennifer
2. Greg
3. Greg
4. Jennifer
5. Salem
6. Jennifer
7. Jennifer

4 Complete the sentences with words from Ex. 1.
Let the children work in pairs and complete the sentences. Check the answers with the class.

   | 1. nervous | 2. managed | 3. spot | 4. gift |
---|---|---|---|---|
5. hurt | 6. brightest | 7. memory | |
5 What about you? Discuss these questions in the class.
Encourage children to share their ideas in class.

Additional activity
Bring into class a magazine/newspaper article about a young person who has exceptional abilities. If possible, choose a local boy or girl. Alternatively, search the Internet.
Get the class to ask you questions about the young person.

UNIT 8 LESSON 4

Aims
• to develop the children’s listening skills
• to introduce and practise the use of could for past abilities
• to write about the past abilities of oneself and a friend

Suggestions and answers
1 Listen to your teacher talk about the special abilities of four young people.
Match the information in the table.
1. Read the rubric and explain the task. The children have to match the person on the left to the activity in the middle column, and write the age in the right-hand column.
2. Get the children to look at the example. Explain that they should write the age of the person on the same line as the activity. If you prefer, you can get the children to copy the table into their notebooks before they do the listening exercise.
3. Read the script on page 108 of the Student’s Book aloud. Give the children time to do the activity as you read out the descriptions.
See the answers for Ex. 2.

2 Write complete sentences about the information that you have matched in the table above.
Put the children in pairs and get them to frame sentences. Check that the sentences are grammatically correct.

Sample answers
Mariam could use a computer when she was five. She could search the Internet when she was six.
Imran could swim when he was four. He could dive when he was six.
Saira could read Urdu and English when she was four. She could write English when she was five.
Fahad could ride a donkey when he was four. He could ride a horse when he was seven.

3 Make questions from the given phrases. Answer them as shown in the box.
1. Get the children to practise the question form first. Get choral and individual repetition of the Example question, and practise the questions with items 1-6, e.g. Could you swim when you were 7 years old? Help the children to ask the same question with different ages, e.g. Could you swim when you were 5 years old?
2. Explain, with translation if necessary, the different answer forms.
3. Get individuals to ask and answer questions across the class. Do this several times.
4. Put the children into pairs to ask and answer questions. Go round and help as necessary.

The questions depend on the children.

4 Write about a friend and yourself.
1. First, do this orally. Get several children to report to the class their answers from Ex. 3.
2. Then they can write their sentences in their notebooks in class or for homework. Abler children can write more than four sentences, and can expand their answers too to give extra details.

The answers depend on the children.
**Additional activities**

Spelling patterns for homework: -al
Check/Teach the meaning of these words in class. Get the children to learn them for homework. Test them the next day.
Suffix + -al
accidental, animal, chemical, final, local, magical, medical, musical, national, personal

**UNIT 8 LESSON 5**

**Aims**
- to develop the children’s reading skills
- to study and learn a poem about a young person
- to write a poem about a young person

**Suggestions and answers**

1. **Read the poem.**
   
   Write these comprehension questions on the board at the beginning.
   
   What couldn’t the boy do at the beginning?
   
   What could he do at the end?

   The boy couldn’t whistle at the beginning. He could whistle at the end.

2. **Is this good news or bad news for the poet?**
   
   1. good news  
   2. bad news  
   3. bad news

3. **Read the sentences about the poet’s brother. Write ‘T’ for true, and ‘F’ for false.**
   
   1. T  
   2. F  
   3. F  
   4. F  
   5. T  
   6. F

**Additional activity**

Get the children to write an 8-line poem like the model in Ex. 1.

The first verse (4 lines) should be similar to verse 2 and should show what the boy/girl couldn’t do at the beginning. The second verse (4 lines) should be similar to verse 3 and should show what the boy/girl could do at the end.

Prepare for this in class. Ask the class to suggest different activities, e.g. scoring a basket in basketball, playing the guitar, doing a handstand. Write these suggestions on the board.

For each of the suggested topics, ask for things that happened at the beginning and things that happened at the end.

The final table could look like this:

<table>
<thead>
<tr>
<th>Scoring a basket</th>
<th>Playing the guitar</th>
<th>Doing a handstand</th>
</tr>
</thead>
<tbody>
<tr>
<td>threw it too hard</td>
<td>didn’t tune the strings</td>
<td>fell over</td>
</tr>
<tr>
<td>threw it too gently</td>
<td>dropped the guitar</td>
<td>broke an arm</td>
</tr>
<tr>
<td>fell over</td>
<td>broke fingernails</td>
<td>broke the furniture</td>
</tr>
<tr>
<td>dropped the ball</td>
<td>sang out of tune</td>
<td></td>
</tr>
<tr>
<td>scored baskets</td>
<td>learnt a new song every day</td>
<td>went upstairs and downstairs on his/her hands</td>
</tr>
<tr>
<td>did ‘high-fives’ shouted</td>
<td>played the same song day after day</td>
<td>walked to school on his/her hands</td>
</tr>
</tbody>
</table>
UNIT 9 LESSON 1

Aims
• to study and practise a dialogue
• to revise and practise suggestions
• to develop the children’s listening and reading skills

Suggestions and answers
1 Read the dialogue.
2 Answer these questions.
   1. Combine these two exercises, so that children will have a task for the first reading.
   2. Follow the usual procedure for a dialogue, as detailed in Unit 2, Lesson 1, Ex. 1.
   3. Ask the children what they would take with them for a day out. Ask for ideas for ‘something to play with’ e.g. a football, a volleyball net, kites, a cricket bat and cricket/tennis ball.

   1. They are going to Bridgenorth.
   2. They are leaving at 9 o’clock.
   3. They are taking food, water, cold drinks, and something to play with.

3 Read this dialogue. Write your own, replacing the words in italics with those in the box below. Choose a nice place for your day out.
   1. Read the rubric and the dialogue aloud.
   2. Get a pair of children to read the dialogue aloud across the class. Get the children to read aloud the dialogue in closed pairs. They change roles and do it again.
   3. Go over the substitution phrases in the box. Get class repetition of the vocabulary if you wish.
   4. Go through the dialogue again.
   5. Ask individual children to suggest alternatives from the boxes below.
   6. Get pairs of children to have a dialogue across the class using the substitutions.

UNIT 9 LESSON 2

Aims
• to introduce and practise cardinal numbers 1000 – 10,000
• to introduce and practise ordinal numbers 32nd – 50th
• to develop the children’s listening skills
• to study and write the abbreviations for ordinal numbers 1st – 50th

Suggestions and answers
1 Listen to your teacher and fill in the spaces.
   1. Write an example on the board. Ask the children to choose the correct form of words for this example:
      55 fifty and five / fifty-five
      505 five hundred and five / five hundred five
   2. Explain that with numbers above 100, ‘and’ comes before the last number (twenty-five is one number).
   3. The full script is on page 108 of the Student’s Book.
2  Write these numbers as words. Then listen and check.
The full script is on page 108 of the Student's Book.

3  Listen and write the missing numbers. Then work out the totals and tell the class.
The full script is on page 108 of the Student’s Book.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>148</td>
<td>+ 154</td>
<td>= 302</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>6026</td>
<td>+ 307</td>
<td>= 6333</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>402</td>
<td>+ 559</td>
<td>= 961</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>3126</td>
<td>+ 475</td>
<td>= 3601</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>8169</td>
<td>+ 1831</td>
<td>= 10,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4  Say these ordinal numbers. Then write them as words.
Ensure that the children pronounce the words correctly.

first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth

5  Write the following ordinal numbers in words.

b) thirty-eighth  c) thirty-ninth  d) fortieth  e) forty-first  f) forty-second
g) forty-third  h) forty-fourth  i) forty-fifth  j) forty-sixth  k) forty-seventh
l) forty-eighth  m) forty-ninth  n) fiftieth

UNIT 9 LESSON 3

Aims
• to develop the children’s reading skills
• to order events in a narrative
• to correct false statements

Suggestions and answers
1  Cover the text and look at the pictures. Can you tell what the story is about?

Read the story and answer the questions.
Follow the standard procedure for a Lesson 3 Reading activity as detailed in Unit 1, Lesson 3, Ex. 1.

Mark found a coloured glove at the fair.
He lost it on the beach.

2  Put the sentences in the correct order.

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

3  Read the sentences. Write ‘T’ for true or ‘F’ for false. Change the false sentences to make them true.

1. F – Mark did not pay anything for the glove.
2. T
3. T
4. F – The first week was better than the second week.
5. F – Mark went swimming at the sea.
6. F – Mark took the glove off because his hand was too cold.
7. T

UNIT 9 LESSON 4

Aims
• to develop the children’s reading skills
• to discuss different endings for a story
• to write a sample ending for a story using guide words
• to write one’s own ending for a story
Suggestions and answers

1 Read the three different endings for the story in Lesson 3.
   1. Tell the children to cover the texts and look at the three pictures on page 50. Get them to tell you how they think the story ended, but do not confirm their ideas yet.
   2. Take plenty of time over this stage. Getting the children to add detail to their narratives will help them to practise their skills of oral narration.
   3. Then let them follow the three texts while you read them aloud.

2 Discuss these questions. Choose your favourite ending.
   Answers depend on the children.
   For example, in 5. for a) dialogue between Mark and Stall-keeper; for b) Mark with his friends; for c) the fisherman with his wife and children.

3 Write an ending for the story using your own ideas.
   1. Prepare beforehand for this activity in class. Develop guide phrases for each picture on the board with the help of the class. For example, the following phrases can be used for picture c):
      The next day, the monkey went to the beach.
      It took off the magic glove because ….
      Then it climbed …
      A little later, a fisherman was walking along …
      He saw the glove and picked it up.
      ‘What .............................. !’ the fisherman thought.
      He put it on. The glove fitted his hand and …
      The fisherman discovered .................................
      when he went fishing with his son.
      ‘What a .............................. !’ cried the fisherman.
      The fisherman caught lots of fish with the magic glove.

2. Allow the children to write this or their own story-ending for homework.

Additional activity
Spelling patterns for homework: -ight
Check/Teach the meaning of these words in class. Get the children to learn them for homework. Test them the next day.
Suffixes + -ight
bright, fright, height, light, night, right, sight, tight, tonight, weight

UNIT 9 LESSON 5

Aims
• to develop the children’s reading skills
• to study and learn a poem
• to study word order in a poem
• to discuss dreams and relate a dream
• to write about a personal dream

Suggestions and answers

1 Read the poem and answer the question.
   1. First get the children to tell you what they can see in the pictures and to explain what they think the boy is doing. Do not confirm their answers; instead tell the children to listen and read carefully and see if their guesses were correct.
   2. Then read the poem while the children follow silently in their books.
   3. Get children to answer the question.
      No. The writer is asleep in Verse 1, lines 3-4, Verses 2-3.
2 Read the poem again. What does the writer remember from his dreams? Put a tick next to the correct ones.

2 3 6 7 9 (the writer remembers that he heard music, but cannot remember the music)

Additional activity

Change the order of the words.

Point out to the class that some of the sentences have the word order of a poem, instead of usual word order.

Write these sentences on the board:

At home among my friends I stay  ➔  I stay.................................
All by myself I have to go  ➔  I ..................................................
Try (as) I (like) to find the way  ➔  ...........................................
I never can get back by day  ➔  ............................................

Help the children to change the word order of the sentences.

Answers to Additional activity

At home among my friends I stay  ➔  I stay at home among my friends.
All by myself I have to go  ➔  I have to go all by myself.
Try (as) I (like) to find the way  ➔  I try to find the way.
I never can get back by day  ➔  I can never get back by day.

3 What about you? How many things from Ex. 2 have you dreamt about? Tell the class about a dream that you had.

Allow the children to share their ideas in the class. They can do the task for homework.
UNIT 10 LESSON 1

1 Change the verbs in brackets to past continuous tense or simple past tense.

While we **were changing** into our wedding clothes, it **started** to rain. Marie drove to the church. When she **saw** the road was flooded, she took a different road. All the guests **were waiting** in the church while Marie **was sitting** in the car outside. Marcus forgot the rings. So I **drove** to the church while Marcus **was running/ran** back to the hotel to get them. Then he went to the wrong church and **waited** with the rings, as I **was waiting** at the right church, without the rings!

2 Choose the correct word to complete the sentences.

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

3 Listen to your teacher and complete the sentences.

The full script is on page 108 of the Student’s Book.

UNIT 10 LESSON 2

1 Read the dialogue and choose the correct word.

Grandma: Are you **doing** well at school this term, Sandra?
Sandra: I’m **doing** OK. I came third in the maths test. I only **made** five mistakes, and I can **do** a handstand and **do** crosswords.
Grandma: What else can you **do**? Can you cook?
Sandra: A little.
Grandma: Let’s **make** some pizzas for lunch.
Sandra: Can I **make** a suggestion? Why don’t you **do** the cooking, Grandma? You’re better at it than I am.
Grandma: I think you’re **making** an excuse. I know you can cook a little.
Sandra: OK Grandma! I’ll **do** my best!

2 Remove the full stops and join the sentences using ‘when’.

1. Imran could dive **when** he was six years old.
2. Sandra could swim **when** she was five years old.
3. Mariam could use a computer **when** she was five years old.
4. Fahad could ride a horse **when** he was seven years old.
5. Emma could read English books **when** she was six years old.
6. Dan could play hockey and football **when** he was nine years old.

3 Make up a dialogue with the suggestions from the box.

Answers depend on children. Check that the sentences in the dialogue are grammatically correct and make sense.
TEST 2

Preparation before the test
1. Each child will need photocopied sheets of the test on pages 97–98 of this book.
2. You will need a copy of the Record of Assessments on the inside back cover 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. could
   2. Why don’t we/Shall we
   3. Shall we
   4. Can’t we
   5. Let’s

2 Rewrite the following sentences, using the word(s) in brackets, to give the same meaning. (10 Marks)
   1. We were driving home when a spaceship landed.
   2. While he was reading in the garden, he saw a spaceship.
   3. While Stewart was making a speech, the children were playing.
   4. I could ride a horse when I was seven years old.
   5. She couldn’t swim when she was living in London.

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

4 Read the text and answer the questions in full sentences. (10 Marks)
   1. He was looking for coins in a field.
   2. His instrument showed that there were more metal things in the ground.
   3. He wanted to show the coins to the police and the museum director.
   4. They found little pieces of cloth, and the metal lock and corner pieces of the box.
   5. He received the money because he had called the museum service at once.

5 Write a description in your diary for one of the following: a) party b) a wedding c) an alien party. Join your answers to these questions. (10 Marks)
   Answers depend on the children.
UNIT 11 LESSON 1

Aims
• to study and practise a dialogue
• to revise verbs with two objects
• to develop the children’s listening and reading skills

Suggestions and answers
1 Read the story and answer the questions.
1. Follow the normal procedure for a dialogue (see suggestions for Unit 2, Lesson 1, Ex. 1).
2. Teach the meaning of kidney, have an operation, using translation if necessary.
3. To present more information about the importance of kidneys, you can turn to page 57 and read to the class the first three bullet points up to … at least one kidney.

Parveen has got a problem with her kidneys. She is going to have an operation. Her sister Zainab is going to give her one of her kidneys.

2 Answer these questions.
Follow a similar procedure as in Unit 2, Lesson 3, Ex. 2.
1. Parveen has got a problem with her kidneys.
2. Her twin sister Zainab.
3. The same age; she is Parveen’s twin.
4. They are both going to have an operation.

3 Listen to your teacher and fill in the information about Parveen on the hospital form.
1. Go over the form with the class. Explain that when you go into a hospital, you have to fill in a Patient Record Form.
2. Read the rubric aloud in order to explain the task. Explain that the children must listen to the dialogue and write the information. Get them to copy the form into their notebooks so that they will have more space to write.
3. Read the script on page 109 of the Student’s Book aloud with clear pronunciation.
4. Get the class to tell you their answers. If some children do not have the answers, read aloud that part of the script again.
5. If you wish, turn to the script on page 109. Read the script aloud again while the children follow it silently in their books.
6. Let the children practise the dialogue in pairs.

<table>
<thead>
<tr>
<th>Family name: Mumtaz</th>
<th>Address: Flat 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>First name: Parveen</td>
<td>128 Nishtar Road</td>
</tr>
<tr>
<td>Date of birth: 12th April 1996</td>
<td>Karachi 74300</td>
</tr>
<tr>
<td>Male / Female</td>
<td>Tel.No. 5259632</td>
</tr>
</tbody>
</table>

UNIT 11 LESSON 2

Aims
• to introduce and practise vocabulary for parts of the body
Suggestions and answers

1. Match the words on the right to the parts of the body.

2. Test each other. Point to a part of the body and ask your partner.

3. Complete the sentences with words from Ex. 1.

Additional activity

Play the game ‘Simon says’ with the class. Give instructions like these:

(Simon says) Touch your forehead with your wrist.
(Simon says) Touch your chin with your left hand.
(Simon says) Touch your left hip with your right hand.
(Simon says) Touch your right knee with your left ankle.
(Simon says) Touch your shoulder.

UNIT 11 LESSON 3

Aims

• to develop the children’s reading skills
• to order events in a narrative
• to read and understand factual information about kidneys
• to write a personal email

Suggestions and answers

1. Read the newspaper article and answer the question.

Two people — Parveen and her sister Zainab.
2 Put the sentences in the correct order.
1. c (because it happened in 1960)  2. d  3. b  4. f  5. a and e (at the same time)

3 Answer the questions.
1. For about 18 months.
2. No.
3. No, but it was a bit frightening at first.
4. They held up messages that Parveen could read through the window.
5. No, she can’t play sports or swim for another two months.
6. (Count the years from 1960 to the present year.)
7. Yes.

4 Read the given information about the kidneys and answer the following question.
Read aloud the bullet points that give information about the kidneys. Encourage the children to ask you questions when they don’t understand. Be prepared to use translation if necessary, e.g. waste matter, liquid, identical twin. Explain that identical twins are born when one egg splits in the mother’s body and 2 babies are born from the same egg at the same time.

They are very important. Nobody can live without at least one kidney.
Zainab is going to give her one of her kidneys.

5 Read the sentences. Write ‘T’ for true or ‘F’ for false. Change the false sentences to make them true.

6 Write an email to a friend about Parveen. Answers to the following questions will help you.
The children can do the task for homework.

Sample answer
Dear … ,
I have just visited Parveen in hospital.
She looked much better than she looked last month.
She has just had a kidney transplant operation.
Parveen’s identical sister Zainab gave Parveen one of her kidneys.
Both sisters are recovering well after their operations.
I think this is a happy story, because Zainab saved Parveen’s life.

UNIT 11 LESSON 4

Aims
• to introduce and practise verbs with two objects
• to develop the children’s reading skills
• to present and practise reflexive pronouns

Suggestions and answers
1 Make sentences from the table.
1. Tell the children to look at the table in their books. Explain that Give me the letter means the same as Give the letter to me. Do not do more explanation than this, as this will be done in Ex. 2.
2. Read out some sentences from the Sample Answers below. Pause so that the children have time to find the words and phrases as you do this.
3. Get individuals to make sentences from the table.
4. Put the class into pairs. Get them to make as many sentences as possible. Go round and help as necessary.
5. Get the children to write 5 sentences in class or for homework.
Sample answers

Tell us a story, please.                        Take him a cup of tea, please.
Read me the letter, please.                    Pass me the newspaper, please.
Lend me 10 rupees, please.                     Give them some fruit, please.
Send her an email, please.                     Bring me a book, please.

STUDY CORNER

• Write the sentences on the board. Explain the meaning of lend and borrow.
• Ask the class to change the first sentence and keep the same meaning: I lent Harry my calculator.
• Ask the class whether they can change the second sentence and keep the same meaning; they can’t!
  Explain that you cannot say I borrowed Alice a book, only I borrowed a book from Alice. Point out that
  all the verbs in the table in Ex. 1 are giving verbs, not taking verbs.

2 Rewrite these sentences so that they read differently, but mean the same.
   1. Write the first example sentence on the board. Show how the sentence is changed into the second
      one, using arrows.
   2. Go through sentences 1-4 with the class.
   3. Write the next example sentence on the board: She brought a glass of orange juice for me. Show how
      the sentence is changed into the second one, using arrows.
   4. Go through sentences 5-8 with the class.
   5. Put the children into pairs. They practise sentences 1-8 orally.
   6. Get the children to write the new sentences 1-8 in their notebooks for homework.

5 Then she played the CD to us.
6 Kashif lent his ruler to Harry.
7 Kate read her letter to them.
8 At the end of the lesson, the teacher told a story to the children.
9 Jenny served the guests some biscuits.
10 Tom wrote his grandmother a letter.
11 The shopkeeper showed the girls several toys.
12 He sold Zainab an expensive toy.

3 Write sentences for the pictures in the simple past tense using the given words.
   1. Draw simple pictures and speech bubbles on the board to present the difference between myself and
      for myself.
   2. Draw a picture of a girl holding up a dress with the speech bubble ‘I made this dress myself.’ This
      means that she made the dress and nobody else made it.
   3. Draw a picture of a girl holding up a hat with the speech bubble ‘I bought this hat for myself.’ This
      means that she bought the hat and she, not anyone else, will keep it and wear it.
   4. Go through the exercise with the class. Get the children to write the sentences for homework in
      their notebooks.

We painted the walls ourselves.                     They built a hut for themselves.
They grew the vegetables themselves.               We cooked supper for ourselves.

UNIT 11 LESSON 5

Aims
• to develop the children’s reading skills
• to study and learn a traditional poem
• to write newspaper headlines for popular fairy tales

Preparation before the class
You need to have a normal-size (A4) sheet of card of paper for each child and to cut each sheet into
five equal pieces.
You need flashcard pictures of: a fly, a spider, a bird, a cat, a dog.
Suggestions and answers

1. Read the poem and answer the question.
   1. Show the class each of your flashcards and get the class to repeat the name of the creature on it, e.g. It’s a fly. Fix the flashcards to the board.
   2. Give each child six pieces of paper or card.
   3. Get the children to draw the six creatures. Tell them to draw simple, clear ones, like your own flashcards which are on the board.
   4. Using mime, teach the verb to swallow.
   5. Tell them that they are going to hear a poem about a woman who swallowed a fly.
   6. Read the poem aloud and get the class to tell you what happened to the old lady.
   7. Tell the children to listen again and to hold up the correct picture for each verse. Say the poem again.
   8. Check that the children understand that wriggled, jiggled and wiggled all mean the same kind of movement (tell them to look inside the old lady’s stomach in the picture).
   9. Continue to read the remaining verses aloud while the children follow silently in their books.
   10. Get the children to practise saying the poem along with you. Get them to hold up their pictures at the correct points.

She swallowed a fly.
Some alternative endings: She died, of course (The ending of the traditional poem). She jumped, etc.

2. Newspaper headlines are usually in the simple present tense, are short, and often repeat the same sound.

Sample answers
   1. Answers depend on the children.
   2. Unit 1 Boy divers find treasure
      Unit 3 Wolves take in man-cub
      Unit 6 Aliens land in city
      Unit 7 The wrong church
      Unit 9 Boy says his glove was magic
UNIT 12 LESSON 1

Aims
• to study and practise a dialogue
• to revise and practise will for prediction
• to introduce and practise vocabulary for sports matches
• to revise and practise possessive pronouns

Preparation before the lesson
You need to bring into the classroom a large open-top cardboard box, a pair of sunglasses and a pair of scissors for the activity in Ex. 3.

Suggestions and answers
1 Read the dialogue and choose the correct answer.
Follow the normal procedure for a dialogue (See suggestions for Unit 2, Lesson 1, Ex. 1).
Sohail thinks his team will draw the match.

2 Complete the table with verbs from the dialogue. Write the base form and the simple past tense of the verbs.

<table>
<thead>
<tr>
<th>us / the other team</th>
<th>We ... the match.</th>
<th>We ... the other team.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 – 0</td>
<td>win / won</td>
<td>beat / beat</td>
</tr>
<tr>
<td>5 – 5</td>
<td>draw / drew</td>
<td>draw with / drew with</td>
</tr>
<tr>
<td>0 – 5</td>
<td>lose / lost</td>
<td>lose to / lost to</td>
</tr>
</tbody>
</table>

3 Which ones are yours?

STUDY CORNER
• Go through the sentences in the box and get choral and individual repetition. Point out the singular and plural forms.
1. Divide the class into two teams.
2. Give the box to Team A and let them collect things from their team and put them in the box. Make sure that they include plural nouns as well, e.g. scissors and glasses, which you can lend to the team if necessary.
3. Hand the box to Team B. Members of Team B take out objects one by one and try to find the owner, as shown in the example speech bubbles.

UNIT 12 LESSON 2

Aims
• to introduce and practise vocabulary for sports equipment
• to study and practise adjective order

Suggestions and answers
1 Look at the pictures. Which of this sports equipment is used for hockey, cricket, or both? Write ‘H’ for hockey, ‘C’ for cricket or ‘H+C’ for both. Then listen to your teacher and check your answers.
1. Get the children to chat about the games of cricket and hockey. Ask some general questions, e.g. When did you last play? Where did you play? Who did you play with? Which of the two games do you prefer? Which game are you better at?
2. Let the children work in pairs and write the letters under the pictures.
3. Read the script on page 109 of the Student’s Book and let the children check their answers. Find out if any children got 8 answers right, 7 answers right and so on.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>C</td>
<td>2.</td>
<td>H</td>
</tr>
<tr>
<td>5.</td>
<td>C</td>
<td>6.</td>
<td>H+C</td>
</tr>
</tbody>
</table>

2 Write a sentence for each sport in Ex. 1, talking about the sports equipment required to play it.

Get the children to work in pairs and write the sentences in their notebooks, while you go round and help as necessary.

**Sample answers**

Cricket players need bails, stumps, pads, a bat and ball, boots, gloves and a helmet.
Hockey players need a stick and ball and boots. A goalkeeper in hockey also needs gloves, pads and a helmet.

**STUDY CORNER**

• Write the example sentences on the board in a table as follows, and explain the rules of adjective order. Keep this table on the board for the next exercise.

<table>
<thead>
<tr>
<th>He was carrying</th>
<th>large (SIZE)</th>
<th>white (COLOUR)</th>
<th>cricket (PURPOSE)</th>
<th>pads. (NOUN)</th>
</tr>
</thead>
<tbody>
<tr>
<td>She was wearing</td>
<td>expensive (GENERAL)</td>
<td>black (COLOUR)</td>
<td>leather (MATERIAL)</td>
<td>boots. (NOUN)</td>
</tr>
</tbody>
</table>

3 Use the words in the table to make adjectival phrases.

1. Explain, with reference to the table from Study Corner, that column 1 describes ‘size’ or the object generally, column 2 describes ‘colour’, column 3 describes ‘material’ or ‘purpose’.
2. Read aloud some of the phrases from the sample answers below, slowly, so that the children can follow in their books.
3. Get individual children to make phrases from the table.
4. Finally, put the class into pairs. The children make phrases; go round and help as necessary.
5. Get the children to write at least 5 phrases from the table in their notebooks.

**Sample answers**

an expensive white cricket helmet
a large brown cricket bat
a cheap orange plastic football
a large grey tennis racket
a heavy black hockey stick

4 Write sentences in the past continuous. Put the adjectives in the correct order.

1. Go through the exercise with the class.
2. Put the children into pairs. They say each sentence and then write it in their notebooks.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>He was carrying his new white cricket pads.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>He was buying some cheap nylon football shorts.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>She was washing her new green hockey shirt.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>He was cleaning his large leather football boots.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>She was making some smart green cotton trousers.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>He was buying some new white cricket gloves.</td>
<td></td>
</tr>
</tbody>
</table>
UNIT 12 LESSON 3

Aims
• to teach vocabulary for cricket
• to develop the children’s listening and reading skills
• to introduce and practise vocabulary for sports
• to write a story about a hockey player

Suggestions and answers
1 Vocabulary. Listen and find the words. Then listen and repeat.
   1. Write the phrases for the pictures in random order on the board.
   2. Get the children to look carefully at the pictures. Get them to say what they can see and what the
      people are doing.
   3. Do listen-and-repeat with the vocabulary, in order from left to right.

2 Read the story and answer the question.
   Follow the standard procedure for a Lesson 3 Reading activity as detailed in Unit 1, Lesson 3, Ex. 1.

   In the first cricket match, Tim (the author) scored 124 runs and took 6 wickets.
   In the second match, Tim scored 231 runs, took three catches and stumped another three batsmen.

3 Read the story again and answer these questions in your notebook.
   Follow a similar procedure as in Unit 1, Lesson 3, Ex. 3.
   1. Because Tim’s team won their final match and Tim played well.
   2. A big motorbike.
   3. Sometimes life kicks you in the face.
   4. Not a lot of words.
   5. Stand close to the wicket, stand farther back from the wicket, run to the stumps while the
      batsmen are running.
   6. A runner.
   7. Because he played very well.
   8. He learnt never to feel sorry for himself.

4 Complete the sentences with words from the story.
   Put the children in pairs to complete the sentences. Check the answers later.

   1. captain 2. century 3. umpires 4. coach 5. boys 6. shot 7. catches

5 Write a similar story about a hockey player. Use the words or phrases that your
   teacher gives you.
   1. Get the children to number the paragraphs of the text in Ex. 2, 1 – 10.
   2. Do Part 1 of this writing exercise in class. Explain the task: the children are going to write a similar
      story about a hockey player.
   3. Write these phrases on the board:
      The happiest day in my life / the worst day in my life.
      I / captain / hockey team
      win / final match / score 6 goals
      next day / car / hit me / while / walk to school
   4. Ask the children which paragraphs in Ex. 3 provide the model for this writing task (Paragraphs 1-3).
   5. Help individuals to make sentences, using the guide words. When a sentence is satisfactory, get the
      class and individuals to repeat it.
   6. Get the children to write the start of the story in their notebooks.
   7. Prepare for Part 2 of the writing task, which can be done for homework, but needs preparation in
      the class.
   8. Read aloud these parts of a similar story about a hockey player.
   9. Then dictate the phrases underlined. The children must write down the phrases and the paragraph
      numbers in their notebooks. This will help them to follow the model for their story.
Paragraph 7
Get these pads on, and these gloves. You will need this helmet too.
I want you to become a goalkeeper.

Paragraph 8
Goalkeepers don’t stand in goal all the time. Sometimes they stand in the goal and sometimes they stand further out. When they need to save a goal, they run out of goal to hit the ball. Mr Imran showed me how to push off with my strong leg and keep running.

Paragraph 10
I had my best ever goalkeeping experience. No team managed to score a goal against us! We drew one match and won all the others.

UNIT 12 LESSON 4
Aims
• to practise predictions with will
• to revise and practise comparatives
• to develop the children’s listening skills

Suggestions and answers
1 Look at the pictures of the two teams. Who do you think will win?
1. Get the class to look closely at the pictures for ‘Swimming’. Get them to read aloud and repeat the speech bubbles above.
2. Get the class to look at the pictures for each sport in turn. Ask the questions in the left-hand column and invite answers from the class.
3. Put the children into pairs and get them to practise the questions and answers.

Sample answers
I think Team A will win the swimming competition. Why?
They’ve got longer arms and bigger feet.
I think Team B will win the football match. Why?
They are thinner and fitter.
I think Team A will win the cycling race. Why?
They have stronger legs.
I think Team A will win the basketball match. Why?
They are taller and thinner.
I think Team B will win the gym competition. Why?
They are stronger and train harder.
I think Team A will win the 400 metres race. Why?
They have longer legs and run faster.

2 Listen to your teacher and tick the correct answers.
1. Explain that the children must listen to a dialogue about a match and tick the right answers. Point out that one question has 2 correct answers.
2. Read the script on page 109 of the Student’s Book aloud with clear pronunciation.
3. Get the class to tell you their answers. There are some ‘false answers’ in the script. If children get the wrong answers, read that part of the script again. Emphasize important words like hope, which is not the same as think.
4. At the end, tell the children to turn to the script on page 109. Read the script while the children follow silently in their books. Then do listen-and-repeat. Then put the children into pairs and let them practise the dialogue.

1. c 2. c 3. a and b 4. c

Additional activities
Spelling patterns for homework: -ment
Check/Teach the meaning of these words in class. Get the children to learn them for homework. Test them the next day.
Suffixes + ment
agreement, equipment, experiment, government, improvement, instrument, measurement, movement, payment, punishment
UNIT 12 LESSON 5

Aims
• to develop the children’s writing skills
• to discuss memories in preparation to writing
• to practise writing autobiographical paragraphs

Suggestions and answers
Teach the new words biography and autobiography. Talk about the differences between the two. For example, the writer of an autobiography can talk about her/his own feelings very easily.

1 Change the verbs in brackets to the simple past tense.

My happiest memories: did, gave
My saddest memories: could, went, had

2 Write similar sentences for the ages of 6, 8 and 10 in your notebook.

Answers depend on the children.

3 Use the past tense of the verbs in brackets to complete these memories.

Go through the exercise with the class. Then get the children to copy out the complete paragraphs in their notebooks.

The happiest day of my life: played, tried, scored, won
The worst day of my life: got, could, found, became

4 Tell the class about your answers to these questions.

1. This exercise is important preparation for the writing task in Ex. 5.
2. Spend enough time on this exercise and give the children enough opportunity to talk about their own experiences.

5 Write about two experiences of your own. Use the phrases in italics from Ex. 3.

1. Tell the children to write about a competition or match in ‘The happiest day of my life’ as this practises match vocabulary and comparatives which the class studied in this unit.
2. Tell the children to write about a personal experience in ‘The worst day of my life’. This encourages them to write about their feelings and to use vocabulary like worried, upset, sad, etc. which they have studied.
UNIT 13 LESSON 1

Aims
• to read an introduction to a story
• to develop the children’s listening and reading skills
• to present and practise too + ADJECTIVE to

Suggestions and answers
1. Listen to the Introduction. Then read the letter and choose the correct answer.
   1. Introduce the topic of the unit by asking the children if they know about the book called Alice’s Adventures in Wonderland, often shortened to Alice in Wonderland. Ask the children how much they know and what happens in the story. This will show you how fast or how slow you should go when dealing with the story.
   2. Get the children to look carefully at the picture and say what they can see. Ask questions, e.g. Who is the girl in the boat? Where are they? What season of the year is it? What are the two men doing?
   3. Then read the Introduction on page 109 of the Student’s Book.
   4. Deal with the text (a letter from Alice to her son, written when Alice was much older). Note that ‘Mr D’ is short for Mr Dodgson.

Alice listened to a story during a picnic.

2. Read the letter again and answer the questions.
   1. 5, 3 children and two teachers.
   2. He was telling a story.
   3. It started with a white rabbit.
   4. In the boat and under some trees.
   5. We do not know from the text whether he finished the story during the picnic. However, later he finished the story because he wrote it all down.
   6. Alice.

STUDY CORNER
• Read the sentences aloud. Point out the idea of impossibility:
  She was not well enough to go and didn’t go.
  He was too sleepy to finish and didn’t finish.

3. Write two sentences about each picture, one with too … to and one with not … enough to.

Get the children to look carefully at the pictures. Ask questions about each one and get the children to tell you what they can see and what the people are doing.

Sample answers
1. She was too slow to catch the bus. She wasn’t fast enough to catch the bus.
2. She isn’t tall enough to reach the bag on the luggage rack. She is too short to reach the bag on the luggage rack.
3. They are too weak to lift the picture. They are not strong enough to lift the picture.
4. He was too frightened to ride the horse. He was not brave enough to ride the horse.
UNIT 13 LESSON 2

Aims
• to introduce and practise phrasal verbs (inseparable)
• to develop the children’s listening skills
• to study and practise adjectives beginning with in- / im- / un-

Suggestions and answers
1 Match the sentences to the pictures.
1. Note that the meaning of the phrasal verbs cannot be deduced from the combination of verb and particle. Therefore it is essential that the children understand the meaning of each phrasal verb from the situation.
2. Read all the sentences aloud. Then read the first sentence and get the class to find a matching picture. Then read aloud the sentence again and explain the meaning, e.g. by asking concept questions: Let’s call on Grandpa. Are we going to visit him? (yes) Is he expecting us? (no)

Answers are clear from the pictures.

STUDY CORNER
• Read aloud the first sentence, which is correct. Do not read aloud the second sentence, which is incorrect. Point out that the verb and particle must be together, not separated.

2 Complete these sentences in the past tense, using the given phrasal verbs.
1. called on 2. took up 3. broke into 4. looked after
5. got over 6. came across 7. kept to

3 Adjectives beginning with in- / im- / un-
Use the dictionary to check the meaning of the words in the box. Sort them into three groups as shown below and use them in sentences of your own.
in-: informal, incomplete, inexpensive, incorrect
im-: impatient, imperfect, impossible, impolite,
un-: unfriendly, uncertain, unhappy, unpopular,

UNIT 13 LESSON 3

Aims
• to develop the children’s reading skills
• to do a dictation and insert speech marks into a dialogue
• to chat about personal dreams

Suggestions and answers
1 Read the story and choose the correct answer.
Follow the standard procedure for a Lesson 3 Reading activity as detailed in Unit 1, Lesson 3, Ex. 1.

Alice grew smaller very quickly.

2 In which picture …?
Follow procedure as in Unit 1, Lesson 3, Ex. 2.

a) 4 b) 1 c) 3 d) 2

3 Read the story again and answer these questions.
1. A little gold key.
2. A small door that was about 40 centimetres high.
3. Yes.
4. On the little glass table.
5. It tasted like chocolate and oranges and hot sweet coffee.
6. She was very small; only twenty-five centimetres high.
7. (Answers depend on the children.)
4 Close your books. Listen to your teacher and write Alice’s words with the correct punctuation.
1. Spend some time on the example. Write it on the board, without capital letters and without punctuation, like this: how will i ever get out again
2. Get children to come up and add, progressively, capital letters, a question mark, and finally speech marks. Point out that the final speech mark must come after the question mark.
3. Dictate the sentences in the script on page 109 of the Student’s Book, pausing after each one so that the children have time to write.
4. Do not correct them immediately. Instead, put the children into pairs and get them to check their work together, paying particular attention to the speech marks.
5. Write a sentence on the board, without speech marks. Then get a child to come up and add the speech marks in the correct places. Repeat this procedure for the remaining sentences.

5 What about you? Have you ever dreamt of being very big or very small? Of flying or falling? What happened and how did you feel?
1. Get the children to chat about their answers to these questions. Do not correct language mistakes here.
2. In addition, you can ask these questions: If you found a bottle that looked strange, would you drink it? If you found something to eat that looked strange, would you eat it? Balance the discussion between Alice’s sense of adventure and the need to be careful with unknown things to eat and drink.

UNIT 13 LESSON 4

Aims
• to revise and practise not enough and too much/many + NOUNS
• to develop the children’s listening skills
• to practise the use of the

Suggestions and answers
1 Mrs Loony is preparing a strange tea party. Listen and complete her list of things to do.
1. Prepare for the idea of a strange tea party by getting the children to look briefly at the picture in Ex 2. Ask a few questions, e.g. These people are coming to a strange tea party. Are there a lot of people or just a few? Are there a lot of teapots on the table or just a few? Are there a lot of bottles of cola on the shelves, or just a few? Explain: It’s a very strange tea party.
2. Read the rubric and introduction aloud in order to explain the task.
3. Explain that the children must listen to Mrs Loony and write the numbers next to the food and drink. Check again the pronunciation and meaning of the familiar word guests.
4. Read the script on pages 109-110 of the Student’s Book aloud with clear pronunciation.
5. Get the class to tell you their answers. If some children do not have the answers, read aloud that part of the script again.
6. If you wish, turn to the script on page 110. Read the script aloud again while the children follow it silently in their books.
7. Encourage the children to read this script aloud at home to their parents.

<table>
<thead>
<tr>
<th>A Strange Tea Party</th>
<th>Number of guests: 80</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buy:</td>
<td></td>
</tr>
<tr>
<td>a) 220 Cartons of juice</td>
<td>d) 39 Packets of tea</td>
</tr>
<tr>
<td>b) 1350 Bottles of cola</td>
<td>e) 13 Packets of sugar</td>
</tr>
<tr>
<td>c) 2 Bottles of milk</td>
<td></td>
</tr>
<tr>
<td>Make:</td>
<td></td>
</tr>
<tr>
<td>a) 4 Sandwiches</td>
<td></td>
</tr>
<tr>
<td>b) 906 Little cakes</td>
<td></td>
</tr>
<tr>
<td>c) 900 Biscuits</td>
<td></td>
</tr>
</tbody>
</table>

2 Look at the picture. Tick the sentences that you think the guests will say at the party. Write some more sentences about the party in your own words.
1. Get the children to work in pairs; they read the sentences and tick boxes.
2. Get pairs to tell the class the answers.
Sample answers
1 5 6 7
There are too many plates.
There aren't enough cups.
There aren't enough chairs.
There aren't enough tables.

3 Complete these sentences.
Take this opportunity to remind the class of common quantities of food. Write on a split-board:

<table>
<thead>
<tr>
<th>Something small</th>
<th>A piece of something large</th>
</tr>
</thead>
<tbody>
<tr>
<td>a chocolate</td>
<td>a piece of chocolate</td>
</tr>
<tr>
<td>a little cake</td>
<td>a piece of cake</td>
</tr>
</tbody>
</table>

Then get the children to complete the sentences.
1. Mrs Loony bought too many bottles of cola.
2. Mrs Loony bought too much tea.
3. Mrs Loony didn’t buy enough milk.
4. Mrs Loony didn’t buy enough bottles of milk.
5. Mrs Loony made too many biscuits and little cakes.
6. Mrs Loony didn’t make enough sandwiches.

UNIT 13 LESSON 5

Aims
• to develop the children’s listening and reading skills
• to study a back cover of a story book
• to write a back cover for ‘Alice’.

Preparation before the class
Bring into the classroom a copy of a simplified reader that you can show the class when you do Ex. 3. Try to find one which has a back cover which includes a quotation from the story and a summary of it.

Suggestions and answers
1 Read Part 2 of Alice’s story and choose the correct words.
1. Start the lesson by asking the children to give a) an introduction to the story, from Lesson 1 b) an oral summary of the story in Lesson 3. They can look at the pictures in these lessons, but should not read any of the texts.
2. Follow the usual procedure for a reading text. See Unit 1, Lesson 3.

Alice ate the cake and grew bigger.
Alice didn’t manage to get into the garden.

2 Read the story again. Mark these sentences true (T) or false (F). Change the false sentences to make them true.

3 The back cover of a book can have two paragraphs. Listen and complete this paragraph from the back cover of the book ‘Matt Doolin’. Then listen again and check your answers.
1. Let the children read through the book cover text and think of alternatives. Explain to the class that a book cover can be in the simple present.
2. Do not confirm their answers. Read the text on page 110 of the Student’s Book aloud and let them check their answers.

Matt is fifteen and is leaving school in a few weeks’ time. He wants to work with animals, and would like to get a job on a farm. But his parents say he’s too young to leave home and that he must stay in the town and get a job in ship-building, like his father.

4 Create a back cover for ‘ALICE’. Choose a paragraph to quote from Part 1 or Part 2 of the story. Answer these questions to make the second paragraph.

Abler children can expand their answers and write more detail than provided in the sample answer.

**Sample answer**

Alice follows a white rabbit down a rabbit hole and ends up in a strange world.
When she eats a small cake she grows bigger and bigger.
But when she drinks from a bottle she becomes smaller and smaller.
She finds a small door into a beautiful garden but can’t go through because she has grown too big.
Things become stranger and stranger in Alice’s Wonderland.
UNIT 14 LESSON 1

Aims
• to revise and practise weights and heights for people
• to revise and practise comparatives
• to introduce and practise comparatives with (not) as … as / almost as … as
• to compare physical differences in the class

Suggestions and answers
1 Complete the table. Ask your partner questions to complete their part.
1. Read aloud the questions and teach the pronunciation of height and weight. Get choral and individual repetition of the questions.
2. Demonstrate the activity by asking questions to several individuals in the class. As they reply to your questions, get them to write down their answers in the ‘You’ column.
3. Get all the children to complete the ‘You’ column.
4. Get several children to ask their partners the same questions. As they get replies to their questions, get them to write down the answers in the ‘Your Partner’ column.
5. Put the class into pairs. They ask each other questions and write down the answers in the ‘Your Partner’ column.

Answers depend on the children.

2 Check and tick.
1. For this exercise, a certain amount of physical activity is involved.
2. Read the questions aloud and teach the new phrase hand span (the distance between the outstretched thumb and little finger.)
3. Demonstrate with a child. Read the first question aloud and measure your hand spans together. Yours is likely to be the wider! Get the child to tick the Your partner box.
4. Check the answers to the other questions, e.g. by placing your feet side by side for the question Who has bigger feet?, and by standing back-to-back for the question Who is taller?. Get the child to tick the Your partner box for these two questions.
5. The child may have longer hair than the teacher, in which case she/he ticks the You box.
6. Put the class into pairs. They read the questions, measure, and tick the boxes.

Answers depend on the children.

3 Now share with the class the information that you have collected.
1. Get children to read aloud the speech bubbles and get choral and individual repetition.
2. Get pairs to report the information that they have noted to the class.
3. Get the children to write 7 sentences reporting the results from Exercises 1 and 2.

Answers depend on the children.

STUDY CORNER
• Use the board to teach the meanings for the 3 sentences. Write the 3 sentences on the board.
• Read the first sentence aloud. Ask Which animal is bigger? (the horse). Draw a box around the horse. Get choral and individual repetition of the sentence.
• Read the second sentence aloud. Ask Which animal is bigger? (the elephant). Draw a box around the elephant. Get choral and individual repetition of the sentence.
• Read the third sentence aloud. Ask Which animal is bigger? (the zebra; it depends on the size of the horse and the zebra, of course, but this is grammar not zoology). Draw a box around the zebra. Ask Is the zebra a lot bigger than the horse, or a little bigger than the horse? (a little bigger) Get choral and individual repetition of the sentence.
4 Talk about other students.
1. Get children to practise the (not/ almost) as ... as comparative forms. They make true statements to the class about their partners and classmates.
2. Turn this into a team game. Ask Team A to make a statement; they gain a point if the sentence is correct and the information is true. Team B can get a bonus point if they can correct Team A’s incorrect statement.
3. Then Team B makes a statement.
4. Remember to avoid comparisons which might cause embarrassment to children who are larger/heavier than average or shorter than average.
5. Get the children to write at least 5 sentences for homework using the (not/ almost) as ... as comparative forms.

UNIT 14 LESSON 2

Aims
• to revise and practise plural nouns ending in –os / -oes
• to complete stories with singular and plural nouns

Suggestions and answers
1 Choose and write the correct word for each picture.
Accept the different pronunciations for tomato. Check the correct pronunciation for mosquito; k as in mosque, not kw as in quick.

1. buffalo 2. mosquito 3. radio 4. piano
5. volcano 6. tornado 7. tomato 8. potato

2 Match the plural nouns below with the singular nouns from Ex. 1. Write them in pairs in your notebooks.
Note that the plural forms mosquitos, tornados, volcanos are also correct.
For the sake of consistency, we suggest that the –os plural form is taught only for pianos and radios.

The answers are clear in the Student’s Book.

3 Complete the stories with singular and plural nouns from Ex. 2.

1. The boys were digging up potatoes in a field half-way up the side of the volcano. In the evening, they stopped work and put the bags of potatoes in the buffalo cart. Then they started down the hill to their farm.
   Half-way down the hill, the buffalo smelt the air noisily. Then it started to walk faster. The boys looked up. Clouds of smoke were coming out of the top of the volcano.
2. Dorothy was cooking and listening to the radio in her aunt’s kitchen. That morning there was a concert of piano music. Dorothy was cutting tomatoes for a salad.
   Aunt Emily had a headache. She was lying in her bedroom under the mosquito net. Just then, the music stopped and an announcement came on the radio: ‘In the State of Kansas there is a tornado warning. Everybody must go down to their cellar at once.’

UNIT 14 LESSON 3

Aims
• to develop the children’s reading skills
• to write notes from a reading text
• to study ways of describing animals
Suggestions and answers

1 Read and answer the question.
1. Get the class to look at the photos of the 3 bears carefully. Read the question for this exercise. Get the children to chat briefly about the pictures, what they can see, where the bears are and what they are doing. Do not confirm any information while they are doing this.
2. If possible, get the names of the 3 bears from the children. Write them at the heads of 3 columns on the board, like this:

<table>
<thead>
<tr>
<th>Polar bear</th>
<th>Grizzly bear</th>
<th>Panda</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you know?</td>
<td>What do you know?</td>
<td>What do you know?</td>
</tr>
<tr>
<td>It lives near the North Pole.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are you not sure about?</td>
<td>What are you not sure about?</td>
<td>What are you not sure about?</td>
</tr>
<tr>
<td>Does it live near the South Pole?</td>
<td>What does it eat?</td>
<td></td>
</tr>
</tbody>
</table>

3. Get the children to tell you what they know about these 3 different kinds of bears. Write this information in the top sections of the columns, as in the example. Do not confirm this information yet.
4. Ask the class what they would like to know about these bears. Write their questions in the bottom sections of the columns, as in the example.
5. Tell the children that you are going to read them a text about these 3 kinds of bears. Read the text aloud while the children follow in their books.
6. At the end of the reading, get the children to answer the question for Ex. 1.
7. Then refer to the table which you drew on the board. Ask: What information have we found out? Have we found the answers to any of our questions? Encourage the children to, first, refer to the sentence/question on the board, second, identify and read aloud the relevant sentence from the text.

The polar bear lives near the North Pole.
The grizzly bear lives in the western parts of Canada and the United States.
The panda lives in China.

2 Complete the information box.
1. Go through the information box with the class. Explain that they should guess some of the answers.
2. Get them to copy the table into their notebooks so that they have more space to write.
3. Let the children work in pairs. They read the text again, searching for the information that they need to complete the box. While they are doing this, you can copy the table onto the board.
4. Get answers from pairs and write this information on the box on the board. As you do this, check with the rest of the class whether it is correct. Where guesses are involved, ask for several guesses, write them on the board and agree the best guesses with the class.

<table>
<thead>
<tr>
<th>Facts</th>
<th>Polar bear</th>
<th>Grizzly bear</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lives …</td>
<td>near the North Pole</td>
<td>in the western parts of Canada and the United States</td>
</tr>
<tr>
<td>Lives for … years.</td>
<td>30 – 40</td>
<td>about 20 years</td>
</tr>
<tr>
<td>Weight of male (kilos)</td>
<td>445 kilos</td>
<td>345</td>
</tr>
<tr>
<td>Weight of female (kilos)</td>
<td>223 kilos (half the size)</td>
<td>270 (a guess)</td>
</tr>
<tr>
<td>(Make a guess)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eats …</td>
<td>seals</td>
<td>animals, fish, grasses, leaves, insects, nuts, berries</td>
</tr>
</tbody>
</table>
STUDY CORNER

• Get children to read the sentences from the Study Corner. Get choral and individual repetition.
• Explain that these are ways of making general comments about animals. Do not attempt to explain
  the differences between them, as this will come later in the Oxford Progressive English course.

3 Read the joke. What did the boy with trainers want to do?
1. First get the class to look at the picture of the bear and the two boys in Ex. 4. Ask them to say
   what they can see and what they think is happening.
2. Take this opportunity to explain words that the children will come across in the story, e.g. ranger,
   wide open space.
3. Read the story aloud. Get the children to answer the question.
4. Get them to practise telling the joke in their own words. Ask them to tell the joke to their parents
   using their own words.

He wanted to run faster than his friend.

4 Mark these sentences true (T) or false (F). Change the false sentences to make
   them true.

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UNIT 14 LESSON 4

Aims
• to present and practise the structure about/almost/not as … as
• to talk about and compare animals, using facts from an information box
• to write a paragraph about a kind of animal, using facts from an information box

Preparation before the class
• If possible, bring in large photos from a magazine of a crocodile and an alligator, particularly a photo
  of an alligator that shows its hidden fourth tooth on the lower jaw.
• If possible, bring in photos of all the animals in Ex. 1.

Suggestions and answers
1 Make sentences from the table.
1. Tell the children to look at the table. Go through the animal vocabulary in column 1 of the table,
   and check the meanings.
2. Get the children to look at the table. Read out some sentences from the Sample answers below.
   Pause so that the children have time to find the words and phrases as you do this.
3. Get individuals to make sentences from the table.
4. Put the class in pairs. Get them to make as many sentences as possible. Go round and help as
   necessary.
5. Get the children to write 5 sentences in class or for homework.

Sample answers
A donkey is almost as big as a yak.
A horse is not as tall as a camel.
A goat is about as heavy as a sheep.
A sheep is not as tall as a donkey.
A camel is not as fast as a horse.
A yak is not as heavy as a buffalo.
An ox is about as strong as a buffalo.
A buffalo is not as fast as a camel.
2 Write 6 or more sentences about your friends, including some with ‘not’ and ‘almost’.
   1. It may be possible to omit this exercise, especially if you spent a lot of time on the same structure in Unit 14, Lesson 1, Ex. 4.
   2. Encourage children to write neutral sentences about their classmates, not ones which point out embarrassing differences such as height or weight.

   **Sample answers**
   A is almost as fast as B.
   C is as tall as D.
   E is not as strong as F.

3 Use the information from the boxes to talk about crocodiles and alligators.
   1. Get children to read aloud the speech bubbles above the table. For each one, ask where we can find the information in the table.
   2. Go through the whole table, reading aloud the phrases and making sentences from them. Explain the meaning of words, e.g. *march, worms, frogs*.

4 Write a fact file for either crocodiles or alligators. Use ‘bullet points’ for your fact file. The fact file in Lesson 3 may help you.
   1. Explain the task: children should write a fact file about either crocodiles or alligators. Abler children can write about both animals and also compare them.
   2. Point out the function of the ‘bullet point’ (which is used to set out information in a number of separate points). Tell the children to go back to Lesson 3 of this unit and count the number of bullet points.
   3. Get them to write their fact files for homework. Encourage them to find, cut out and paste a photo or two of the animal that they are describing.

   **Additional activities**
   Project work. Children can also produce posters with pictures for their animals, once they have corrected the fact files that they wrote. Put these up on the classroom walls.

**UNIT 14 LESSON 5**

**Aims**
- to develop the children’s listening and writing skills
- to make one’s own animal quiz

**Suggestions and answers**
1 Answer the questions. Make a guess if you’re not sure. Then listen to your teacher and check your answers.
   1. Go through the pictures and get the children to tell you what they can see. Provide them with the animal names in English if they have forgotten.
   2. Read the rubric aloud and explain the task.
   3. Read the questions aloud and answer any queries that the children may have. Do not let them write yet.
   4. Do the quiz. Read the questions, pausing after each one so that the children have time to think and circle their answers. No conferring is allowed between children!
   5. Read the script on page 110 of the Student’s Book aloud and get the children to mark their own quiz. Write the answers on the board, so that these are clear. Children score one point for each correct answer.
   6. Get the children to turn to the script on page 110. Read the script aloud while they follow silently in their books. Do listen-and-repeat with some of the questions.

   1. a  2. b  3. a  4. a  5. a  6. c  7. c
2 Team game: Make your own Animal Quiz.
1. Read the instructions for the quiz aloud.
2. Get children to read the speech bubbles. The full question on the left-hand side is: Which is the heaviest animal on land? a) A camel b) An elephant.
3. For the quiz, help children to make up their own questions by writing these adjectives on the board: long, short, heavy, light, big, small, dangerous, fast, slow.
4. If the children want to, they can look up information in reference books in the library before doing this quiz in class.
5. Alternatively, skip the research stage and let the children make up their own questions and answers. Get the children to work in pairs and write their questions. They will have to use their imagination and guess the correct answers for the questions that they will write.
Revise the previous four units with the children before attempting the exercise in this unit. All answers are highlighted in grey.

UNIT 15 LESSON 1

1 Choose the correct words to complete the sentences.

1. A: Somebody broke into Jeff’s flat last week.
   B: Poor man! Let’s call on him and see how he is.
2. A: Is your father getting over his operation?
   B: Yes. My mother is looking after him at home.
3. A: Look! I came across this shirt in a cupboard upstairs.
   B: Excuse me, but it doesn’t go with your trousers at all!
4. A: When did your brother take up chess?
   B: About five years ago.
5. A: Can we go for a bicycle ride?
   B: Yes, but keep to the path. Don’t cycle in the road.

2 Choose the correct word to complete the sentences.

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

3 Listen to your teacher and complete the sentences.

The full script is on page 110 of the Student’s Book.

UNIT 15 LESSON 2

1 Put the words in the correct order to make sentences.

1. He wore a big orange football shirt.
2. He brought his expensive white cricket boots.
3. She bought a wonderful brown leather jacket.
4. She made some beautiful white cotton trousers.
5. A goat is about as big as a sheep.
6. A camel is almost as fast as a horse.
7. A donkey is not as big as a yak.
8. A buffalo is about as heavy as a camel.

2 Using the words in brackets, rewrite the sentences to give the same meaning.

1. She was too tired to run faster.
2. She isn’t old enough to go to school.
3. He couldn’t pick the mangoes because he wasn’t tall enough.
4. Alice was too big to get through the door.
5. Take a cup of tea to your father.
6. He bought them lots of presents.
7. Tahir lent his dictionary to his friend.
8. Dad passed her the bowl of fruit.

3 You are asking questions about a zoo. The zoo is not very good! Complete the dialogue in your own words with too / enough.
**Sample answers**

There aren't enough cages for all those birds.
I think they have too many crocodiles to fit into one small pool.
I don’t think they have enough polar bears.
I’m too frightened to go and see it.
That’s too much!

**TEST 3**

**Preparation before the test**
1. Each child will need photocopied sheets of the test on pages 99–100 of this book.
2. You will need a copy of the Record of Assessments on the inside back cover 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 there
   2. will have enough
   3. too many/lots of
   4. enough
   5. will

2. Rewrite the following sentences, using the word(s) in brackets, to give the same meaning. (10 Marks)
   1. Let’s send them an email.
   2. Can you pass her the bowl of fruit?
   3. She isn’t old enough to go to school.
   4. Grandpa is too old to play football.
   5. There was a young lady who swallowed a fly.

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

4. Read the text and answer the questions in full sentences. (10 Marks)
   1. June usually wears her hair down.
   2. All the children in both classes knew about the change, but the teacher didn’t know.
   3. The friend had coffee with Mandy on Saturday morning.
   4. She took her twin sister’s bus ticket because she was in a hurry.
   5. The bus driver let Liz onto the bus because she looks like her sister.

5. Write a letter to a newspaper about a problem in your town. Answer the questions, using the phrases in brackets. (10 Marks)

   Answers depend on the children.
UNIT 16 LESSON 1

Aims
• to study and practise a dialogue.
• to present and practise reported orders
• to present and practise vocabulary for buildings
• to develop the children’s speaking and reading skills

Suggestions and answers
1 Read the story and answer the questions.
1. Get the children to look carefully at the picture of the house and say what they can see. Use the picture and the title of the unit to teach the words haunt/ed, ghost, attic, basement.
2. Follow the normal procedure for a dialogue (see suggestions for Unit 2, Lesson 1, Ex. 1.).
3. After reading the dialogue aloud, ask the class some extra comprehension questions, e.g. How many floors were there in the house? (4)
   How many rooms did Gran show them? (11)
   Which parts of the house did Gran tell them not to go into? (basement, attic)
   How did Gran describe the basement?
   How did Gran describe the attic?
   What were the steps to the basement like?
   What were steps to the attic like?

Dad said that the house was haunted.
Gran says the house isn’t haunted, so maybe he was lying.

2 Look at the pictures showing Gran’s orders. Write complete sentences about each one.
1. Write the example sentences on the board. Point out the position of not in the second example.
2. Ask the class which other words can be used instead of told (asked; ordered is less suitable). Point out that asked is less strong and more polite than told.
3. Go through the exercise with the class.
4. Get the children to work in pairs and do the exercise orally.
5. Get the children to write the reported orders in their notebooks.

1. She told them to put on their slippers.
2. She told them not to go up to the attic.
3. She told them to keep the gate closed.
4. She told them not to pick the flowers.
5. She told them to take their bags upstairs.
6. She told them not to light fires.
7. She told them not to climb onto the roof.
8. She told them not to waste water.

UNIT 16 LESSON 2

Aims
• to introduce and practise vocabulary for parts of houses
• to develop the children’s listening skills
• to study and practise the spelling of words with silent letters
Preparation before the class
If possible, make an enlargement of the picture in Ex. 1 onto an OHT (overhead transparency) if you have the use of an OHP (overhead projector). This will enable you to locate various things in the picture so that the children can see. Alternatively, make an enlarged photocopy of the picture onto A3 paper and mount this on cardboard.

Suggestions and answers

1. **Listen to your teacher’s guided tour of the house. Match the words on the right to the picture.**
   1. Give the class time to look carefully at the picture.
   2. Read the words on the right aloud. Ask the children to identify those words that are familiar. Do not hesitate to use translation here, as it can save time. If children are unsure of the words, do not give the answers, but see if they can deduce them while doing the listening activity.
   3. Read the script on page 110 of the Student’s Book aloud, while the children follow the guided tour with their fingers.
   4. Check the answers like this: read the script and get the class to stop you when they hear one of the words on the right. Check the location with the class, then continue.

   Answers are clear in the Student’s Book.
   Note that the carvings are at the sides of the staircase.

2. **A film company wants to make a film in a castle. Listen to the telephone conversation. Copy and complete the table.**
   1. Take time to explain the situation, saying: *Sometimes a film company wants to make a film in a very large house or a very large castle. First they have to find out all about the house or castle. They might ring up the owner and ask for information.*
   2. Read the rubric and check that the children know what they have to do. Read the script on pages 110-111 of the Student’s Book aloud. They listen and write down the details. They can write in their books in pencil, as they have to write only numbers, apart from the bottom line where they have to write one or two words.

<table>
<thead>
<tr>
<th></th>
<th>Ballymore Castle</th>
<th>Dudley Castle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rooms downstairs</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Bedrooms</td>
<td>$4 + 4 = 8$</td>
<td>8</td>
</tr>
<tr>
<td>Bathrooms</td>
<td>$4 + 1 = 5$</td>
<td>1</td>
</tr>
<tr>
<td>Toilets</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Attic / Basement</td>
<td>Attic</td>
<td>Attic and Basement</td>
</tr>
</tbody>
</table>

3. **Say the words and underline the silent letters. Then make a list in your notebook and sort them out into six groups, as shown below. Use each word in a sentence of your own.**

   Silent ‘k’: knight, knee, know
   Silent ‘b’: thumb, debt, lamb
   Silent ‘h’: hour, honest
   Silent ‘n’: column, autumn
   Silent ‘t’: listen, often, castle
   Silent ‘g’: sign, foreign, foreigner (but not in signature)
UNIT 16 LESSON 3

Aims
• to develop the children’s reading skills
• to introduce and practise vocabulary for houses
• to develop the children’s speaking skills
• to act out a ghost story
• to make up an ending for a story

Suggestions and answers
1 Read Part 1 of the story and answer the questions.
1. Get the children to look carefully at the picture and say what they can see. Use the picture to teach
the word moonlight.
2. Follow the standard procedure for a Lesson 3 Reading activity as detailed in Unit 1, Lesson 3, Ex. 1
3. After reading Part 1 of the story aloud, ask the class some extra comprehension questions, e.g.
   Who wanted to look for the ghost on the first evening?
   What furniture did they find in the attic?
   What happened to the light?
   Why do you think Andy couldn’t move his foot?
   What do you think the rumbling noise was?
   What frightened the children most?

   Andy and Holly went up to the attic but got frightened.

2 Read Part 2 of the story and answer the question.
1. Follow the standard procedure for a Lesson 3 Reading activity as detailed in Unit 1, Lesson 3, Ex. 1
2. After reading Part 2 of the story aloud, ask the class some extra comprehension questions, e.g.
   Who wanted to look for the ghost on the second evening?
   What was the matter with the door at the top of the attic staircase?
   What was the matter with the floorboards?
   Why were the pipes rumbling?
   What was the white thing in the attic?
   Was Beth frightened while she was in the attic?

   Beth went up to the attic but didn’t get frightened.

3 Complete the sentences with words from the story.
The children work in pairs to complete the exercise.

   1. creaking  2. rumbling  3. spells  4. floorboards  5. rotten  6. sneeze

4 Act out the story in class. How do you think the story ended?
1. For Part 1, divide the class into groups of four (Narrator, Andy, Holly, Ghost).
2. For Part 2, divide the class into groups of three (Narrator, Andy, Holly, Beth).
3. Have a discussion about possible endings for the story. Get the children to read the last sentence
   again: At that moment, she heard something flying towards her. Offer some possible endings, and get the
   children to respond, or suggest their own.
   Beth will get frightened.
   Beth will scream and run downstairs.
   Beth will scream and fall down the attic stairs and break her leg.
   Beth will not get frightened.
   Beth will talk to the ghost and ask it to leave the children alone.
UNIT 16 LESSON 4

Aims
• to revise and practise reporting verbs speak, talk, tell, say, ask
• to study and practise a dialogue
• to develop the children’s listening skills
• to study idioms with tell

Suggestions and answers

STUDY CORNER
• Get children to read the sentences in the box aloud and get choral and individual repetition.
• Briefly explain some difference between the 4 types of reporting verbs. Say:
  In a) the verbs ‘speak’ and ‘talk’ don’t have an object (translate).
  In b) you ‘tell something’ or you ‘tell somebody to do something’.
  In c) you use ‘say’ to introduce direct speech.
  In d) you use ‘ask’ to introduce direct speech. Or you ‘ask something’ or you ‘ask for something’.

1 Choose the correct verb as you read the dialogue.
This works best if you can read the dialogue aloud to the class with 2 good readers (children).

Doctor: Hello, Mrs Dani.
Gran: What is he saying?
Beth: The doctor’s saying ‘hello’.
Doctor: Open your mouth please.
Gran: What did he say?
Beth: He asked you to open your mouth.
Doctor: Good. Close it.
Beth: He says you can close your mouth now, Gran.
Doctor: Does it hurt when you talk?
Gran: What is he saying now?
Beth: He is asking if it hurts when you talk.
Gran: Of course it hurts! That’s why I’m talking as little as possible.
Doctor: While you’re ill, you mustn’t drink any milk.
Gran: What is he telling me now? I musn’t think?
Beth: He’s telling you not to drink any milk.
Gran: But I like milk. When will I get better?
Doctor: Tell her she’ll feel better in a few days’ time.
Beth: He says you’ll feel better in a few days’ time, Gran.

2 Beth’s Gran is talking to her gardener. Listen and write the story. Use correct punctuation and speech marks.
1. This is a dictation.
2. Explain the situation to the children. Ask them some questions, e.g. What kind of things do you ask a gardener? Questions about plants? About birds? About animals? What kind of things can come into your garden and eat the young plants?
3. Read the script on page 111 of the Student’s Book aloud. The children write in their notebooks. To correct it, get the children to work in pairs. They open their books to page 111, where the script has all the correct punctuation. Go round while they are doing this and check that they are correcting their work carefully.

3 Phrases with ‘tell’. Which of the phrases are correct?
1. You can tell a story, but you can’t tell a poem.
2. You can tell the time, but you can’t tell the hour.
3. You can tell the truth, but you can’t tell a truth.
4. You can tell a lie, but you can’t tell the lie.
5. You can tell a secret, but you can’t tell the secret.
(Note: Later in the OPE course, students learn the expression ‘the secret’, which means a particular way of achieving a good result, that is the best or only way.)

UNIT 16 LESSON 5

Aims
• to develop the children’s reading skills
• to study and practise descriptive phrases for a narrative
• to develop the children’s writing skills
• to practise adding descriptive detail to a narrative.

Suggestions and answers

1. Now read the final part of the ghost story and choose the correct answer.
Follow the standard procedure for a Lesson 3 Reading activity as detailed in Unit 1, Lesson 3, Ex. 1

The ghost was less happy on the second day than on the first day.

2. Find these phrases in the story. Match them to the questions on the right. Then make a sentence with each phrase.

   a. This is a matching exercise.
   b. Get children to read the questions in the right-hand column aloud.
   c. Read the phrases on the left aloud. Remind them that they must search 4 places to find as many of these phrases as possible – the dialogue in Lesson 1, the 2 texts in Lesson 3 and the text in Lesson 5. This is good practice to search a text rapidly for phrases.
   d. Go on to the next task. Read aloud the questions in the right-hand column one by one. Allow the class enough time to find the matching phrase in the left-hand column, so don’t ask the first child who puts their hand up.

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

3. Use phrases from the box to complete the ghost story.

   The castle was built of stone, with tall towers and a big black entrance gate. It was a windy night and the moon was shining between the clouds. The ghost was walking silently along the castle walls. It was wearing a long white coat and its eyes flashed green and blue light.

   A guest came outside and looked around. The ghost made noises of happy voices and laughing. It sounded like a party. The guest walked towards the noise. He turned a corner and stopped suddenly. In front of him there was nothing, except a low wall and fields.

4. Write an ending for the ghost story in two or more sentences.
As the first part of the ghost story was given, allow the children to do this as a free writing task. However, say to them: Finish the story, but don’t have a dream ending, e.g. ‘I woke up and realized that it was all a dream.’ Explain that dream-endings are too easy and they can be more creative.
 UNIT 17 LESSON 1

Aims
• to study and practise a dialogue
• to present and practise the present perfect tense + already/yet
• to develop the children’s speaking skills

Suggestions and answers
1 Read the dialogue and answer the question.
1. Follow the normal procedure for a dialogue (see suggestions for Unit 2, Lesson 1, Ex. 1.).
2. Use the picture to teach the word cheetah, which is a type of wild cat that lives in Africa.
3. Use the dialogue to focus on the use of already and yet, which will be practised in Exercises 2 and 3.

She’s going to make a film about apes in the African jungle next year.

Additional activity
STUDY CORNER
• Do a brief presentation to show the positions of already and yet, which will be practised in Exercises 2 and 3. Write these sentences on the board:
  She has never flown in a plane.
  Her brother has already flown in a plane.
Point out that never and already are placed in the same position.
Write these sentences on the board:
  She has not been to Italy yet.
  She has not yet been to Italy.
Point out the two possible positions of yet.

2 Ask and answer questions about Auntie Bridget.
Encourage the children to include already in their answers.
1. She’s already made about ten films.
2. She’s worked in a zoo.
3. She’s already filmed cheetahs and birds.
4. No.
5. Yes, she’s already been to Africa twice, to make two films.
6. No, not yet.

3 Ask and answer questions about the pictures.
Get the children to look carefully at the pictures. Ask them to tell you what they can see in the pictures before doing the exercise.
1. Has she bought her plane ticket yet?
   Yes, she has.
2. Has she packed her bag yet?
   No, she hasn’t.
3. Has she done the shopping?
   Yes, she has.
4. Has she watered the plants?
   No, she hasn’t.
5. Has she cooked the supper yet?
   No, not yet.
6. Has she collected the rubbish?
   Yes, she has.
7. Has she cleaned her shoes yet?
   No, not yet.
8. Has she called a taxi yet?
   Yes, she has.
UNIT 17 LESSON 2

Aims
• to revise and practise the present perfect tense
• to present the contrast between been to and gone to
• to develop the children’s speaking and listening skills

Suggestions and answers
1 Talk about the people in the pictures.
1. Get children to read aloud the speech bubbles. Get choral and individual repetition.
2. Point out the difference between gone to and been to. Say: Dan has gone to a party. He hasn’t come back yet. Possibly he is still at the party.
3. I’ve been to Africa. I went to Africa and came back and now I’m at home again. So I was in Africa, but I’m not there now.
4. Go through the exercise with the class. Get choral and individual repetition.
5. Get the children to work in pairs and practise the sentences.
6. Get the children to write the sentences in their notebooks in class or for homework.

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<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. He’s been to England.</td>
<td>5. They’ve gone to school. (without the)</td>
</tr>
<tr>
<td>2. They’ve gone to Egypt.</td>
<td>6. He’s gone to the doctor.</td>
</tr>
<tr>
<td>3. They’ve been to the library.</td>
<td>7. They’ve been to the shopping mall.</td>
</tr>
<tr>
<td>4. They’ve gone to the zoo.</td>
<td>8. They’ve been to the South Pole.</td>
</tr>
</tbody>
</table>

2 Auntie Bridget is telling Dan about her flying experiences. Listen and tick the correct boxes.
1. Read the rubric aloud and go through the phrases in the box. Explain that a fixed wing plane is a normal plane, unlike a helicopter which has moving wings. A trainer is a person who teaches you to fly.
2. Read the script on page 111 of the Student’s Book aloud, giving time to the children to fill in the blanks.

<table>
<thead>
<tr>
<th></th>
<th>yes</th>
<th>no</th>
<th>not yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. had some flying lessons.</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. flown a helicopter.</td>
<td>✔</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>3. flown a fixed wing plane.</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. flown with a trainer.</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. flown solo.</td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>6. got her pilot’s licence.</td>
<td></td>
<td></td>
<td>✔</td>
</tr>
</tbody>
</table>

Additional activities
Spelling patterns for homework: -ious / -ous
Check/Teach the meaning of these words in class. Get the children to learn them for homework. Test them the next day.
Suffixes + -ious / -ous
curious, furious, obvious, serious, various
famous, jealous, marvellous, mountainous, poisonous
UNIT 17 LESSON 3

Aims
• to develop the children’s reading skills
• to introduce and practise vocabulary for making films
• to read a text and make notes

Suggestions and answers
1. Start this lesson by having a general chat about films. Ask questions to the class, e.g. What film/DVD have you watched recently? What is your favourite film/DVD? Have you heard of Harry Potter or seen any Harry Potter films? What does Harry Potter do? (He goes to a school and learns how to become a wizard)

2. For the reading of Part 1, write these questions on the board:
   1. What was the name of the actor, and which part did she play?
   2. How many acting tests did she have to do?

3. Follow the standard procedure for a Lesson 3 Reading activity as detailed in Unit 1, Lesson 3, Ex. 1.

   Emma Watson played the part of Hermione Grainger.
   She had to do two acting tests.

1 Read Part 1 of the story again. Where do these pictures go?
   Picture a) goes with the sentence he was looking very serious.
   Picture b) goes with the sentence I did the first audition in the school gym.

2 Now complete these notes about Emma.
   Name: Emma Watson
   School: Dragon School
   Film: Harry Potter and the Philosopher’s Stone
   Film part: Hermione Grainger
   Age: 11
   Date of film: 2001

For the reading of Part 2, write these questions on the board:
1. What did Emma do while she was at the studio? (3 things)
2. How many films did Emma appear in? At least …

   She acted in the film studio, she had breaks and she had lessons.
   She appeared in at least 4 films.

3 Read Part 2 of the story again. Where do these pictures go?
   Picture c) goes with the sentence we were either having a break
   Picture d) goes with the sentence or having lessons

4 Complete the sentences with words from both texts.
   1. audition
   2. school gym
   3. studio
   4. film producer
   5. queue
   6. learn their lines

5 Read these sentences. Write (T) for true and (F) for false.
   1. T
   2. T
   3. F
   4. T
   5. F
   6. F

UNIT 17 LESSON 4

Aims
• to develop the children’s reading skills
• to study and practise the present perfect tense (a postcard)
• to present and practise the use of the conjunction ‘or’
• to revise and practise common conjunctions in a narrative
Suggestions and answers

1. **Read Sandra’s postcard and answer the questions.**
   1. Tell the children to look at the picture on the postcard and tell you what they can see. Use the picture to explain the meaning of **fossil**: it is a creature that lived millions of years ago and has turned to stone.
   2. Follow the standard procedure for a Reading activity as detailed in Unit 1, Lesson 3, Ex. 1.

   **She likes the sea; she likes looking for fossils. The weather has been wet and windy; the sea is too cold to swim in; she has spent most of her holiday pocket money.**

2. **Read the postcard again and underline the past participles.**
   1. Get the class to look at the underlined example in the text.
   2. Read the text aloud while the children follow silently in their books. Get the class to stop you when you come to a past participle. They underline it in pencil in their books.

   **been, swum, gone, found, bought, seen, spent.**

**STUDY CORNER**

Read the sentences in the box aloud and get choral and individual repetition.

3. **Change the sentences using the conjunction ‘or’.**
   1. Go through the exercise with the class. Get choral and individual repetition.
   2. Get the children to work in pairs and practise the sentences.
   3. Get the children to write the sentences in their notebooks in class or for homework.

   1. Sandra doesn’t eat fish or drink milk.
   2. She doesn’t like swimming or diving.
   3. On her holiday, she didn’t go walking or use her bicycle.
   4. She wasn’t feeling well or sleeping at night.
   5. She hasn’t sent any emails or finished her book.

4. **Complete Auntie Bridget’s African diary using the conjunctions from the box.**
   1. Tell the children to look at the picture and tell you what they can see. Use the picture to revise the meaning of **hippo**.
   2. Ask a few questions, e.g. **On which continent do you find hippos? (Africa)** **Do you find them in rivers or on dry land (usually in rivers). Are they dangerous? (yes)**

   **Today we were on the river **when** a hippo attacked our boat. We were filming birds **so** we didn’t notice the hippo, **but** it noticed us. The hippo suddenly appeared **and** opened its mouth very wide. It was about to bite the side of our boat, **so** I pushed a long paddle inside its mouth. It made a deep noise **and** swam away, maybe **because** he was hurt, poor thing!**

**Additional activities**

Get the class to write a holiday postcard. Get the children to read Sandra’s postcard in Ex. 1 again before they start.

Get them to base their postcards on answers to these questions, which you should write up on the board:

- Where are you?
- What are you doing?
- What has the weather been like?
- What have you already done during your holiday?
- What haven’t you done yet?
- What have you bought?
- Where have you been to?
- Where have people gone to today?
- What would you like to do?
- What’s your holiday like, in general?
UNIT 17 LESSON 5

Aims
• to develop the children's reading skills (a film review)
• to study and practise adjectives ending in –ed / -ing
• to write a film review

Suggestions and answers
1 Match each film poster to its review.
1. Explain the difference between a poster and a review. Say: You can find a poster outside a cinema. It is very large. It tells you a little about the film. It tries to persuade you to come inside and see the film. A review is written in a magazine or newspaper. A review is written by a person who has just seen the film. He/She describes the film and says whether it is an excellent film, or quite a good film or a terrible film.
2. Read both the posters and the reviews aloud. Explain any new words, e.g. gang, genie, puzzled.
3. Get the children to work in pairs and do the matching exercise.
4. Get pairs to tell their answers to the class. Do not confirm the right answer until the class has heard from several pairs.
   a) 3  b) 2  c) 1

2 Match the adjectives ending in –ing with the ones ending in –ed.
1. Read aloud the adjectives in both columns. Answer any questions about unknown words, e.g. shocking, puzzling.
2. Get the children to do the matching exercise in pairs. They match pairs of adjectives and write them in their notebooks.
3. The form and meaning of these adjectives is not difficult, but it is more difficult for children to decide whether to use the -ing or -ed form.
4. Get the children to read the 3 reviews in Ex. 1 again. They underline all the adjectives ending in –ing or -ed.
5. Ask the children to answer some questions:
   In Review 1, how did the writer feel? (surprised, puzzled)
   In Review 2, how did the writer feel? (surprised)
   In Review 3, how did the writer feel, or want to feel? (bored, excited, amused)

interesting, interested
frightening, frightened
surprising, surprised
exciting, excited
shocking, shocked
puzzling, puzzled
boring, bored
amusing, amused

3 Use these questions to ask your partner about a film that they have seen. Use your answers to write a film review.

Answers depend on the children.
UNIT 18 LESSON 1

Aims
- to study and practise a dialogue
- to introduce compass points
- to develop the children’s listening and speaking skills

Preparation before the lesson
If possible, obtain a large world map or globe to show New Zealand and Dubai. It will also be useful for Lesson 2.

Suggestions and answers
1. Read the dialogue and answer the questions.
   Follow the normal procedure for a dialogue (see suggestions for Unit 2, Lesson 1, Ex. 1).

   He went to North Island New Zealand.
   He was examining some kiwi-fruit trees (because they were diseased).

2. Answer these questions.
   1. He flew.
   2. He travelled around by jeep.
   4. Unhealthy.

Additional activity
STUDY CORNER
Write these sentences on the board:
What is the weather like? What are the people like?
- Ask the children these questions and get them to answer. Remind them that these are useful questions for asking for general information.
- Ask children if they can change the sentences into the past: What was the weather like? What were the people like?
- Ask the children some more questions and get them to answer, e.g. What was the weather like yesterday? What were the TV programmes like yesterday evening?

3. Listen to part of a travel programme about Dubai. What was the traveller’s journey like? Write the answers below the boxes.
   1. Point out the location of Dubai on the world map. Ask the children if they have been there or if they know anyone who has been there. Ask them what they know about the place. (It is a large, modern city in the Gulf, with a very large modern airport.)
   2. Tell the children to write their answers in their notebooks so that they have room to write. They number their answers 1-4.
   3. Follow the usual procedure for a listening comprehension. Read the script on page 111 of the Student’s Book aloud. At the end, get the children to turn to the script and read the dialogue in pairs. This will be good preparation for the Role Play activity in Ex. 4.

   1. The weather was sunny and not too hot.
   2. The traveller had Italian and Lebanese food.
   3. The roads were excellent and modern.
   4. They met lots of people who were friendly and funny.
4 Role play an interview with a traveller. Ask about the topics in Ex. 3. Choose any country for the traveller’s journey.

1. Ask the children to say which countries they have visited, if any. If not, ask them to suggest countries that they would like to visit in their role play. Write these countries on the board in a column.
2. From left to right, write on the board the topics that were discussed in Ex. 3, i.e. weather, food, transport, people.
3. Get a child to interview another child across the class. Child A asks questions about the four topics and Child B replies. Do not correct language mistakes at first; it is more important for children to gain confidence in doing this role play.
4. Do this several times with different pairs of children. If you have a class with lots of orally able children, put them into pairs: one child interviews another, then they switch at the end of the interview.
5. You can ask the children to write an interview in the form of a dialogue, based on their role play. Four questions and answers are enough; abler children can add fuller replies.

UNIT 18 LESSON 2

Aims
• to practise vocabulary for compass points
• to study geography and do a geography quiz
• to develop the children’s listening skills

Preparation before the class.
For this lesson, you will need a large wall-map of the world, or a globe.

Additional activity
At the beginning of this geography lesson, ask children to locate their city on the map/globe. Let them find the nearest big city, mountain, river, etc.

Suggestions and answers
1 Ask and answer questions.
1. Draw the 8 compass points given in Ex. 1 on the board. Draw a north-point (an arrow to the north) as well. Translate if necessary. Get choral and individual repetition. Then erase the words so that only the initial letters are left on the map, i.e. NE N NW W SW S SE E. Get repetition of the compass points again.
2. Ask the children to look at the map in their books. Ask them to find and point to the places given in the sample questions below.
3. Then ask the sample questions and get individuals to reply. After each correct answer, get the class to repeat it.
4. Get children to ask each other questions across the class. If the class is confident, they can ask about other countries as well.
5. Get the class to write four questions-and-answers in their notebooks.

Sample questions and answers
Where is Japan on the map? Where’s Argentina on the map?
It’s in the east. It’s in the south-west.
Where is Russia? Where is Mexico?
It’s in the north-east. It’s in the west.
Where is Greenland? Where is Alaska?
It’s in the (far) north. It’s in the north-west.
Where is Antarctica?
It’s in the (far) south.

2 Circle the correct answers. Then listen and check.
1. Start by helping the children to locate all the places mentioned in the quiz. Point to the places on the world map; the children can mark with an X these places on the map in their books.
2. Read aloud the Quiz questions slowly. Give the children enough time to find the two places in each question and circle their correct answer.
3. To correct this exercise, read the script on pages 111-112 of the Student’s Book aloud. Pause after each item and check that the children have understood the correct answer. Write the name of the correct place on the board in a list 1-6.

4. Encourage the children to test their parents’ knowledge of geography at home, by reading aloud the script. This is good oral practice.


3 Mr Milton is going on a long trek on New Zealand’s North Island. The guide is explaining the route to him.

3.1 Listen and follow the route with your pencil.
1. Point out that the red dots on the map are the starting and finishing points and for changes in direction. They do not indicate the position of villages. The letters A – G indicate the positions of the villages.
2. Read the script on pages 112 of the Student’s Book aloud, while the children mark in their books.

3.2 Listen again. Write the letters A-G next to the names of places on the right.

<table>
<thead>
<tr>
<th>Place</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raglan</td>
<td>D</td>
</tr>
<tr>
<td>Otaki</td>
<td>C</td>
</tr>
<tr>
<td>Hastings</td>
<td>A</td>
</tr>
<tr>
<td>Napier</td>
<td>B</td>
</tr>
<tr>
<td>Foxton</td>
<td>F</td>
</tr>
<tr>
<td>Waitara</td>
<td>G</td>
</tr>
<tr>
<td>Turang</td>
<td>E</td>
</tr>
</tbody>
</table>

3.3 Imagine that you are the guide. Explain the route of the trek.
Get the children to work together in pairs. The most important part of this task is to practise giving directions by using compass points.

UNIT 18 LESSON 3

Aims
• to develop the children’s reading skills
• to read a text and write notes
• to chat about adventure trips

Preparation before the class
• Try to find Steve Fossett on the Internet, by using a search engine like Google. If possible, download and print narratives and photos of any recent successes that he may have had since this book was published.
• Prepare a drawing of Steve Fossett’s balloon on a page of A3 plain paper, backed by cardboard. (See Additional activity for further details.)

Suggestions and answers
1 Look at the pictures and read the text.
1. Get the children to look at the picture and say what they can see. Ask a few questions, e.g. Is it a picture of a helicopter or a fixed-wing plane? Is it a jumbo jet? Could it be a personal jet plane?
2. Ask the children: Does the top picture go with Story 1, Story 2 or Story 3?
3. Read the 3 stories aloud and explain new words like solo, glider. Get the children to answer the question. Read the stories again.

Story 2. (The plane has an engine and so cannot be a glider.)

2 Read the text and answer these questions.
1. Read the questions in Ex. 2 aloud before the class reads the text. This will give the children a reason for reading.
2. Follow the standard procedure for a Lesson 3 Reading activity as detailed in Unit 1, Lesson 3, Ex. 1.
1. 5 times.
2. In 1997, he crashed to the ground in Russia. In 1998 he got into a storm; strong winds tore the balloon cover and he dropped into the sea.

3 Find the details of the 2002 trip.

<table>
<thead>
<tr>
<th>Year:</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance:</td>
<td>32,000 kilometres</td>
</tr>
<tr>
<td>Speed:</td>
<td>320 kilometres per hour</td>
</tr>
<tr>
<td>Number of people:</td>
<td>1</td>
</tr>
<tr>
<td>Number of stops:</td>
<td>none</td>
</tr>
<tr>
<td>Number of days:</td>
<td>13 days</td>
</tr>
</tbody>
</table>

Additional activity
If you have not already prepared a drawing of Steve Fossett’s balloon, draw an enlarged picture on the board of the balloon on page 94 using the information contained in Paragraph 4.

On the right, write these phrases: the burner, hot air, the lower bag, the capsule, the top 2 bags, helium Point to parts of the picture and ask the children to label them with the right phrases. In this way, the children can understand what keeps the balloon in the air: helium in 2 sealed bags at the top; hot air, heated by the burner, in the lower bag of the balloon. The 3 bags support the capsule and the burner.

4 What about you? Which of Steve’s trips would you choose? Why?
Ask children to share their ideas in class. They can do the task in class or for homework.

Answers depend on the children.

UNIT 18 LESSON 4

Aims
• to revise and practise adverbs of manner
• to study the spellings of adverbs ending in -ly, -ily, -ally
• to revise adverbs of manner which have the same form as adjectives
• to present and practise the structure I heard somebody singing

Suggestions and answers
1 Choose the correct endings to change the adjectives in the box to adverbs.

| Add -ly | quickly, beautifully, badly, quietly |
| Change -le to -ly | terribly, gently |
| Change -y to -ily | easily, tidily |
| Add -ally | magically |

2 Use the adverbs in sentences of your own.
Help the children to make short sentences easily by writing cue words in random order on the board: run, play the piano, write, pick up an animal, drive a car, play, sleep, act in a play, find the answer, draw.

Sample answers
He writes terribly.
She drives badly.
She plays the piano beautifully.
She acted magically in the school play last term.

3 Some adverbs have the same form as adjectives. Complete these sentences about another balloon flight using the adverbs below.
Get the children to work in pairs to complete this exercise.

| 1. late | 2. last | 3. fast | 4. straight | 5. high | 6. hard | 7. low |

4 Use the words in the table to make sentences.
1. Tell the children to look at the table. Explain that I heard somebody singing quietly means the same as I heard somebody who was singing quietly.
2. Get the children to look at the table. Read out some sentences from the Sample Answers below. Pause so that the children have time to find the words and phrases as you do this.
3. Get individuals to make sentences from the table.
4. Put the class into pairs. Get them to make as many sentences as possible. Go round and help as necessary.

5. Get the children to write 5 sentences in class or for homework.

**Sample answers**
- I heard some people talking noisily.
- She saw somebody running in the street.
- He noticed Alice running upstairs.
- They watched my friends playing in the garden.
- I heard Roger shouting downstairs.

5. Complete the story in the past tense. Use the words in brackets and use some of your own. The first one has been done for you.

One day, while I was walking along the path by the river, I **heard some children shouting noisily**. I walked on and **saw two boys swimming**. They were both having great fun and making a lot of noise. I **watched the boys playing**.

Then I **noticed something else moving**. A pair of eyes was coming through the water towards the boys. I started shouting. ‘Look out! Look behind you!’ I cried. The boys **heard me shouting** and **saw the crocodile swimming**.

They both turned and swam to the river bank. When they reached the river bank, they quickly ran out of the water. ‘We are glad that we **heard you shouting**,’ they said to me.

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**UNIT 18 LESSON 5**

**Aims**
- to read and study a shape poem
- to study articles and rhymes in a poem
- to write a shape poem about an animal

**Suggestions and answers**

1. **Read the poem and choose the correct answer.**
   1. Demonstrate ‘a shape poem’ in the form of a balloon. Get children to dictate the poem ‘Balloon’ to you while you write it on the board. Keep the same line-breaks, but centre the words of each line so that it has a rounded shape, like a balloon.
   2. Get several children to read the whole poem. Get them to answer the question.

   The poem is spoken by the balloon.

2. **Find rhymes in the poem for the words below.**
   1. tightly, politely
   2. run, sun

3. **Choose articles for the poem. Then rewrite the poem in your notebook.**
   1. As big as a ball
   2. As round as the sun
   3. And when the wind blows

4. **Write a poem about an elephant. First discuss your ideas.**
   Develop the ideas for this shape poem with the whole class. Get suggestions from children and write them on the board line-by-line.
Sample answer
My tail is as long as a vine.
My ears are as big as windows.
My trunk is as curly as a question mark.
My legs are as thick as tree trunks.
My tummy is like a hot-air balloon.
My skin is like leather.
I eat forests.
I drink rivers.
I swim with my trunk in the air.
I sleep standing up.

5 Share your ideas for another shape poem with the class. Draw the outline shape and write your poem.

1. Get ideas for all or some of the shapes in the Student’s Book. Write them on the board in note form.
2. Put the class into pairs. Each pair chooses a shape for their poem. They both write the same poem, while discussing it.

Answers depend on the children.

Additional activity:
Here is another poem that you can study and practise with the class. Get the children to learn it by heart and recite it to their parents at home.

A was an ape,
Who stole some white tape
And tied up his toes
In four beautiful bows.
A!
Funny old Ape!

B was a bat,
Who slept all the day,
And fluttered about,
When the sun went away.
B!
Brown little bat!

C was a camel,
You rode on its hump,
And if you fell off,
You came down such a bump!
C!
What a high Camel!

D was a dove
Who lived in a wood
With such pretty soft wings,
And so gentle and good.
D!
Dear little Dove!

By Edward Lear
UNIT 19 LESSON 1

Aims
• to study and practise a dialogue
• to present and practise vocabulary for ailments and remedies
• to introduce and practise conditional sentences
• to revise should(n’t) for advice

Suggestions and answers
1 Read the dialogue and answer the questions.
   Follow the normal procedure for a dialogue (see suggestions for Unit 2, Lesson 1, Ex. 1.).
   Dan is upset because he probably can’t swim in the swimming competition on Saturday.
   The nurse thinks that he has sprained his ankle.

2 Match each problem with two pieces of advice.
   1. Start by reading aloud the sentence beginnings in the centre column. Answer any questions about vocabulary.
   2. Read aloud the dos and don’ts in the right and left columns. Answer any questions about vocabulary.
   3. Go through the exercise with the class. Then get the children to practise the sentences in pairs.
   4. The children should write the sentences in their notebooks for homework.
   2. If you burn your fingers, you should put them in cold water. You shouldn’t put butter on them.
   3. If a dog bites your hand, you should wash it and see a doctor at once. You shouldn’t cover the bite and forget it.
   4. If you have a bad cold, you should stay at home. You shouldn’t go to school and give it to everyone else.
   5. If you cut your hand, you should wash it and put a plaster on it. You shouldn’t leave it dirty.
   6. If you feel faint, you should lie down in a cool place. You shouldn’t go out in the sun.

3 How much can you remember?
   1. Get the children to close their books. Ask the questions, as in the example question and get individuals to reply.
   2. If you have a class that is orally proficient, practise the question form with the class. Then get the children to practise in pairs, like this:
      Child A (with open book) asks the questions, and child B (with closed book) replies. Then they switch.

UNIT 19 LESSON 2

Aims
• to introduce and practise phrasal verbs (intransitive)
• to develop the children’s listening skills
• to complete a story with phrasal verbs
• to study nouns ending in -ness

Suggestions and answers
Additional activity
STUDY CORNER
• Write these sentences on the board:
  My car broke down yesterday.
  My car broke yesterday down.
• Explain, with translation if necessary, that the phrasal verbs in this unit are used intransitively, without an object.
• Explain that the verbs are inseparable: the verb is followed by the particle.

1 Match the sentences to the pictures.
Read each sentence one by one. Give the class time to find the correct picture. Explain, using translation if necessary, the meaning of new phrasal verbs, e.g show off, turn up. Get individual and oral repetition of the sentences.

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

2 Listen to the story. Complete it by using the phrasal verbs in the box.
Read the script on page 112 of the Student’s Book aloud, giving the children time to fill in the blanks.

3 Nouns ending in -ness.
Adjectives can be positive (+) or negative (-):
friendly (+), gentle (+), happy (+), kind (+), lonely (-), sad (-), sick (-), wicked (-).
It may be hard for the children to make sentences, so write on the board some cue phrases for the nouns, in random order.
There was … , She experienced … , The story is a tale of … , She showed him … , When do you have a feeling of …?

Sample answers
There was a lot of friendliness in her new school.
She experienced happiness for the first time in her life.
The story is a tale of loneliness and sadness.

UNIT 19 LESSON 3
Aims
• to develop the children’s reading skills (a leaflet of instructions)
• to study advice for staying in a foreign country
• to practise giving advice, using should(n’t), must(n’t), can, don’t have to

Suggestions and answers
1 Match these pictures to the sentences in Ex. 2.
1. Spend plenty of time on the pictures. Get the children to look at them carefully, read the speech bubbles aloud, and try to understand what is happening. Don’t correct mistakes here.
2. Go through the exercise with the class. Read the sentences aloud one-by-one, then allow the children enough time to find the matching picture. Get answers from the class. Do not confirm the right answer until the class has heard from several children.

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

2 Here are some cultural dos and don’ts in Britain. Read these pieces of advice and mark them true (T) or false (F). Then listen to your teacher and check your answers.
1. Explain the task to the children and read the rubric aloud. They have to guess whether the pieces of advice are true or false.
2. Read the sentences aloud. Pause after each one so that the children have enough time to mark their sentences T or F.
3. Read the answers from the script on page 112 of the Student’s Book aloud. Let the children follow the answers in their books. Answer any questions that the children may have in the explanations.

3 Find words or phrases in Ex. 2 that mean the following.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>a grown-up</td>
</tr>
<tr>
<td>2.</td>
<td>sharp</td>
</tr>
<tr>
<td>3.</td>
<td>make yourself at home</td>
</tr>
<tr>
<td>4.</td>
<td>help yourself to</td>
</tr>
<tr>
<td>5.</td>
<td>rude</td>
</tr>
<tr>
<td>6.</td>
<td>catch their eye</td>
</tr>
</tbody>
</table>

4 Give each other advice by using the words in the box.
Do this exercise with the class. Go through the sentences of advice in Ex. 2 one by one. For each sentence, invite children to give advice, using should/shouldn’t.

Sample answers
1. (see speech bubbles)
2. (see speech bubbles)
3. You can expect a cup of tea or a glass of juice and maybe biscuits or cake.
4. You shouldn’t arrive at 7.30 sharp. You can arrive up to ten minutes late.
5. You don’t have to change your shoes and put on house slippers.
6. You mustn’t do all those things! You shouldn’t behave like the boy in picture a). If you are very thirsty, you can ask for a drink of water.

UNIT 19 LESSON 4

Aims
• to introduce and practise conditional sentences + will/might
• to study and practise the punctuation of conditional sentences

Suggestions and answers
1 Match the halves to make complete sentences.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>If you drink water from that well, you will have an upset stomach.</td>
</tr>
<tr>
<td>2.</td>
<td>If you eat sweets all the time, your teeth will go bad.</td>
</tr>
<tr>
<td>3.</td>
<td>If you don’t use a mosquito net, you might catch malaria.</td>
</tr>
<tr>
<td>4.</td>
<td>If you don’t keep food in the fridge, it will go bad in hot weather.</td>
</tr>
<tr>
<td>5.</td>
<td>If you cycle with things in your hand, you might fall off.</td>
</tr>
<tr>
<td>6.</td>
<td>If you wave the hockey stick in the air, you might hit somebody’s head.</td>
</tr>
</tbody>
</table>

2 Complete the sentences, using the correct forms of the verbs in the box.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>If I see Mrs Martin, I’ll invite her to dinner tomorrow.</td>
</tr>
<tr>
<td>2.</td>
<td>If you go out, will you turn off the TV please?</td>
</tr>
<tr>
<td>3.</td>
<td>If you play tricks on people, they will not trust you again.</td>
</tr>
<tr>
<td>4.</td>
<td>If the farmer sells all his kiwi-fruit in the market, he will be very pleased.</td>
</tr>
<tr>
<td>5.</td>
<td>I’ll help you with your homework if I can.</td>
</tr>
<tr>
<td>6.</td>
<td>I’ll teach you to ride your bike if you like.</td>
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<tr>
<td>7.</td>
<td>Will you give a message to Auntie Sophie if you see her?</td>
</tr>
<tr>
<td>8.</td>
<td>If you don’t leave now, you will be late for school.</td>
</tr>
<tr>
<td>9.</td>
<td>Will you ring me, if you’re going to be late?</td>
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</table>

3 Punctuate these sentences. Use capital letters, commas, full stops and apostrophes.

<p>| | |</p>
<table>
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<tbody>
<tr>
<td>1.</td>
<td>Go through the 2 example sentences with the class.</td>
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<tr>
<td>2.</td>
<td>Get the children to write and punctuate the sentences in their notebooks, while you go round and help as necessary.</td>
</tr>
</tbody>
</table>
1. If you go by air, you'll get there the same day.
2. You will see more of the countryside if you travel by train.
3. If you take the bus, you won't arrive until late in the evening.
4. It will cost a lot of money if you have to take a taxi.
5. If you travel by boat, you'll stop at all the ports along the coast.

4 Mr Milton is in New Zealand. Complete the farmer's sentences using the words in brackets.
Teach the new word nap.
1. If you take a nap under the trees, a coconut might fall on your head.
2. If you eat the kiwi-fruit from those sick trees, you might get an upset stomach.
3. If you do not manage to cure the sick trees, I will lose a lot of money.
4. If you do not want to climb the trees, we will climb and pick the dates for you.
5. If you cure the sick trees here, you will bring happiness to all the farmers.

UNIT 19 LESSON 5

Aims
• to study and practise a poem about threats, warnings and bargains
• to write threats, warnings and bargains

Suggestions and answers
1 Read the poem and answer the question.
Bargains, threats and warnings. (Translate these terms if necessary.)

2 Complete these promises to a friend in your own words.
Answers depend on the children.

3 Write two more of each.
1. Explain to the children that they are going to write a short poem like the one in Ex 1. They should write 2 threats like the ones in Verse 1, 2 warnings like the ones in Verse 2, and 2 bargains like the ones in Verse 3. [They should link their 6 sentences thematically, if possible. Then they become a poem, like the one in the book, rather than being individual sentences.]
2. Write these headings on the board: Threats, Warnings, Bargains.
3. Invite suggestions from the class. Write them on the board, correcting and offering improvements if necessary.
4. When there are enough examples on the board, get the children to write their poems. Less able children can modify the examples on the board, while abler children can write more original verses.

Answers depend on the children.
Let’s check

Revise the previous four units with the children before attempting the exercises in this unit. All answers are highlighted in grey.

UNIT 20 LESSON 1

1 Circle the correct verbs to complete the dialogue.

Saira: Where’s Imran?
Nadia: He’s gone to the hospital with Dad. They haven’t come back yet.
Saira: Why, what’s the matter with Imran?
Nadia: He says he fell off a high wall. Dad says his arm looks broken. And he sprained his ankle too.
Saira: Poor boy! He should be more careful in future. Are you going shopping with Mum?
Nadia: We’ve already been. She says that if Dad and Imran come back late, we’ll have pizzas for supper.

2 Choose the correct word to complete the sentences.

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

3 Listen to your teacher and complete the dialogue.

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

UNIT 20 LESSON 2

1 Use the correct tenses of phrasal verbs in the box to replace the verbs in italics below.

1. turned up 2. look after 3. broke into 4. got over
5. broke down, called on 6. came across, taken up 7. Look out! Keep to

2 Change the sentences to give the same meaning.

1. Gran always tells Imad not to waste water.
2. Gran told both of them to come indoors and take off their slippers.
3. I heard a girl playing the piano in the music room.
4. I watched two boys flying their kites in the park.
5. I noticed three children climbing trees and shouting.

3 Ask these questions to make a conversation.

Answers depend on the children.

TEST 4

Preparation before the test

1. Each child will need photocopied sheets of the test on pages 101–102 of this book.
2. You will need a copy of the Record of Assessments on the inside back cover 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. Have you phoned/Have you called
2. already
3. has gone to
4. haven’t yet
5. ever been to

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

1. She told Andy not to light fires in the garden.
2. She told Beth to put her bags in her bedroom.
3. I heard people talking downstairs.
4. She doesn’t eat fish or drink coffee.
5. At school, he didn’t swim or play games.

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

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

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

1. She couldn’t film close to the elephants because they had their young ones with them and were dangerous.
2. Every morning they went along the same path to get to the waterhole.
3. To get day-time photos of animals, you should set up a hide near a waterhole.
4. To get night-time photos of animals, you should set up a hide near a forest path and use a flash.
5. Leila means that although lots of photographs are taken, only a few come out good.

5 Write a review of a film/DVD, or a TV programme. You can write a review of a book if you prefer. (10 Marks)

Answers depend on the children.
TEST 1 (AFTER UNIT 5)

1 Write the missing parts of the dialogue.
   Mr Lake is talking to Dan about next weekend.
   Mr Lake: You’re free on Saturday, Dan, (1) ____________?
   Dan: Yes, I think so.
   Mr Lake: What (2) ____________ in the afternoon? We need another boy
   for our swimming team. (3) ____________ join our team?
   Dan: I (4) ____________ my test. But I could revise on Sunday, I guess.
   Mr Lake: Good idea! We’ve got a strong team now. I think we (5)
   ____________ beat the other team.

2 Rewrite the following sentences, using the word(s) in brackets,
   to give the same meaning.
   1. First you heat water. Then it turns to steam. (When …)
   2. First you get to the station. Then you get off the bus. (… when …)
   3. I think that you go to primary school. (You …?)
   4. Some children are playing basketball in the playground. (There …)
   5. A whale is swimming in the bay. (There …)

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

   1. She was playing games on the… .
      a) bay  b) beach  c) seabed  d) coast
   2. We shouldn’t … water; we should … it.
      a) waste/conserve  b) destroy/repair
      c) throw/protect  d) spend/collect
   3. You’re twelve years old, …
      a) don’t you?  b) isn’t it?
      c) have you?  d) aren’t you?
   4. … my view, we shouldn’t keep
      wild birds in zoos.
      a) On  b) For  c) In  d) By
   5. Every spring, they sow grass… .
      a) seeds  b) roots
      c) berries  d) nuts
   6. The … for the story is in a jungle.
      a) setting  b) title
      c) author  d) plot
   7. A fox was lying in the … of a cave.
      a) face  b) nose
      c) ear  d) mouth
   8. They have cut down the trees. … a
      result, we can’t sit in the shade.
      a) With  b) As
      c) For  d) By
   9. Dad was away … last week.
      a) in  b) on
      c) during  d) about
   10. They are going to … trees around
       the park.
       a) place  b) sow
       c) dig  d) plant
Jungle Animals

In the past few years, the jungles of Vietnam have become the world's most famous wildlife park. Explorers have discovered several large animals, including a rhino, five kinds of deer, and a monkey.

Why did nobody know about these animals before? For forty years, Vietnam was a war-area. First Japan, then France and finally the USA fought the Vietnamese in their country. Only soldiers went into the forests. As a result, the animals could continue to live there quietly. Nobody went into the forests to hunt them. Nobody cut down the forests. The jungles of Vietnam were like secret wildlife parks.

After the war, scientists began to explore the jungle. They knew that there were rhinos there, because they saw tracks. Finally, they filmed six rhinos with an automatic camera at night.

The scientists continued looking and found four kinds of deer between 1993 and 1998. In 1994, a scientist found an unusual kind of monkey in a market in Vietnam. However, nobody has yet seen this kind in the wild.

Why are these discoveries so exciting? 'It is very unusual to discover new large animals. We haven’t found any new kinds of animal for about 100 years, until now.' Another scientist says that the jungles of Vietnam are excellent for studying all kinds of animals. ‘We discover about 20 different kinds of forest frogs in a year. And if you spend a single day in the forest, you will probably discover a new kind of insect.'

Answer these questions

1. Why didn’t scientists explore the Vietnamese jungle for 40 years?

2. Why were they expecting to find a rhino?

3. What kinds of large animals did they find?

4. When did scientists last discover new large animals?

5. What kinds of creatures are scientists still discovering?

5 Write an adventure story about an expedition which you did.

Answer some of these questions, in your own way.

• Where did you go?
• Who did you go with or did you go alone?
• In which different ways did you travel?
• What food did you take with you? How did you cook it?
• What dangers were there? What happened?
• What did you say to a TV reporter at the end of your expedition?

Total

50
TEST 2 (AFTER UNIT 10)

1 Write the missing parts of the dialogue.
Mrs Burki and Saira are planning a picnic for the next day.
Mrs Burki: What shall we take for our picnic? We (1) ____________
take some hard-boiled eggs.
Saira: (2) ____________ have a barbecue and cook some burgers?
Mrs Burki: We can’t light fires on the beach. (3) ____________ take some
sandwiches instead?
Saira: No, not sandwiches. (4) ____________ take some cold chicken?
I get really hungry after swimming.
Mrs Burki: Good idea! (5) ____________ buy a couple of chickens.
Then we can cook them this evening.

2 Rewrite the following sentences, using the word(s) in brackets,
to give the same meaning.
1. We were driving home. Then a spaceship landed. (... when ...)

2. He was reading in the garden. Then he saw a spaceship. (While ...)

3. Stewart was making a speech. The children were playing. (While ...)

4. I could ride a horse. I was seven years old then. (... when ...)

5. She couldn’t swim. She was living in London then. (... when ...)

3 Choose the correct answer from a, b, c or d.
1. The spaceship lights were ... .
a) moving b) flashing
c) appearing d) turning
2. She ...her best in the test.
a) did b) got
c) made d) had
3. ... people usually paint well.
a) Musical b) Sporty
c) Athletic d) Artistic
4. Thank you ... me to your party.
a) by inviting b) invite
c) for inviting d) to invite
5. I’m looking forward ... her party.
a) to b) towards
c) at d) into
6. Please ring me ... my mobile phone.
a) by b) on
c) at d) off
7. The moon is a ... of the Earth.
a) sun b) planet
c) star d) satellite
8. He’s good ... maths.
a) with b) about
c) at d) over
9. The ... is the man who is getting married.
a) guest b) bridegroom
c) honeymoon d) bride
10. The couple who are getting married exchange... .
a) rings b) ribbons
c) cakes d) speeches
4 Read the story and answer the questions in full sentences.

The field of gold

One afternoon in 1992, Mr Lawes was walking through a field with a metal detector. It is an instrument which tells you if there is metal in the ground. He was pleased and surprised when he found a Roman silver coin about ten centimetres below ground. This was the first one that he had ever found.

Further on, there seemed to be more metal things in the ground. He began to dig with his hand fork and found more coins. He dug deeper and found some silver coins, spoons and jewellery.

What should he do? He put three coins in his pocket, put the rest back in the hole and covered it. Then he drew a plan, so that he could find the treasure again. He went home and rang the museum director and the police. Once they arrived, he took them to the field, dug the hole again and showed them the coins.

The museum service was able to dig out the treasure slowly and carefully. As a result, they found little pieces of cloth. The treasure had been in cloth bags in a wooden box. The wood had disappeared, but the metal lock and corner pieces had remained in the ground.

When the museum counted the treasure, there were over 200 pieces of gold jewellery, silver cups and plates. There were 78 silver spoons and over 14,000 gold and silver coins. Because Mr Lawes had called the museum service at once, he received almost two million pounds. The whole treasure ended up in the British Museum.

Answer these questions.

1. Where was Mr Lawes looking for coins?

2. After the first coin, why did he continue to dig?

3. Why do you think he put three coins in his pocket?

4. Which parts of the bags and the box did they find?

5. Why did Mr Lawes receive some money?

5 Write a description in your diary of one of the following: a) a party b) a wedding c) an alien party. Join your answers to these questions.

• Where, when and at what time was the occasion?
• What were people wearing?
• What did you eat and drink?
• What did people do? For example, did they sing, dance, play games, make speeches?
• What else happened at the occasion?
• What time did you get home?
TEST 3 (AFTER UNIT 15)

I Write the missing parts of the dialogue.

Uncle Stewart and Auntie Sophie are getting ready for Marie’s wedding.

Sophie: (1) __________ enough glasses? Maybe I should borrow some more.

Stewart: You don’t have to. I’m sure we (2) __________ glasses.

Sophie: Just look at all these cakes! We will never eat 15 cakes, I’m sure.

Stewart: Relax! It’s better to have (3) __________ cakes than not (4) __________ cakes. Our guests (5) __________ probably be hungry by 5 o’clock.

Sophie: OK. Maybe I should stop worrying. Do you think it will rain tomorrow?

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

1. Let’s send an email to your parents. (an email.)

2. Can you pass the bowl of fruit to your aunt? (bowl of fruit.)

3. She doesn’t go to school. She isn’t old. (enough)

4. Grandpa doesn’t play football. He is old. (too)

5. There was a young lady. She swallowed a fly. (lady)

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

1. The score was 4-3 to us, so we … the game.
   a) beat b) drew c) won d) lost

2. Your leg joins your body at the … .
   a) hip b) elbow c) knee d) ankle

3. Your arm joins the body at the … .
   a) elbow b) wrist c) forehead d) shoulder

4. He bought a cheap blue … bag.
   a) large b) sports c) heavy d) light

5. Sometimes life just hits you … .
   a) on the neck b) in the face c) on the forehead d) in the chin

6. She bought a CD player … .
   a) for herself b) ourselves c) for himself d) themselves

7. He broke … the shop and stole the money.
   a) over b) out of c) inside d) into

8. I came … this book at the fair.
   a) across b) over c) towards d) into

9. She wasn’t well enough … games.
   a) play b) playing c) to play d) for playing

10. Mum, I’m on my … to the hospital.
    a) road b) track c) way d) path
4 Read the text and answer the questions in full sentences.

Twins
A young people's magazine asked identical twins to write and tell readers about things that had happened to them. Here are three stories from twins.

June — ‘On April Fool’s Day I changed classes with my sister! She wore her hair down (the way that I do). And I put my hair up (the way that she usually does). All the children in both classes knew about the change, but neither of the teachers guessed. At one time, everybody started laughing. Luckily the teacher is really nice and didn’t stop us. She thought that we were excited because it was near the end of term. We only played that trick once.’

Maggie — ‘One Saturday morning I went into town with my twin sister. She went off and met a friend for coffee. Her friend later met me in a shop, and, of course, I was wearing different clothes. She said ‘Mmm! That’s a nice blouse! Have you just bought it? You were wearing a different top in the café half an hour ago.’ Luckily I’m used to this kind of thing so I said, ‘I’m Maggie, not Mandy. Did you have coffee with my sister earlier?’

Liz — ‘One day, I was late for school. I picked up my things from the hall table and ran for the bus. When I got on the bus, I found that I had picked up my sister’s season ticket for the bus. Luckily we look like each other, so the bus driver looked at the photo of my sister on the bus ticket and let me get on. My sister missed her bus, because she was looking for her bus ticket, which I had!’

Answer these questions.

1. How does June usually wear her hair?

2. Who knew about June and her sister, and who didn’t know?

3. Who did the friend have coffee with on Saturday morning?

4. Whose bus ticket did Liz take and why?

5. Why do you think the bus driver let Liz onto the bus?

5 Write a letter to a newspaper about a problem in your town.

Answer the questions, using the phrases in brackets.

• Give your name and the name of your school.
• What problem are you writing about? (I am writing to you about …)
• What is the problem? (The problem is …)
• What is happening? (As a result, …)
• What should people do? (In my view, we should …)
• What will be the result? (If we do this, …)
1 Write the missing parts of the dialogue.
Auntie Bridget is getting ready for her trip to Africa with her friend.

Bridget: (1) _____________ for a taxi yet?
Friend: Yes, I’ve (2) _____________ phoned. It will be here at 7.00.
Bridget: Where’s Tom?
Friend: He (3) _____________ the shops to buy some fruit. Is everything done?
Bridget: Almost! I must phone my mother. I (4) _____________ done that.
Bridget: (later): Have you (5) _____________ Africa?
Friend: No, never. This will be my first trip.

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

1. ‘Don’t light fires in the garden,’ she said to Andy. (She told …)
   __________________________________________________________________________

2. ‘Put your bags in your bedroom,’ she said to Beth. (She told …)
   __________________________________________________________________________

3. People were talking downstairs. I heard them. (I heard people …)
   __________________________________________________________________________

4. She doesn’t eat fish and she doesn’t drink coffee. (… or …)
   __________________________________________________________________________

5. At school, he didn’t swim and he didn’t play games. (… or …)
   __________________________________________________________________________

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

1. He is trying to … the record.
   a) break  b) pass  c) win  d) draw

2. She left the bedroom and stood outside on the … .
   a) hall  b) landing  c) attic  d) balcony

3. The ape ran … the top of the wall.
   a) in front of  b) outside  c) along  d) towards

4. I don’t think she is … the truth.
   a) telling  b) asking  c) saying  d) talking

5. What … the food like?
   a) have  b) was  c) has  d) were

6. ‘Hello!’ she … with a smile.
   a) told  b) said  c) talked  d) spoke

7. There is a small bedroom upstairs in the … .
   a) basement  b) storeroom  c) attic  d) landing

8. London is … the south of Britain.
   a) in  b) to  c) around  d) on

9. He turned … at our flat at 10.00.
   a) over  b) down  c) off  d) up

10. Help! My car has broken … .
    a) out  b) under  c) down  d) off
4 Read the text and answer the questions in full sentences.

Leila’s photos

One hot morning in Africa, Leila was lying on the ground and an elephant was walking towards her. Leila waited, and then pushed the button on her camera. ‘And I got my best-ever photo of an elephant, by lying under my jeep!’ Leila explained: ‘I wanted to film close to the elephants, but this was dangerous because they had their young ones with them. So every morning I used to park my jeep near the path that they used to get to the waterhole. After a week, they were used to my jeep. Then I could lie under it and get my photo!’

‘If you plan, you can get good wildlife photos. In Africa, photographers set up their hides, which are like tents, near waterholes. They also set up hides near forest paths, because animals use the same paths every night. A flash can give you night-time photos of animals that hunt and feed at night. Bird-watchers set up their hides near lakes, where they can watch the birds all day in the shade.

I asked Leila for advice. ‘It’s best to take a nature-lover and train her as a photographer. If you love wildlife, you already know a lot about animals and birds. Then you can quickly learn how to use a camera.’

‘Before you go to Africa, practise at home with different kinds of film, and try both black-and-white and colour photography. Good wildlife photos are needed for books, postcards and magazines. But out of 20 photos, you will have to throw away 19!’

Answer these questions.
1. Why couldn’t Leila film close to the elephants?

2. Where did the elephants go every morning?

3. What is the best way to get day-time photos of animals?

4. What is the best way to get night-time photos of animals?

5. What does Leila mean in the last sentences of the passage?

5 Write a review of a film/DVD, or a TV programme. You can write a review of a book if you prefer.
• What was the name of the film and when did you see it?
• What happens in the film?
• Which parts were good (e.g. they were surprising / interesting)?
• How did you feel about the good parts? (e.g. I was excited)
• Which parts didn’t you like? (e.g. they were not interesting)
• How did you feel about them? (e.g. I was bored)
• Do you suggest that I should go and see the film, or not?
# Record of Assessments

**Key**  
G/V: Grammar, Vocabulary,  
R: Reading,  
W: Writing

**Class ________ Year ______**

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