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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 Kindergarten to Class 5. It is carefully graded to build a solid foundation for the learning of English in secondary school and beyond. A six-level course, it consists of:
• six Student’s Books
• six Teacher’s Guides
• an optional cassette of the songs for the first two levels
Its general approach is communicative and it is designed specifically for 5 to 11-year-olds. It develops modern E.L.T. practice teaching of language through a meaningful context provided by simple stories, pictures, games and activities. By the time children complete the course, they should be fluent speakers and readers of English, and independent writers. They should also be familiar with a variety of genres of reading text (See 2.3).
Most contexts are set in modern Pakistan, so the situations will be familiar to pupils. As the course progresses, an increasing number of stories and factual pieces are drawn from other cultures, thus opening a window onto the wider world.

1.2 The teaching methods of the course
As children learn in different ways from adults, the course has been written with the following general understanding of their needs and learning styles:
• Children focus on themselves and their immediate world, so they need the opportunity to exchange information about themselves, their families, homes and friends.
• Children learn by doing. For this reason, many activities, including storytelling, require the children’s active participation. Some activities, like games and action songs, demand physical movement; others such as drawing and colouring encourage the children to be creative.
• Children learn quickly and forget quickly too. New language is recycled within and between units. Revision units (Let’s Check) at regular intervals in the course help children to review the work from the previous units.
• Children learn and work at different paces. The teacher’s notes for some activities suggest how to give extra help to certain pupils and provide extension activities for confident children or those who finish first.
• Children need to socialize with other children. By working as a class, in pairs or in groups, they share information and are encouraged to relate in a variety of ways.
• Children learn in different ways. There are plenty of attractive pictures and diagrams for children who learn visually. There are listening tasks and songs for children with auditory intelligence (or through hearing). There are language teaching games and activities for children who learn kinaesthetically (or through moving their bodies).
• Children learn holistically (through relating language to the whole of life). Cross-curricular links make children aware that English is useful outside the language lesson and can help them engage with real life.

2. THE STUDENT’S BOOK

2.1 Organization
Books 3-5 are divided into units of six pages. Every fifth unit (Units 5, 10, 15, 20) is a revision unit (supplemented with tests from the Teacher’s Guide). Unit 21 of Book 5 is an end-of-year revision unit. The first unit of each book revises what has been taught in the previous year. Every unit in the early books (Intro to Book 2) is loosely based around a theme, e.g. family, clothes or animals while in the later books, the focus on genre (or type of reading text) becomes more important.
Each exercise in a unit has a clear rubric which explains what is expected of the pupils, for example,
Learn these words, Read the story, Match the words and the pictures, giving an example where necessary. There are many types of written exercise such as substitution tables, filling in the blanks, letter-picture matching, word-picture matching, sentence-picture matching and reordering of sentences. To add to the fun of the course, there are many puzzles such as crosswords, word searches and riddles.

2.2 The Content of the Pupil’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 a variety of genres (types of reading text) of fiction and non-fiction. These have been drawn primarily, but not exclusively, from the UK National Primary Curriculum. The following table shows how these genres are introduced and reinforced over the six years.

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

<table>
<thead>
<tr>
<th>Introductory</th>
<th>Book 1</th>
<th>Book 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fiction</strong></td>
<td>Cartoon / Picture story</td>
<td>Cartoon / Picture story</td>
</tr>
<tr>
<td><em>Talk-about pictures</em></td>
<td>Story with a familiar setting</td>
<td>Story with a familiar setting</td>
</tr>
<tr>
<td><strong>Non-fiction</strong></td>
<td>Traditional story</td>
<td>Traditional tale / Fable</td>
</tr>
<tr>
<td><em>Labelled diagrams</em></td>
<td>Story with patterned language</td>
<td>Story with patterned language</td>
</tr>
<tr>
<td><strong>Poems/Songs</strong></td>
<td>Fantasy worlds</td>
<td>Fantasy worlds</td>
</tr>
<tr>
<td><strong>Non-fiction</strong></td>
<td>Science fiction</td>
<td>Science fiction</td>
</tr>
<tr>
<td><em>Labelled diagrams</em></td>
<td>Classic children’s literature</td>
<td>Classic children’s literature</td>
</tr>
<tr>
<td><strong>Poems/Songs</strong></td>
<td>Fantasy worlds</td>
<td>Story from another culture</td>
</tr>
<tr>
<td><strong>Describing personal experience</strong></td>
<td>Science fiction</td>
<td>Play script</td>
</tr>
<tr>
<td><strong>Instructions</strong></td>
<td>Description</td>
<td>Description</td>
</tr>
<tr>
<td><strong>Diary</strong></td>
<td>Non-fiction</td>
<td>Non-fiction</td>
</tr>
<tr>
<td><strong>Dictionary work</strong></td>
<td>Explaining and Information</td>
<td>Explaining and Information</td>
</tr>
<tr>
<td></td>
<td>Notices and maps</td>
<td>Notices and maps</td>
</tr>
<tr>
<td></td>
<td>Informal letter</td>
<td>Informal letter</td>
</tr>
<tr>
<td></td>
<td>Jokes and riddles</td>
<td>Jokes and riddles</td>
</tr>
<tr>
<td></td>
<td>Newspaper article and advert</td>
<td>Newspaper article and advert</td>
</tr>
<tr>
<td>Book 3</td>
<td>Book 4</td>
<td>Book 5</td>
</tr>
<tr>
<td>-------------------------------</td>
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</tr>
<tr>
<td><strong>Fiction</strong></td>
<td><strong>Fiction</strong></td>
<td><strong>Fiction</strong></td>
</tr>
<tr>
<td>Cartoon / Picture story</td>
<td>Traditional tale (myth)</td>
<td>Traditional tale (folk tale)</td>
</tr>
<tr>
<td>Traditional tale / legend</td>
<td>Fable</td>
<td>Parable</td>
</tr>
<tr>
<td>Story with a familiar setting</td>
<td>Story with a familiar setting</td>
<td>Story with a familiar setting</td>
</tr>
<tr>
<td>Playscript</td>
<td>Science fiction</td>
<td>Fantasy</td>
</tr>
<tr>
<td>Description (story setting)</td>
<td>Ghost story</td>
<td>Description (story + character)</td>
</tr>
<tr>
<td>Classic children’s literature</td>
<td>Description (character)</td>
<td>Classic children’s literature</td>
</tr>
<tr>
<td><strong>Non-fiction</strong></td>
<td><strong>Non-fiction</strong></td>
<td><strong>Non-fiction</strong></td>
</tr>
<tr>
<td>Notices and maps</td>
<td>Notices and maps</td>
<td>Notices and maps</td>
</tr>
<tr>
<td>Informal letter</td>
<td>Email</td>
<td>Formal letter</td>
</tr>
<tr>
<td>Instructions</td>
<td>Instructions</td>
<td>Instructions</td>
</tr>
<tr>
<td>Poems</td>
<td>Poems</td>
<td>Poems (limerick, riddle, tongue-twister)</td>
</tr>
<tr>
<td>Dictionary work</td>
<td>Dictionary work</td>
<td>Dictionary work</td>
</tr>
<tr>
<td>Newspaper article</td>
<td>Newspaper article / interview</td>
<td>Magazine article and advert</td>
</tr>
<tr>
<td>Diary</td>
<td>Non-fiction with headings</td>
<td>Non-fiction with headings</td>
</tr>
<tr>
<td>Riddles</td>
<td>Book cover</td>
<td>Book cover</td>
</tr>
<tr>
<td><strong>Non-fiction with headings</strong></td>
<td>Diary / Postcard</td>
<td>Diary</td>
</tr>
<tr>
<td>Reading journal</td>
<td>Biography</td>
<td>Leaflet</td>
</tr>
<tr>
<td>Survey</td>
<td>Leaflet and advert</td>
<td>Quiz</td>
</tr>
<tr>
<td>Leaflet</td>
<td>Reading journal</td>
<td>Word puzzle / Brain teaser / Pun</td>
</tr>
<tr>
<td></td>
<td>Quiz</td>
<td>Book blurb</td>
</tr>
<tr>
<td></td>
<td>Word puzzles; Pun</td>
<td>Autobiography (Fictional, creative)</td>
</tr>
<tr>
<td></td>
<td></td>
<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 CD or cassette for Books 0 and 1. The texts for listening exercises in Books 3-5 are longer.

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

2.5 Word work and Phonics
There are two main strands to the teaching of vocabulary in Primary OPE:

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

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

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

**2.6 Sentence work**

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

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

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

**2.7 Writing**

In the Introductory Book, children are taught how to form letters and place them on a line. They move quickly to writing words and sentences. From Book 1 onwards, they are given models to show them common writing conventions and writing frames (usually set out as substitution tables or leading questions) to help them write their own ideas. So the children are **scaffolded** by given language structures but encouraged to generate independent texts. By the end of the course, they should be able to write simple versions of the main genres we teach. Their creativity will be expressed through the writing of poetry, stories, letters and emails. Their clarity and precision will be developed through the writing of persuasive and 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 Units 1 and 2, 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 5

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 1, Lesson 1, Exercise 3 (language practice) and Unit 1, Lesson 3, Exercise 5 (chat). While every school has its own policy about the use of the mother tongue, we suggest it at times 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 exercise. 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. play scripts.

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 3, Lesson 5, children read the end of 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 5, children complete or narrate stories, and add dialogue to stories. They write quizzes and recipes. They learn to write and report a survey. They also complete or write poems, book blurbs, fact files, formal 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/l, k/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.
Unit 21 of Book 5 is an end-of-year revision unit. 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, 20). 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 new green cotton shirt, There were six children playing volleyball.* ) 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 holidays
• to revise requests and replies
• to introduce and practise have just done for recent actions
• to develop the children's speaking skills

Suggestions and answers

Additional activities
Chat to the children for 5-10 minutes about the summer holidays. Ask questions like these:
Where did you go during the holidays? Did anybody go to the seaside? Who went to the mountains? Did anybody else go the mountains? What sports did you play during the holidays? Did you have any picnics? Where did you go for picnics? Who did you visit during the holidays? Who came to visit you during the holidays? Did you buy anything with your pocket money during the holidays?
This chat session will give you the chance to make a preliminary assessment of your class's oral skills. Do not correct language mistakes during this session. The purpose of this activity is to encourage oral fluency.

1 Talk about the picture. What have they just done?
1. Go through the pictures one by one. Get children to read the sentences aloud and get the class to repeat the sentences. Explain vocabulary as you go along, e.g. spade, hammer, coin, cliff.
2. Get the class to write letter numbers next to the pictures A-H. This will help identify each picture.
3. Get the children to cover the sentences down the middle of the page with a ruler. Ask questions like these: Picture A—What has the boy just done? Picture B—What has the woman just done?
4. Write the question forms on the board: What has the boy just done? What has he just done? What's he just done?
5. Get the children to ask and answer questions across the class.
6. Put the children in pairs and let them ask and answer in turn.

2 Team mime game (books shut)
1. Organize the class into two teams.
2. Take a child from Team A and secretly show her/him one of the sentences from Ex. 1.
3. The child from Team A mimes the action silently, while the members of Team B guess.
4. When a child from Team B guesses correctly, the teams switch: Team B mimes and Team A guesses.

3 Practise questions and replies.
1. Get children to read aloud the speech bubbles and get the class and individuals to repeat them.
2. Get children to ask and reply across the class. Do this several times. Be ready with mime or object prompts (see Sample Questions).

Sample questions
Can I borrow your ruler?
Can I borrow this book?
Can I use your computer?
Can you come swimming?
Can we go to the park?
Can we go boating?
UNIT 1 LESSON 2

Aims
• to introduce and practise vocabulary for expeditions
• to discuss which objects to take on an expedition
• to develop the children's speaking skills
• to study the plurals of compound nouns

Suggestions and answers
1 Listen and find the 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 110 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 with 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.

   | compass | sleeping bag | stove       | backpack |
---|---------|-------------|-------------|----------|
5. | daypack | can opener  | ice axe     | sledge   |

3 Discussion: Packing for an expedition.
1. Read the questions and the speech bubbles aloud.
2. Write the speech bubbles on the board to show their full and contracted forms: For an expedition, I would (I'd) take a backpack. I would (I'd) also take a torch.
3. Go through each question one by one and get suggestions from the class. Encourage them to suggest other things to take.

STUDY CORNER
Go through the words in the box with the class. Briefly point out, in the children's first language if necessary, that the second word in the phrase takes -s for the plural form.

4 Write the plural forms of these nouns in your notebooks, in alphabetical order.
1. Go through the exercise with the class. Get individuals to give the plural form and get choral and individual repetition.
2. Put the children into pairs. They work together, say the plural form and write the nouns in alphabetical order in their notebooks.

address books, alarm clocks, bus stops, can openers, car parks, post offices, sleeping bags, swimming pools

UNIT 1 LESSON 3

Aims
• to develop the children's reading skills
• to study vocabulary for expeditions
• to introduce reported requests and orders

Suggestions and answers
1 Read and match each text to a picture and a map.
1. Tell the children to look at the pictures and maps on page 4.
2. Help them to tell you that there are two maps on the left and two pictures on the right about expeditions.
3. Get the children to look at each map in turn and ask them questions about it, e.g. In Map A, is the person travelling across land or across an ocean? In Map B, is the person travelling across land or across an ocean, or across ice? What's the weather like in Picture C? What is the man doing in picture D? Do not correct language mistakes here.
4. While you are doing this, teach the children some words that they will need for the reading: sledge, frostbite, rowed. Get the class to repeat these words.
5. Read the task aloud and check that the children understand what they have to do.
6. Tell the children to read silently from their books to find the answer, while you read the story aloud. Get the class to tell you the answers.

| Text 1: Map B, Picture C |
| Text 2: Map A, Picture D |

2 **Underline the direct speech in the texts for these sentences.**
1. Help the whole class to do this task. Read the first sentence of reported speech aloud, and ask Does this come from Text 1 or Text 2 (Text 1)? Do the same with the remaining items.
2. Then put the children into pairs. (They should be familiar at this level with working together to do reading or writing tasks in the classroom.) Get them to find the sections of direct speech and underline them.
3. Get answers from pairs. Help them to identify where the direct speech comes, e.g. It's in Text 2, Paragraph 5.

   a) ‘Don’t come too close.’
   b) ‘Please could you send a plane for Pom?’
   c) ‘Phone us from the North Pole, Mum!’
   d) ‘Don’t help me.’

3 **Read the passages 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; they read the texts again and write the answers in their notebooks. Go round the pairs and help as necessary.
3. Ask pairs to answer the questions. With each one, get them to tell you which text has the answer and to read the relevant sentence aloud.
4. Ensure that the children write the answers in complete sentences in their notebooks. They can do the exercise in class or for homework.

   1. Three.
   2. She rang them on a satellite phone.
   3. None.
   4. It was very cold—minus 50 degrees Centigrade.
   5. She had frostbite on her toes.
   7. He heard an engine noise, from a huge ship.
   8. Because they were hungry.

4 **Find words in the texts for these pictures.**
1. Read the task aloud.
2. Put the children into pairs to find the words for the pictures. They write the words in their notebooks.
3. When they finish, get pairs to tell you the answers.

   1. sledge 2. ice 3. bumpy 4. frostbite 5. rowed 6. big waves 7. upside down

5 **What about you? Discuss these questions with your partner. Then share your answers with the class.**
1. Read the questions aloud. Get individuals to read the speech bubbles aloud and get choral and individual repetition.
2. Go through each question one by one and get answers from several children in the class. Encourage them to give varied reasons.
3. As this is a fluency activity, and also the beginning of the school year, don’t correct language mistakes here. It is important to build up children’s self-confidence when speaking English.

**UNIT 1 LESSON 4**

**Aims**
- to study and practise has gone shopping versus has been shopping
- to develop the children’s speaking and listening skills
• to listen and understand the gist of a story about an expedition
• to listen for specific words in a narrative

**STUDY CORNER**

- Write on the board: *Grandma has gone to the shops. Grandpa has been to the doctor.*
- Ask questions to remind the class, e.g. *Did Grandma go to the shops? (yes) Has she come home yet? (no) Did Grandpa go to the doctor? (yes) Has he come home yet? (yes)*
- Then write the two target sentences from the Study Corner and their explanations on the board. Explain that *gone to the shops* is rather like *gone shopping*; also *been to the doctor* is like *been filming.*

**Suggestions and answers**

1. **Look and say. Talk about the people in the pictures.**
   1. In class, tell the children to look quickly at the 8 pictures on page 6. Get them to tell you what they can see, using *there is/are* and the present continuous tense.
   2. To make correction easier, get the children to number the pictures 1-12 from left to right and from top to bottom.
   3. For each picture, get a child to make a sentence. Correct if necessary, then get choral and individual repetition.
   4. Put the children into pairs. They practise talking about the people in the pictures.

<table>
<thead>
<tr>
<th>1. He has gone sailing.</th>
<th>7. The girls have been making popcorn.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. She has been buying fruit.</td>
<td>8. They have gone flying.</td>
</tr>
<tr>
<td>3. She has gone shopping.</td>
<td>9. The boys have been playing football.</td>
</tr>
<tr>
<td>4. He has been eating an ice cream.</td>
<td>10. The girls have gone riding.</td>
</tr>
<tr>
<td>5. She has gone diving.</td>
<td>11. They have gone ballooning.</td>
</tr>
<tr>
<td>6. Dad has been painting the door.</td>
<td>12. The boys have been playing hockey.</td>
</tr>
</tbody>
</table>

2. **Listen and put the pictures in order.**
   1. Read the rubric aloud in order to explain the task.
   2. Explain that the children must listen to the story and number the pictures in order. They can write the numbers in pencil in their books.
   3. Read the script on page 110 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.

   C D B A.

3. **Listen again and circle the correct word or phrase.**
   1. Read the rubric. Explain that they are going to listen to the story again. This time they must listen very carefully for single words.
   2. Read the script aloud again, slowly and clearly. Pause after each section so that the children have enough time to circle their answers in their books in pencil.
   3. Read it again and get them to stop you when they hear an answer. Write the numbered answers on the board so that they can correct their answers.

| 1. went | 2. round | 3. far away | 4. across | 5. past |

**UNIT 1 LESSON 5**

**Aims**

- to develop the children’s writing skills
- to revise and practise the interrupted past continuous tense
- to revise adverbs
- to develop the children’s listening skills
- to write a personal narrative of an expedition
Suggestions and answers

1 Make sentences from the table.
1. Get the class to look at the pictures and the first column, while you read out the verbs in the past continuous, e.g. I was climbing a cliff, I was skiing downhill. Explain that the children are going to write personal narratives of expeditions.
2. Get the children to look at the whole table. Read out the Sample Answers slowly (see below) while the children look at their books and find the phrases in the table.
3. Get individuals to make sentences from the table. After each correct one, get choral and individual repetition.
4. Put the children into pairs. They practise making sentences from the table. Go round the class and help while they are doing this.
5. Get the children to write 5 sentences in their notebooks.

Sample answers
1. I was climbing a cliff very carefully when I fell 20 metres.
2. I was skiing downhill very steadily when I fell down.
3. I was running along a path very carelessly when I fell over.
4. I was crossing a river very slowly when I fell in.
5. I was riding a horse very fast when I fell off.

2 Listen to your teacher’s story. Underline the phrases in the table in Ex. 3 that you hear.
1. Read the rubric aloud in order to explain the task.
2. Explain that the children must listen to the story and underline the phrases in pencil in the right-hand column in Ex. 3.
3. Read the script on page 110 of the Student’s Book aloud, slowly, with clear pronunciation.
4. Get the class to compare their answers in pairs. Then read the story again so that they can check their answers. If some children do not have the right 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.

in the desert
my uncle and aunt
camels
lots of water
a cart
got lost
compass
helicopter

3 Write your own story by answering these questions. Use the given words or phrases or use your own ideas.
1. Prepare for this free writing task in class. It is important to give children confidence before they do a creative free writing task, especially at the beginning of the school year.
2. Ask the first question and ask for possible answers. Write these on the board in note form. Repeat this procedure with the remaining questions.
3. At the end of this stage, the board will be full of columns with suggested answers to the questions. Allow the class 2 minutes to read through these notes in silence. Ask them to choose some of these ideas for their narrative.
4. Get the children to write their own selection of notes in their notebooks. This is especially important if they are going to write their narratives for homework. When they get home, they can open their notebooks and they will have a list of ideas which they have noted for their story.

Answers depend on the children.
UNIT 2 LESSON 1

Aims
• to introduce and discuss the topic of e-pals
• to revise going to versus will for future
• to revise countries and nationalities
• to develop the children’s speaking skills

Preparation before the class
If possible, bring into the class a large world-map so that you can point out and revise the different countries in Ex. 2.

Suggestions and answers
1. Read and answer. Then practise.
   1. Tell the children to look at the title of the unit. Ask them whether they use a computer at school and at home. Ask if they send emails. Explain that an email is a message that you type on your computer and send to somebody else down the phone line. Explain that an e-pal is a friend who lives a long way away, maybe in a different country. You don’t manage to meet them, but you can send emails to each other.
   2. Read the comprehension question above the dialogue aloud and check that the children understand it.
   3. Tell the children to follow the dialogue silently in their books to find the answer while you read it aloud. Get the class to tell you the answer.
   4. Read the dialogue again. This time, stop after each section and ask questions to check that the children understand it. e.g. What is a penpal? Do we still have penpals in modern times? Why not? What kind of things are the same in all countries? What kind of things are different in different countries?
   5. 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.

She is going to look for an e-pal.
She is going to write about her interests, food, birthdays and families.

2. Look at the table and say how each person is going to find an e-pal.
   1. Read the rubric and the example aloud.
   2. Go through the countries in column 2. Find them on the world map. Ask the class and individuals to repeat the name of each country.
   3. Get children to make a sentence for each line of the table. After each correct sentence, get choral and individual repetition.
   4. Put the children into pairs. They practise making sentences from the table. Go round the class and help while they are doing this.
   5. Get the children to write the 6 sentences in their notebooks for homework.

Answers are clear from the Student’s Book.

3. Ask and answer.
   1. Go through the nationalities in column 3. Ask the class/individuals to repeat the name of each nationality.
   2. Practise the question form with the class. The question and answer forms are simple, so straightaway put the children into pairs. They ask and answer questions like the example.
   3. Get the children to write two or more questions and answers in their notebooks for homework.

Answers are clear from the Student’s Book.
UNIT 2 LESSON 2

Aims
• to introduce and practise vocabulary for computers and information technology (IT)
• to develop the children's speaking skills in a discussion
• to revise and practise will versus going to for the future
• to study and practise spelling patterns for homework: Prefixes sub-, dis-

Additional activity
Revise the previous lesson with this gap fill. It revises the choice of will versus going to for future.
Write the text given below and the alternative phrases on the board. While you are writing, the children can start copying it into their exercise books, choosing one of the two forms, will or going to. This grammar point will also be revised in Lesson 4 of this unit.

Text and Answers (underlined)
I (1) will / am going to look for a school in Italy. Then, if one child doesn't want to exchange emails with me, then another one (2) will / is going to. I hope I (3) will / am going to find someone nice. I (4) will / am going to send off my details this evening. I will / am going to let you know what happens. See you after half-term.
Love, Judy

Suggestions and answers
Match the pictures with words in the box where possible. Choose the correct word or phrase to complete the sentences.
Children may notice changes to the physical appearance of the illustration following publication of this book. This is because of the very rapid development of information technology (IT). For example, they may now use flat-screen monitors, which incorporate the computer's hard disk, eliminating the 'tower' on the right-hand side. Or they may use laptop computers; you can teach this word.

Additional activities
• Use this opportunity to combine an English lesson with an IT lesson. Chat about computers; bring in pictures of old computers, which were so big that they filled an entire room. Explain that a computer combines facilities that used to be separate, e.g. memory, a dictionary (spellcheck), grammar (grammar check), a calculator, and a typewriter (keyboard).
• Bring in a printout of an email. Go through the header at the top, showing the sender, the receiver, the people who get copies (cc), the time and date, the email addresses. Note that Lesson 3 introduces vocabulary for sending and receiving emails.
• Bring in a printout from an educational website. Explain how you can use a search engine to find a website, follow the links from the home page (teach this phrase), download a page (i.e. store it on your computer), and print it out. Ask children how they use computers, even if you know how they are used in your school!

Additional activities: Spelling
Spelling patterns for homework: sub-, dis-
Check/Teach the meaning of these words in class. Get the children to learn them for homework. Test them the next day.
Prefixes + sub-, dis-
subject, submarine, subtitle, subtract, subway
disconnect, discomfort, dislike, disobedient, displeased
UNIT 2 LESSON 3

Aims
• to develop the children’s reading skills (personal email)
• to introduce vocabulary for computer skills
• to chat about possible endings to a story
• to study and practise verbs of reporting in a narrative
• to complete a narrative with one’s own ending

Suggestions and answers
1 Read and choose the correct answer.
1. Get the class to look at this lesson and help them to tell you that it is a story that involves emails.
2. Get them to explain to you the meaning of cousin, a general term in English that refers to the children of your aunts and uncles, both on your father’s side and on your mother’s side.
3. Teach the children some words that they will need for the reading: quarelled, upsetting, risks. Get the class to repeat these words.
4. Read the task aloud and check that the children understand what they have to do.
5. Tell the children to read silently from their books to find the answer, while you read the story aloud.
6. Get the class to tell you the answers.

b) Lucy’s dad and his brother Ed.

2 Read and answer the questions.
Do not teach the vocabulary for emailing before the children read the text; it is better for them to read the text for gist (general meaning) first, then study the vocabulary in Ex. 3 later.

The two families are going to meet up for lunch on Sunday at a restaurant.

3 Find words or phrases in Ex. 2 to complete the sentences.
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. browse 2. address book 3. scroll 4. folder
5. bounces back 6. forward 7. header 8. Inbox

4 How do you think the story ended? Discuss these possible endings.
Read all the possible endings aloud, then go through them one by one. Get the class to listen to each ending, and to say whether they think it is possible or unlikely. Get them to give their reasons. Have a vote (hands up) on each of the endings (one vote per child) and write the numbers of votes on the board. e.g. Ending 1 – 9 votes, etc.

Answers depend on the children.

5 Underline the different verbs in the story that show how people spoke, e.g. asked.
1. Decide on the ability level of your class and adopt one of these two approaches:
   Approach A: Read Parts 1 and 2 of the text aloud and get the class to stop you when they hear a verb that shows how people spoke. The children underline the verbs.
   Approach B: Read the first 6 lines of Part 1 aloud. Get the class to stop you when they hear a verb that shows how people spoke. The children underline the verbs. Then put the children in pairs and let them read the texts aloud together. The children underline the verbs. Go round and help as necessary while they are doing this.
2. Both these approaches serve to focus the children’s attention on the importance of reporting verbs in a narrative. This is important preparation for the free writing task in Ex. 6.

Answers are clear in the Student’s Book, e.g. asked, replied, asked, agreed.

6 Write your preferred ending for the story. Try to use at least five of these verbs to show how people spoke.
You have already prepared for this free writing task in Exercises 4 and 5. Allow the children to ask you
UNIT 2 LESSON 4

Aims
• to develop the children’s listening and speaking skills
• to revise and practise going to versus will for future

Suggestions and answers
1 Listen to the dialogues and number the subjects 1-6.
1. Read the topics in the box aloud. Explain that the children are going to hear six separate dialogues.
   The children must number the dialogues in the order in which they hear them.
2. Use the script on page 110 of the Student’s Book for Ex. 1 and 2.

1. food 2. sports 3. holiday 4. telephoning 5. shopping 6. cinema

2 Listen again. Complete these sentences with verbs from the dialogue.
1. Read the rubric in order to explain the task.
2. Explain that the children must listen to the dialogues and write the right verbs, either will or going to.
   They should write the missing verbs in their notebooks, numbered 2-6.
3. Read the dialogues in the script on page 110 of the Student’s Book aloud with clear pronunciation.
   You need to be an actor for this, as there is a range of parts, e.g. adults, children, parents, etc.
4. Get the class to tell you their answers. If some children do not have the right answers, read that part of the script again.
5. Turn to the script on page 110. Read the dialogues aloud again while the children follow them silently in their books. Put the class into pairs and get them to read the dialogues aloud together.

2. will 3. is going to 4. will 5. is going to 6. is going to

3 Read the dialogues and correct one mistake in each of them.
1. Read the rubric in order to explain the task.
2. Read the remaining items aloud. This will enable you to explain any new words, e.g. sunken, knocking.
3. Put the children into pairs: they read each dialogue aloud, decide which part is wrong, circle it, and think of the best alternative. Get pairs to tell the class the answers.

2. B: Oh! In that case, I'll get some tomorrow. 3. B: Yes, Mum, we are going to watch 'The Sunken City'.
4. B: Don't worry, I'll do it for you. 5. B: On Saturday morning I am going to do some shopping.
6. B: Oh! I'll go and open it.

4 Practise the dialogues with your friend and make up some more using your own ideas.
1. Note that the speech bubbles are arranged vertically, not horizontally, to make a dialogue. Get the class to draw 2 vertical lines in pencil in their books to separate the dialogues.
2. Get children to read the speech bubbles for the first dialogue aloud. Get choral and individual repetition.
3. Get children to ask and answer across the class, using their own words instead. Do this several times.
4. Repeat the procedure with dialogues 2 and 3.
5. To consolidate this oral work, get the class to write 3 dialogues, using their own words, for homework. This will give you an opportunity to check the accuracy of your class’s written work, e.g. spelling, punctuation, articles.

Answers depend on the children.

Additional activities
Revise the vocabulary for emailing from Lesson 3. Give the children this matching task, which you can photocopy, or put on the board, or show on an OHT (overhead transparency).
Match the computer instructions for emailing (1-7) with the explanations (A-G).
UNIT 2 LESSON 5

Aims
• to study and learn a poem
• to develop the children’s reading and writing skills (emails)
• to write an email to a school about a student

Suggestions and answers
1 Read the poem and choose the correct answer.
   1. First get the children to tell you what they can see in the picture and to explain what they think is happening. Do not confirm their answers; instead tell the children to listen and read carefully and see if their guesses were correct.
   2. Read the poem while the children follow silently in their books. Get children to answer the question.

2 What word or phrase does the writer use?
   1. Read the rubric and the items 1-4 aloud. Explain that the children have to search the poem for the matching words or phrases.
   2. Put the children into pairs to do this task. Two heads are better than one! They write their answers in their notebooks. Get pairs to tell the class their answers. It is a short simple poem, so get the children to learn it by heart. Encourage them to recite the poem at home to their parents.

   1. cos  2. Now it’s my turn; So here I go  3. fingers crossed  4. yippee!

3 Writing emails. Complete the boxes with correct phrases.
   Get the class to do this task. Use the answers as an opportunity to point out the gender difference: boys finish their emails to other boys with Best wishes; girls finish their emails to other girls with Love.

   Love, Judy.  Dear Ali, Best wishes, Tom

4 What email did Mrs Bate send to the school when Sandra was ill? Number the sentences in the best order. The first one has been done for you.
   1. Read the rubric and the sentences aloud in order to explain the task. Point out that the first one has been done as an example.
   2. Get pairs to order the sentences. They write the sentence letters (a-f) in the correct order in their notebooks. Ask pairs for their answers.
   3. Get pairs to copy the sentences in their notebooks in the correct order for homework.

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

5 Write an email from your mother to your teacher. Explain why you are not at school.
   1. Most of the preparation for this email-writing task has already been done in Exercises 3 and 4.
   2. Read the rubric aloud. Ask the class for other explanations why a child is not at school today. Write them in note form on the board.
   3. If they are going to write the email for homework, ask the children to note at least two of these explanations in their notebooks. This means that, when they get home, they will find some notes ready in their notebook. This step is not necessary, of course, if the children are going to write their emails in class, in which case they can read the notes off the board while writing their emails.

   Answers depend on the children.
UNIT 3 LESSON 1

Aims
• to introduce and practise adjectives of damage and their pronunciation
• to develop the children’s speaking skills
• to revise offers of help
• to study spelling patterns for homework: words with -ie-, -cei-

Preparation before the class
If possible, bring a joystick into the classroom for the dialogue in Ex. 1.
If you can bring in damaged articles from home to illustrate the meanings of different kinds of damage in Ex. 2, this will bring an element of domestic reality into the lesson.

Suggestions and answers
1 Read the dialogue and answer the question.
1. Follow the same procedure for teaching the dialogue in Unit 2, Lesson 1, Ex. 1.
2. Produce the joystick and show its movements to the class and show how it is connected to the computer.
3. Explain the meaning of damaged, bent, receipt (the ‘p’ is silent), damaged goods, reduced, when you go through the dialogue in detail.

Imran bought a new joystick for his computer.
He is going to take it back to the shop because it is damaged.

2 Listen and find the words. Then listen and repeat.
1. Read the words in random order giving the children time to find and point at the pictures. Later do listen-and-repeat by reading out the words in the following order: burnt, torn, cracked, scratched, bent, chipped.
2. Clarify the meanings, if possible with damaged articles that you have brought into the classroom.
Show how a chipped article has a piece missing; a bent article is complete but is not straight; a scratched article has damage on one surface but not on the other side; a cracked article has a crack that is visible on both sides of e.g. the cup or glass.

3 Make up short dialogues using the given words and offers of help.
1. Read the rubric, the example and the cue words in the items aloud.
2. Get individuals to make up short dialogues across the class. Standardize and get choral and individual repetition for all the items.
3. Put the class into pairs to practise making short dialogues. Go round the class and help as necessary.
4. Get the children to write their six short dialogues either in class or for homework.

Sample answers
2. I’ve chipped this plate. I’m so sorry.
   Don’t worry. We can go shopping tomorrow and buy another one.
3. I’ve burnt the arm on this shirt.
   Don’t worry. You can wear it for games.
4. I’ve bent the arm of this lamp.
   Don’t worry. I’ll mend it for you.
5. I’ve scratched the glass of this photo-frame.
   Don’t worry. We can go shopping on Saturday and buy a new piece of glass.
6. I’m afraid I’ve cracked this cup.
   I’ll throw it away. Don’t worry, it was an old one.
Additional activities
Spelling patterns for homework: words with -ie-, -cei-
Check/Teach the meaning of these words in class, then get the children to learn them for homework.
Test them the next day.
words with -ie-, -cei-
believe, brief, chief, field, niece, piece, thief
ceiling, deceive, receipt, receive

UNIT 3 LESSON 2

Aims
• to introduce and practise If I were you, I’d … for advice
• to develop the children’s reading and speaking skills
• to do a quiz and report answers to the questions in it

Suggestions and answers

STUDY CORNER
• Write the example sentences from the box on the board. Ask the class to translate the phrase giving advice. Ask: Who gave advice to Imran in the dialogue in Lesson 1? (his mother) What did she say? (If I were you, I’d take it back to the shop.)
• Point out the punctuation of the example sentences on the board: the upper sentence has a comma separating the clauses, because If I were you comes first.

1 What’s the problem? Talk about the pictures.
1. Work through the exercise with the whole class. Teach worn out for item 8.
2. Do the minimum of oral practice for these sentences, as the children will do this in meaningful exchanges in Ex. 2.

   1. The bike has a flat tire. 2. I’ve burnt my fingers. 3. I’ve broken a window.
   4. I’ve torn my T-shirt. 5. I’ve scratched 2 CDs. 6. I’ve cracked this bowl.
   7. I’ve bent my glasses. 8. My trainers are worn out; they’ve got holes in them.

2 Work in pairs to give advice, using these phrases.
1. Read the rubric, the examples and the cue verbs/phrases aloud.
2. Get individuals to make up short dialogues across the class. Standardize and get choral and individual repetition for all the items.
3. Put the class into pairs to practise making short dialogues. Go round the class and help as necessary.
4. Get the children to write four or more short dialogues either in class or for homework.

Sample answers
1. The bike has a flat tire.
   If I were you, I’d repair it.
2. I’ve burnt my fingers.
   If I were you, I’d put them under the cold tap.
3. I’ve broken a window.
   If I were you, I’d replace the glass.
4. I’ve torn my T-shirt.
   If I were you, I’d mend it.
5. I’ve scratched 2 CDs.
   If I were you, I’d throw them away.
6. I’ve cracked this bowl.
   If I were you, I’d buy a new one.
7. I’ve bent my glasses.
   If I were you, I’d bend them back again.
8. My trainers are worn out; they’ve got holes in them.
   If I were you, I’d throw them away.

3 Read the quiz and circle your answers.
1. Read the rubric aloud, and check that the children understand what they have to do. They will circle their answers in pencil in their books.
2. Get individuals to read the sentences aloud. Explain any new vocabulary, e.g. ignore, pavement, record, faint.
3. Allow the children to read the questions again silently and circle their answers. They must do this individually.
4 Work in pairs. Compare your answers with your partner. Then tell the class.
1. Give the class a little time to compare their answers in pairs.
2. Read the example speech bubble aloud. Then ask pairs to report their answers to the class.

UNIT 3 LESSON 3

Aims
• to develop the children’s reading skills (excerpt from a short classic story)
• to discuss alternative endings to a story

Suggestions and answers
1. Read the text and answer the questions.
   1. Follow the same procedure for teaching the text in Unit 1, Lesson 3, Ex. 1.
   2. Explain the meaning of The Outlaws at the beginning of the text. It is important to understand that the schoolboy gang imagined themselves as outlaws, i.e. outside the law.
   3. Explain the phrase ‘who was recovering from a slight cold about two years ago.’ (Paragraph 7, line 2.):
      Aunt Emily was recovering from a slight cold that she had had about two years ago.

They planned to do a show and charge their friends money.
Yes. A lot of children came to the show and paid their entrance fee. They also paid extra money to visit The Snorer.

2. Correct the false statements with information from the text.
   Children complete the task in pairs.
   1. F — William wanted to collect money so that they could buy bows and arrows.
   2. F — Aunt Emily had had a slight cold two years ago.
   3. T
   4. T
   5. F — The children came for The Show, climbed onto the garden wall, crawled along it and climbed through the window.
   6. T

3. Complete the sentences with words or phrases from the text.
   Children complete the task in pairs.
   1. gang
   2. a bow and some arrows
   3. charge
   4. slight
   5. nap
   6. entrance fee
   7. scratches
   8. snoring
   9. false teeth

4. Discuss these questions.
   1. Get the class to chat about their answers to the first question. Do not correct language mistakes here.
   2. When the children answer the second question, write their suggestions in note form on the board. Get the children to describe their suggested exhibits in detail, like the examples in the text. At the end, get the class to vote for the exhibits listed on the board, and write the number of votes next to each item.

   Answers depend on the children.

UNIT 3 LESSON 4

Aims
• to study and practise the past perfect tense with when / before / after
• to study and practise irregular past participles of verbs

STUDY CORNER
• Write the examples in the box on the board. The use of the past perfect tense can be confusing for students of English, so take time to point out the sequence of events.
• In the first example, write a number ‘1’ under clause A, and write a number ‘2’ under clause B. This shows that clause A happened before clause B.
• In the second example, write a number ‘1’ under the clause she had eaten, and write a number ‘2’ under the clause Aunt Emily felt better. This shows which clause happened first.
• In the third example, write a number ‘1’ under the clause she had eaten a lot of cake, and write a number ‘2’ under the clause Aunt Emily was snoring. This shows which clause happened first.
• Get individuals to make similar sentences by changing some of the words, e.g. Aunt Emily felt worse after she had played volleyball.

Suggestions and answers
1 Put the verbs in brackets into the past perfect, then listen and check.
   1. Read the rubric and all the dialogue aloud, without giving the answers.
   2. Get the children to work in pairs. They write out in their notebooks only those sentences where they must change the verb in brackets.
   3. Read the dialogue aloud again from the beginning. During the course of the dialogue, get pairs to tell the class their answers. Check with the rest of the class before confirming the answer. Then get choral and individual repetition.
   4. Turn to the dialogue script on pages 110-111 of the Student's Book. Read the dialogue aloud, getting the class to repeat each sentence after you.
   5. Finally, put the class into pairs and let them read the dialogue aloud. They do not have to switch and repeat the dialogue.

2 Rewrite the sentences using the past perfect and the word in brackets.
   1. Read the rubric aloud, the examples and the items 3-9. Explain that the children have to rewrite the sentences using the past perfect and the word in brackets.
   2. Go through the exercise with the class. Get an individual to make the sentence, correcting if necessary, then get choral and individual repetition. Continue in the same way with the next sentence.
   3. Put the children into pairs to do this task. They write the sentences in their notebooks.

| 1. When I got home from school, my mother had gone shopping. |
| 2. Then I noticed that I had forgotten my door key.          |
| 3. Then I saw that somebody had left a window slightly open. |
| 4. When I had put down my bag, I started to climb the tree next to the house. |
| 5. After I had climbed quite high, I reached the window and opened it a little. |
| 6. After I had opened the window a little wider, a large bird flew out. |
| 7. It was very angry because it had spent the day in our bathroom. |
| 8. Later I told my mother that I had found a bird in our house. |
| 9. After I had finished telling the story, she laughed and laughed. |

3 These past participles are the same as the simple past forms. Make a short sentence with each one.

Read the Sample Answers below aloud. Then ask for other sentences from the class. Write them on the board so that other children can read them and if necessary correct them.

Sample answers
My teacher was angry because I had not brought my homework book to school.
I saw that the shop had burnt down in the night.
I heard that my dad had caught several fish.
My mother’s friend, who I had not met before, was at home.
The shopkeeper said that I had not paid for the joystick.
After he had taught me to ride a bike, I was able to ride it to school.
I thought I had lost my book.
UNIT 3 LESSON 5

Aims
• to develop the children's listening and reading skills
• to study and understand the final part of a classic short story
• to write a summary of a short story

Suggestions and answers
1 Read the text and answer the questions.
1. Follow the same procedure for teaching the text in Unit 1, Lesson 3, Ex. 1.
2. Explain new words like furious (= very angry) seized, shivered (mime this word), when you go through the test for the second time.

When Aunt Emily woke up, she saw a group of boys in her bedroom. She also saw the things on the bedside table, the notices, and William dressed as the showman.
William's father was not angry with him, because Aunt Emily decided to leave the house at once.

2 Listen to your teacher and answer questions about the text.
Ask these further comprehension questions on the text:
1. What did Aunt Emily first think when she woke up?
2. Did William and Henry make more money or less money than they had expected?
3. What do you think Aunt Emily was doing while she was making a noise in her room?
4. Before The Show, how long was Aunt Emily thinking of staying with William's family?
5. What did William's father say to William after Aunt Emily had left?

3 Complete the sentences about Parts 1 and 2 of the story on page 111.
1. William's father was annoyed because he had just woken up from his nap.
2. William wanted to collect some money so that he and the Outlaws could buy bows and arrows.
3. William planned the show for Sunday afternoon because every Sunday afternoon William's mother visited a friend and his father took a long afternoon nap.
4. William wrote notices for all the exhibits.
5. The children were surprised when they heard Aunt Emily snoring.
6. William decided to show another exhibit, so he wrote notices for Aunt Emily and some of the things in her bedroom.
7. When Aunt Emily woke up she saw the boys in her bedroom. She also saw the things on the bedside table, the notices, and William dressed as the showman.
8. Aunt Emily packed her bags and left because she was furious.
9. William ended up with more money than he expected because the children visited the exhibit of Aunt Emily again and again, and because his father gave him some money.
10. William's father gave William a pound because he was pleased that Aunt Emily had gone.

4 Use your answers from Ex. 3 to write a summary of the story.
Point out that the sentences in Ex. 3 form the 'backbone' or 'skeleton' of a summary. However, the children must put the sentences in the correct order, link them and add further details.

Answers depend on the children. They should be based on the answers to Ex. 3.

Additional activity
This activity can be for the whole class, or for abler children who are reading story books.
Discuss a book that the class has read. Choose adjectives for a book blurb and list them on the board. Then get the children to write the book blurb. (They did a similar task in Book 4.)
UNIT 4 LESSON 1

Aims
• to study and practise a dialogue
• to introduce and practise a little versus a few with foods
• to introduce and practise new food vocabulary
• to develop the children’s speaking skills

Suggestions and answers
1 Read the dialogue and answer the question. Then practise.
1. Follow the same procedure for teaching the dialogue in Unit 2, Lesson 1, Ex. 1.
2. For revision, get the children to read the dialogue again and underline all the phrases with too / enough / not enough.

The pancakes were disgusting: they were thick, heavy and burnt, and didn’t have enough salt.

STUDY CORNER
• Get the children to look at the Study Corner. Go through the language box. Read the phrases aloud and make sure that the children understand them. Translate the herbs and spices, if necessary.
• Do a board chart similar to the one in the Student’s Book, but in columns rather than lines. Remind the children that a few onions are ‘units’, because you can count them, but a little salt is ‘loose’ because you cannot count it. Write these two example phrases on the board.
• Go through the items in the language box and ask individuals where you should write them, in the ‘loose’ column or the ‘units’ column. Continue with all the items. Then give the children a few minutes to copy the table into their notebooks. They should write the phrases in lines, rather than columns.
• The Study Corner helps revise the grammar of determiners that have been introduced in Books 3-5.

(can count): a few onions, a few green peppers, not too many chillies, a lot of tomatoes
(can’t count): a little salt, a little cumin, not too much salt, some turmeric, some cooked rice, a lot of fresh coriander,

2 Complete the dialogues with a little / a few and other words.
1. Read the rubric and the incomplete dialogues aloud.
2. Get the children to work in pairs. They write the missing words in their notebooks in a list 1-6.
3. Get pairs to tell the class their answers.
4. Note that ‘a little’ versus ‘a few’ is a new language item in Book 5; that is why this exercise concentrates on this item, rather than all the language items in the box in the Study Corner.

1. Yes, I need a few chillies.
2. It needs a little more cumin.
3. OK, I’ll bring you a little fruit.
4. Of course. I’ll buy a few tomatoes.
5. Let’s take a few flowers from the garden.
6. Would you like a little more?

UNIT 4 LESSON 2

Aims
• to introduce and practise verbs for cooking processes
• to play a mime and guessing game
• to study and practise giving a recipe
• to develop the children’s speaking skills
Suggestions and answers

1  **Listen and find the correct pictures. Talk about the foods.**
   1. In this exercise, first talk about the pictures, second, do the listening and pronunciation task, third, talk some more about the pictures.
   2. Introduce the four exercises on this page; they are all about food and cooking. Ask the children what they can see in the pictures.
   3. Go through pictures 1-8 one by one asking questions, e.g. **Look at picture 1. What food can you see? Is the person mixing the cheese or grating it? What happens when you grate cheese? (you cut it into very thin pieces.)**
   4. Read the script on page 111 of the Student’s Book aloud, pausing after each phrase so that the children have time to find it and point to it. Then do listen-and-repeat and read the phrases aloud in order from Ex. 1, starting with **grate some cheese.**
   5. Finally, get individuals to talk about cooking processes as in the example. Encourage them to be light-hearted with other formulae, e.g. **You can beat an egg, but you can't beat a potato.**

2  **Guessing game. Team A acts; Team B guesses.**
   1. Mime slicing a cucumber. Get the children to ask you questions like the example speech bubbles.
   2. Do one or two more examples with other verbs and food.
   3. Put the students into groups of about six, and divide each group into two teams, A and B.
   4. One child from Team A mimes and the children in Team B try to guess the verb and the food. When they succeed, one of them mimes an action. Go around the groups helping as necessary.

3  **Match the pictures to the correct sentences.**
   1. Tell the children they are going to learn how to make a Spanish omelette.
   2. Get individuals to read the sentences a)–h) aloud. Explain that the pictures are in the correct order but the sentences are not.
   3. Let the children work in pairs and do the matching exercise.
   4. Get pairs to give the class their answers; write these on the board. As you do this, get the class to repeat the sentence.
   5. Ask the class to write the complete recipe in the correct order in their notebooks. (Children who finish quickly can draw the pictures next to the sentences.)

4  **Cover the instructions and practise the recipe.**
   1. Tell the class to close their books.
   2. Mime each stage of the recipe and get the class to tell you the stages, e.g. **First chop the onion. Then slice the tomatoes and a few peppers.**
   3. Put the children into pairs to take turns telling each other the recipe.

Additional activities

Start a chat about food and cooking. Ask: **How many of you cook at home? What do you cook? What do you enjoy cooking?**

Ask individuals (who cook) the name of the dish and the different food that they put in it. Do not ask for a complete oral recipe as this takes too long. Instead, limit the answers to about 20 seconds per individual.

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**UNIT 4 LESSON 3**

**Aims**

- to develop the children’s reading skills
- to introduce and practise vocabulary for food processing
- to introduce and practise the simple present passive

**Suggestions and answers**

1  **Read and answer the question.**
   1. Introduce the topic by explaining to the class that they are going to read how people make ice cream.
   2. Ask if they like ice cream and get individuals to tell the class their favourite flavours. Teach the new word **flavour** here.
3. Read the rubric, comprehension question and introduction aloud.
4. Read the text aloud while the children follow silently in their books. Get the class to tell you the answer to the question. Use the pictures on this page to revise or teach: a tub, a paddle, syrup, weighed, packing.

Ice cream is made of milk, cream, sugar, fruit or other flavours, like coffee or chocolate.

2 Match the pictures (1-5) to the questions and answers (A-E).
1. Explain that in these short dialogues, the questions are asked by the children who are visiting the factory, and the answers are given by the manager of the ice cream factory.
2. Tell the children to read the questions and answers silently.
3. Get individuals to read the questions and answers aloud. Answer any questions about these dialogues.
4. Put the children into pairs to do the matching exercise; they read the texts again in Ex. 1 and match them to the dialogues in Ex. 2. Get pairs to tell the class their answers.


3 Read the text again and answer these questions.
Note that two of the questions (6 and 8) are not specifically answered in the text but require the children to use their imagination.

1. Milk and/or cream, sugar, fruit or other flavours.
2. Chopped fruit or syrup.
3. Heat the cream.
4. By mixing sugar and water.
5. To put air into the mixture to keep it light and medium-soft.
6. When it's very cold. It would be hard to cut when it's frozen.
7. In the cold store.
8. In the summer.

4 Can you remember how ice cream is made? Don't look at the text. Put the steps in the right order using the passive tense.
1. Copy onto the board the two speech bubbles.
2. Using the children's first language if necessary, explain that these sentences are in the passive; we use the passive when a) we do not know who does an action, or b) it isn't important who does an action.
3. Show on the board how the passive is formed: is/are + past participle of the verb.
4. Make sure that the children understand that the sentences refer to present time, although they contain the past participle.
5. Go through the exercise with the class. Get the children to number the steps in the right order.
6. Help children to form each sentence using the passive. Get the class to repeat each sentence.
7. Get the class to copy the sentences into their notebooks.

1. d The cream is heated. 4. c The ice cream is weighed and cut.
2. b The chopped fruit is added. 5. a The ice creams are wrapped, boxed and frozen.
3 e The mixture is chilled and stirred.

5 What about you? Invent one delicious flavour and one horrible flavour for an ice cream.
1. Get individuals to read the speech bubbles aloud. Ask for some more examples from the class.
2. Put the class into pairs; they must think up some ideas for delicious and disgusting ideas and write them in their notebooks. Set a time limit to make them work fast, e.g. two minutes.
3. Get pairs to tell the class their ideas. Do not correct language mistakes here because the aim is to encourage free speaking.

UNIT 4 LESSON 4

Aims
• to study and practise the simple present passive
• to practise the structure made from
• to develop the children's listening and speaking skills
• to study regular and irregular past participles
Suggestions and answers

STUDY CORNER
• Ask: What is ice cream made from? Help the class to answer: Ice cream is made from cream and sugar.
• Ask: What are omelettes made from? Help the class to answer: Omelettes are made from eggs.

1 Make true sentences from the table.
1. Read some of the sample answers below, slowly, so that the children can find the phrases in the table. Explain any new words or phrases, e.g. wheat flour.
2. Get individuals to make sentences from the table and get the class to repeat each sentence.
3. Get the children to write 4 or more sentences from the table in class or for homework.

Sample answers
Soup is made from potatoes / vegetables / meat / tomatoes / chicken.
Ice cream is made from sugar / cream / milk.
Macaroni is made from wheat flour.
Pizzas are made from wheat flour / tomatoes / cheese / vegetables / meat / chicken.
Chips are made from potatoes.
Candy is made from sugar / cream.
Cheese is made from milk / cream.
Rotis are made from wheat flour.

2 Test each other.
1. Get the class to repeat the question and answer in the speech bubbles.
2. Get individuals to ask and answer questions across the class.
3. Put the class into pairs so that they can practise their questions and answers. Go round the class and help as necessary.

3 Find the past participles of the verbs.
1. Write these sentences on the board: I've made a cake. Chips are made from potatoes. I've eaten my pizza. Omelettes are eaten for supper.
2. Underline the 4 past participles. Explain to the children, in their own language if necessary, that they already know past participles because they have used them in the present perfect tense. Point out that some past participles e.g. made have the same form as the simple past tense, but others e.g. eaten, have a different form from the simple past.
3. Explain the matching activity. Children work in pairs and match the verbs to the past participles.
4. Ask for answers from pairs and write these on the board in two columns. Get the class to copy these columns of verbs in their notebooks.

Answers are clear from the Student’s Book.

4 Listen to your teacher and tick the boxes.
1. Get the class to look at the table. Explain that they are going to hear a talk about things that are produced in different countries.
2. Read the example aloud. Apart from the tick marks, explain that for each of the other items they must write ‘most’ for the country that produces most; they must write ‘some’ for one or more countries that produce some, but not as much. They can write these words in pencil in their books.
3. Read the script on page 111 of the Student’s Book aloud. Pause after each sentence or two so that the children have time to write their answers.

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<th>Japan</th>
<th>USA</th>
<th>China</th>
<th>Russia</th>
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<td>maize (grow)</td>
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UNIT 4 LESSON 5

Aims
- to study and sing a traditional (adapted) song about food and cooking processes
- to write a recipe, using guide words
- to develop the children’s writing skills

Suggestions and answers

1. As you sing, mime the actions.
   1. Tell the class to read the song silently in their books as you say it or sing it.
   2. Tell the class to read the song quickly to tell you all the words about the weather. Get the answers and write the words on the board in the order and combinations in which they appear, e.g. hot / sunny; wet / windy; etc.
   3. Teach the children to sing the first verse and at the same time to mime beating eggs.
   4. Do the same with the second verse. This time, they must mime grating cheese and then beating eggs.
   5. Do the same with the other verses.
   6. Finally get the class to sing the whole song, without stopping, with all the actions.

2. A recipe for ‘Fried Rice’. Write sentences for the pictures using the guide words and a little / a few.
   1. Go through the pictures systematically one by one, asking questions, e.g. Look at picture 1. What is the person doing? What happens when you chop an onion? (you cry and your eyes ‘run’) Continue with the remaining pictures.
   2. Read the recipe from the Sample Answer below aloud, while the children follow silently in their books.
   3. Get the children to work in pairs and practise telling the recipe. Go round and help as necessary. Remind them to use the determiners that they have practised, e.g. a few, a little.
   4. Get the children to write the recipe in class or for homework.

Sample answers
   1. Chop the onion and a little garlic.
   2. Fry the onion and garlic in a little oil in the pan.
   3. Slice a few mushrooms and a few green peppers.
   4. Add the mushrooms and green peppers to the pan.
   5. Cook the mixture for 5 minutes.
   6. Add 4 cups of cooked rice and heat it.
   7. Add a little coriander, a little cumin and a little turmeric.
   8. Serve and eat it!

Additional activities

What’s missing in the recipe? Make suggestions.
Tell the children that some of them are good cooks and know how to make a good recipe better. Read the rubric above aloud.
Ask for suggestions: What would make this fried rice recipe better? Ask those children who put up their hands. Correct them only if they make mistakes with determiners.

Sample answers
   You should use onions, but no garlic.
   You should add salt, pepper and parsley.
   You should add a chopped fried egg.
   You should eat it with hot peppery sauce.
UNIT 5 LESSON 1

1 Maria, who is Italian, has sent an email to Judy. Write will or going to in the gaps.

Dear Judy,
Thank you for your long email all about yourself and your family.
Good luck with your Italian lessons! If you like, I will send you a CD of some Italian songs.
I’m attaching some photos of my family. If they don’t come through, tell me and I will send them again.
This weekend we are going to visit my uncle and aunt who live by the sea. It’s my aunt’s birthday, so we are going to have a family lunch party.
Next term I am going to take dancing lessons. I already do gym and go to Drama Club, so I think I will/ am going to enjoy it.
My Grandmother has just arrived for supper. I will email you again soon, I promise!
Love, Maria.

2 Choose the correct word to complete the sentences.

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

3 Listen to your teacher. Complete the packing list for an expedition.

The full script is on page 111 of the Student’s Book.

UNIT 5 LESSON 2

1 Read the notes about the magic dragon. Now answer the questions in your notebook, using after.

1. It landed on the mountain after it had reached Earth.
2. It breathed on the snow after it had landed on the mountain.
3. It drank the water after it had breathed on the snow.
4. It saw some smoke after it had drunk the water.
5. It heard a cry for help after it had put out the fire.
6. It rescued a climber after it had heard a cry for help.
7. It flew into the air again after it had rescued the climber.

2 Rewrite the sentences in the passive, as in the example.

1. First the onions are fried with the garlic. 5. Wheat is grown in the USA.
2. Then the eggs are beaten in a bowl. 6. Large storerooms are built for the wheat.
3. Pancakes are eaten in winter. 7. The wheat is sold later in the year.
4. The ice creams are frozen in the cold store.

3 Practise the conversation, then make up similar dialogues using other phrases for those in italics and the pictures below.

Sample answer
A: I’ve just bought a new atlas. Look!
B: I see some of the pages are torn. Had you noticed?
A: Oh no! They’re definitely torn.
B: Did you notice it in the shop?
A: No, it was still in its box.
B: If I were you, I’d take it back to the shop. They’ll exchange it or give you your money back.
TEST 1

Preparation before the test
1. Each child will need photocopied sheets of the test on pages 103-104 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, using will, going to, wouldn’t (10 Marks)

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

1. Ice cream is made from fruit, sugar and cream.
2. He told Judy to chop the onions and fry them.
3. She told June not to make the pan too hot.
4. She phoned her family after she had reached the North Pole.
5. A plane rescued Pom before the two women got to the North Pole.

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

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

1. It is a wild, hot desert with very little food or water.
2. He walked about 400 kilometres in 40 days.
3. They were worried because the first team had stopped their search.
4. They first found his bicycle, later they found footprints, and finally his camp with a sheet, a water bottle, a chocolate wrapper and a diary.
5. He seemed ill and thirsty, and was dirty and thin.

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

Answers depend on the children.
UNIT 6 LESSON 1

Aims

• to do a survey about food and report the answers
• to revise and practise how much / how many, also other determiners for countable / uncountable nouns
• to develop the children's reading and listening skills
• to study common prefixes for numbers: uni-, bi-, du(o), tri-, quad-

Suggestions and answers

1. In pairs, take turns to ask and answer the questions. Use a tick to show your partner's answers.

   1. Get the children to look at the survey form; help them to tell you that it is a survey form and asks questions about food.
   2. Go through the questions in the survey form. Check some items of vocabulary: 'soft drinks mean cold drinks, and include colas, orange juice, fruit juices, fizzy and still drinks.' Teach them all these phrases, writing them on the board if they are unknown.
   3. Point out the differences between U.S. English and British English; respectively chips, French fries and candy (U.S. Eng.) are crisps, chips and sweets (Br. Eng.).
   4. Ask children to explain the difference in the question forms how much fruit and how many sweets; the former is uncountable and the latter are countable.
   5. Put the children into pairs. Child A asks Child B all the questions and ticks the correct columns to record the partner's answers. Then they switch.

2. Compare your answers with your partner's and tell the class.

Give the pairs some time to look at their answers and compare them. They can circle the question numbers where they have different eating and drinking habits. This avoids hesitation and encourages the reporting of different habits.

3. Read and circle the correct words. Listen and check your answers.

   1. Read the text aloud, without giving the answers, while the children follow in their books. Teach the meaning of energy in the final sentence, translating if necessary.
   2. Put the class into pairs, and get the children to decide on the correct answers. They circle the answers in their books.
   3. Read the script on page 111 of the Student's Book aloud. Pause so that the children have time to correct their answers.

4. Study these prefixes for numbers. Find the words in the dictionary on pages 121 – 128 and write them on the right line in your notebooks.

   1. uni- unicorn, unicycle.
   2. bi-, du(o) bicycle, duo, bilingual, dual.
   3. tri- tricycle, triplets, triangle, triathlon.
   4. quad- quads, quad bike.

Triathlete
UNIT 6 LESSON 2

Aims
• to revise and practise commons verbs: make / do / wash
• to do and report a survey about household habits
• to revise and practise modal verbs of obligation and necessity e.g. should(n’t)
• to practise giving advice and (dis)agreeing
• to develop the children's speaking skills

Suggestions and answers
1 Choose the correct form of these verbs for the survey questions.
1. Get the children to look at the survey form; help them to tell you that it is a survey form and asks questions about housework. Teach this word.
2. Go through the survey form with the class. Help children to choose the right verb(s) for the questions and get the class to repeat the question. Let the children write the correct word in pencil in their books.

In your family, who makes the most phone calls?
In your family, who does the most exercise?
In your family, who does most of the cooking?
In your family, who makes the most noise?
In your family, who washes the dishes most of the time?
In your family, who does the ironing?
In your family, who makes the beds?
In your family, who makes the most mess?

2 Now ask a classmate the questions and write the answers in the column on the right.
1. Note that for Ex. 2 children have to move places and interview someone who is not their partner. Example: Who makes the most phone calls? My father.
2. Get two children to demonstrate the activity: Child A walks across to Child B, asks all the questions and writes down Child B's answers. Then they switch, and Child B asks the questions and writes down Child A’s answers.

3 Tell your partner about your classmate’s family life.
Note that for Ex. 3 children return to their seats and report the interview (in Ex. 2) to their partner. For example, In Huma’s family, her father makes the most phone calls.

4 Talk about your own family using these phrases and those in Ex. 1.
1. Read the examples aloud and get the class to repeat them.
2. Help children to make further sentences. Restrict the sentences to everyday topics, e.g. housework, sport, exercise, food and diet.

Answers depend on the children.

5 Give general advice and agree/disagree.
1. Get the children to tell you what they can see in the pictures and what is happening.
2. Explain that ‘You shouldn’t make a lot of noise …’ is an example of the impersonal you, not the personal you. Everyone and Some people are also used impersonally here.

Answers depend on the children.

Additional activities
Spelling patterns for homework: soft ‘c’
Check/Teach the meaning of these words in class. Get the children to learn them for homework. Test them the next day.
bicycle, centre, century, certificate, cinema, circle, circus, city, concert, December, decide, practice, tricycle.
UNIT 6 LESSON 3

Aims
• to develop the children’s reading skills
• to read an interview and make notes
• to study vocabulary for sports and training
• to listen for specific information and make notes
• to develop the children’s listening skills

Suggestions and answers
1 Read the interview with Wayne Boyle, an Australian triathlete. Circle the subjects that he talks about.
   1. Read the rubric and introduction aloud. Read the subjects aloud; check/teach equipment.
   2. Read the interview aloud while the children follow in their books.
   3. Get the children to reread the subjects and circle the ones that were mentioned. Go through the answers with the class; get the children to refer to the relevant part of the interview.

   distances, equipment, training, advice, studies.

2 Read the interview again and complete the information box.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Wayne Boyle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age:</td>
<td>14</td>
</tr>
<tr>
<td>Lives in:</td>
<td>Sydney, Australia</td>
</tr>
<tr>
<td>Training:</td>
<td>12 hours each week</td>
</tr>
<tr>
<td>Competitions:</td>
<td>Senior Youth Triathlon</td>
</tr>
<tr>
<td>Hopes:</td>
<td>Win the Sydney Schools Championship this year</td>
</tr>
</tbody>
</table>

3 Ask and answer the questions in pairs to check the information.
Put the children in pairs to ask and answer questions.

4 Find words and phrases in the interview that mean the following and write them in the given space.

| 1. triathlete 2. improving 3. fit 4. event 5. runner-up 6. take up |

5 What about you?
1. Give the children a minute to number their preferred choices. Then get them to tell the class.
2. Get children to use correctly the forms ‘I’d like to take up swimming’ (i.e. I don’t do it yet.) and ‘I like running’ (i.e. I do it already and enjoy it.).

6 Listen to your teacher and complete the information box.
Read the script on page 111 of the Student’s Book aloud. Pause so that the children have time to write the answers in pencil in their books.

<table>
<thead>
<tr>
<th>Sport</th>
<th>Distance</th>
<th>Advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swimming</td>
<td>1.5 kilometres</td>
<td>If you like, start the race at the back or at the side. Try to swim in a straight line. Look around you during the race.</td>
</tr>
<tr>
<td>Cycling</td>
<td>40 kilometres</td>
<td>Don’t try to go too fast at the beginning. Get used to moving your legs in circles. Drink lots of water during the race.</td>
</tr>
<tr>
<td>Running</td>
<td>10 kilometres</td>
<td>Take short, fast steps at the beginning. Keep drinking lots of water during the race. Run as fast as possible at the end of the race.</td>
</tr>
</tbody>
</table>
UNIT 6 LESSON 4

Aims
- to develop the children’s speaking skills
- to revise the difference between the simple present (for states and routines) and the present continuous (for temporary actions)

Note that:
- Ex. 1 practises vocabulary
- Ex. 2-3 practise the present continuous
- Ex. 4-5 practise the simple present
- Ex. 6 practises the simple present and the present continuous

Suggestions and answers
1 Match these words to the pictures in Ex. 2.
   1. Read the words aloud, but do not explain them or do any pronunciation practice yet. Get the children to look carefully at the pictures and search for the items.
   2. Get answers from the class in any order. Get the class to repeat the word at this stage.

<table>
<thead>
<tr>
<th>microlight</th>
<th>telescope</th>
<th>unicycle</th>
<th>duet</th>
<th>tricycle</th>
<th>quadbike</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

2 Talk about the pictures. What are they doing?
   1. Help children to make sentences for each picture, similar to the answers below. Standardize each sentence and then get the class and individuals to repeat it.
   2. Put the children into pairs and get them to practise making sentences about the pictures.
   3. Organize a team game:
      Team A asks Team B four more questions about Picture 1, e.g. What is she wearing? Where is she sitting? Is she looking at the sky or the sea? Is she holding the telescope with one hand or two hands? Team A scores a point for each correct question. Then Team B asks Team A four more questions about Picture 2.

   1. Saira’s mum is looking at the night sky through a telescope.
   2. Judy’s mum is playing a duet with Judy.
   3. Uncle Steve is repairing a tricycle.
   4. Ali is riding a unicycle.
   5. Fahad’s dad is driving a quad bike.
   6. Aunty Bridget is flying a microlight.

3 Ask each other questions, based on the pictures.
   1. Get pairs to practise the questions and answers across the class.
   2. Then put the children into pairs and get them to practise the questions and answers.

   Sample answers
   1. Who is looking at the night sky (through a telescope)? Saira’s mum
   2. Who is playing a duet with Judy? Judy’s mum
   3. Who is repairing a tricycle? Uncle Steve
   4. Who is riding a unicycle? Ali
   5. Who is driving a quad bike? Fahad’s dad
   6. Who is flying a microlight? Aunty Bridget

4 Talk about the people’s lives using the words under the pictures.
   1. Help children to make a sentence about a picture. Get the class to repeat the sentence.
   2. Then put the children into pairs and get them to practise the sentences.
1. Saira’s mum paints portraits.
2. Judy’s mum translates books.
3. Uncle Steve invents machines.
5. Fahad’s dad makes TV programmes.
6. Aunty Bridget makes wildlife films.

5 Ask and answer.
1. Get pairs to practise the questions and answers across the class. Teach the expression: What does she/he do for a living? (= What's her/his job?)
2. Then put the children into pairs and get them to practise the questions and answers.

Sample questions and answers
1. Who paints portraits? Saira’s mum.
2. Who translates books? Judy’s mum.
5. Who makes TV programmes? Fahad’s dad.

1. What does Saira’s mum do for a living? She paints portraits.
2. What does Judy’s mum do for a living? She translates books.
3. What does Uncle Steve do for a living? He invents machines.
5. What does Fahad’s dad do for a living? He makes TV programmes.
6. What does Aunty Bridget do for a living? She makes wildlife films.

Additional activities
If you feel that some children found any of Exercises 2-5 difficult, get them to write questions and answers / sentences for homework. Because these are not new structures, it may be sufficient to get children to do the writing task in Ex. 6.

6 Write sentences about 2 or more people in your family, answering these questions.

Answers depend on the children.

UNIT 6 LESSON 5

Aims
• to develop the children’s listening and reading skills
• to study and learn a poem

Suggestions and answers
1 Read the poem and choose the correct word.
1. First get the children to tell you what they can see in the pictures and to explain what they think is happening (Father William is performing all sorts of tricks, and his family are looking very surprised). Do not confirm their answers; instead tell the children to listen and read carefully and see if their guesses were correct.
2. Read the poem while the children follow silently in their books. Get children to answer the question.

Father William is young for his age.

2 Mark these sentences true (T) or false (F).

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T</td>
<td>2</td>
<td>T</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional activities
Get the children to learn the poem.
UNIT 7 LESSON 1

Aims
• to study and practise a dialogue
• to introduce and practise reflexive pronouns

Suggestions and answers
1 Read the text and answer the question.
1. Follow the same procedure for teaching the dialogue in Unit 2, Lesson 1, Ex. 1.
2. Teach the meaning and use of ‘you’re being lazy’: the present continuous of the verb to be is often used when criticizing behaviour.

Dan asked Sandra to make a sandwich for him.
Sandra cut herself.

2 Underline the reflexive pronouns in Ex. 1, e.g. myself.
Answers are clear in the dialogue.

STUDY CORNER
• Read the sentences in the box aloud and get the class to repeat them.
• Ask the class to look again at the reflexive pronouns that they underlined in the dialogue while doing Ex. 2. Read aloud each of the sentences that contains a reflexive pronoun; ask the class if it is Type A, B, C or D.

Sandra was making herself a sandwich. (Type B)
Dan came in and poured himself a glass of water. (Type B)
Making myself a tuna-and-sweetcorn sandwich. (Type B)
No thanks. I can do it by myself. (Type D)
You can make one yourself! (Type D)
Now I’ve cut myself. (Type A)

3 Make sentences like the examples, using these verbs.
She bought herself a new dress.
She cooked herself a meal.
He gave himself an extra mark for a clever answer.
He made himself a sandwich.
She poured herself a glass of water.
He taught himself Arabic.
She wrote herself a reminder message.

4 Make up a story with dialogue for this situation. Then act it out.
1. Explain that the children are going to make up a dialogue like the one in Ex. 1, but using the new cue words under the pictures.
2. Give the class time to look carefully at the pictures. Ask them what they think is happening and what the children (brother and sister) are saying.
3. Read a line of dialogue aloud, from the top, and help a child to adapt it using the cue words. Standardize the new sentence and get the class to repeat it.
4. Continue with the remaining lines of dialogue.
5. Then put the class into pairs and get them to practise the new dialogue.
6. Finally, get several pairs to act out their new dialogue (without books) in front of the class.
7. Get the children to write the new dialogue in class or for homework.
Sample answer
Nadia was making a photo-frame in the dining room. Sadiq came in and poured himself a glass of cola.
‘What are you doing?’ asked Sadiq.
‘I’m making a photo-frame,’ replied Nadia. ‘It’s for Dad’s birthday.’
‘Do you need help?’
‘No thanks. I can do it by myself.’
‘It looks very nice; I like the red wood. Could you make me one too?’
‘Why?’
‘You’re better at making photo-frames than me.’
‘Really? I think you’re being lazy! You can make one yourself!’
‘Please! I’m in a real hurry and I’ve got to collect my library books. Look! There are some more pieces of wood in this box.’
‘Don’t push! There! Now I’ve hit myself on my finger with the hammer. So I certainly won’t be able to make you a photo-frame, dear brother!’

UNIT 7 LESSON 2
Aims
• to introduce and practise inseparable phrasal verbs
• to study and practise the past tense of irregular verbs
Suggestions and answers
1 Match the sentences to the pictures.
1. Go through the pictures one by one. Get the class to tell you what they can see in each picture and what they think is happening. Do not confirm answers at this stage.
2. Read the sentences aloud, or get individuals to read them aloud. Answer any questions, e.g. speedboat, cement, burglar, but do not explain the meaning of the phrasal verbs at this stage.
3. Get the class to do the matching exercise in pairs.
4. Get answers from pairs and get the class to repeat the matching sentences. Take this opportunity to clarify the meaning of each phrasal verb (see Answers below), as the meaning may not be 100% apparent from the pictures. Use translation if necessary.

a) 4 head for: to move towards a place
b) 6 take after: to look or behave like an older member of your family
c) 8 keep off: not go on something
d) 7 come upon: to find or discover something by chance
e) 1 go for: to attack somebody
f) 3 get through: to live through a difficult period successfully
g) 5 ask after: to ask for news of somebody
h) 2 look into: to study or investigate something

STUDY CORNER
Read aloud the first example sentence in the box. Explain, translating if necessary, that all the phrasal verbs in Ex. 1 are inseparable, i.e. the preposition must follow the verb.

2 Complete these sentences using the phrasal verbs in the past tense.
1. asked after 2. took after 3. got through 4. looked into
5. kept off 6. headed for 7. came upon 8. went for

3 Check the past tenses in the table on page 120. Use the past tense of each verb in a sentence.
There are a lot of verbs so allow the children to write very short sentences, like these sample answers below.
Sample Answers
He chose a strawberry ice cream.
She dug a hole and planted the tree.
He drew a picture of a bird.

UNIT 7 LESSON 3

Aims
• to develop the children’s reading skills
• to discuss moral questions related to a story

Suggestions and answers
1 Read the story and choose the correct word.
   1. Follow the same procedure for teaching the text in Unit 1, Lesson 3, Ex. 1.
   2. Get the children to look carefully at the pictures. Ask them to guess the age of the boy artist in the two pictures. Note that in the lower picture the artist has dropped his paintbrush in astonishment; ask the class to guess what was so surprising for the boy.

Kutut used his magic paintbrush well.

2 Your teacher will read some thoughts of Kutut. Say where they go in the story using the numbers 1-6.
   1. Do this as a dictation: Tell the children to listen and write down the sentences that you dictate in their notebooks. Read the sentences on page 111-112 of the Student’s Book twice so that the children can check them.
   2. Then put the children into pairs. They read their sentences and search the text for the right numbered places.
   3. Go through the answers with the class. Write up the answers as given below, so that the children can check their answers.

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

3 Answer your teacher’s questions.
Read the extra comprehension questions from the script on page 112 of the Student’s Book aloud. For some of the questions, the children must think of answers which are not specifically given in the text.

1. Maybe when he was three years old.
2. They thought he was very good.
3. He was frightened.
4. It looked like a real bird.
5. Whether he was dreaming or not. Whether the next thing that he painted would come to life or not.
6. He painted useful things for them like animals, ducks and tools.
7. Because he wanted grand things and luxury goods.

4 Complete the sentences with words or phrases from the story.

| 1. shadow  | 2. remark  | 3. talents  | 4. mural  |
| 5. gleamed | 6. possessions | 7. flock | 8. tiled |
| 9. summon | 10. precious | 11. luxury |

5 Discuss these questions.
Encourage the children to chat about their ideas, in answer to the questions. Do not correct language mistakes here.

Answers depend on the children.
UNIT 7 LESSON 4

Aims
• to study and practise conjunctions: before, after, as soon as, until
• to develop the children's speaking and writing skills

Suggestions and answers
1 Listen to the story of Jack and the Beanstalk. Then choose the correct conjunctions.
1. Ask the children whether they know the traditional story of Jack and the Beanstalk. If any of the children do not know it, start by reading aloud the sentences 1-7, but without giving the answers. This will give the children a framework for understanding the story that you are going to read aloud.
2. Read the story on page 112 of the Student's Book aloud, while the children listen.
3. Then go through the answers with the class.
1. After 2. until 3. before 4. After 5. until 6. As soon as 7. After

STUDY CORNER
• Go through the sentences in the Study Corner and get the class to repeat them.
• Point out that the conjunctions sometimes come at the front of the sentence and sometimes in the middle.

2 What about you? Tell the class what you did yesterday. Use the phrases from the box and before / after / as soon as / until.
1. Read the phrases in the box aloud.
2. Get individuals to read the speech bubbles aloud and get the class to repeat the speech bubbles.
3. Help individuals to make further sentences. Standardize each one and get the class to repeat it.

Answers depend on the children.

3 Talk about the pictures using the past tenses.
1. Get the children to look carefully at the pictures. Ask them to guess the age of the children in the pictures. Explain, translating if necessary, that some people suffer a lot and have a bad reaction when a bee stings them.
2. Go through the story picture by picture. Standardize the sentences and get the class to repeat them.
3. Finally, put the class into pairs; they practise telling the story to each other. Go round the class while they are doing this and help as necessary.

See Ex. 4.

4 Write sentences for the pictures.

Sample answer
1. Last weekend we were having a picnic in the hills. After we had lunch, we sat under the trees. Suddenly, a bee stung Nadia on the hand. As soon as it stung her, she jumped up.
2. Her hand and arm started to go red. Then it swelled up and got bigger.
3. We decided to drive her to the hospital. Before we got to the hospital, Nadia began to feel much worse. She said she had a terrible headache and felt sick.
4. After we arrived at the hospital, we spoke to the nurse in charge. We told her that a bee had stung Nadia on the hand. Then we had to wait for 20 minutes until Nadia could see a doctor.
5. As soon as the doctor saw Nadia, he gave Nadia an injection, and told us not to leave the hospital.
6. Nadia began to feel much better after about an hour. After Nadia’s hand got better, the doctor told us that we could leave.

Additional activities
Spelling patterns for homework: Suffixes -ian (for people)
Check/Teach the meaning of these words in class. Get the children to learn them for homework. Test them the next day.
comedian, historian, magician, musician, politician, technician, vegetarian.
UNIT 7 LESSON 5

Aims
• to study and punctuate dialogue in a narrative
• to develop the children's writing skills

Suggestions and answers
1 Read these lines of speech for the story in Lesson 3. Who was talking to whom?
2 Write the above lines of dialogue in your notebooks, using the correct punctuation and capital letters.

Answers for Exercises 1 and 2.

a) ‘I won’t paint a palace for you!’ he replied angrily.
   Kutut was talking to the headman.

b) ‘Look, Mum! I painted a black spider and it’s run off the paper!’
   Kutut was talking to his mother.

c) ‘Can I open the paintbox now?’ he asked excitedly.
   Kutut was talking to the old man.

d) ‘No,’ he replied. ‘If you open the box tonight, the brush will not work well.’
   The old man was talking to Kutut.

e) ‘He’s very good at drawing birds and wild animals,’ they used to say.
   People in the town were talking to each other.

STUDY CORNER
• The purpose of this Study Corner is to illustrate examples of inversion (verb before subject), not to show all the possibilities of reporting verbs.
• Read the sentences in the box aloud and get choral and individual repetition.

3 Rewrite these lines of dialogue so that they fit the story in Lesson 3. Add the verbs: ask, say or reply. Use the correct punctuation and capital letters.

Sample answers
1. ‘Have you heard that our neighbours have four new cows?’ asked one of the townspeople excitedly.

2. ‘What are they doing to their house now?’ asked one of their neighbours.

3. ‘Look!’ the neighbour replied. ‘They are taking off the old roof and putting on a new tiled one. What will they do next, I wonder?’

4. ‘Go to Kutut’s house,’ the headman said, ‘and order him to come here with his paintbox. Not today, not after supper, but now!’

5. ‘I hope you will like these stools,’ Kutut said to the headman.

6. ‘Hello, my name’s Kutut,’ he said to one of the townspeople.

4 Write a final scene for the story by answering these questions. Include some dialogue.

1. Prepare for this free writing task in class.
2. Ask the first question and ask for possible answers. Write these on the board in note form. Repeat this procedure with the remaining questions.
3. At the end of this stage, the board will be full of suggested answers to the questions. Allow the class 2 minutes to read through these notes in silence. Ask them to choose some of these ideas for their narrative.
4. Get the children to write their own selection of notes in their notebooks. This is especially important if they are going to write their narratives for homework. When they get home, they can open their notebooks and they will have a list of ideas which they have noted for their story.

Answers depend on the children.
All answers are highlighted in grey.

UNIT 8 LESSON 1

Aims
• to study and practise a dialogue
• to introduce the unit topic of turtle conservation
• to develop the children’s speaking skills

Suggestions and answers
1 Read the text and answer the questions.
1. Introduce the unit topic by asking the class how much they know about turtles. Ask them to explain the difference between a turtle and a tortoise (a turtle lives in the water and on land; a tortoise lives only on land). Do not ask them yet to talk about the Turtle Conservation Project in Pakistan, as this is done in Ex. 2.
2. Follow the same procedure for teaching the dialogue in Unit 2, Lesson 1, Ex. 1.

To collect money for the Turtle Conservation Project.

2 Answer the questions.
1. Saira is giving a talk about turtles.
2. The Turtle Conservation Project.
3. Saira is going to organize a fundraiser. Mum and Grandma are going to make some cakes for the Cake Stall.
4. (Answers depend on the children.)
5. (Answers depend on the children.)

3 Make some suggestions for collecting money for charity using phrases from the box.
1. Get suggestions from the class. Get choral and individual repetition from the class.
2. If you like, extend the suggestions-phase into dialogues:
   a) Invite a child to make a suggestion.
   b) Decline the suggestion, saying you do not think it is a good idea.
   c) Get another child to make a different suggestion.
   d) Decline the second suggestion, saying you do not think it is a good idea either.
   e) Continue until the children have run out of suggestions, or until you agree to one of them.
   f) Get children to practise this kind of dialogue in pairs.

Sample Answers
A Let’s organize a fundraiser.
B Why don’t we sell lots of postcards?
C How about giving talks about the turtles?
D We could always organize a sponsored walk.
E Shall we offer guided tours?

UNIT 8 LESSON 2

Aims
• to study and practise regular and irregular plural nouns
• to read and complete a text
Suggestions and answers

1 Write the plural noun on the correct line below.

1. Vowel + y → add -s 
   boys, days, donkeys, journeys, keys, valleys.
2. Consonant + y → -ies 
   cities, countries, fairies, ladies.

2 Find five more plural nouns below for each group. Write the singular/plural pairs in your notebooks.

1 Singular –f; plural –ves
   knife—knives; loaf—loaves; wife—wives; calf—calves; scarf—scarves; thief—thieves; half—halves; life—lives.
2 Irregular plurals
   child—children; man—men; woman—women; mouse—mice; ox—oxen; goose—geese; penny—pence; foot—feet.

3 Complete the sentences with a singular or plural noun from Ex. 1 and 2. Then listen and check your answers.

Let the children work in pairs and fill in the blanks. Read the script on page 112 of the Student’s Book so that the children may check their answers.

UNIT 8 LESSON 3

Aims

• to develop the children’s reading skills
• to introduce and practise vocabulary for turtle conservation
• to give an oral report of a conservation project

Preparation before the class

If you have access to a photocopier, make enlarged photocopies of the pictures on pages 42-43. Cut out the enlarged pictures, and mount them on pieces of cardboard. They can then be used for the children’s presentations in Ex. 4.

Suggestions and answers

1 Read Saira’s story and answer. Find problems in the text to match the pictures.

A Turtles become trapped in fishing nets.
B Turtles become poisoned by pollution.
C People are building more houses/huts near the beaches.
D Poachers steal turtle eggs.

2 Mark these sentences true (T) or false (F). Correct the false ones.


3 Complete the sentences with words from the text.

1. Pollution 2. Poachers 3. adults 4. site
5. hatch out 6. wild 7. crawl 8. swoops

5 Imagine that you are Saira. Tell the class about the work at the Marine Turtle Project. You could use the board for illustrations.

Children can use the mounted pictures from pages 42-43, if you have prepared these before the class.
**Additional activities**

Spelling patterns for homework: Suffixes -sion and -ssion
Check/Teach the meaning of these words in class. Get the children to learn them for homework. Test them the next day.
collision, confusion, decision, division, explosion, television.
profession, expression, procession, permission, possession, discussion.

**UNIT 8 LESSON 4**

**Aims**
- to study and practise reported speech
- to do a conservation study
- to write a report of the results

**Suggestions and answers**

**STUDY CORNER**
- Copy the sentences in the Study Corner onto the board. Get children to read sentences aloud while you write.
- Go through the split-board, showing how the tenses of the verbs move one tense back when you are reporting Direct Speech.

1. **Read the dialogue.**
   Get two good children to read the dialogue aloud. Then get the class to practise the dialogue simultaneously in pairs.

2. **Write a report of the dialogue in your notebook.**
   1. Go through the exercise with the class.
   2. Get the children to practise the dialogue in pairs.
   3. Finally, get the children to write a report of the dialogue in their notebooks.

   Tahir said that he was looking for a book about turtles. He said that he couldn’t find one.
   Asma said that there might be one on the table. She said that she had put one out in the morning.
   Naila said that she would look for it.
   Tahir said that he was very interested in turtles.
   Naila said that she couldn’t find the book.
   Asma said that Tahir might find one in the shop.
   Tahir said that he would buy some cards instead.
   Naila said that the fundraiser was a great success.
   Asma said that Tahir hadn’t paid for the cards.
   Tahir said that he was very sorry.

3. **Ask these questions in the class. Count the ‘yes’ and the ‘no’ answers and write them on the survey.**
   1. To help control this activity, get the children to number the questions 1-9 in their books, e.g. 1. Do you use a new water-bottle every day?
   2. Give the children enough time to look at the chart and some of the questions. Help them to tell you that this is a survey about conservation.
   3. Do this as a class survey: Ask children to read out the questions while you write them on the board. Answer any questions about the language of the questions, e.g. drop litter, running water, disposable. Write columns for the yes/no answers.
   4. When the table is complete, ask the first question, and get the children who answer yes to put up their hands. Then ask the children who answer no to put up their hands. Write the numbers on the board. Do not pause to analyse the answers as this happens later.
There are no correct answers for this survey. But you can write up this scoring scheme above the table:

For each question, if the number is
- **6 or more**, the class needs to learn more about conservation!
- **3-5**, the class already thinks about conservation.
- **0-2**, the class already cares about conservation.

4 **Write a report of the survey in your notebooks.**
1. Read the examples aloud and get choral and individual repetition.
2. Point out the tense changes in the examples, one tense back.
3. Work through the other questions in Ex. 3 with the class and get the children to make answers in reported speech.

**Sample answers**
1. Four children said that they used/didn’t use a new water-bottle every day.
2. … children said that they sometimes/never bought canned drinks.
3. … children said that they had sometimes/never taken birds’ eggs from a nest.
4. … children said that they had/hadn’t dropped litter on the ground yesterday.
5. … children said that they cleaned/didn’t clean their teeth under running water.
6. … children said that they had/hadn’t used the AC yesterday.
7. … children said that their parents had/hadn’t driven them to school today.
8. … children said that they had/had never bought a disposable (single-use) camera.
9. … children said that they had/hadn’t thrown away any food yesterday.

**Additional activities**
If you have a class of able children, you can have a discussion about the reasons for conservation that are behind the survey questions in Ex. 3.
Read each question aloud and invite children to say why it is not a good idea to do that thing. Help individuals to explain their reasons, but do not correct language mistakes here, provided that the other children can understand the speaker.
Some of the abler children can add these reasons to their report, which is the writing task in Ex. 4.

**Sample answers for conservation**
1. Do you use a new water-bottle every day?
   It wastes plastic if you buy a new plastic bottle of water every day.
2. Do you sometimes buy canned drinks?
   It is a waste of tin-can materials to buy canned drinks.
3. Have you ever taken birds’ eggs from a nest?
   Be careful, because this may be against the law. In any case, the eggs that you take will not hatch out into chicks, and so the bird population will fall.
4. Did you drop litter on the ground yesterday?
   Litter should be collected and put in a rubbish bin.
5. Do you clean your teeth under running water?
   You use less water if you clean your teeth with a mug of cold water, not with running water.
6. Did you use the AC yesterday?
   The AC uses a lot of electricity. A ceiling fan uses less electricity.
7. Did your parents drive you to school today?
   A car burns petrol, and this creates greenhouse gases, which make the temperature of planet Earth rise every year.
8. Have you bought a disposable (single-use) camera?
   This wastes plastic.
9. Did you throw away any food yesterday?
   Unless the food was bad, this is a waste of food.
UNIT 8 LESSON 5

Aims
• to study and learn a poem
• to study and practise discourse markers in a report
• to write a report using guide words and discourse markers

Suggestions and answers
1 Read the poem. Fill in the gaps with the adjectives. Then listen and check.
1. Read the adjectives aloud and explain any new words, e.g. tiny, ripply.
2. Read the complete poem on page 112 of the Student’s Book aloud and explain any new words, e.g. chewed, muscles, dinosaur.

2 Read Saira’s summary for her school magazine. Fill in the gaps using these words.

Not everyone realizes that turtles are in danger. **Firstly**, poachers visit the nesting beaches in order to steal the turtles’ eggs. **Secondly**, many turtles become trapped in fishing nets. Others are killed by fishermen. **In addition**, new housing and hotels are built close to the sea. When this happens, turtles cannot use those beaches for their nests. **However**, in Pakistan the number of turtles has increased in recent years. Laws against the killing of turtles and collecting of eggs have helped. In other countries, **on the other hand**, turtles are not protected. **Therefore**, all countries should agree to protect their turtles.

3 Write a report on the orang-utan. Use the notes and the connecting words and phrases from Ex. 2.

Introduce The World Wildlife Fund (WWF), which is an international organization for the conservation of endangered species of animals.

**Sample answer**

‘Orang-utan’ means ‘person of the forest.’ Not everyone realizes that the orang-utans are the only great apes outside Africa. They live on the islands of Borneo and Sumatra. The population has fallen in the past 100 years for many reasons. **Firstly**, many of the forests (where they live) are cut down every year. **Secondly**, poachers shoot orang-utans for their meat. **In addition**, poachers catch and sell orang-utans for pets. **However**, the WWF has tried to protect orang-utans since 1962. It has helped to set up reserves in some countries. In other countries, on the other hand, governments do not protect the forests or the orang-utans. **Therefore**, the WWF should continue to protect orang-utans.
All answers are highlighted in grey.

UNIT 9 LESSON 1

Aims
• to study and practise a dialogue
• to study and practise tag questions (past)
• to develop the children’s reading and speaking skills

Suggestions and answers
1 Read the text and answer the question.
1. Note that the comprehension question is: What do you learn about Ben’s dream?
2. Follow the same procedure for teaching the dialogue in Unit 2, Lesson 1, Ex. 1.
3. Point out that *squid*, like *fish*, has a plural without -s.
4. Point out the use of the tag questions (past) in this dialogue. The children have already come across the use of questions tags (present) in previous books.

Ben had a nightmare about a monster fish.

STUDY CORNER
• The intonation of question tags is tricky, so keep things simple at this level of OPE.
• Read the questions aloud, with falling intonation. Explain the meaning, e.g.
  You slept well. (= I think you slept well, but I’m checking.)
  You were dreaming of fish, weren’t you? (= I think you were dreaming of fish, but I’m checking.)
  You didn’t wake up, did you? (= I think you didn’t wake up, but I’m checking.)
  You weren’t afraid, were you? (= I think you weren’t afraid, but I’m checking.)

2 What about you? Ask a classmate about last weekend, last night and this morning.
1. Get children to read the example questions aloud and get choral and individual repetition.
2. Get the children to ask each other questions across the class, using past tag questions. Keep to simple topics, like food and drink, transport, games and sports, TV, lessons and homework.

3 Complete the summary using these words.
1. Read the summary aloud, without giving the answers, while children follow in their books. Explain any new words, e.g. *survived*, *inland*, *moved on* (= looked for a new place to live).
2. Let the children complete the summary in pairs. Go round and help as necessary.
3. Get the pairs to read aloud the sentences with their answers.

About 20,000 years ago, the few people on Earth lived in *caves* or tents. They survived by picking wild *fruit*, berries and nuts: they also dug up the *roots* of plants. They hunted wild *animals* with stone tools. Those people who lived by the sea collected *shellfish* and crabs from the beaches. Inland, if there weren’t enough wild animals or fruit, they moved on. They did not stay in one *place* for long. People did not know how to farm, because nobody had thought that they could plant *seeds* and live near them instead of moving from place to place.

UNIT 9 LESSON 2

Aims
• to study and practise ordinal numbers 32nd – 100th
• to talk about historical events
• to study abbreviations
• to study abbreviations in text messages
Suggestions and answers

1. Find the words for these numbers. Write them in your notebooks starting with the lowest.

Answers are clear in the Student’s Book.

2. In which century did these events happen? Complete the box.

In the fifteenth century.
In the sixteenth century.
In the nineteenth century.
In the twentieth century.
In the twenty-first century.

3. Abbreviations. Write these headings above the correct columns.

4. Find the correct abbreviations for the words in Ex. 3, and write them next to the correct words.

<table>
<thead>
<tr>
<th>Answers for Exercises 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>mister—Mr</td>
</tr>
<tr>
<td>misses—Mrs</td>
</tr>
<tr>
<td>Doctor—Dr</td>
</tr>
<tr>
<td>Professor—Prof.</td>
</tr>
</tbody>
</table>

5. Write these text messages in full, as in the example.

1. Where r u? Where are you?
2. I wil b 10 mins l8 2. I will be ten minutes late too.
3. We 1 our match! We won our match!
4. xlent news! Excellent news!
5. I xpect 2 b home @ 8. I expect to be home at eight.
6. cu soon. See you soon.
7. looking f’wd to cing u. Looking forward to seeing you.
8. cd u by me an nvelope? Could you buy me an envelope?
9. thnx 4 yr email. Thanks for your email.
10. y r’nt u here? Why aren’t you here?

6. Play a team-game with text messages.

1. Team A writes five abbreviated text messages on the left-hand side of the board.
2. Team B comes up and writes A’s text messages in full on the right-hand side of the board.
3. Team B writes five messages on their side of the board, etc.

UNIT 9 LESSON 3

Aims

• to develop the children’s reading skills (a playscript)
• to introduce vocabulary for farming
• to develop the children’s speaking and acting skills

Suggestions and answers

1. Read the playscript and answer the questions.

1. As this is a playscript, which is a different kind of genre, allow the class time to become familiar with the format.
2. Read the rubric and the comprehension questions. Also read the list of characters; the names are supposed to be unusual and comic.
3. Follow the same procedure for teaching the text in Unit 1, Lesson 3, Ex. 1.

Babel was angry because he hadn’t seen any animals or birds all day, so hadn’t brought any food home. Maisy produced lots of different food for supper.

2 Mark these sentences true (T) or false (F) and correct the false ones.

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th></th>
<th>T</th>
<th></th>
<th>F</th>
<th></th>
<th>T</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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<td>5</td>
<td></td>
<td></td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

3 Act out the play; you will need seven actors.
1. Divide the class into groups of seven and check which child in each group will read which part.
2. Get one group to act the first part of the story to the class, as far as ‘… so I haven’t brought any meat.’ (Babel)
3. Get another group to act the second part of the story to the class, as far as the Narrator’s part: Maisy mixes the ground wheat …’
4. Get another group to act the final part of the story to the class.
5. Put the class into groups to act the complete story.
6. Ask for volunteer groups to act the whole story in front of the class.

Additional activities
Spelling patterns for homework: Prefixes re- (for verbs) Check/Teach the meaning of these words in class. Get the children to learn them for homework. Test them the next day.
reappear, rebuild, redo, refill, refund, remember, remind, renew, repair, repeat, replay, rewrite.

UNIT 9 LESSON 4

Aims
• to revise and practise purpose clauses with ‘to’
• to revise and practise the conjunctions because / so
• to present and study the conjunction although
• to write sentences about oneself

Suggestions and answers
1 How much do you know about the earliest simple farms? Use a phrase from each box to make sentences.
1. Get the children to look at the whole table. Explain that they are going to write sentences about the early farmers.
2. Read out the sample answers (see below) slowly while the children look at their books and find the phrases in the table.
3. Get individuals to make sentences from the table. After each correct one, get choral and individual repetition.
4. Put the children into pairs. They practise making sentences from the table. Go round the class and help while they are doing this.
5. Get the children to write 5 sentences in their notebooks.

Sample answers
Early farmers -
used small bones and strong grasses to sew animal skins.
sewed skins to make clothes.
sewed leaves together to make shelters.
hit stones together to light fires.
used coconut fibre to make ropes.
used long animal horns to dig the ground.
used the shoulder-bones of large animals to carry soil.
STUDY CORNER

• Get children to read the sentences from the box aloud and get choral and individual repetition.
• Point out the two possible positions of although: either the initial position, in which case there is a comma between the first and second clauses; or the middle position, in which case there is no comma between the first and second clauses.

2 Complete the sentences using ‘although’ and a phrase from the box.
Read the phrases from the box aloud and get the class to repeat them. Explain words like struggled, upset.

1. I've heard a lot about Humpel's family, although I haven't met them.
2. Although the men hunted for a week, they didn't catch any animals.
3. The men wanted to catch the buffalo, although they had never caught one before.
4. At first, they couldn't see the buffaloes, although they could hear them.
5. Although the men were frightened, they didn't run away.
6. Although the calf struggled, it couldn't escape.
7. Although the mother was upset, she quietened down later.
8. The calf is growing fast, although it is still quite small.

3 What about you? Complete true sentences about yourself.
1. Read the sentences aloud to the class without completing them. Invite children to complete item 1 and get different sentences from different children.
2. Repeat with the remaining items.
3. Get the children to write 5 true sentences about themselves for homework. Abler children can expand their answers.

UNIT 9 LESSON 5

Aims
• to develop the children's listening and speaking skills
• to develop the children's reading and writing skills
• to write a paragraph about farming, using guide words and conjunctions

Suggestions and answers
1 Read the text and answer the question.
1. Read the comprehension question aloud and check that the children understand it.
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 answer.

They took a little buffalo milk every day.
They found another buffalo and produced another calf.
They kept some wheat back and planted it when the next rains came.
They kept some seeds from ripe beans and planted them.
They planted fruit seeds.
They collected hens and their eggs.
On special days they killed a chicken.

2 Look at the pictures and listen to your teacher talk about fish-farming. Then talk about the pictures.
1. Get the children to look at the pictures carefully. Get them to tell you what they can see and what appears to be happening.
2. Read the script on page 112-113 of the Student's Book aloud. Pause after each section and ask some questions about the pictures.

3 Write a paragraph about the beginning of fish-farming. Use the guide phrases and the conjunctions.
Encourage the children to write on their own. Use the script on page 112-113 of the Student's Book as a sample answer to this exercise.
Revise the previous four units with the children before attempting the exercises in this unit. All answers are highlighted in grey.

UNIT 10 LESSON 1

1 Read the dialogue and circle the correct phrases.

A: Why don’t you do some exercise this term? I’m sure you would enjoy it.
B: What do you suggest I do?
A: Why don’t you take up running?
B: I haven’t got any trainers.
A: You could always buy a new pair for yourself.
B: They might be expensive. Have you got any other ideas?
A: What about taking up hockey?
B: Hockey balls are very hard! How about a game with a softer ball?
A: I know! You could go along to volleyball practice. It’s in the gym every Wednesday evening. They have a lot of fun, so I hear.
A: That sounds very tiring. I think I’ll stay at home instead.
B: Let’s go swimming! The pool is open today from 2.00 until 4.00.

2 Choose the correct word to complete the sentences.

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

3 Listen to your teacher and complete the sentences.
The full script is on page 113 of the Student’s Book.

UNIT 10 LESSON 2

1 Add tag questions.

1. didn’t you? 2. weren’t you? 3. have you? 4. were they?
5. hadn’t they? 6. had they? 7. did you? 8. haven’t you?

2 Change the direct speech to reported speech.

She said that...

1. pandas lived in the mountains in China.
2. there might be only 500 – 1000 pandas in the world.
3. people (had) only discovered pandas in 1869.
4. pandas (had) reached zoos outside China after 1937.
5. pandas were afraid of people and might try to bite them.
6. after a time, they would accept food from people.
7. she had seen a panda that shook hands with people.
8. a baby panda weighed only 100 – 150 grams and couldn’t see.
9. a panda could live on its own after a year.
10. male pandas were about 10% larger than female ones.

3 Tell, and afterwards write, the story of Cinderella. Use the given words and these conjunctions: so, because, although, as soon as, before, after, until.

1. For the oral stage, ask the children to look at the pictures. Get them to tell you what they can see, using there is/are and the present continuous tense. Use this opportunity to teach words and phrases, e.g. go to a party, Fairy Godmother, sweep the floor, prince, invite Cinderella to dance, slipper.
2. Read the sample answer below aloud, while the children look at the pictures. Then put the children into pairs: they look at the pictures and retell the story together. Go round and help as necessary.
3. Get them to write the story in their notebooks.

**Sample answer**

1. Cinderella was crying because her two sisters had gone to a party without her.
2. Before the Fairy Godmother arrived, Cinderella was sweeping the floor.
3. After the Fairy Godmother arrived, she changed Cinderella's old clothes into a beautiful dress, so Cinderella decided to go to the party too.
4. As soon as Cinderella arrived at the party, the prince invited her to dance. Cinderella danced with the prince until it was 12 midnight.
5. As soon as the clock started to strike 12, Cinderella left the party. Although her slipper came off, she continued running.
6. After the prince found Cinderella's slipper, he decided to look for her.

**TEST 2**

**Preparation before the test**

1. Each child will need photocopied sheets of the test on pages 105-106 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. don’t / we
   2. Let’s / We can
   3. How about
   4. Shall / Should we
   5. We could / We can

2. **Rewrite the following sentences, using the word(s) in bracket, to give the same meaning. (10 Marks)**
   
   1. As soon as he threw his net into the river, he caught a fish.
   2. Although the fish were very small, they were tasty.
   3. He ate the fish although he doesn’t usually eat smoked fish.
   4. She said that she hadn’t fed the hens yesterday.
   5. She said that she would give them some corn after breakfast.

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

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

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

   1. He must catch the reader at the beginning and keep the reader hooked until the last page.
   2. Both events and dialogues ask questions.
   3. You can’t guess how it will end.
   4. It makes the beginning uninteresting, because you cannot picture the characters.
   5. A writer can provide information as the story continues.

5. **Write a dialogue between two school children who have very different habits. (10 Marks)**

   Answers depend on the children.
UNIT 11 LESSON 1

Aims
• to present and practise vocabulary for natural disasters
• to develop the children's listening skills
• to revise geographical places
• to talk about natural disasters in your own country

Preparation before the class
If possible, bring into the classroom a large world map for this lesson. Then you can point to the countries that are included in the listening activity in Ex. 2 and 3.

Suggestions and answers
1. Match the pictures to the descriptions.
   1. Introduce the unit topic of natural disasters. Ask the children what kind of disasters happen in Pakistan from time to time. (Be sensitive in your asking of questions to individuals, as some children's families may have been affected by disasters.) Note that Ex. 4 allows the opportunity for further discussion, after the children have acquired more vocabulary.
   2. Tell the children to look at the pictures 1-6 while you read the captions aloud.
   3. Do some pronunciation work with the new vocabulary items, as the children will be using them in their pair work. Read the items in random order aloud and pause so that the children have time to find and point to the items. Then do listen-and-repeat with the items in the right order.
   4. Read the definitions a-f aloud and explain the new phrase downhill.
2. Listen, find the places on the map and then make a list in your notebook. Listen again and write the type of disaster next to the correct country.
   1. Read the countries/regions that are listed in Part 1 of the script on page 113 of the Student's Book aloud. If you have a world map, get children to come up and point to the countries on the map. Then they find the countries on the map in their book and write them in a list in their notebooks.
   2. Explain that you are going to give a talk about these countries and the natural disasters that sometimes happen there. Tell children that they must write down the names of disasters next to the countries in their notebooks.
   3. Read the script about the first country, pausing so that the children have time to write. Continue in the same way with the remaining countries.
   4. Read the script again, without pausing, so that the children can check the answers that they have written.
   5. Ask for answers from the class. If some children have omitted an answer, or have recorded the wrong one, do not correct them, but read the relevant section of script aloud again.
   6. Finally, get the children to turn to the script. They can follow in their books while you read it aloud. If you like, do listen-and-repeat with one or more of the sections.
Indonesia: volcanoes, earthquakes, tsunamis.
Japan: earthquakes, volcanoes, tsunamis.
China: landslides, earthquakes.
Caribbean: hurricanes, volcanoes.
Southern states of the USA: hurricanes, tornadoes.
Western states of the USA: volcanoes, earthquakes.

3 Check your answers.
1. Get children to read the example speech bubbles aloud. Get choral and individual repetition.
2. Get children to ask and answer questions across the class about other types of disaster.
3. Put the children into pairs and let them practise their questions and answers.

4 What about you? Talk about your own country.
1. Start with a revision of the types of disaster that happen in your country, using the simple present tense.
2. Pass on to discussion and narration of past events that the children have experienced or read about.

UNIT 11 LESSON 2

Aims
• to revise and practise going to for predictions
• to develop the children's speaking skills
• to study the spelling of words with silent letters

Suggestions and answers
1 Listen to your teacher. Which picture is she/he talking about?
1. For this exercise to work, children must first look carefully at both pictures so that they see all the details. Get them to say what they can see and to say what is happening, using there is/are and the present continuous tense.
2. Write a large A on one side of the board, and a large B on the other side. Say that you are going to talk about one of the pictures. The children must point to the board letter of the correct picture.
3. Read the script on page 113 of the Student's Book aloud, pausing so that the children can point. This will show you which children are better listeners.

STUDY CORNER
• Read the example sentence aloud. Explain that in this lesson the children are going to practise going to for predictions (translate this term).
• Take this opportunity to revise other forms of future prediction. Write these phrases on the board:

<table>
<thead>
<tr>
<th>PHRASE</th>
<th>IDEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>is going to fall</td>
<td>certainly</td>
</tr>
<tr>
<td>will probably fall</td>
<td>probably</td>
</tr>
<tr>
<td>will possibly fall</td>
<td>possibly</td>
</tr>
<tr>
<td>might fall</td>
<td>possibly</td>
</tr>
</tbody>
</table>

• Get the class to make a few sentences with the phrases from this box about the two pictures, e.g. The climber might fall. The train will possibly hit the car.

2 Work in two teams: Team A are pessimists and Team B are optimists. Make predictions about the pictures in Ex. 1 in turns.
1. Explain that pessimists think that the worst thing is going to happen; optimists think that things will be OK.
2. Encourage individuals to make predictions about the two pictures. Correct if necessary and get choral and individual repetition of the sentences.
3. Then put the children into pairs and get them to practise.

Refer to the script on page 113 of the Student’s Book for sample answers.
3 Write three sentences about each picture in your notebook.
Refer to the script on page 113 of the Student’s Book for sample answers.

4 Spelling: Silent letters. Say the words and underline the silent letters. Write the words in your notebooks under five columns.

<table>
<thead>
<tr>
<th>silent ‘s’</th>
<th>silent ‘t’</th>
<th>silent ‘c’</th>
<th>silent ‘gh’</th>
<th>silent ‘i’</th>
</tr>
</thead>
<tbody>
<tr>
<td>island</td>
<td>Christmas</td>
<td>scene</td>
<td>height</td>
<td>friend</td>
</tr>
<tr>
<td>isle</td>
<td>soften</td>
<td>science</td>
<td>bright</td>
<td>business</td>
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<td></td>
<td>often</td>
<td>scissors</td>
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<td>scent</td>
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UNIT 11 LESSON 3

Aims
• to develop the children’s reading skills
• to practise the vocabulary of natural disasters

Suggestions and answers
1 Read the story. In which order did the following things happen? Number them 1-5.
1. Set the scene for this story by getting the children to look at the pictures on page 57. Explain that this is a true story about a volcano that happened in Greece in the year 1650 BC. Use the world map to point out the site of the volcano, which is on the island of Thira (also called Santorini) to the north of Crete.
2. Follow the same procedure for teaching the text in Unit 1, Lesson 3, Ex. 1.
3. You will need to explain some new vocabulary in this text, e.g. thunder, dust, ash, grieved, puzzled.

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

2 Answer these questions.
1. Because they were frightened of another earthquake.
2. Because fine dust was falling and the roof protected them from it.
3. Because they were well trained and always obeyed orders.
4. Because a huge wave (tsunami) broke over the island.
5. Because it had disappeared under the sea.

3 Which disasters (a-d) do these phrases refer to?
1. a 2. a 3. a 4. d 5. d 6. a 7. b 8. b 9. c

4 Match the pictures with the four stages of the disaster.
1. Point out that the sentences 1-4 explain the four stages of the disaster in the right order; the pictures are in jumbled order.
2. Read the sentences aloud and get choral and individual repetition.
3. Allow pairs a short time to do the matching exercise. They tell the class their answers.
4. Get the children to read the sentences again silently for 1 minute and learn them by heart. Then they must cover the sentences, but can look at the pictures.
5. Help individuals to make a sentence for picture D, then picture C then picture B, and finally picture A.


UNIT 11 LESSON 4

Aims
• to revise vocabulary for natural disasters
• to present and practise defining relative clauses with where/when
• to write a quiz about the natural world
• to talk about personal experiences

Suggestions and answers

1 Ask your partner these quiz questions. Then check the answers.

1. Read the quiz questions aloud and get the class to repeat them.
2. Tell the class that they are going to ask each other the questions and write down the answers in their notebooks. This will test their spelling of the six vocabulary items.
3. Put the class into pairs to do the task. Go round the class and observe how well they are doing, but do not offer to help. Then you will be able to see how much they have remembered, and how well they can spell.
4. Get the children to look up the answers on page 128 and to correct their spellings. Ask for a show of hands: How many correct answers did you get?

See page 128.

STUDY CORNER

• Defining relative clauses are not a new structure, but ones with where/when are presented here for the first time.
• Read the sentences in the box aloud and get the class and individuals to repeat them.
• Point out that these defining relative clauses do not have commas between the clauses.

2 Match the halves to make sentences about a flood on a farm.

1. Set the scene for this exercise by explaining the background: One year, there was a bad flood in England during the winter. All the rivers overflowed and the water rose higher and higher. On one farm, the sheep had to come into the farmhouse for several days to escape the flood.
2. Read the example sentence aloud and get the class to repeat it.
3. Read the first half of item 1 aloud; then give the class enough time to search for the matching item. Do not ask the first child that puts up her/his hand; wait for several children to find the answer before asking an individual.
4. Continue with the remaining items in the same way.

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

3 Team Quiz. Write questions for the answers.

1. Explain that the children have to write quiz questions for the answers that are given.
2. Read the example question and answer aloud. Explain that the children have to write questions with where or when.
3. Divide the class in half, into two teams A and B. Put a scoreboard on the board for points.
4. Ask the pairs in Team A to prepare questions for items 1-4; ask the pairs in Team B to prepare questions for items 5-8. The children write their questions in their notebooks.
5. Ask a pair from Team A to provide the question for item 1. If it is correct, give a point to Team A. If it is incorrect, ask Team B to correct it for a bonus point.
6. After getting questions for items 1-4 from Team A, turn to Team B and repeat the process.

Sample answers

1. What do you call a place where the land rises very high into the sky?
2. What do you call a low place between two hills where a river runs?
3. What do you call the time of day when the sun sets?
4. What do you call a place where a rocky wall rises out of the sea?
5. What do you call the time of the year when there is no school?
6. What do you call the bottom of the sea where crabs and octopuses live?
7. What do you call a storm where air goes round and round very fast?
8. What do you call the time of day when the sun rises?

4 What about you? Tell the class about some of your own experiences too.

1. Read the examples aloud. Get the class to repeat them.
2. Invite individuals to tell the class about some true personal experiences.
UNIT 11 LESSON 5

Aims
• to develop the children’s reading skills
• to practise punctuation
• to write boasts

Suggestions and answers

1 Write the titles above the boasts.
   1. Get the children to look at the pictures and say what they think is happening.
   2. Read the titles aloud. Explain the meaning of boasts, translating if necessary. Ask the class whether it is good or bad to boast about things that you have done. Ask them the difference between being pleased about something that you did well, and boasting to other people about something that you have done.
   3. Do not let the children read the boasts aloud, as they are not punctuated. Instead, read them aloud yourself, while the children follow in their books.
   4. You will need to explain some new phrases, e.g. starve, wag their tails, shave himself, inches, grunts.
   5. Put the children into pairs. They read the boasts aloud and match them to the titles.
   6. Get pairs to tell the class their answers.


2 Copy Boasts 4 and 5 in your notebooks with the correct punctuation.
   1. Let the children do this individually, not in pairs. Go round while they are doing this. Do not offer help, but check to see how well they can do the task. Note any children who appear to be having difficulty with punctuating the texts.
   2. To correct the two boasts, ask children to dictate sentences while you write them on the board, without punctuation. Then invite individuals to come to the board and add the correct punctuation. Ask the class if they agree.

   4. There’s a man round here (NO COMMA) who is so tall that he has to climb a ladder to shave himself. When he was born, he was so big that it was impossible to name all of him at once. He grew so fast that his head grew three inches through the top of his hat.
   5. I know two fellows who are so lazy (NO COMMA) that it takes two of them to chop wood. One swings the axe; the other grunts.

3 Make up boasts from the table and complete them in your own way.
   1. Start by reading the example aloud and getting the class to repeat it.
   2. Help individuals to make new boasts, using the table. Standardize and get the class to repeat the sentence. Encourage the children to exaggerate; this is an opportunity to be creative and funny.

   Answers depend on the children.

4 Make up three more boasts using your own words. Write them in your own notebook.

   This is an opportunity for abler children to write boasts creatively without the table framework provided in Ex. 3. Those children who are less able may want to write a few more boasts using the words in Ex. 3 instead.

   Answers depend on the children.
UNIT 12 LESSON 1

Aims
• to revise and teach vocabulary for weather
• to revise tenses for the future
• to develop the children's listening skills
• to study the spelling pattern fore-

Preparation before the class
If you have access to a photocopier and an overhead projector, make a transparency of the grid in Ex. 3. This will make the exercise easier to mark. If you use a water-based OHP pen, then you can erase the answers after the lesson and use the OHT again.

Suggestions and answers
1. Check the meanings in the dictionary, then listen and repeat.
   1. Tell the children to look at the pictures 1-8 while you read the captions aloud.
   2. Do some pronunciation work with the new vocabulary items, as the children will be using them in their pair work. Read the items in random order aloud and pause so that the children have time to find and point to the items. Then do listen-and-repeat with the items in the right order.

2. Check the meanings in pairs.
   1. Before you do the pair work, check that the children know how to use the new vocabulary items; some of the vocabulary items are countable and the others are uncountable.
   2. Check this using the sentences given below. Read the first sentence aloud, then ask the class: Is it 'downpour' or 'a downpour'? (a downpour). Pause so that the children can write 'a' next to the caption 'downpour' in their books.

   1. You get a downpour in a monsoon.
   2. You sometimes get fog in the mountains.
   3. You don't get very wet in drizzle.
   4. A gale is a very strong wind.
   5. A breeze is pleasant when it's hot.
   6. You can get mist in the early morning.
   7. You get a blizzard in the mountains.
   8. Sleet is like wet snow.

3. What will the weather be like tomorrow? Listen to your teacher and tick the table.
   1. Explain to the children what they have to do: they have to listen to a weather forecast for areas of Pakistan and write yes/no on the table, as shown below. They write in their books in pencil.
   2. Demonstrate on the board how to fill in a box of the table for rain: no | yes means that there is no rain in the first part of the day, but there is rain in the second part of the day.
   3. Read the script on page 113-114 of the Student's Book aloud. Pause during and after each section so that the children have time to fill in the table.
   4. Let pairs compare their answers. Then they can see which answers are unclear, so they will have to listen carefully a second time.
   5. Read the weather forecast a second time so that the children can check their answers.
   6. Ask for answers from the class. If some children have omitted an answer, or have recorded the wrong one, do not correct them, but read the relevant section of script again aloud.

1. downpour: a shower of heavy rain
2. fog: a thick cloud that lies just above the land or sea
3. drizzle: very fine rain
4. gale: a very strong wind
5. breeze: a light wind
6. mist: very fine drops of water, e.g. in the early morning when you can't see far
7. blizzard: heavy snow with strong winds
8. sleet: half-frozen rain that falls when it is very cold
7. Finally, get the children to look at the script. They can follow in their books while you read it aloud. If you like, do listen-and-repeat with one or more of the sections.

<table>
<thead>
<tr>
<th></th>
<th>Sind</th>
<th>Baluchistan</th>
<th>Punjab</th>
<th>Northern Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>rain</td>
<td></td>
<td></td>
<td>no</td>
<td>yes</td>
</tr>
<tr>
<td>breeze</td>
<td></td>
<td>yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>gale</td>
<td></td>
<td></td>
<td>no</td>
<td>yes</td>
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<tr>
<td>blizzard</td>
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<td></td>
<td>yes</td>
<td></td>
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<tr>
<td>sleet</td>
<td>yes</td>
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<td>yes</td>
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<tr>
<td>mist</td>
<td>yes</td>
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<td>yes</td>
<td>no</td>
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<td>sun</td>
<td>no</td>
<td></td>
<td>yes</td>
<td>no</td>
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<tr>
<td>cloud</td>
<td>yes</td>
<td></td>
<td>yes</td>
<td>no</td>
</tr>
</tbody>
</table>

4 What about you? Ask and answer.
1. This exercise should be done in conjunction with the Study Corner.
2. Read the speech bubbles aloud and get the class to repeat them.
3. Go through the example sentences in the Study Corner and get the class to repeat both the positive and negative sentences. Point out the position of the negative not.
4. Help individuals to make weather predictions for tomorrow / the weekend / next week. Get other individuals to guess the weather for other parts of Pakistan.

STUDY CORNER
- Exercise 4 should be done in conjunction with the Study Corner.
- Read the speech bubbles aloud and get the class to repeat them. Remind the class that ‘What ... like?’ is used in the question but not in the answer.
- Write the example sentences from the Study Corner and their labels (Certain/Probable/Possible) on the board and get the class to repeat both the positive and negative sentences. Point out the position of the negative not.
- Help individuals to make weather predictions for tomorrow / the weekend / next week, like the example sentences, using adjectives e.g. hot, cold, windy, sunny, and verbs, e.g. to rain, to snow.
- Get other individuals to guess the weather for other parts of Pakistan. Abler children can use the nouns from Ex. 3, e.g. There might be blizzards/gales/breezes.

NOTE: Grammars state that may and might are both used to express degrees of certainty, and that might is more tentative than may. Do not trouble your class with this slight difference, as it will be studied later at secondary level.

Additional activity
Spelling patterns for homework: fore-
Check/Teach the meaning of these words in class. Get the children to learn them for homework. Test them the next day.
forecast, forecourt, forefinger, foreground, forehead, foresee, foresight, foretell, forethought, foreword.

UNIT 12 LESSON 2

Aims
- to practise tenses for the future
- to develop the children’s listening and speaking skills
- to follow a route on a map
- to talk about future plans

Suggestions and answers
1 The Bate family is on holiday. Listen to your teacher and follow the route of their planned walk on the map.
1. Read the rubric aloud. Explain to the children that they are going to listen and follow the route of a planned walk.
2. Take time to familiarize the children with the map. Read out some of the places on the map and get the children to point to them. Say: Find Ash, that’s the village in the middle of the island. In the south of the island, find South Sea and South Sea Farm. In the west, find West Bay. In the north, find North Point and a castle near North Point. In the east, find East Head and Middle Point. Find a farm called Hill Farm too.

3. Then read the script on page 114 of the Student’s Book aloud, while the children follow the route on the map with their finger. To check, ask at the end: Do they go to West Bay? Or North Point? Or Middle Point? (‘no’ for all these questions).

2 Read and answer the question.
1. Read the rubric and comprehension question aloud. Then read aloud the dialogue while the children follow silently in their books. Get them to answer the question.
2. Read the dialogue aloud again, while the children follow the route of the new walk with their finger.
3. Point out that the second part of the dialogue uses will to talk about the future. Point out that the family have changed their plans because of the bad weather forecast. So this is a new situation. They are making new plans at the time of speaking.
4. Get the children to practise the dialogue in pairs. They read it through, then switch the roles of Mum and Dad and read it again.

Because the weather report is bad. It’s going to be too wet and windy on the north side.

3 Cover the dialogue. Talk about the family’s plans.
1. Get the children to cover the dialogue and look at the map. Help individuals to make sentences about the family’s plans. Standardize and get the class to repeat the sentence.
2. Then let the children practise in pairs, still covering the dialogue but looking at the map. Go round and help as necessary. Praise good work.

They’re not going to North Point in the morning.
They’re going to stay at home in the morning.
They’re going to go for a walk in the afternoon after lunch when the weather’s better.
They’re going to walk down to South Sea Farm and then down to South Sea.
They’re going to have a picnic there.
They’re going to walk north to the river.
They’re going to come back to Ash along the river.
They’re going to be back home in the evening.
Dan is going to watch the football match, which starts at 7 o’clock.

4 Talk about the following plans. Match parts of the dialogues.
1. Read the two speech bubbles aloud and get the class to repeat them. Explain that the speech bubble on the left is a prediction with ‘going to’. On the right, there is a decision made at the time of speaking; so the tense is will for future.
2. Read quickly through the sentences halves on the left and right, getting the class to repeat them only if you think that your class needs extra oral practice with these fairly simple structures.
3. Get the children to work in pairs and match the sentence halves. Get pairs to tell the class their answers.
4. Demonstrate how to test one’s partner: Tell the class to shut their books. Read item 1 aloud and get individuals to respond with the matching part of the dialogue. Do this for the remaining items, demonstrating how to help if the class have forgotten the response. i.e. saying the cue word, e.g. sweater.
5. Put the children into pairs. They test each other, in the same way.

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

UNIT 12 LESSON 3

Aims
• to develop the children’s reading skills
• to talk about the future
**Preparation before the class**
If possible, do an Internet search on space travel, cars, computers in the home, global warming. Print out the most interesting website page that you find for each topic.
Go through this Lesson in the usual way. Use the website pages in Additional activities.

**Suggestions and answers**
1. Read and match the titles to the texts.
Follow the same procedure for teaching the text in Unit 1, Lesson 3, Ex. 1.

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<tr>
<td>3.</td>
<td>a</td>
<td>4.</td>
<td>c</td>
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2. Match sentences or phrases in the texts to the pictures.

A One result will be the melting of ice in Greenland. The ice cap in Greenland is 3 kilometres thick. If it melts, sea levels will rise by nine metres across the world.
B RFID will be used for food packets. Your fridge computer will warn you which food is about to go bad, and remind you which food you need to buy.
C And we should help low-lying countries so that they can manage the change in their local conditions.
D You'll switch on your AC 30 minutes before you return home.
E It's like a shopping cart that is stacked outside a supermarket.
F Some futurologists say that one day there will be settlements on the Moon.

3. Mark these sentences true (T) or false (F).

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<td>4. T</td>
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<td>5. F</td>
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<td>6. T</td>
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</table>

4. Complete the sentences with words from the texts.

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<tbody>
<tr>
<td>1.</td>
<td>orbit</td>
<td>2.</td>
<td>data</td>
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<tr>
<td>3.</td>
<td>stacked</td>
<td>4.</td>
<td>sofa bed</td>
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<tr>
<td>5.</td>
<td>smart</td>
<td>6.</td>
<td>sensor</td>
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<tr>
<td>7.</td>
<td>dose</td>
<td>8.</td>
<td>global warming</td>
</tr>
</tbody>
</table>

5. What about you? What do you think will happen? Talk about the ideas in Ex. 3.

**Sample answers**
1. I think people will definitely live on the moon in future.
   I think they won't.
2. I think we won't find large creatures on some of the planets.
   I think we will.
3. I don't think people in towns will be able to borrow one of the new electric cars.
   I think they will.
4. I think the new cars will not be suitable for travelling long distances.
   I think they will be suitable.
5. I don't think houses and flats will be bigger in future.
   I think they will.
6. I think it will be possible to receive your medicine without a nurse in future.
   I don't think it will be possible.
7. I think the world's climate will change before 2050.
   I think it won't change.
8. I think sea levels won't rise in future.
   I think they will.

**Additional activities**
Following on from the discussion in Ex. 5, produce any website pages that you have found on the four topics in this unit and have brought into the class. If you find anything new discuss it with the class. As well as telling the class about them, encourage them to ask you questions.
UNIT 12 LESSON 4

Aims
• to study and practise concord (the agreement of subject and verb)
• to study and practise singular uncountable nouns ending in -s
• to study and practise collective nouns

Suggestions and answers
1 Listen to the story on page 114 and answer the question.
1. The purpose of this listening task and the story is to present the grammar point of Study Corner 1.
2. It is also good practice to get children to listen sometimes to a talk without being prepared in advance about the topic before they listen.
3. Read the story on page 114 of the Student’s Book a couple of times. Then get the class to answer the question.
4. Finally, get the children to turn to the script on page 114 and listen and follow silently, while you read the story aloud again.

It was probably a monkey.

2 Complete Study Corner 1 using the present perfect.

STUDY CORNER 1
1. Somebody has drunk my tea. 3. Nobody has seen the monkey.
2. Has everybody arrived? 4. Has anybody seen my watch?

STUDY CORNER 2
This Study Corner box is preparation for Exercise 3.
• Write the example sentence on the board. Ask the class whether ‘news’ has a final ‘s’ (yes). Ask if ‘news’ is singular or plural (singular). Explain that you can say ‘some news’, ‘the news’, ‘a piece of news’, but not ‘a news’.
• Go on to Exercise 3, which gives examples of singular nouns ending in ‘s’, e.g. names of school subjects, games and sports, and illnesses.

3 Check the meanings of unknown words in the dictionary on pages 121-128. Then complete the sentences with words from the box.
1. Put the children into pairs to complete their answers.
2. Get pairs to tell the class the answers.

<table>
<thead>
<tr>
<th>1. Cards</th>
<th>2. news</th>
<th>3. Athletics</th>
<th>4. physics</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. mathematics</td>
<td>6. Draughts</td>
<td>7. measles</td>
<td>8. rabies</td>
</tr>
</tbody>
</table>

STUDY CORNER 3
• The purpose of this Study Corner is to show the class that there are alternatives. So the children should not be surprised if they sometimes find a singular or plural verb form with e.g. team, as in the example.
• As the difference in meaning is very small, assure the class that marks will not be taken off for mistakes. Point out the rubric for Ex. 4: Circle the best verb.

4 Circle the best verb.
1. were 2. has 3. were 4. is 5. were 6. receives 7. has 8. are

UNIT 12 LESSON 5

Aims
• to do and report a survey on life in the future
• to develop the children’s speaking skills
• to sort notes into groups
• to write a paragraph on life in the future
Suggestions and answers

1 Read and circle your answers.
1. Introduce the survey form. Explain that the children are going to write their own answers; they are not going to interview their partners.
2. Go through the questions and explain any new phrases, e.g. high-rise building, also known as a tower block; a skyscraper has to be very very tall.
3. The children read their survey and circle their answers in pencil in their books.
4. While the children are answering the survey questions, write the survey questions on the board ready for Ex. 3.

2 Ask your partner about his/her answers and then tell the class.
1. Put the children into pairs. Get them to ask each other for their answers as in the example speech bubbles (left and centre).
2. Then get children to report to the class about their partner’s answers. Get just a few examples from the class, as in the example speech bubble (right). It is not necessary to get all the children to speak during this stage.

3 Your teacher will count the total answers for the survey and write them on the board. Report some of the findings.
1. Ask the children to look at the answers that they circled for themselves during Ex. 1. Ask question 1 and get the children to put their hands up for Yes, or Possibly, or No. Count the hands and write the total answers on the board, like this, e.g. Do you think you will live abroad? Yes 7 / Possibly 13 / No 3
2. When all the answers are up on the board, get individuals to report some of the findings orally like the examples. To help them, write these cue words on the board: Yes + would. Possibly + might. No + would not.
3. Finally, get the class to write five or more sentences in their notebooks. Abler and faster writers can write more.

Answers depend on the survey findings.

4 What kind of life would you like in the future?
1. Read the rubrics for Exercises 4 and 5 aloud, as Ex. 4 is essential preparation for Ex. 5.
2. Read through the group headings on the left and the notes on the right, asking questions about new words, e.g. healthcare, environment, disabled.
3. Let the children work individually to sort the notes into groups. Then check the answers with the class, writing the answers on the board.

   1. b d i  
   2. c e g  
   3. a f h

5 Write sentences from the notes. Then write a paragraph on one of the subjects, using your own ideas as well.
Get the children to write a paragraph on one of these subjects either in class or for homework. Depending on the ability of your class, it is more important to get the children to write a single paragraph and develop their own ideas, than to write three guided paragraphs without adding any of their own ideas.

Sample answers

   1. Skills
   In future, everybody should learn to use computers.
   Children should also learn to type.
   Everybody will need to study maths and science at school.

   2. Environment
   In future, everybody should protect all kinds of wildlife.
   In addition, we ought to protect the forests.
   We also need to keep the environment and rivers clean.

   3. Healthcare
   Everybody should have free medicine and healthcare.
   Also, we ought to look after blind people and disabled people better.
   In future we shall need to build up-to-date hospitals.
All answers are highlighted in grey.

**UNIT 13 LESSON 1**

**Aims**
- to study and practise vocabulary for parts of buildings
- to read a text about the British Isles
- to develop the children's speaking and reading skills

**Suggestions and answers**

1. **Listen and find the parts of buildings. Then listen and repeat.**
   1. Tell the children to look at the pictures 1-8 while you read the captions aloud.
   2. Do some pronunciation work with the new vocabulary items, as the children will be using them in Ex. 2. Read the items aloud in random order and pause so that the children have time to find and point to the items. Use the script on page 114 of the Student's Book. Then do listen-and-repeat with the items in the right order.
   
   Note the following:
   1 — A courtyard can be in a mosque, or a private home, or a public building. It is always open to the sky.
   3 — A minaret is only found on a mosque.
   6 — A gateway can be an architectural arch like the one in the photo. It can also be a gateway with large doors, like the one in Unit 15, Lesson 1, Ex. 3, item 2.

2. **What about you? What parts of buildings in Ex. 1 can you see in your town?**

   Answers depend on the children.

3. **Read the text about the British Isles and complete the table.**
   1. Give the children time to familiarise themselves with the map. Revise the compass points of the map: *Point to the north, south, east, west, north-east, south-east, south-west, north-west.*
   2. Read the countries on the map aloud and get the children to find them and point to them. Ask them where London is. *(It's in the south-east of England.)*

   **The United Kingdom**

<table>
<thead>
<tr>
<th>country</th>
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<th>language</th>
</tr>
</thead>
<tbody>
<tr>
<td>England</td>
<td>the English</td>
<td>English</td>
</tr>
<tr>
<td>Wales</td>
<td>the Welsh</td>
<td>Welsh, English</td>
</tr>
<tr>
<td>Scotland</td>
<td>the Scots</td>
<td>English, Gaelic</td>
</tr>
<tr>
<td>Northern Ireland</td>
<td>the Irish</td>
<td>English</td>
</tr>
</tbody>
</table>

   **The Republic of Ireland**

<table>
<thead>
<tr>
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<th>people</th>
<th>language</th>
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**UNIT 13 LESSON 2**

**Aims**
- to do a geography quiz
- to develop the children's listening skills
- to present the simple past passive
Preparation before the class
If possible, bring into the classroom a large world map for this lesson, then you can point to the countries that are included in the listening activity in Ex. 1 and 2.

Suggestions and answers
STUDY CORNER
Present the sentences in the box. Point out that the simple past passive is formed with was/were and the past participle. Get the class to repeat the sentences.

1  Listen and find the places on the map.
   1. Get the children to look at the world map in their books. Read the script on page 114 of the Student's Book aloud, which describes the location of the places in the pictures. Point to the places on the world map if you have brought one into the class.
   2. Tell the class the following:
      2—The building in the photo is one of many buildings of the University of Paris.
      4—The Colosseum was a stadium that was used for games and public displays.
      5—The Parthenon was a government building in Ancient Greece.
      7—The Petronas Towers building is an office building with restaurants, cafes and shops.

2  Read the quiz questions and circle your answers.
   1. Give the class time to look at the quiz questions.
   2. Warn the class that there are a lot of 'false answers' in the script.
   3. Read the script on page 114 of the Student's Book aloud. Pause after each section so that the children have time to circle their answers.

3  Now listen and check your answers.
   1. Read the script aloud again. Get the children to stop you when they hear a correct answer.
   2. If some children have omitted an answer, or have circled the wrong one, do not correct them, but read the relevant section of script again.
   3. Finally, get the children to look at the script. They can follow in their books while you read it aloud. If you like, do listen-and-repeat with one or more of the sections.

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UNIT 13 LESSON 3
Aims
• to develop the children's reading skills
• to act out a story in class

Suggestions and answers

1  Read the story and answer the questions.
   1. Read the rubric, the comprehension question and the introduction aloud. Explain the meaning of *kidnap*: to take somebody away by force and demand money for his safe return.
   2. Follow the same procedure for teaching the text in Unit 1, Lesson 3, Ex. 1.

He went to get a chest with valuable papers in it.
He didn't find the chest. He found that the stairs ended 20 metres above the ground.

2  Did these thoughts of David about his uncle turn out to be true or false?
   Go through the exercise with the class.

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3  What do we learn about the uncle from the text? Find and underline sentences or phrases in the text to match these ideas.
   Read the rubric and the sentences aloud. Explain to the children that they must search for phrases in the text. This gives them practice in searching part but not all of a text to find a phrase or information.
1. The next day my uncle and I had a small bowl of porridge and a glass of water for breakfast, lunch and supper.
2. … he never left me alone in the kitchen with the locked chests, in which, I supposed, he kept his money.
3. A Scottish pound was the same as an English shilling, and there were twenty shillings in an English pound. I could see that his story was a lie…
4. It clearly hurt him to do it …
5. … and he kept back the last two pounds…
6. The stairs are grand.

4 Find words or phrases in the story for these definitions.

1. porridge 2. chest 3. crazy 4. valuable
5. grand = excellent 6. flash of lightning 7. uneven

5 Act out the story in groups of three. (David, Uncle, 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 the section of the story to the class, from ‘After supper he said suddenly, …’ to ‘I thanked him warmly.’
3. Get another group to act the next part of the story to the class, from ‘Now,’ he said, looking cleverly at me, …’ to ‘… I could easily fall to my death.’
4. Put the class into groups to act out the complete story.

UNIT 13 LESSON 4

Aims
• to develop the children’s reading skills
• to give an oral summary of a story
• to present and practise the structure: ‘There was smoke coming from the window.’
• to study the spelling patterns (prefixes): over-, under-

Suggestions and answers

1 Read Part 2 of Kidnapped and answer these questions.
1. Start the lesson by asking the children to give an oral summary of the story from Lesson 3.
2. Follow the same procedure for teaching the text in Unit 1, Lesson 3, Ex. 1.

David’s uncle had sent him upstairs, but David found that the stairs ended 20 metres above the ground. Probably because he had not expected to see David again alive.

2 Which questions might David ask his uncle in the next part of the story? Read and tick the ones which fit the story.
1. Read the rubric and the questions to the class aloud. Explain to the class that some of the questions do not fit the story.
2. Go through the exercise with the class. Get the children to give reasons why some of the questions do not fit the story.

a) does not fit the story; his uncle did not welcome him kindly.

b) fits the story.

c) does not fit the story, because we already know the answer.

d) does not fit the story, because his uncle sent him upstairs, not downstairs.

e) fits the story.

3 Tell the story in your own words.
1. Help individuals to give an oral summary of the story. Do not allow a child to say more than two sentences. Then ask another child to continue.
2. Allow the children to look at the pictures in Lessons 3 and 4. This may help them to remember some details.
3. After doing the oral summary, put the children into pairs. They practise the oral summary together.
4 **Make sentences from the table.**
   1. Children have already studied in OPE the similar structure in the present: *There is smoke coming from the front of your car.*
   2. Get the children to look at the whole table. Explain that they are going to write sentences from the table.
   3. Read some sentences from the sample answers below aloud, slowly, so that the children can follow the phrases in their books. Point out that *voices* and *smells* are plural, but *music, smoke* and *laughter* are singular.
   4. Get individuals to make sentences from the table. After each correct one, get choral and individual repetition.
   5. Put the children into pairs. They practise making sentences from the table. Go round the class and help while they are doing this.
   6. Get the children to write five sentences in their notebooks.

**Sample answers**
- There were angry voices coming from the shop.
- There was non-stop music coming from the house.
- There was black smoke coming from the window.
- There were delicious smells coming from the kitchen.
- There was happy laughter coming from the house.

5 **Write sentences of description in the simple past tense.**

**Sample answers**
1. There was non-stop music coming from the hall. It sounded like a concert.
2. There was a sweet smell coming from the cafe. It smelt delicious.
3. There were happy voices coming from Sue's garden. She looked extremely happy.
4. There was black smoke coming from the post office. It looked like a bad fire.
5. There was happy laughter coming from the house. It sounded like a good party.

**Additional activities**
- Spelling patterns for homework: *over-, under-*
- Check/Teach the meaning of these words in class. Get the children to learn them for homework. Test them the next day.
  - overcharge, overcrowded, overeat, overflow, overgrow, oversleep, overwork.
  - underground, underline, underpass, underpay, underwater, underweight.

**UNIT 13 LESSON 5**

**Aims**
- to read and study a book blurb
- to make notes about a book that you have read
- to write a blurb for a book that you have read

**Preparation before the class**
- If possible, bring into the class several simplified readers in English with book blurbs on the back covers. The best one would be the Oxford Bookworms ‘Kidnapped’.
- If the children have been reading simplified readers this term, get them to bring in their books for this lesson. The readers will be needed for Exercises 2-4.

**Suggestions and answers**
1. **The purpose of a ‘blurb’ on the back cover of a book is to interest readers and to encourage them to read the book. Read the blurb for *Kidnapped* and complete the notes below.**
   1. Read the book blurb aloud with plenty of vigour and enthusiasm, including the comment at the bottom.
2. Explain the definition of book blurb by reading the rubric aloud. Show the class the book blurbs on the back of the readers that you have brought into the class.

3. Go through answers for the notes with the class. Explain the meaning of excerpt, and get the class to pronounce the word (the c and p are silent). Get the class to underline the phrase takes place (happens).

The excerpt is from the middle.
The tense of the excerpt is in the simple present.
The main character’s name is David Balfour.
The main character’s friend is Alan Breck.
The action takes place in Scotland.
The type of story is an adventure story.
The description of the story is in the simple present.

2 In your notebook, write notes about a book that you have read.
1. Prepare the class for doing the writing task by going through and explaining Exercises 2-4. Explain that at the end of the writing task they will have written a blurb like the one in Ex. 1, which is the model for this writing task.
2. Get the children to suggest some titles of books that they have read this school year. Write the titles on the board.
3. Go through the questions, explaining technical terms like series, publisher, simplified, shortened. Use the readers that you have brought into the class to help explain these terms.
4. Get the children to write both the questions and their answers in their notebooks.

Answers depend on the children.

3 Think of some key events from the book and write them in note form.
1. Read the section ‘And so begin … Highlands of Scotland’ from Ex. 1 again. Explain to the children that they are going to write about 5 sentences about key events in the story in the simple present tense.
2. Get them to write key words in note form in their exercise books. As soon as they have done this, they can turn the notes into a short description of the beginning of the story (not the end) in their exercise books.
3. Go round and help during this stage. Encourage the children, help where necessary, praise good work.

Answers depend on the children.

4 Choose an excerpt of six sentences from the beginning of the book for the blurb. Write a blurb that combines a) the excerpt b) the description of the beginning of the story c) your opinion of the book.
1. Refer again to the book blurb in Ex. 1. Get the class to write letters (a, b c) in the margin of the blurb that correspond to the sections in this Exercise a) excerpt, b) description, c) opinion.
2. Help them to choose a short excerpt of 4 sentences maximum. Explain that the excerpt should be exciting and should come from the beginning. Get individuals to read their excerpts aloud when they have chosen them.
3. After all this preparation has been done in class, it will be possible for the children to complete the writing of their book blurbs for homework.

Answers depend on the children.

Additional activities
Encourage the children to borrow the simplified reader ‘Kidnapped’ from the school library and read it. The purpose of doing excerpts in OPE is to encourage children to take up the habit of reading simplified readers in English.
UNIT 14 LESSON 1

Aims
• to study and practise a dialogue
• to introduce the unit topic of charities and discuss local charities
• to present and practise the + adjective for groups of people

Suggestions and answers
1 Read the dialogue and choose the correct answer. Then practise.
1. Introduce the unit topic of charities, translating this word if necessary. Ask the children to briefly give some examples of charities that they know about. Do not discuss this at length as this will be done more fully in Ex. 4 when the children have more vocabulary.
2. Follow the same procedure for teaching the dialogue in Unit 2, Lesson 1, Ex. 1.

More than one person wants to raise money for charity.

2 Find words or phrases in the dialogue that mean the following.
1. a charity 2. scratches 3. bruises 4. airlifted 5. raise

3 Match the adjectives and definitions.
After the class has done the matching exercise, explain that the disabled is a useful general term for people who are unable to use a part of their body properly.

4 What about your country? Answer these discussion questions.
As you get answers from the class to these questions, write the information up on the board in note form. Get the children to spell the names of charities if they can. Help them explain ways of giving money and give them the vocabulary if they need it, writing it on the board.

Answers depend on the children.

UNIT 14 LESSON 2

Aims
• to introduce and practise uncountable nouns
• to revise and practise uncountable nouns
• to study adjectives ending in -less / -able / -ful

Suggestions and answers
1 Match the words on the left with the examples.
1. Go through the words in the list on the left. Explain to the children that these are uncountable words and are not used in the plural. Leave pronunciation work until after the children have done the matching exercise.
2. Put the class into pairs to do the matching exercise. Then get pairs to tell the class their answers.
3. Finally do some pronunciation work with the words on the left. Read the words aloud in random order from page 115 of the Student’s Book and get the children to find and point to the words.
4. Then do listen-and-repeat, saying the words in order from top to bottom.

1. f 2. a 3. c 4. g 5. e 6. b
2 Test your partner.
1. Read the example speech bubbles aloud and get the class to repeat them.
2. Get Child A to read another phrase from the right-hand column aloud. Get Child B, without looking at the book to say The person is talking about …. Do this several times.

3 Complete these sentences. Use the words in brackets and the vocabulary from Ex. 1 to complete these sentences.

1. If you take very little luggage, you can carry it yourself.
2. If you want to take good photos, you need expensive equipment.
3. You can listen to the radio if you want to hear the latest news.
4. If you want to travel, you can look up information on a website.
5. If you put too much furniture in a room, it looks too crowded.
6. Don’t ask for advice if you don’t want to listen to it.

4 Check these uncountable nouns in the dictionary. Complete the sentences in your own words.

1. Revise the words in the box at the end of this exercise. Allow the class to understand the meaning of the words from the example sentences.
2. Say the words in the box. Point out the pronunciation of knowledge.
3. Go through the exercise with the class. Get suggestions from the class, standardize, then get the class and individuals to repeat the sentence. Continue with the remaining items.
4. At the end, you can get children to test each other, like this: Child A (with book open) reads a word from the box aloud; Child B (with book shut) says the sentence with the word in it that the class practised.

Sample answers
1. One’s hair gets dirty when the air is very dusty.
2. Young people spend money on CDs, but adults spend money on new cars.
3. In our town, the traffic is busiest at rush hours in the morning and evening.
4. One needs specialist knowledge if one wants to repair a computer.
5. There are many examples of scientific progress, for example, space travel.

5 Adjectives ending in -less / -able / -ful.

-less: breathless, careless, harmless, helpless, hopeless, powerless.
-able: acceptable, avoidable, likeable, manageable, noticeable, obtainable.
-ful: careful, doubtful, grateful, hopeful, peaceful, skilful.

Note the American English spelling ‘skillful’.

UNIT 14 LESSON 3

Aims
• to develop the children’s reading skills
• to learn about the activities of a charity
• to discuss preferred ways of giving money to charities

Preparation before the class
If possible, access the Oxfam website. Find some information on current projects. Print out some photos from the website too.

Suggestions and answers
1 Read and answer.
1. Recap from Lesson 1: ask the class to tell you what they remember about the Edhi Foundation from the discussion in Lesson 1. Write notes on the board as the children tell you what they remember.
2. Follow the same procedure for teaching the text in Unit 1, Lesson 3, Ex. 1.
3. When you go through the text a second time, you will need to ask further comprehension questions, e.g.
   Why didn’t the other people in the village help Rizwan?
   Who did Rizwan decide to go and look for? Where did this person live?
   How did Rizwan get to Rawalpindi?
   How did Rizwan feel at different stages of his journey? (hungry, cold, comfortable, lonelier than ever before)
   Who couldn’t help Rizwan? (people in the shops)
   Who made a useful suggestion to Rizwan? (a man typing letters outside the Post Office)

   They gave him a glass of juice and a biscuit. They telephoned and found the address of his uncle. They took him to his uncle’s flat.

2 Match the pictures to Oxfam’s activities.
Explain to the class that Oxfam is an international charity. Get the children to look carefully at the pictures. Ask what they can see and ask them to say what they think is happening. If they are not sure, help them, saying, What did Oxfam provide money for? (sacks of wheat, a goat, a water-pump, etc.) Do not confirm the answers.
[Note: Oxfam was set up in 1942 as the Oxford Committee for Famine Relief. More information can be obtained from the Oxfam website.]


3 Which services provide help for these groups?
This is a good opportunity to tell the class about current Oxfam projects which you have found on the Oxfam website. Talk about the pictures and projects which you have printed out from the website, and encourage the class to ask you questions.

a) Fair Trade b) Emergency relief c) Development
   d) Clean water e) Oxfam shops, emergency relief

Additional activities
Hold a discussion and role play about charities. This time the discussion is not about raising money but spending it.
Write this up on the board:
Your group has 10,000 rupees to give to charities. Choose three from the ones in Ex 2. Discuss how much you will give to each charity and why.

• Organize the class into groups of four. Make one person in the group the note-taker and spokesperson.
• Allow the groups 10 minutes maximum to decide how to spend the money. They choose three out of the five groups from Ex. 2 and discuss their reasons. Then they decide how much money to give to each group and write it on a piece of paper. Go round the groups while they are discussing and help as necessary.
• Finally, the group spokesperson presents the group’s report to the class and another person from the group writes the amounts of money on the board.

Sample Answer
We are Group A. We have decided to spend:
5000 rupees on clean water.
3000 rupees on development projects, like providing sewing machines for women in villages.
2000 rupees on a local Oxfam shop in Pakistan. This will raise money for future projects.

UNIT 14 LESSON 4
Aims
• to introduce and practise non-defining relative clauses with who/which
• to develop the children’s reading skills
• to practise the use of defining relative clauses
**Preparation before the class**
If possible, access the Médecins Sans Frontières website on the Internet. Find some information on current projects (not too frightening, please). Print out some photos from the website too.

**Suggestions and answers**

1. **Match the sentence halves to make complete sentences.**
   1. Explain to the class that the sentences in Ex. 1 make up the story of Edhi and the start of the Edhi Foundation.
   2. Read the sentence halves aloud or get individuals to do this. Explain the meaning of some new words/phrases, e.g. pharmacy, paralyzed.
   3. Work through the exercise with the class. After each sentence, get the class to repeat it.
   4. Then put the class into pairs and get the pairs to practise the sentences again.

   2. As a child, Edhi looked after his mother, who was paralysed.
   3. In 1947, Edhi moved to Karachi, which is the biggest city in Pakistan.
   4. Edhi set up a pharmacy with his friends, who helped raise the money for it.
   5. In 1965, Edhi married a nurse, Bilquis, who worked at the pharmacy.
   6. The Edhi family lived in their flat, which was next to the office.

**STUDY CORNER**
- Get the children to read aloud or repeat the two example sentences in the box.
- Read aloud the explanations in the box. Point out that all the sentences in Ex. 1 have non-defining relative clauses with commas.
- Get the children to copy the full sentences from Ex. 1 into their notebooks.

2. **Join the two sentences with who or which. Sometimes the relative clause goes in the middle and sometimes at the end.**
   1. This is a good opportunity to tell the class about current MSF projects which you have found on the MSF website. Talk about the pictures and projects which you have printed out from the website, and encourage the class to ask you questions.
   2. Explain to the class that the sentences in Ex. 2 describe the organization and the work of MSF.
   3. Read the sentence halves aloud or get individuals to do this. Explain/Revise the meaning of some words/phrases, e.g. boundaries, volunteer, victim.
   4. Work through the exercise with the class. After each sentence, get the class to repeat it.
   5. Explain the Nobel Peace Prize. Explain that there are many different Nobel Prizes, e.g. for science and literature.

   1. Its full name is ‘Médecins Sans Frontières’, which is French for ‘doctors without boundaries’.
   2. The workers, who are all volunteers, come from many different countries.
   3. In December 2004, MSF sent teams to Sumatra, which is in Indonesia.
   4. A tsunami, which travelled 3 kilometres inland, destroyed villages.
   5. The charity set up clinics for the local people, who needed help.
   6. One man, who had a broken leg, was airlifted to a hospital ship.
   7. One doctor, who had worked in Sri Lanka before, returned there to help the victims.
   8. MSF, which has worked in 80 countries, was given the Nobel Peace Prize in 1999.

3. **Test your partner.**
   1. Note that this exercise practises defining relative clauses in the requests, and non-defining clauses in the answers. Do not draw attention to this, and do not ask the children to write any sentences resulting from this exercise.
   2. Read aloud the example speech bubbles and get the class to repeat them.
   3. Practise the requests only with the whole class.
   4. Then put the class into pairs and get the pairs to practise the requests and the answers.
Sample questions
1. Tell me about the full name of MSF.
2. Tell me about the volunteers who work for MSF.
4. Tell me about the tsunami.
5. Tell me why the charity set up clinics.
6. Tell me the story about the man with the broken leg.
7. Tell me about the doctor who worked in Sri Lanka before.
8. Tell me about MSF and the Nobel Peace Prize.

UNIT 14 LESSON 5
Aims
• to develop the children’s reading and writing skills
• to study and write a formal letter

Suggestions and answers
1 Read the letter that Parveen wrote to her Head Teacher. Match the parts of the letter (1-10) with the labels (a-j).

1. Explain that the purpose of this lesson is to study and write a formal letter. Ask Who do we write formal letters to? To a Head Teacher? (yes) To an uncle? (no) To a parent? (no) To a newspaper? (yes) To the president? (yes) To a person in the government? (yes) To a cousin? (no)

2. Read the letter aloud, getting the children to notice all the different parts of the letter as you read it aloud, e.g. At the top, you have written your own address but not your name: so it’s ‘Flat 16, 202 Faisal Road, …’ At the end of the letter, you sign off with ‘Yours sincerely,’ then write your signature ‘Parveen Abdal’ and finally write your name ‘Parveen Abdal’.

3. Read the parts of the letter a) – j) aloud. Then put the class into pairs and get them to do the matching task.

4. Get pairs to tell the class their answers (first the number, then the letter, as in the Sample answers below). Write these answers on the board so that there is no confusion.

1. b  2. e  3. c  4. i  5. g  6. j  7. f  8. h  9. a  10. d

2 Read the advice for writing formal letters and choose the correct words.

1. Read the first sentence of advice aloud. Ask the class for the correct answer. Go through Advice numbers 2 and 3.

2. Get the children to write the 3 sentences of advice in their notebooks. Get them to head these FORMAL LETTERS.

1. don’t know  2. know  3. should not

3 Write a letter to your Head Teacher like the one in Ex. 1. Before you write, discuss the following.

1. Prepare for this free letter-writing task in class.

2. Ask the first question and ask for possible answers. Write these on the board in note form. Repeat this procedure with the remaining questions.

3. At the end of this stage, the board will be full of suggested answers to the questions. Allow the class 2 minutes to read through these notes in silence. Ask them to choose some of these ideas for their formal letter to the Head Teacher.

4. Get the children to write their own selection of notes in their notebooks. This is especially important if they are going to write their formal letters for homework. When they get home, they can open their notebooks and they will have a list of ideas which they have noted for their formal letter.

5. When correcting the children’s formal letters, pay particular attention to: the use of capital letters for names, addresses, dates, and names of charities; the use of commas in conditional sentences and non-defining clauses.

Answers depend on the children.
UNIT 15 LESSON 1

1 Circle the correct verb.

1. has, Has 6. have, they go - viewed as a number of people
2. has, knows 7. is
3. have (has) - viewed as a number of people 8. is
4. practises (practise) - viewed as a single unit 9. includes
5. have, their - viewed as a number of people 10. includes

2 Choose the correct word to complete the sentences.

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

3 What happened to these buildings? Make short sentences using simple past passive.

2. The gateway was closed. 6. The courtyard was swept.
3. The dome was built. 7. The castle was sold.
4. The turret was completed. 8. The minarets were repaired.
5. The tower was burnt down.

UNIT 15 LESSON 2

1 Dictation. Listen to your teacher and write sentences 1-8 in your notebook.
The full script is on page 115 of the Student’s Book.

2 Join the two sentences, like the example.

1. First we drove to Edinburgh, which is the capital city of Scotland.
2. It was difficult to understand Scottish people, who speak with a different accent.
3. Some of the Scottish men wear ‘kilts’, which are knee-length skirts.
4. Later, we stayed with our cousins, who live near the coast.
5. Cousin Bob, who has a boat, took us fishing one afternoon.
6. After that, we drove to Wales, which is to the west of England.
7. Our friends, who speak Welsh, taught us to say ‘Hello’ in Welsh.
8. Here is a postcard of their station, which has the longest name in Wales.

3 Say what is going to happen in the pictures. Use the guide words.
Note: There are no ‘correct’ answers for this exercise, but several alternative answers.

1. First, the children should talk about the pictures and say what they think is going to happen, using some of the guide words.
2. Then they should write an answer for each picture in their notebooks.
Sample answers
1. The tree is going to fall onto the tiger’s cage. The tree is going to damage the cage. The tiger is going to escape.
2. The canoe is going to go over the waterfall. The canoe is going to hit the island. One of the girls is going to catch a branch of the tree on the island. The fisherman is going to throw his net near the canoe. The fisherman is going to rescue the two girls.
3. The batsman is going to hit the cricket ball and break a window. The batsman is going to miss the ball. The batsman is going to hit the ball into the lake.
4. The boy is going to get his kite. The branch of the tree is going to break. The boy is going to fall and break his arm. The boy is going to tear his shirt.

TEST 3

Preparation before the test
1. Each child will need photocopied sheets of the test on pages 107-108 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. will
2. might
3. will
4. will be
5. be able to

2 Rewrite the following sentences, using the word(s) in bracket, to give the same meaning. (10 Marks)
1. I remember the time when we were living in Lahore.
2. I remember the school where I learnt to play hockey.
3. The book was written last year.
4. All the windows in the house were broken by the storm.
5. There was a delicious smell coming from the pan of soup.

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

4 Read the text and answer the questions in full sentences. (10 Marks)
1. The director wanted to make sure the jewels were safe and because the museum’s alarms were not modern enough.
2. The new alarms could notice heat and movement.
3. There were long queues of visitors, and the museum had to open in the evenings as well.
4. A small bird spent the night inside the jewellery exhibition.
5. It tried to leave in the early morning at first light by trying to fly through the window.

5 Write a formal letter to your Head Teacher about a fundraiser. (10 Marks)
Answers depend on the children.
UNIT 16 LESSON 1

Aims
• to study and practise a dialogue
• to revise and practise conditional sentences
• to introduce and practise unless in conditional sentences
• to develop the children’s speaking skills

Suggestions and answers
1 Read the dialogue and answer the question.
1. Get the class to look at the picture. Ask what they can see, e.g. ‘What is Aunty Bridget filming? Which continent is she in?’ Teach the word ‘cheetah’ and ask a few questions about it, e.g. ‘Is it smaller than a lion? (yes) Can it run faster than a lion?’ (yes)
2. Read the comprehension question aloud. Read the dialogue aloud and get the class to tell you the answer.
3. Read the dialogue again. Get the class to read Bridget’s last sentence. Help individuals to complete her sentence, e.g. ‘If you give me some money for a guard dog, the dog will protect the farmers’ sheep and goats.’

The number of cheetahs in the world is going down.

2 Answer the questions, then practise the dialogue.
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 dialogue again and to write the answers in their exercise books. Go around the pairs and help as necessary.
3. Ask pairs to answer the questions. With each one, ask them to tell you which line of the dialogue has the answer and to read the relevant sentence aloud.
4. Get two children to read the conversation aloud from their books and help them to pronounce the lines well.
5. Put the children into pairs to practise reading the conversation aloud.

1. The cheetahs in Namibia.
2. At 110 kilometres per hour.
3. Because the farmers in Namibia are killing them.
4. Sheep, goats and deer.
5. They can protect the sheep and goats.
6. She can give Aunty Bridget some of her pocket money for a guard dog.

3 Underline the sentences with ‘if’ or ‘unless’ in Ex. 1.
1. Tell the class to underline the clauses in the dialogue in Lesson 1.
2. The children search for them in pairs, read them aloud and underline them.
3. Get pairs of children to read aloud their sentences to the class.

unless we stop this, there will be no more cheetahs left.
if we give the farmers very fierce guard dogs, the dogs will protect their sheep and goats.
if the cheetahs can’t kill sheep and goats, they will go into the desert and catch young deer.
if you give me some money for a guard dog, …

Additional activity
Write these conditional sentences on the board:
If we go out at night, we will/might see a tiger.
If we don’t go out at night, we will not see a tiger.
We will/might get some good photos if we go to the waterhole.
Unless we leave now, we will not get home before dark.

- Read the sentences aloud and get the class to repeat them. Point out that the ‘if-clause’ and ‘unless-clause’ have the verb in the simple present tense.
- Translate the sentence with unless. Explain that unless means if not: If we don’t leave now, …
- Point out the uses of the comma. If the ‘if-clause’ comes first, it is followed by a comma. If the ‘if-clause’ comes second, there is no comma.

4 Match the sentence halves to make complete sentences.

| g | b | a | f | d | c |

UNIT 16 LESSON 2

Aims
- to introduce and practise vocabulary for African wild animals
- to develop the children’s listening skills
- to revise and practise adjectives beginning in in- / im- / un-

Suggestions and answers
1 Listen and find the animals. Then listen and repeat.
1. Unusually, this section has a longer listening script. You may notice that many children may recognize the African animals in the pictures in this Lesson.
2. The children have to identify the animals, in random order, by listening to a talk that describes their physical characteristics. This also allows revision of parts of the body, e.g. neck, mouth, tail, and other words like stripes.
3. Read the first section aloud. Pause so that children can find the right animal, but do not say the name yet. Do not ask the first child that puts her/his hand up; wait for most of the children to identify the animal. Ask several children for their answer, but do not confirm the answer until several children have answered. In this way, every child has to make an effort.
4. Get the children to turn to the script on page 115 of the Student’s Book. Let them follow silently while you read the script aloud. Then do listen-and-repeat.
5. Encourage the children to test their parents at home by reading the script aloud.

2 Listen to the report from a wildlife park and complete the table below.
1. Introduce the context for this listening activity: A park ranger is someone who works at a wildlife park in Africa. The park ranger is giving a report on the wild animals in the park.
2. Read the example sentence aloud and get the class and individuals to repeat it.
3. Tell the class that they must record the numbers of animals in the park for this year and next year. Explain the symbols that they must use.
4. Either the children can write their answers in pencil in their books, or they can copy the information box into their exercise books: they must write out the names of the animals in full as this is good practice for spelling. While they are doing this, copy the information box onto the board; then you can use it to check the answers with the class.
5. Read the script on page 115 of the Student’s Book aloud without stopping. As the children listen, they point to that part of the box that the park ranger is talking about.
6. Read the script again. This time, pause after each section to give the children time to complete their answers.
7. Tell the children to check their answers in pairs. Get the answers from the class and write them on the board.

<table>
<thead>
<tr>
<th>Numbers going up (↑)</th>
<th>This year</th>
<th>Next year</th>
</tr>
</thead>
<tbody>
<tr>
<td>going down (↓)</td>
<td>lions</td>
<td>↓</td>
</tr>
<tr>
<td>staying the same (=)</td>
<td>zebras</td>
<td>↑</td>
</tr>
<tr>
<td></td>
<td>rhinos</td>
<td>↓</td>
</tr>
<tr>
<td></td>
<td>buffaloes</td>
<td>↑</td>
</tr>
<tr>
<td></td>
<td>hippos</td>
<td>↑</td>
</tr>
</tbody>
</table>
3 Adjective order: Make phrases from the table.
1. Give the children time to look at the table. Explain the meaning of *origin*, i.e. where something comes from.
2. Get individuals to make phrases from the table.
3. As this is the final stage in the study of *adjective order* in Primary OPE, you may wish to write up an extended table on the board as shown below:

<table>
<thead>
<tr>
<th>number</th>
<th>size</th>
<th>colour</th>
<th>origin</th>
<th>material</th>
<th>purpose</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>one</td>
<td>large</td>
<td>black</td>
<td>Chinese</td>
<td>cotton</td>
<td>sports</td>
<td>shirt</td>
</tr>
</tbody>
</table>

4. Explain that this is the *grammar-book description of adjective order*; it is most unusual to have so many adjectives in a single phrase.

**Sample answers**
- two large grey Indian elephants
- a young brown Arabian racehorse
- a small black-and-white African zebra

4 Put the adjectives in the correct order to make phrases.

1. two tiny greenish snakes
2. a blue-and-white Turkish jug
3. a large red Japanese coat
4. a short brown French jacket
5. some long black Chinese trousers
6. my long black Spanish boots

5 Adjectives beginning in *in- / im- / un-*.
Check the meanings of these words in the dictionary on pages 121–128. Write the words in three columns in your notebook, then make your own sentences with them.

**in-**: inaccurate, inactive, indirect, incomplete.
**im-**: imprecise, impersonal, impure, improbable.
**un-**: unwanted, untidy, unusual, unsure.

UNIT 16 LESSON 3

Aims
- to develop the children's reading skills
- to order events in a narrative
- to practise the children's listening skills

Suggestions and answers
1 Look at the pictures and answer the question.
1. Tell the children to look at the pictures. Help them to tell you that it's a *story about rats and children*.
2. Get the children to look at each picture in turn and ask them questions about it: e.g. 'What musical instrument is the man playing? (a pipe) What happens when he plays his pipe?' (possibly people want to dance / follow him)
3. Point out the situation in Picture 4 by asking questions, e.g. 'Do you like rats? Can you see any rats in the picture? Would you like to live in this city? Why / Why not?' Do not correct language mistakes here; it is more important that the children communicate their own ideas here.
4. While you are doing this, teach the children some words that they will need for the reading: a *chick*, a *cradle*, a *guilder* (pronounced /gilder/), a *feast*. Get the class to repeat these words.
5. Ask the class what they think happened in the story. Listen to their ideas, but do not confirm the answers.

Answers depend on the children.

2 Read the story and put the pictures in order.
1. Tell the children to listen and to read silently from their books to find the answer.
2. Read the story aloud. Get the class to tell you the correct order for the four pictures.

4, 2, 3, 1.
3 Read the story again and answer these 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 exercise books. Go around the pairs and help as necessary.
3. Ask pairs to answer the questions. With each one, ask them to read the relevant sentence aloud.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>100,000 (ten rats in the city for each human)</td>
</tr>
<tr>
<td>2</td>
<td>They hung it from the ceiling on a string.</td>
</tr>
<tr>
<td>3</td>
<td>Because the rats used to bite them.</td>
</tr>
<tr>
<td>4</td>
<td>He thought that it was worth it.</td>
</tr>
<tr>
<td>5</td>
<td>Because he was playing a tune on his wooden pipe.</td>
</tr>
<tr>
<td>6</td>
<td>When the piper changed his tune.</td>
</tr>
<tr>
<td>7</td>
<td>None.</td>
</tr>
<tr>
<td>8</td>
<td>The mayor.</td>
</tr>
</tbody>
</table>

4 Listen to Part 2 of the story on page 115 and circle the correct answer.
1. Explain to the class that they are going to listen to Part 2 of the story. Read the comprehension question aloud.
2. Read Part 2 of the story on page 115-116 of the Student's Book aloud. At the end, allow the class a moment while they think of the answer to the comprehension question.
3. Ask individuals for their answers.
4. Read Part 2 of the story again, pause and ask further questions:
   - Did the Piper play the same tune or a different tune this time?
   - What kind of a tune did the Piper play?
   - Were the townspeople excited or frightened as they watched?
   - Where did the Piper lead the children?
   - How did the children get into the cave in the cliff?
   - What happened after the children went into the cave?
   - Why did the boy not walk as fast as the other children?
   - Did he see the children disappear into the cliff?
   - If you were the boy, how would you feel?
5. Get the children to turn to the story on page 115. They follow the story while you read it aloud a final time.

   Nearly all of the children disappeared.

Additional activities
Act out the story in Ex. 2 in groups of five. (Baker, Butcher, Mayor, Pied Piper, Storyteller)
Divide the class into groups of 5 and check which child in each group will read which part.
Get the groups to act the story.

UNIT 16 LESSON 4

Aims
• to revise and practise conditional sentences with will/may/might/could
• to develop the children's reading skills
• to solve a problem by putting events in the right order
• to practise the children's speaking skills

Preparation before the class
If possible, find or draw large pictures of the following for activities 1 and 3: dog, rabbit, lettuce, wolf, sheep and cabbage. If you can place these flashcards on the board, it will make it easier to explain the sequence of events.

Suggestions and answers
1 Read the story and answer the questions.
   1. In class, tell the children to look quickly at the picture in 1 and to tell you what they can see.
   2. Ask an individual to read the comprehension questions.
   3. Read the text aloud. Get individuals to answer the questions.
He was going to his field on the other side of the river.
His dog, a rabbit and a lettuce.

2 Put these sentences in the correct order to find the answer to the farmer's problem. Then listen and check.
   1. Ask individuals to read the sentences aloud. Explain that they have to arrange the sentences in the correct order: 'The dog must not eat the rabbit; the rabbit must not eat the lettuce.'
   2. Tell pairs to write the correct order in their notebooks. They only have to write the letters of the sentences (a-g), not the whole sentences.
   3. Get pairs to work together: they find the right order and write their answers in their notebooks. Tell the class that the first sentence is d).
   4. While they are speaking, draw a board diagram showing the river running from top to bottom. Fix the three flashcards to the board on the left-hand side of the river.
   5. Get pairs to tell you their order. While they explain their order, move the flashcards across the river following their instructions. This enables the class to see whether e.g. the dog can eat the rabbit at any time. Ask other pairs for their solutions.
   6. Tell the class to listen to the answer. Read the script on page 116 of the Student's Book aloud. Pause after each sentence while the children correct their answers.
   7. Read the sentences again. Get a child to move the flashcards on the board from one side of the river to the other while you read.
   8. Get the children to write the sentences in the correct order in their exercise books.

3 Here is another problem. How should the farmer solve this problem?
   1. Read the situation aloud. Get repetition of the example sentences. The sentences are the beginning of the correct solution:
      ‘The farmer takes the sheep in his boat to the other side. The farmer comes back with an empty boat.’
   2. Put the children into pairs to continue the discussion of the solution. Monitor this activity while they are speaking.
   3. Get pairs to tell you their order. While they explain their order, move the flashcards across the river following their instructions. This enables the class to see whether e.g. the wolf can eat the sheep, or the sheep can eat the cabbage, at any time. Ask other pairs for their solutions.

   The farmer takes the sheep in his boat to the other side.
The farmer comes back with an empty boat.
The farmer takes the wolf in his boat to the other side.
The farmer comes back with the sheep.
The farmer takes the cabbage in his boat to the other side.
The farmer comes back with an empty boat.
The farmer takes the sheep in his boat to the other side.

4 Discuss possible results. What might/could happen if you ...?
   1. Read the example question aloud e.g. ‘What might/could happen if you put a spider and a fly in the same room?’ Get the class to repeat it.
   2. Get the class to say the example answer.
   3. Read the other questions aloud.
   4. Get an individual to ask another child across the class (open pairs) and to receive an answer. Get repetition of the answer. Repeat with the remaining items.
   5. Put the children in pairs and get them to ask and answer the questions.

Sample answers
   2. The girls may eat all the biscuits.
   3. The bird might eat the spider.
   4. The tiger might kill and eat the deer.
   5. The dogs might chase the sheep.
   6. The boy might eat a lot of ice creams.
UNIT 16 LESSON 5

Aims
• to develop the children's listening and reading skills
• to write a fact file about tigers from notes

Suggestions and answers
1 Read and answer the question.
1. Tell the children to look at the picture. Help them to tell you that it's a large white seabird.
2. Ask them questions about these seabirds: e.g. How big are they? Where can you find them? Where do they make their nests? What do they eat? How big are their eggs? Do not correct language mistakes here or confirm the answers. This activity is designed to motivate the learners to read the text to find out the answers to some of these questions.
3. While you are doing this, teach the children some words that they will need for the reading: albatross, calm, a wingspan, to wander. Get the class to repeat these words.
4. Read the comprehension questions aloud. Tell the children to listen and to read silently from their books to find the answer.
5. Read the text aloud while they follow in their books. Get the class to tell you the answers.

In the North Atlantic, the North Pacific, the southern oceans around Antarctica, on the islands close to Antarctica.

2 Find the information in the text and complete the box below.
1. Get the children to copy the information box into their exercise books. While they are doing this, you can write it on the board ready for checking answers with the class.
2. Let the children work in pairs. They read the text carefully together and write down the information in note form.
3. Get pairs to give you the information. Write it on the board so that other pairs can check their answers.

<table>
<thead>
<tr>
<th>Name: Albatross</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lives in: North Atlantic, North Pacific, southern oceans around Antarctica</td>
</tr>
<tr>
<td>Eats: squid</td>
</tr>
<tr>
<td>Drinks: seawater</td>
</tr>
<tr>
<td>Lays: one egg at a time</td>
</tr>
<tr>
<td>Wingspan: 2 – 3.4 metres</td>
</tr>
</tbody>
</table>

3 Read the notes and write four short paragraphs about tigers.

Sample answer

A Where they live
The Siberian tiger is one of the five kinds of tiger in the world. It lives in Russia. Another kind of tiger is the Bengal tiger, which is found only in Asia. The numbers of tigers are going down. In the year 1900, there were about 100,000 tigers in the world. In the year 2000, there were only about 5000 - 7500.

B Appearance
The Bengal tiger is a bright reddish colour. The Siberian tiger has longer, softer fur. Males weigh up to 200 kilos and are larger than females.

C Problems
There have been several problems for the tiger. First, it was hunted for its skin. Second, it was killed because it was dangerous; it attacked village people and their animals. Also it was hunted because tiger parts are used in Asian medicine. Tiger hunting was stopped in the 1970s.

D Key facts
Tigers live for about 11 years. They live in grassy areas and forests. They swim well, and can climb trees. Tigers hunt at night and eat deer and cows.
UNIT 17 LESSON 1

Aims
• to study and practise a dialogue
• to introduce the present perfect + for/since
• to develop the children’s speaking and reading skills

Suggestions and answers
1 Read the dialogue and answer the question.
1. Tony is a weatherman and is working in space. Mark is a tourist, the first tourist in space.
2. Yes, quite quickly (after training).
3. He measures the weather on earth.
4. He might take some photos; he might talk to the astronauts; he might watch their experiments.

2 Read the dialogue again and answer these questions.
1. Tony
2. Tony
3. He has just arrived, possibly the same day. (30th April)
4. Yes, quite quickly (after training).
5. He measures the weather on earth.
6. He might take some photos; he might talk to the astronauts; he might watch their experiments.

3 Read the news story. Did Mark enjoy his space trip?
Yes, very much. It was a fantastic trip.

4 What about you?
Read all the questions aloud. Read the first question aloud and give the class some time to think of answers. Help volunteers (who have put up their hands) to reply and express their own personal ideas. Do not worry about language mistakes here, as long as the class can understand what individuals say.

Answers depend on the children.
UNIT 17 LESSON 2

Aims
• to introduce and practise adjectives for describing materials
• to develop the children's listening skills
• to learn about making a time capsule

Suggestions and answers
1 Listen and point to the objects. Then listen and repeat.
Read the script on page 116 of the Student's Book aloud. Pause so that the children can find the picture and point to it. Then do listen-and-repeat.

2 Write the phrases on three lines in your notebooks.
-proof: a waterproof jacket, a shock-proof watch, a fireproof door.
-resistant: a stain-resistant worktop, a heat resistant mat.
non-: a non-stick pan, a non-slip shower mat, non-fat milk.

3 Complete the sentences with adjectives from Ex. 1.
1. waterproof 2. non-slip 3. heat resistant 4. non-fat
5. non-stick 6. shock-proof 7. stain-resistant 8. fireproof

4 Listen to your teacher and complete the advice for making a time capsule.
1. Take some time to explain what a time capsule is. Get the children to look carefully at the pictures and say what they can see: A child is putting a photo in a plastic envelope and is putting the envelope into a time capsule. A time capsule is like a metal tube, which you can open and close at one end. He is burying the time capsule in the ground. In a long time in the future, people may find the time capsule, open it and discover things about our lives today.

2. Read the introduction and sentences aloud, which give further information about time capsules.
3. Get the children to write a numbered list 1-6 in their notebooks.
4. Read the sentences on page 116 of the Student's Book aloud. Pause after each one so that the children have time to write the missing words in their notebooks.
5. Ask children to tell the class the complete sentences. Write the missing words on the board, so that children can correct their answers. They should write out the complete sentences in their notebooks for homework.

Answers are clear in the script.

Additional activity
If your class is interested in the topic of time capsules and the advice contained in Ex 4, give them this further information and invite questions.
This will have the benefit of preparing the class for part of the story in Lesson 3 on page 89.

There are scientific reasons for preparing things to put in time capsules.
Colour photos fade and disappear, but black-and-white photos do not fade.
Newspapers fall to pieces because of the ink that is used to print newspapers.
Objects are wrapped separately so that material from one object does not affect another object.
Batteries leak and the liquid damages other things, so do not put them in a time capsule.
Real ink lasts longer than ball-point ink.

UNIT 17 LESSON 3

Aims
• to develop the children’s reading skills
• to order events in a narrative
• to discuss the topic of time capsules
• to suggest things for a time capsule
• to practise the children’s speaking skills
Preparation before the class
If possible, bring in photos from a magazine or catalogue of the following: a DVD player, a solar panel charger used for making electricity. Bring in a picture dictionary too.

Suggestions and answers
1 Read and answer the question.
1. Get the children to look carefully at the picture and tell you what they can see. Help them to tell you that a family is travelling in a sailboat and a man is looking to see if he can see land. 2. Then follow the usual procedure for a reading text as detailed in Unit 1 Lesson 3, Ex. 1.

They came from Sri Lanka.
They landed in Pakistan, near the mouth of a large river.

2 Put the sentences in the correct order.
1. h 2. c 3. d 4. g 5. b 6. f 7. a 8. e

3 Read Part 2 of the story and answer the question.
1. Read the rubric aloud and the words/phrases in the box. Show the class the pictures and objects that you have brought into the class.
2. Read the introduction aloud and the list of objects 1-6. Check/Explain words like location, wiggly, disks, settlement.
3. Put the class into pairs to do the matching task. Get pairs to tell the class their answers.

1. maps 4. newspaper
2. photographs 5. DVDs
3. picture dictionary 6. portable DVD player, with solar panel charger

4 Look at Lesson 2, Ex. 4. Which advice did the makers of the time capsule follow? Which advice did they not follow?
Return to this exercise on page 87 and read out the advice given, to remind the class. Then read it out again. Get the class to stop you when they hear advice that was followed or not followed in the story.

YES = they followed the advice; NO = they didn’t follow the advice.
1. Collect some everyday objects / YES, but don’t include batteries / YES, newspapers / NO, or food or drink. YES
2. Include black-and-white photos, not colour ones. YES
3. Add descriptions of the objects. Write in ink, not ball-point pen. YES
4. Wrap all the objects separately in plastic envelopes. YES
5. Put the objects in a waterproof, fireproof and insect-proof time capsule. YES
6. Wrap the time capsule in waterproof plastic NO and bury it in a safe place. YES

5 Discuss these questions.
Sample answers
1. If you can see the location of the time capsule on the map, you can then find the location of other places.
2. So that people could understand the meaning of the words in the wiggly script.
3. Batteries would have leaked in a time capsule.
4. So that the charger would provide electricity for the DVD player. (Possibly the people who found the time capsule would not have electricity.)
5. So that people could understand how to use the machine. (Possibly the people who found the time capsule would not understand English or Urdu.)

6 What about you? Which five things would you put in your time capsule? Discuss this in groups, make a list and tell the class.
1. This is essential preparation for the writing task in Lesson 5 Ex. 3.
2. Start by asking the class for all possible things that they could put in a time capsule. Write these in note form on the board under headings, e.g. BOOKS: a picture dictionary. Do not accept anything that the experts say should not go in, e.g. food, drink, newspapers.
3. Put the class into groups. Let them talk together and choose five things for their time capsule.
4. When they have chosen five things, each person in the group must write down the group’s list of 5 things in his/her notebook. This is essential preparation for the writing task in Lesson 5.

5. Get spokespersons from several groups to come up to the front of the class. One person from the group reads out the list of 5 objects, while the other person writes them on the board.

Answers depend on the children.

UNIT 17 LESSON 4

Aims
• to study and practise the present perfect + for/since
• to write personal sentences using this structure
• to study the spelling of prefixes: pre- / post-

Suggestions and answers

STUDY CORNER
• Read the example sentences and the explanations aloud, using the children’s first language if necessary.
• You can help illustrate the difference by drawing two time-lines on the board:
  For a period draw: | ← .......... for ......→ |
  For a starting point, draw: | (since) → .......... |
• Ask a few check questions: ‘How long is the period in the first sentence?’ (six weeks)
  ‘What was the starting date in the second sentence?’ (March 15th)
• Read the example sentences aloud again and get the class to repeat them.

1 Copy and write the words or phrases on the correct line.
1. Draw the two lines (period: / starting point:) in Ex. 1 on the board.
2. Read the words and phrases aloud. Explain that some of the words/phrases talk about a period; the others talk about a starting point.
3. Read the first word/phrase aloud (three days) and ask the class: ‘On which line should I write it?’ Give the class a moment to think and then ask for an answer. (period)
4. Continue with the same procedure until all the words/phrases are up on the board on the correct line. Get the children to copy the table into their notebooks.

    | period: three days, a long time, six months, half an hour, for ever, |
    | starting point: 1st May, (last) Tuesday, yesterday, seven-thirty, (last) July |

2 Look at the notes and make sentences about the starting points.
1. Give the children some time to look at the example and box of phrases. Tell them to ignore the phrase for Simon (for seven months), as this is used in Ex. 3.
2. Read the example sentence aloud and get the class and individuals to repeat it.
3. Point out that Ex. 2 practises sentences with since, ‘so we are talking about the starting points.’ Read out all the starting points, e.g. ‘December 19th, 7.30’, etc.
4. Help individuals make a sentence for Tara. Standardize and get repetition. Continue with the remaining people in the box.
5. Put the children in pairs and let them practise talking about the people in the same way. Monitor while they are doing this and correct as necessary.

Janet has been at sea since 19th December.
Tara has been on the seabed since 07.30.
Sally and Sue have been in the cave since yesterday.
Jane has been in the desert since 16th January.
Simon has been sitting on a column since last July.
Leo has been in space since the beginning of November.
Ted and Eric have been up in a balloon since last Tuesday.
3 Listen to your teacher. Write in your notebooks information about the time periods for the people in Ex. 2.

1. Read the example sentence aloud. Tell the class that they must listen and write down the periods that they hear.
2. Get them to copy the names only in a list in their notebooks, e.g. Janet, Tara, etc. Tell them to write the answer for Simon: 7 months.
3. Read the script on page 116 of the Student's Book aloud. The children do not write anything, but point to the names of the people on their lists.
4. Read the script again, pausing so that the children have time to write their answers.

<table>
<thead>
<tr>
<th>1. Simon: seven months.</th>
<th>5. Sally and Sue: 36 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Tara: 40 minutes.</td>
<td>7. Leo: exactly three months.</td>
</tr>
<tr>
<td>4. Ted and Eric: only three days</td>
<td></td>
</tr>
</tbody>
</table>

4 Ask and answer to check the information.
1. Read the example question and answer aloud and get the class to repeat them.
2. Put the children in pairs. They check their answers to the listening activity in Ex. 3 by asking and answering questions.
3. At the end, check the answers with the class. Get an individual to ask another one across the class (open pairs) and receive an answer. Check with the class that the answer given is correct.

5 What about you? Answer the questions in full sentences. Then exchange books and report to the class.

1. Read the rubric aloud. Explain that the children are going to write sentences in their notebooks.
2. Get the class to read aloud and repeat the example sentences.
3. Read the 3 questions aloud. If you like, for abler classes, write these extra questions (or similar) on the board: How long have you been playing basketball? How long have you been playing football? How long have you been playing hockey? How long have you been using computers? How long have you been playing computer games?
4. Tell the children to write answers to all these questions in their notebooks, like the example answers, using for or since. They should do this writing task individually and silently.
5. Get pairs of pupils to exchange books. They read their partner's sentences aloud, adding the child's name, e.g. Mehmood has been living in his present flat for all his life.

Answers depend on the children.

Additional activities
Spelling patterns for homework: pre-, post-
Check/Teach the meaning of these words in class. Get the children to learn them for homework. Test them the next day.
postpone, postscript (PS), postwar.
predict, preface, prefix, prepare, preposition, preview, previous.

UNIT 17 LESSON 5

Aims
• to develop the children's dictionary skills
• to introduce vocabulary for dictionary study
• to write a story about a time capsule
• to develop the children's writing skills
Suggestions and answers

1 Match each question on the left (1-7) with an information box on the right (A-G). The first is done for you.

1. Give the class time to familiarize themselves with the table. Explain that the sections on the right-hand side are information areas that you find in a dictionary. The questions on the left are the kind of questions that you ask yourself, before you turn to a dictionary for help.
2. Read the questions and the headings aloud. Answer any questions, e.g. stress, definitions, abbreviations.
3. Get the children to work in pairs to do the matching exercise.
4. Get answers from pairs, writing these on the board so that the other children can check.


2 Ask and answer the questions.

1. Read Question 1 aloud and ask the class to answer it (a chip). Point out that the answers are not on the page, but the children must think of answers themselves.
2. Tell the class to write a numbered list of 1-7 in their notebooks.
3. Get the children to work in pairs to do the exercise. They write the answers in their notebooks.
4. Get answers from pairs, writing these on the board so that the other children can check.

| 1. | chip | 2. | formal | 3. | rose | 4. | countries | 5. | letter ‘c’ | 6. | hopeful, hopeless | 7. | kilogram |

3 Write a story of a time capsule that your class buried at your school.

1. Get the children to find the lists of objects for their time capsules that they wrote in their notebooks in Lesson 3.
2. Write these questions on the board: Who buried the time capsule? When and where did they bury it? What did they put in it? Who found the time capsule? When did they find it? What did they say when they opened it? (Use direct speech.)
3. Go through the questions one by one. Ask for answers from the class. Allow several individuals to give their answers to a question. This will give the class some ideas for their story.
4. Point out that the story must be in the third person (he, she, they), not the first person (I), as the children will not be around to see the opening of the time capsule in maybe 1000 years’ time.
5. Get the children to write the story in class or for homework.

Answers depend on the children.
UNIT 18 LESSON 1

Aims
• to study and practise a dialogue
• to introduce reported questions (wh- questions)
• to develop the children’s speaking skills

Suggestions and answers
1 Read the dialogue and answer the question.
1. Tell the class to look at the picture. Ask some questions, e.g. ‘Where is the boy? Is the boy or the woman the patient? Who is examining the boy?’ Check that the children understand the word patient.
2. Ask a child to read the comprehension question aloud.
3. Tell the children to read the dialogue silently in their books to find out the answer, while you read the dialogue aloud.
4. Get the class to tell you the answer. Ask a few more questions, e.g. ‘How did Luke lose his memory? (in a car accident) When was the car accident?’ (last week)
5. Read the dialogue again and do listen-and-repeat. Put the children into pairs to practise reading the dialogue aloud.

Luke has lost his memory.

2 Read and match.
1. Get children to read the reported questions in Ex. 2 aloud. Get choral repetition.
2. Read the dialogue again. Pause after each question and say, ‘Now find the reported question in Exercise 2.’ Ask a child to give the answer.
3. Get the children to copy the reported questions in Ex. 2 into their notebooks. They must leave a blank line after each one. Monitor while they do this, as children often forget to leave blank lines.
4. Get the children to work in pairs. For each reported question, they look for the matching direct question in the dialogue and write it in their exercise books.
5. At the end, ask pairs of students to read the reported question aloud followed by the direct question.

a) Luke asked the doctor what he just said.
   Sorry, what did you just say?
b) The doctor asked Luke which his favourite pop group was.
   And which is your favourite pop group?
c) The doctor asked Luke how many brothers and sisters he had.
   How many brothers and sisters have you got?
d) The doctor asked Luke whose car he was in at the time of the accident.
   Whose car were you in at the time of the accident?
e) The doctor asked Luke which Primary School he went to.
   Luke, which Primary School do you go to?
f) The doctor asked Luke which sports he played.
   Which sports do you play, Luke?
g) The doctor asked Luke where he spent his holidays.
   Where do you usually spend your holidays?
UNIT 18 LESSON 2

Aims
• to practise reported questions (wh- questions)
• to write a dialogue from reported speech

Suggestions and answers

STUDY CORNER
• Read the questions in the left-hand column aloud.
• Read the sentences in the right-hand column aloud, point to the changes in tense and person, but do not go into a lot of explanation. It is sufficient for the children to see examples of the changes.
• Read the sentences aloud again and get choral repetition.

1 Read Sandra's diary about her first day at secondary school. Write Sandra’s reported dialogue as direct speech.

1. Read the rubric aloud. Explain that Sandra just spent her first day at secondary school. Ask a few questions, e.g. ‘When you first go to secondary school, do you know all the children there? Do you have many friends on the first day? Do you want to make new friends?’

2. Read the text aloud, but do not ask the class to repeat it.

3. Draw figures of two girls on the board and write their names: Sandra (on the left) and Sally (on the right).

4. Elicit the first direct question from the class. Standardize and get choral and individual repetition. Write the question on the board. (“What's your name?”)

5. Elicit the first direct answer from the class. Standardize and get choral and individual repetition. Write the answer on the board. (“Sally”). Continue with the same procedure.

6. Quickly rub off the questions and answers on the board and get the class to write the dialogue in their exercise books. They can work in pairs and help each other.

Sandra: What's your name?
Sally: Sally.
Sandra: Where do you live?
Sally: In River Walk.
Sandra: What job does your dad do?
Sally: He has a TV-repair business.
Sandra: Who is your favourite film star?
Sally: I like Miranda.

2 What did they ask? Read and report the questions.

1. Give the class a little time to look at the pictures. Point out that there are pictures of a boy in the left-hand side, and pictures of a girl on the right-hand side.

2. Get individuals to read the questions aloud and get the class to repeat them.

3. Help an individual report the second question. Standardize and get the class to repeat it.

4. Continue with the other questions.

5. Put the children into pairs and let them practise the questions. Go round and correct as necessary.

I asked him which sports he played. I asked her what she had done today.
I asked him where he was going. I asked her which instrument she played.
I asked him which his favourite ice cream was. I asked her who was coming to dinner.
I asked him where he lived. I asked her how many fish she had.
I asked him how many fish he had caught. I asked her who her favourite singer was.

3 Practise reporting the questions and make up the answers.

1. Demonstrate the oral practice. Get a child to report the first question from Ex. 2. Get another child to reply across the class with a reported answer.

2. Do this with different pairs of children for the remaining items.

3. Put the class into pairs and let them practise reporting both the questions and the answers. Go round and help as necessary.
UNIT 18 LESSON 3

Aims
• to develop the children's reading skills
• to give an oral narrative of a story from pictures

Suggestions and answers
1 Read the story about two children. How many of these questions are answered in the story? (Tick)
   1. Tell the children to look at the pictures on pages 94 and 95.
   2. Help them to tell you that it's a story about two children.
   3. Get the children to look at each picture in turn and ask them questions about it, e.g. Were the two girls the daughters of the man and woman in the picture? Do you think that the two girls were like ordinary children? Why didn't they eat with their hands? What could they do and what couldn't they do?
   4. Do not correct language mistakes here, and don't confirm the answers. It is important that the children in your class think of reasons for reading the story and confirming their predictions.
   5. While you are doing this, teach the children some words that they will need for the reading: *anthill, tunnel, puppies, a sense of humour, heartbroken*. Write these words on the board as you teach them and get the class to say the words.
   6. Read the comprehension questions aloud. Tell the children to read silently from their books to find the answers.
   7. Read the story aloud while the children follow in their books. Get the class to tell you the answers.

What were their names? Where did they live? Why did they sleep on the ground?

2 Find the paragraph which describes ...
   1. Read the rubric and the descriptions of the paragraphs aloud. Explain that the descriptions are in the wrong order.
   2. Get the children to write down letters a-g for the answers in their notebooks.
   3. Show them the example answer. Let them search the story for the answer for item b). Wait for everyone to find the answer, then check it with the class. The children write down ‘Para 6’ in their exercise books as the answer for number b).
   4. Let the children do the rest of the exercise in pairs: they search the story and write the paragraph numbers in their notebooks. Check the answers with the class.

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

3 Find these sentences in the story. Match them with the pictures.

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

4 Cover the text and tell the story of the girls using the pictures.
   1. Put the children into pairs. They cover the text and tell the story to each other in pairs. Child A talks about the first picture, Child B talks about the second picture and so on.
   2. While they do this, go round and listen. Do not interrupt to correct. Instead make a list of common mistakes. At the end, write these mistakes on the board and get individuals to correct them.
UNIT 18 LESSON 4

Aims
• to study and practise reported questions (yes/no questions)
• to do a survey and report the questions and answers
• to listen to an interview and note the information
• to develop the children’s listening skills
• to study the spelling of the suffixes -ance / -ence

Suggestions and answers

STUDY CORNER
• Read the questions in the left-hand column aloud. Read the sentences in the right-hand column aloud, point to the changes in tense and person, but do not go into a lot of explanation. It is sufficient for the children to see examples of the changes.
• Read the sentences aloud again and get choral repetition.

1 Ask your partner the survey questions and circle her/his answers.
1. Tell the children to look at the survey and ask what they think the survey is about. (personal information)
2. Put the children into pairs. Child A asks Child B all the questions and circles the answers in pencil in the book. Then Child B asks Child A all the questions and circles the answers.

Answers depend on the children.

2 Practise reporting the survey questions.
1. Get individuals to read the examples aloud and get the class to repeat them.
2. Help an individual report the third question of the survey. Standardize and get the class to repeat it.
3. Continue with the other questions.
4. Put the children into pairs and let them practise the questions. Go round and correct as necessary.

I asked her if she walked to school. I asked her if she liked pineapple.
I asked him if he was an only child. I asked him if he liked watching sport on TV.
I asked her if she was studying science. I asked her if she was going swimming next weekend.
I asked him if he was reading any English books at home.

3 Report your partner’s answers to the class.
1. Read the examples aloud and get the class to repeat them.
2. Help individuals to report some of their questions and answers. Do not get repetition, as these are personal reports.
3. Then put the children into pairs. Let them practise reporting questions and answers for the whole of the survey.

Answers depend on the children.

4 Listen to a radio interview with Aunty Bridget. Tick the questions that you hear.
1. Introduce this listening activity. Ask questions about Aunty Bridget, e.g. “What kind of things does she do? Does she go abroad? What kind of films does she make? Can she fly a plane?” Explain that a reporter is interviewing Aunty Bridget about her latest trip.
2. Read the questions aloud but not the multiple-choice answers.
3. Tell the class that they must write the numbers of the questions that they hear.
4. Read the script on pages 116-117 of the Student’s Book aloud without stopping. The children only write the numbers of the questions that they hear.
5. Ask the class for their answers.
6. Read the script again. Get the class to stop you when they hear the reporter ask one of the questions. Ask them what they heard.

Questions 1, 2, 3, 4, 5

5 Listen again and underline the correct answers.
1. Read the multiple-choice answers on the right aloud. Explain that the children must circle the correct answers in pencil in their Student’s Books.
2. Read the script on pages 116-117 of the Student's Book aloud, pausing so that the children can write their answers. Read it again so that the children check their answers. Ask the class for their answers.

3. If you like, get the class to write a dialogue for homework. They change the questions in Ex. 4 into direct questions (for the reporter), and write Aunty Bridget’s answers.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. she visited Madagascar</td>
<td>4. she travelled with a friend</td>
</tr>
<tr>
<td>2. she saw 15 types of monkey</td>
<td>5. not stated</td>
</tr>
<tr>
<td>3. she travelled by boat, on foot, by plane, by jeep</td>
<td></td>
</tr>
</tbody>
</table>

Additional activities
Spelling patterns for homework: -ance / -ence
Check/Teach the meaning of these words in class. Get the children to learn them for homework. Test them the next day.
ambulance, appearance, balance, entrance, importance, performance.
absence, existence, intelligence, patience, presence, silence.

UNIT 18 LESSON 5

Aims
• to develop the children’s reading skills
• to revise vocabulary for parts of houses and furniture
• to study and write a shape poem

Suggestions and answers
1. Read and choose.
1. Tell the class that they are going to read a poem about houses.
2. Ask them where they live, e.g. in a flat / apartment / house. Ask those who live in a flat which floor they live on. Find the child who lives on the highest floor.
3. Ask the children to look at the high-rise building in the picture. Point out that the shape of the poem is like the shape of the high-rise building. Teach that there are pairs of words that mean the same: apartment = flat; lift = elevator. Write these words on the board and get the class to say them.
4. Read the comprehension question aloud.
5. Tell the children to read the poem while you read it aloud. Get the class to give you the answer.

Houses have become taller and bigger.

2. Circle the words for parts of houses (e.g. windows). Underline the words for furniture (e.g. beds).
1. Tell the children to make two lists in their exercise books. One list is headed ‘Parts of houses; the other list is headed ‘Furniture’.
2. Get the children to read the poem aloud in pairs. They pause and write down the vocabulary in their exercise books. Check the answers with the class.

Parts of houses: windows, doors, floor, elevator
Furniture: beds, chairs, table

3. Find words or phrases in the poem that mean the following.
1. ancestors 2. on all fours 3. it was no time at all
4. exceedingly 5. elevator 6. gigantically high
7. nudge 8. scrape 9. hive

4. Write a shape poem for one of these homes.
1. Prepare for this free writing task in the classroom.
2. Explain what a shape poem is (a poem that is in the shape of the subject of the poem).
3. Help the children to choose one or two details of their chosen home, and revise vocabulary that they have studied in OPE, e.g. parts of the house, furniture, building materials, whether the house moves (tent/boat) or stays still (tower/castle).

Answers depend on the children.
UNIT 19 LESSON 1

Aims
• to study and practise a dialogue
• to revise parts of a machine
• to revise and practise vocabulary for different transport
• to develop the children's speaking skills

Suggestions and answers
1 Read the dialogue and answer these questions.
   1. Get them to tell you who they can see in the picture (Dan and Uncle Steve).
   2. Help them to tell you what they can see (some kind of machine). Do not correct language mistakes here. While you are doing this, teach the children some words that they will need for the reading: a microlight plane. Use a magazine picture for this, or a board drawing.
   3. Read the comprehension questions aloud and check that the children understand them.
   4. Tell the children to read silently from their books to find the answer, while you read the dialogue aloud. Get the class to tell you the answer.

   He's making a time machine.
   It has seats and seatbelts.
   It doesn't have wheels or a roof.
   It goes forward and back very fast in time.

2 Ask and answer questions about the following, using these words.
   1. Help individuals to read the nouns and then the questions aloud.
   2. Check that the class understand the questions.
   3. Ask the class the first question and get responses from individuals; accept both short answers and full sentences.
   4. Repeat the procedure, getting children to ask and answer the remaining questions across the class. With Question 4, do not expect children to distinguish between 'pilot' and 'fly'; some children may already know the noun 'a pilot' and this will reinforce the word.

   1. a jet plane, a helicopter, a balloon, a microlight.
   2. a jet plane, a bicycle.
   3. jet planes, bicycles, buses and helicopters have wheels; the others don't.
   4. you drive a bus; you fly a plane, a helicopter, a balloon, a microlight; you ride a bicycle; you pilot a jet plane, a powerboat, a helicopter; you steer a bus, a powerboat, a helicopter, a microlight

3 Discuss this question in your class.
   Answers depend on the children.

UNIT 19 LESSON 2

Aims
• to introduce and practise vocabulary for information technology (IT)
• to study and practise adverts for IT products
• to revise and practise purpose clauses + to
Suggestions and answers

1. **Listen to your teacher and find the correct picture, then listen and repeat.**
Read the script on page 117 of the Student’s Book aloud. Pause to give time to the children to find and point to the correct picture. Do listen-and-repeat.

2. **Match the pictures in Ex. 1 to their purposes.**

| a) earphones | b) screen | c) scanner | d) ringtone | e) joystick | f) mouse | g) alarm |

3. **Match two speech bubbles to each product.**
1. To help this activity, get the class to label the 3 pictures A, B, C, from left to right.
2. Ask the children if they can tell you what these 3 objects are (an i-Pod / MP3 player for music; a mobile phone / cellphone; a camcorder).
3. Read the product specifications below each of the products aloud. Explain the meaning of words/ phrases, e.g. video clips.
4. Get individuals to read aloud the speech bubbles. For each one, ask the class to match it to one of the three products.

**Picture A:**
I used to listen to music on a Walkman, but it was heavier.
I can store many more songs on this one.

**Picture B:**
I use it as a phone and listen to music on it.
I’ve just received a photo from Jo. Look!

**Picture C:**
I sent my e-pal some video clips of my birthday party.
I recorded all the goals on it during the match.

**Additional activity**
Ask the class further questions about the objects in Ex 3.
Which gadget can you use:
to store music? iPod
to take and send photos? mobile phone
to record video clips? camcorder
to make a phone call? mobile phone
to play music that you have stored? iPod
to send a photo? mobile phone
to note a date in your diary? mobile phone

**UNIT 19 LESSON 3**

**Aims**
- to develop the children’s reading skills
- to practise reporting direct speech
- to discuss the next part of a story

**Suggestions and answers**

1. **Discuss: Where do you think these places are? Read and check. Number the pictures in order.**

1. Get the class to tell you what happened in the dialogue in Lesson 1 of this unit: What was Uncle Steve making? (a time machine) Who did he show it to? (Dan)
2. Tell the children to look at the pictures 1-4. Ask them some questions, e.g. ‘What is happening in Picture 3? What can you see? Is it an old city or a modern city? Do you recognize the tower in Picture 2? Have you been there?’ Do not confirm or deny the children’s answers.
3. Repeat the procedure with the other pictures.
4. Using magazine pictures or drawings on the board, check that the children understand these words: drains, rubbish, stadium, scarves, First Aid box.
5. Tell the children that they have to read the story and number the pictures in order. Tell them to read silently while you read the story aloud.
6. Get answers for the order of the pictures and write them on the board.
7. Help the children to explain what happened in each picture. Do not worry about language mistakes here, as long as the class can understand what individuals say.

Order: 2, 1, 4, 3.

2 Answer these questions.

1. Three: fighting in the arena, a volcano was erupting, the great fire of Rome.

3 Find and underline the direct questions in the story. Then report them.

Direct the class’s attention to the other 3 questions, and write them on the board. Ask the class to report them. They are quite tricky, so do not worry if the children cannot do them. On the other hand, this will give the abler children an opportunity to do something more difficult.

‘How do you start the machine?’ asked Dan. ➔ Dan asked Steve how he started the machine.
‘Have you guessed where we are?’ asked Steve. ➔ Steve asked them if they had guessed where they were.
‘Can we see a football match?’ asked Dan. ➔ Dan asked if they could see a football match.

4 Discuss: What do you think is going to happen next?
Ask the class for their ideas. Do not correct language mistakes here.

Answers depend on the children.

UNIT 19 LESSON 4

Aims
• to study and practise the simple present for future
• to develop the children’s listening skills
• to study and practise using the 24-hour clock for timetables
• to present and practise purpose clauses with so that
• to study the spelling of suffixes -ant / -ent

Suggestions and answers

STUDY CORNER
• Read the explanation in the box aloud. Then get individuals to read the example sentences on the bottom line of the box aloud. Write It starts at 9.00. on the board and underline the verb ‘starts’.
• Make a 24-hour clock on the board. Draw a big circle, with numbers 1-12 round the clockface. Point to numbers in random order and get individuals to give you the 24-hour clock number, e.g. for 1 o’clock, the 24-hour clock number is 13. Continue writing up the remaining numbers 13 – 24.

1 Listen to your teacher and write the times on the timetables, using the 24-hour clock.

1. Read the rubric and the example speech bubble aloud. Allow the children time to look over the two timetables. Explain that they are going to hear information about train times and plane times, which they must write in the table. Either they can write the times in pencil in their Student Books, or they can copy the timetables into their notebooks.
2. Read the first section of the script on page 117 of the Student's Book aloud; the children listen but do not write. Give the class a tip: Write the ordinary numbers that you hear first. Then later you can change these numbers into the 24-hour clock numbers.
3. Read the section again, pausing so that the children have time to write.
4. Ask for answers from the class, and write them on the board, so that the children can correct their answers. If any information was difficult to find, read that section of the script again.
### Train timetable

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.30</td>
<td>Depart Lahore</td>
</tr>
<tr>
<td>21.15</td>
<td>Arrive Rawalpindi</td>
</tr>
<tr>
<td>21.30</td>
<td>Depart Rawalpindi</td>
</tr>
<tr>
<td>22.45</td>
<td>Arrive Taxila</td>
</tr>
</tbody>
</table>

### Flight information

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.30</td>
<td>Check-in at Karachi</td>
</tr>
<tr>
<td>15.30</td>
<td>Last check-in time</td>
</tr>
<tr>
<td>16.15</td>
<td>Depart Karachi</td>
</tr>
<tr>
<td>18.00</td>
<td>Arrive Dubai</td>
</tr>
</tbody>
</table>

### STUDY CORNER

- Read the example sentences aloud and get the class to repeat them. Write them on the board while individuals dictate them to you.
- Point out that these are purpose clauses: we use purpose clauses with so that, when
  - a) we have a negative, e.g. so that we won’t miss the flight, or
  - b) when the subject is not the same – I’ll do some shopping / we can have, or
  - c) when the subjects are completely different people, e.g. I drove / she would not be late

Circle the pronouns in the sentences on the board to make this clear.

### 2 Match sentence halves to make complete sentences.

<table>
<thead>
<tr>
<th>2. e</th>
<th>3. b</th>
<th>4. d</th>
<th>5. a</th>
<th>6. c</th>
</tr>
</thead>
</table>

### 3 Write sentences with so that.

1. We took some food with us so that we wouldn’t get hungry.
2. He sat me next to the window so that I could see out.
3. I didn’t tell anybody about the trip so that people wouldn’t call me a liar.
4. Please turn off your mobiles so that we can start the lesson.
5. Please clap our visitor when she arrives so that she feels welcome.

### Additional activities

As extra practice, get the children to write some sentences about themselves with so that, using their own ideas. Write these examples on the board to give them some ideas.

I usually do my homework early in the weekend so that …
People record TV programmes at home so that …
Families go to the park so that …
Some children save up their pocket money so that …

Spelling patterns for homework: -ant, -ent
Check/Teach the meaning of these words in class. Get the children to learn them for homework. Test them the next day.
assistant, attendant, consonant, distant, giant, servant.
student, fluent, accident, president, urgent, intelligent.

### UNIT 19 LESSON 5

**Aims**
- to develop the children’s reading skills
- to study and practise opinion markers in a story
- to discuss different kinds of endings for a story
- to write a different email for the ending of a story

**Suggestions and answers**

1. **Read Part 2 of the story and answer the question.**
   1. Get the children to look at the three pictures. Ask them: In which countries are these three big wheels? (London, Austria, China)
   2. Read the comprehension question aloud, then read Sandra’s email aloud while the children follow silently in their books.

   Possibly not; she doesn’t trust Uncle Steve’s machine.
2 Discuss these questions about the story-ending in Ex. 1.

Explain the meanings of positive (optimistic, looking for the best in something) and negative (pessimistic, looking for the worst in something).

1. It’s a positive ending, because the children reached home safely.
2. Yes, because the story in Lesson 3 also caused some problems for the children.
3. No.

3 Opinion markers. Write the opinion markers in pairs that have similar meanings in your notebooks.

1. Read the words in the box aloud, without translating.
2. Write a double column on the board, ready for the pairs of words from the box.
3. Write up the first word ‘amazingly’. Ask for another word with the same meaning (surprisingly) and write this next to the first word.
4. Continue with the remaining pairs of words. If the class is unable to find a pair of words, continue with the other words and do the difficult items last.
5. Finally, answer any questions about the vocabulary, translating if necessary.

- amazingly, surprisingly.
- curiously, strangely.
- fortunately, luckily.
- naturally, of course.
- sadly, unfortunately.

4 Complete the sentences with a suitable word from Ex. 3.

1. Get individuals to read the sentences aloud. Check/Explain any unknown words, e.g. tasty.
2. Go through the exercise with the class. Accept alternative answers.

Sample answers

1. Luckily, we found a doctor in Vienna. Amazingly, he had studied in Aston!
2. Of course, we all tried some Chinese food. It was surprisingly good and very tasty.
3. Unfortunately, we had to leave China after lunch, although we wanted to stay longer.
4. Surprisingly, Mum asked if we had a good day. Curiously, she hasn’t asked many questions.
5. Fortunately, Mum hasn’t heard about the dog-bite. She always worries about us!
6. Strangely, my ankle doesn’t hurt any more. I think the doctor did a good job.
7. Naturally, Uncle Steve is planning another trip on Saturday. Sadly, I won’t be able to go.

5 Write a different email-ending to the story. Decide whether to write a) a happy / unhappy ending b) a certain / uncertain ending.

1. Prepare for this exercise in class. Write some questions on the board, e.g. Did you go to another place? If so, where? What year was it in the place that you visited? What was life there like? Did you manage to get back home? Are you safe now, or are you in difficulty? How are you feeling?
2. Get some answers from the class for these questions and write them in note form on the board. Ask further questions.
3. Allow the children some time to look at the notes on the board, to choose the ones which they would like to use in their answers and to copy them into their notebooks.
4. In this way, if they are writing/finishing the task for homework, they will be able to read the notes in their notebooks.

Answers depend on the children.
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. Complete the sentences with for/since and the verb in brackets.

1. They have been in front of the TV since six o’clock.
2. He has lived in Lebanon for four years.
3. The Bate children have been on holiday since July 2nd.
4. Ricardo has played the guitar since he was 9 years old.
5. Judy has been ill in bed since Tuesday.
6. Uncle Steve has had the same van for 15 years.
7. I have not ridden a horse for a very long time.
8. I’m hungry! I haven’t eaten anything since breakfast.

2. Join the two sentences with unless.

1. Unless the villagers keep guard dogs, the cheetahs will kill their goats.
2. Cattle are not dangerous unless they have young calves.
3. We will not see any buffaloes unless we stay at the waterhole.
4. A lion will not attack humans unless it is old or injured.

3. Choose the correct word to complete the sentences.

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

4. Dictation: Listen to your teacher and write the sentences.

The full script is on page 117 of the Student’s Book.

UNIT 20 LESSON 2

1. Complete the sentences with a single adjective from the box. Alternative answers are possible.

1. She’s making a beautiful red dress. 4. I’m going to buy a large wooden chopping board.
2. I bought myself a pair of black leather shoes. 5. She gave me two green Pakistani shirts.
3. Ali needs some new cotton sports trousers. 6. We need to buy a new steel water jug.

2. Write the questions in direct or reported speech.

1. I asked her what her name was. 6. ‘Did you go to Kenya last month?’
2. I asked her where she was going. 7. ‘How did you hurt your arm?’
3. I asked her where she lived. 8. ‘Were you studying apes in Kenya?’
4. I asked her which floor she lived on. 9. ‘How many rhinos did you see / have you seen?’
5. I asked her if she liked pop music. 10. ‘Are you going to Africa again?’

3. What would you like to do if you had the chance? Make up short dialogues.

Answers depend on the children.

TEST 2

Preparation before the test

1. Each child will need photocopied sheets of the test on pages 109-110 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 had
2. since
3. as a
4. so that
5. for

2 Rewrite the following sentences, using the word(s) in bracket, to give the same meaning. (5 Marks)

1. She closed the door quietly in order not to wake the baby.
2. Mum made sandwiches so that we wouldn’t be hungry.
3. She asked me where I bought my computer games.
4. I asked them if they were both coming to the play.
5. Unless we leave now, we’ll miss the bus.

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

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

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

1. They talked about the computer chip, paper, the toilet and glasses.
2. People talked about paper, which was invented in 105 A.D.
3. We now have toilets, and human waste doesn’t run into the rivers.
4. They can read, write and do close-work.
5. Early computers filled a room, but a modern computer chip is as big as your fingernail.

5 Write an article for your school magazine about ‘Life in the future’. (10 Marks)

Answers depend on the children.
UNIT 21 LESSON 1

Aims
• to revise present and past tenses in an email
• to revise past tenses in a narrative
• to revise future tenses in a dialogue

Suggestions and answers
1 Read the email and choose the correct verb forms.

Dear Mona,
I’m writing to introduce myself, as I’m looking for an e-pal.
I’m 12 years old and I live in south-west England with my parents and younger brother. I love travelling. Luckily my parents have taken us already to lots of interesting countries. We have been to Sweden and Switzerland. Last summer we went to Tunisia; it was very hot! I haven’t been to Asia yet, but I hope I’ll get there one day.
What about you? Have you travelled a lot? What games do you usually play? And what kind of books do you enjoy reading? Please send me an email about yourself. I am looking forward to hearing all about you!
Love, Lucy.

2 Put the verbs in brackets into the correct tense.

Richard and Steve were travelling across Turkey. Until then they had been very lucky. They had not had any accidents. One evening, while they were driving over the mountains, they had a flat tire. They decided to spend the night in the hills. They drove the jeep onto a flat area near the road and got out. Next they set up their camp. While Steve was putting up the tent, Richard cooked supper. Later, while they were eating supper, they heard a noise. Someone was walking round their camp. While they were looking they heard a noise. Someone was walking round their camp.

3 Complete the dialogues. Choose the best verb form.

1. A: Are you going to send an email to your new e-pal?
   B: Yes, I think I will do it tomorrow evening.
   A: Will you send a photo of yourself?
   B: No, I don’t have a digital camera.
   A: But I do! Come round this evening and I will take your photo. Then I will email it to you and you can forward it to your e-pal.

2. A: Are you in a hurry?
   B: No, my bus leaves at 5.15.
   A: Do you have to change buses?
   B: No. It takes me right to the street where I live.

UNIT 21 LESSON 2

Aims
• to practise suggestions in a dialogue
• to revise structures and rewrite sentences
• to punctuate sentences correctly, with/without direct speech
Suggestion and answers
1 Complete the dialogue. Put the verbs in brackets into the correct form and add any necessary words.

A: I’d like to improve my Arabic. Can you give me some advice?
B: Of course. How about joining an Arabic class?
A: I’ve already joined one. But it’s a difficult language.
B: Keep trying! Don’t give up yet.
A: But the class goes too fast for me.
B: If I were you, I would have some private lessons.
A: That could be rather expensive. What else could I do?
B: What about watching TV programmes in Arabic?
A: But they speak very fast! I can’t understand a word.
B: Why don’t you watch just the children’s programmes?
A: That sounds like a good idea. I think I will try that!

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

1. I asked Sue what time the ticket office opened.
2. I asked Dan if he had bought anything in the market.
3. I grew up on a street where there were lots of children.
4. Arabic, which is spoken from Morocco to Oman, is written from right to left.
5. Apples and pears are grown by the farmers in the hills.
6. I’ve heard that two men were caught by the police.
7. You might catch the bus if you run now.
8. You won’t know where to go unless you listen to the guide.
9. Although we didn’t spend long in the zoo, we saw most of the animals.

3 Punctuate the following sentences correctly.

1. If I were you, I would buy the larger bag.
2. Her son’s shirt is in the bag and the twins’ shoes are under the bed.
3. The money lender carefully counted out seventy-five pounds.
4. ‘Excuse me, Madam? Could you sign the form here, please?’ he said.
5. The policeman cried out, ‘Stop!’
6. I asked the teacher, ‘What time does the exam start?’
7. I asked her whether she was Lebanese or Egyptian.
8. ‘It’s very hot today,’ they said, ‘so we’ll take some water with us.’

UNIT 21 LESSON 3
Aims
• to develop the children’s reading skills
• to study a quiz about language learning
• to revise the spelling pattern -ough

Suggestions and answers
1 Complete the quiz, then check the answer box. How many did you get right?

1. Introduce the topic of the Quiz. Ask the class some general questions, e.g. ‘What do you find easy about learning English? What do you find more difficult about learning English? Do you find English spelling easy or difficult?’ Try to keep the mood positive and to remind the children that they are making progress in English every month.
2. Get the children to write the numbers 1-9 in their notebooks.
3. Read the quiz questions aloud and answer any questions that the children may have.
4. Let them read the questions silently and write the answers in their notebooks. They do this activity individually and silently.
5. The children compare their answers in pairs.
6. Tell the class that they must listen to the script and correct their answers.
7. Read the script on page 128 of the Student's Book aloud, pausing after each item. Ask the children what they heard. If they were not clear about the answer, read it again.

2 Find quiz questions for these pictures.
1. Ask a few general questions about the pictures e.g. 'What can you see? Is the child making a lot of noise? Can you see inside the person's head? How many languages does the man know? Is the person in the picture on the right speaking loudly or quietly?'
2. Tell the class to find three quiz questions that match the three pictures.
3. Let the children work in pairs.
4. Write the answers to the matching exercise on the board.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 and 9(c)</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>

3 Read the quiz again. Say what kind of advice is given on – reading, writing, listening, speaking, vocabulary, pronunciation and grammar.
1. Tell the children that they must read the Answers on page 128 and circle the topics of advice that are mentioned.
2. Let them do this in pairs.
3. Ask for answers from the class. Get pairs of children to tell you the sentence where they found their answers.

<table>
<thead>
<tr>
<th>Reading — read lots of books</th>
<th>Writing — writing to penpals or e-pals</th>
<th>Listening — listen to songs, tapes, DVDs, videos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking — repeating words slowly/clearly</td>
<td>Vocabulary — reading books</td>
<td>Pronunciation — reading books</td>
</tr>
<tr>
<td>Grammar — reading and using grammar practice books</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional activities
Phonics for homework: -ough
Check/Teach the meaning of these words in class. Get the children to write them on the correct line, in the right group. Test them the next day.
bough, brought, cough, dough, enough, fought, nought, plough, rough, though, thought, through, tough, trough.

Sounds like cuff: enough, rough, tough.
Sounds like sort: brought, fought, nought, thought.
Sounds like low: dough, though.
Sounds like too: through.
Sounds like how: bough, plough.
Sounds like off: cough, trough.

UNIT 21 LESSON 4

Aims
• to develop the children's listening skills
• to get children to assess their progress in English
• to practice giving advice for language learning

1 Listen to your teacher. Number the topics in the correct order in column 3. Underline what the children say about their progress in English.
1. Introduce the survey form. Go through the items in the left-hand column and get repetition. Go through the examples in the column next to it. Note that there are no examples for listening, speaking, reading.
2. Read the example speech bubble aloud. Point out that this is noted in the ‘Listening’ column as answer Number 1 and ‘must improve’.
3. Tell the children to listen and point to the correct headings.
4. Read the script on page 117 of the Student’s Book aloud, all the way through without stopping.
5. Read the script again, pausing after each section so that the children have time to write their answers in the ‘Listening’ column. They circle an answer and write a number next to it.
6. Let the children compare their answers in pairs.
7. Read the script again so that they can check their answers. Pause after each section and ask the class what they heard.

1. e) must improve
2. f) must improve
3. d) OK
4. g) must improve
5. b) must improve
6. h) OK
7. a) OK
8. c) must improve

2 What about you? Circle your answers in column 4 (My progress).
1. Demonstrate the first item with the class to show that this is a personalized exercise. Ask a few children: ‘Pronunciation. How is your pronunciation? Is it OK or do you need to improve it? If you think it’s OK, you write OK for item ‘a’. If you need to improve it, you write ‘I must improve’ for item ‘a’.
2. Let the children assess their current progress: They circle ‘OK’ or ‘I must improve’ in pencil in their books. Then they compare their answers in pairs.

Answers depend on the children.

3 Match the advice below to the possible problems in column 1.
1. Get the children to write the numbers 1-7 in their notebooks.
2. Read the example item aloud. Point out that it is advice for ‘e’ (Vocabulary).
3. Let the children do the matching exercise individually or in pairs. They write their answers in their notebooks.
4. While they are doing this, go round the class and monitor their progress. If they find one item difficult, they should go on to the next item.
5. If they have done the exercise individually, they can compare their answers in pairs.
6. Go through the answers with the class. If a child offers a wrong answer, check with the class whether they all have the same answer.

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

4 Discuss your progress in pairs. Give each other advice.
1. Explain that the children should ask for advice only for those things where they need to improve.
2. Read the example speech bubbles aloud and get choral repetition.
3. Get a child to say what she/he needs to improve. Help another child offer advice, using one of the phrases from activity 3.
4. Do this two or three times with different children.
5. Put the children into pairs. They say what they need to improve, while their partner offers advice.
**TEST 1 (AFTER UNIT 5)**

1 **Write the missing parts of the dialogue, using will / going to / would(n’t).**

*Sandra and Emma are setting up a campsite.*

Sandra: Where (1 you) ____________ tie that clothes line?

Emma: I’m going to tie it to this branch here.

Sandra: It looks rotten. If I were you, I (2) ________ choose another branch.

Emma: Good idea. (3 I) _______ fix it to this one here; it looks stronger.

Sandra: Where (4 you) ____________ light the fire?

Emma: Just here.

Sandra: If I were you, I (5 do) _________ because the fire will burn the tree.

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

1. They make ice cream from fruit, sugar and cream. (Ice cream…)

   __________________________________________________________________________

2. ‘Chop the onions and fry them, Judy.’ (He told Judy…)

   __________________________________________________________________________

3. ‘Don’t make the pan too hot, Jane.’ (She told June…)

   __________________________________________________________________________

4. She reached the North Pole. Then she phoned her family. (...family after…)

   __________________________________________________________________________

5. A plane rescued Pom. Later the two women got to the North Pole. (...Pom before…)

   __________________________________________________________________________

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

1. Mum, you’re back! Have you …
   a) done b) gone c) made d) been

2. You can boil water if you take …
   a) a stove b) a compass c) an ice axe d) a sledge

3. For a good night’s sleep, take a …
   a) daypack b) sleeping bag c) backpack d) can opener

4. I … the cliff when I fell 10 metres.
   a) have just b) climbed c) have d) was climbing

5. The … has gone dark; I think
   a) screen b) mouse c) keyboard d) printer

   6. You can fry …, but you can’t peel it.
   a) done b) gone c) made d) been

   7. You can … milk, but you can’t … it.
   a) mix/stir b) grate/chop c) stir/fry d) peel/beat

   8. Add … chillies to the fried rice.
   a) a few b) a little c) one d) not much

   9. A wave knocked the boat …
   a) top down b) upside down c) downside up d) topside down

   10. Don’t wear that blouse; it’s …
    a) bent b) chipped c) torn d) cracked
4 Read the text and answer the questions in full sentences.

Tourist gets lost in the desert for 40 days

An American tourist walked across the Australian outback for 40 days with almost no food or water. The outback is a wild desert in north-western Australia. Even in winter, the daytime temperature is about 32 degrees.

Robert, a U.S. tourist, started his walk from Broome in July. Two weeks later, some tourists found his bicycle by the roadside and called the police. For two weeks, the police and local trackers looked for Robert in the outback. When they couldn’t find him, they stopped their search. Robert’s parents, by now very worried, called in an American search team.

The new team used dogs and a helicopter to hunt for Robert. First, a reporter found footprints in the sand about 230 kilometres from Broome. Two days later a TV helicopter found Robert’s camp. He had put up a sheet to make some shade; there was a water bottle, a chocolate wrapper and a diary filled with Robert’s writings. He sounded ill and very thirsty. Finally, they spotted him standing in a river bed. He was dressed in dirty clothes and carrying a small daypack.

Robert spent a few days in hospital. He had lost 20 kilos and had walked about 400 kilometres. He said he had found a little water in pools and some berries. He couldn’t explain where he was going. A police officer remarked that Robert had not behaved sensibly. ‘If you go into the outback, you must tell people where you are going.’ So what was Robert doing in the outback? Probably we shall never know.

Answer these questions.

1. What is the Australian outback like?

2. For how long and how far did Robert walk?

3. Why do you think Robert’s parents called in a second search team?

4. What signs of Robert did people find after he started his walk?

5. How was Robert when they found him?

5 Write an adventure story about an expedition.

Answer some of these questions to write the story of your expedition. Include some Direct Speech.

• Where did you go? Where did you start? Where did you finish?
• How did you travel, e.g. by boat, on foot, on horse or camel?
• Who did you travel with?
• What food did you cook and eat?
• What part of the expedition did you enjoy the least/most? Why?
• Are you looking forward to another expedition? Which?

Total 50
TEST 2 (AFTER UNIT 10)

1 Write the missing parts of the dialogue.

Humpel and Babel are talking about plans for a fish farm.
Humpel: I think that some fish are swimming away down the river.
   Why (1) ________ build a dam across the river?
Babel: Yes, (2) ________ do that this week. The water level is very low this summer.
Humpel: (3) ________ digging a fish pond to keep fish in?
Babel: Another good idea.
Humpel: (4) ________ dig the fish pond here in the open ground?
Babel: Yes. We can’t dig under those trees, because of the roots.
Humpel: How are we going to store all this fish? Fish goes bad very quickly.
Babel: (5) ________ always smoke some. I’ve already learnt to do that.

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

1. He threw his net into the river. Then he caught a fish. (As soon as …) __________

2. The fish were very small. But they were tasty. (Although …) __________

3. He ate the fish. He doesn’t usually eat smoked fish. (... although ...) __________

4. ‘I didn’t feed the hens yesterday.’ (She said that …) __________

5. ‘I will give them some corn after breakfast.’ (She said that …) __________

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

1. A machine with four wheels is a … 6. Birds … down to pick up baby turtles from the beach.
   a) quad bike b) unicycle c) tricycle d) bicycle
   a) crawled b) swooped c) hatched d) hunted

2. That adult turtle is heading … the sea.
   a) to b) over c) for d) onto
   a) towards b) to c) beside d) for

3. Please keep … the road.
   a) outside b) away c) about d) off
   a) summoned b) told c) ordered d) said

4. They’ve all finished supper, …
   a) have you? b) haven’t they? c) has he? d) haven’t I?
   a) does b) has c) makes d) brings

5. What does your dad do … a living?
   a) for b) to c) with d) about
   a) mustn’t b) cannot c) don’t have to d) will not
4 Read the text and answer the questions in full sentences.

How to write a short story.

‘The water was icy-cold as Hanif dived off the side of the ship soon after midnight.’ The first sentence and paragraph of a story are the most important. Catching a reader is like catching a fish; you must keep a reader ‘hooked’ until the last page.

You can start a short story with an event or with a dialogue: ‘If you don’t obey my orders, I’ll throw you into the sea!’ shouted Captain Ahmed. Hanif thought of the sharks and shivered. Both these beginnings ask questions. Why did Hanif dive off the ship? Was he trying to escape? In the second example, why was the captain angry? Was Hanif a sailor or a prisoner?

Imagine you are watching an exciting film in a cinema. You know that the film is going to end in ten minutes, but you cannot yet guess how it will end. Are you going to walk out now? Of course not! So a writer, like a film director, has to keep you guessing until the end and stop you from walking out.

Writing a good beginning is not much more difficult than writing a boring one, like this: ‘Hanif was a sailor and worked on a ship. The captain was an unkind man, Captain Ahmed. Hanif was very unhappy and one day he decided to escape.’

This opening is uninteresting. We read information, but we cannot picture either Hanif or the captain. The writer gives us information first, and the story later. It is better to start with the story and to add information as the story continues.

Answer these questions.

1. In which two ways is a writer like a fisherman?  
   He must ____________________________________________________________
   ____________

2. Why are events or dialogues good ways to start a short story?
   ________________________________________________________________
   ____________

3. In what way is an exciting story like a good film?
   ________________________________________________________________
   ____________

4. Why is it not a good idea to start a story with facts?
   ________________________________________________________________
   ____________

5. When should a writer provide the reader with information?
   ________________________________________________________________
   ____________

5 Write a dialogue between two school children who have very different habits.

Child A is training for the Junior Marathon, and swims, cycles and runs. He/She eats healthy foods and has time to study in the early mornings.

Child B does not do any sport, does not cycle or run and does not walk much. He/She eats too much candy and drinks too much cola. Instead of sport, she/he watches a lot of TV.

Choose names for the children in your dialogue. Lay out the dialogue in the usual way, e.g. Sandra: ____________ Jane: ____________

Total _______
TEST 3 (AFTER UNIT 15)

1 Write the missing parts of the dialogue.

*Dan and Ricardo are talking about life in the future.*

Ricardo: I think that planes (1) __________ definitely be bigger in future.

Dan: They (2) __________ be bigger, but I think they (3) __________ probably be smaller. I think it (4) __________ possible to fly in small planes to small airports.

Ricardo: Air travel is getting cheaper all the time.

Dan: I agree, but the price of fuel for planes will definitely go up in future.

Ricardo: Maybe we shall still (5) __________ fly all over the country.

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

1. I remember the time. We were living in Lahore then. (… in Lahore.)

2. I remember the school. I learnt to play hockey there. (… play hockey.)

3. She wrote the book last year. (The book …)

4. The storm broke all the windows in the house. (All the windows …)

5. A delicious smell was coming from the pan of soup. (There …)

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

1. Mosques have … , but castles don’t.
   a) turrets b) minarets c) domes d) towers

2. After … , charities take food to the victims.
   a) a disaster b) an emergency c) a relief d) a development

3. A … is a wide storm of strong winds and heavy rain.
   a) tornado b) blizzard c) cyclone d) hurricane

4. A … is a strong wind with snow.
   a) blizzard b) breeze c) downpour d) drizzle

5. A … is a gentle wind.
   a) mist b) fog c) breeze d) gale

6. Film-makers need lots of … .
   a) luggage b) equipment c) rubbish d) furniture

7. … is a short part that is taken from a story.
   a) An excerpt b) A setting c) A blurb d) A plot

8. … are an important part of school life.
   a) Mathematics b) Athletics c) Physics d) Sports events

9. Ali has made good … this term.
   a) success b) knowledge c) progress d) results

10. Everybody … their best.
    a) have done b) has made c) has done d) have made
4 Read the story and answer the questions in full sentences.

**Will the jewels be safe?**

The director of the London Museum was very excited! There was a plan for a special exhibition of Russian jewellery the following year. ‘We must make sure the jewels are safe,’ he said.

The director asked a company to check the alarms. They said to him, ‘Your alarms aren’t modern enough. The new heat and movement alarms are very good: if they notice the heat of a human body in a room, the alarm sounds. And if anything larger than a fly moves in the room, the alarm also sounds.’

‘OK,’ said the director. ‘Let’s put them in.’

When the exhibition opened, there were long queues every day, and the museum had to open in the evenings as well. One day, the temperature in London rose to 39 degrees. All the museum windows were opened, but it was still very hot. At 9.00 in the evening the last visitors left, and the windows and doors were closed. At 10.00 the alarms were tested and turned on.

At four o’clock the next morning, the alarms sounded. The police came to the museum and checked the doors and windows, but they were still closed. They went into the room where the alarm was ringing. A small bird was trying to fly through the window. It had come into the museum in the evening and had gone to sleep. In the early morning, at first light, it had woken up and had tried to escape.

‘Next time,’ the director said to the keepers at the museum, ‘check that the visitors and the birds have left when you lock up!’

**Answer these questions.**

1. Why did the director fit new alarms for the exhibition? (2 reasons)

2. What could the new alarms notice? (2 things)

3. How do we know that the exhibition was successful?

4. Which visitor spent the night inside the jewellery exhibition?

5. When and how did this visitor try to leave the exhibition?

5 **Write a formal letter to your Head Teacher about a fundraiser.**

- Start and end the letter in the usual formal way.
- Include your own name and address, also the name and address of the Head Teacher to whom you are writing. Write the date too.
- Suggest a fundraiser. Suggest a charity that you would like to support. Why do you want to support this charity?
- Suggest an activity for a fundraiser. Who is going to help you in this activity?
1 Write the missing parts of the dialogue.

Kamal and Nadeem are talking about their mobile phones.

Kamal: How long (1) ____________ your mobile phone?
Nadeem: I’ve had it (2) __________ last January.
Kamal: What do you use it for, as well as a mobile?
Nadeem: I use it (3) __________ camera. I can take photos and send them to my family.
                        It’s also got a diary. Look! I use it (4) __________ I don’t forget meetings.
Kamal: I think I should buy myself an up-to-date mobile. I’ve had this one (5) __________ ages!

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

1. She closed the door quietly. She didn’t want to wake the baby.
   (... in order …)

2. Mum made sandwiches. She didn’t want us to be hungry. (... so that we …)

3. ‘Where do you buy your computer games?’ (She asked me …)

4. ‘Are you both coming to the play?’ (I asked them …)

5. If we don’t leave now, we’ll miss the bus. (Unless …)

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

1. Ice covered the continent during the Ice … .
   a) Age  b) Period  c) Year  d) Time

2. The moon goes round the Earth in … .
   a) a capsule  b) a shuttle  c) a satellite  d) an orbit

3. The girls ran around the garden on all … .
   a) knees  b) fours  c) feet  d) hands

4. The girls stayed out of the bright … .
   a) sundown  b) sunrise  c) sunlight  d) sunset

5. When you take a shower, stand on a non- … mat.
   a) resistant  b) proof  c) slip  d) stick

6. If you don’t know what kg means, look in the … section.
   a) Grammar  b) Abbreviations  c) Style  d) Pronunciation

7. The piper was angry because the mayor … his promise.
   a) broke  b) dropped  c) lost  d) threw

8. Baby animals live … danger for their first few months.
   a) for  b) over  c) about  d) in

9. The … lives in Africa and has black- and-white stripes.
   a) hippo  b) buffalo  c) zebra  d) water-buffalo

10. The … is not a dangerous wild animal.
    a) lion  b) giraffe  c) tiger  d) rhino
4 Read the text and answer the questions in full sentences.

Which are the most important inventions?
Which do you think have been the most important inventions of the past 2000 years? The printing press? The TV? The mobile? The satellite? A survey showed that these are not the only important inventions. Here are some other important ones.

Paper has been one of the most important inventions. You cannot print books without paper. Paper was invented in China in 105 A.D.; it was made from a mixture of insects' nests and bits of old clothes. Long before the printing press and the Internet, this invention allowed us to write down information, history, stories and our thoughts.

Although people suggested many inventions in Medicine, the simplest was the toilet. This has saved more lives than all the doctors and hospitals. Before toilets, human waste ran from people's houses through the streets and into the rivers. As a result, illnesses were common in big cities, and it was often difficult to find clean drinking water.

Several people suggested reading glasses. The eyesight of adults starts to get worse from the age of about 45. With glasses, anybody can read, write and do 'close-work' after the age of 45. Without glasses, only the under-45s age group would be important in the world today.

Among modern inventions, the computer chip — the size of your fingernail — has changed lives the most. Early computers in the 1950s filled a whole room. The earliest mobile phones weighed 5 kilograms. Because of computer chips, humans have reached the moon and sent spaceships as far as the planets.

Answer these questions.
1. Which modern and old inventions did people in the survey talk about?

2. What was the date of the earliest invention that people talked about?

3. Why are rivers cleaner today than before?

4. What can people over 45 do now that they couldn’t do before?

5. How do we learn from the text that computers have become smaller?

5 Write an article for your school magazine about ‘Life in the future’.

- Write about three of these subjects. Write a short paragraph on each one.
  Home / School / Transport / Space / Planet Earth
- Write — what you think will definitely happen.
  what you think will probably happen.
  what you think will possibly happen.
  what you think might not happen.
- Say when you think these things will happen, e.g. in 25 / 50 / 100 / 1000 years' time.
# Record of Assessments

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

**Class**: ______

**Year**: ______

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<thead>
<tr>
<th>Name of child</th>
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