

Scanned with CamScanner



# OXFORD PROGRESSIVE ENGLISH

ELEANOR WATTS





Oxford University Press is a department of the University of Oxford.

It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trade mark of Oxford University Press in the UK and in certain other countries

Published in Pakistan by Oxford University Press No.38, Sector 15, Korangi Industrial Area, PO Box 8214, Karachi-74900, Pakistan

O Oxford University Press 2020

The moral rights of the author have been asserted

First Edition published in 2006 Second Edition published in 2020

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Oxford University Press, or as expressly permitted by law, by licence, or under terms agreed with the appropriate reprographics rights organisation. Enquiries concerning reproduction outside the scope of the above should be sent to the Rights Department, Oxford University Press, at the address above

You must not circulate this work in any other form and you must impose this same condition on any acquirer

ISBN 978-0-19-070192-8

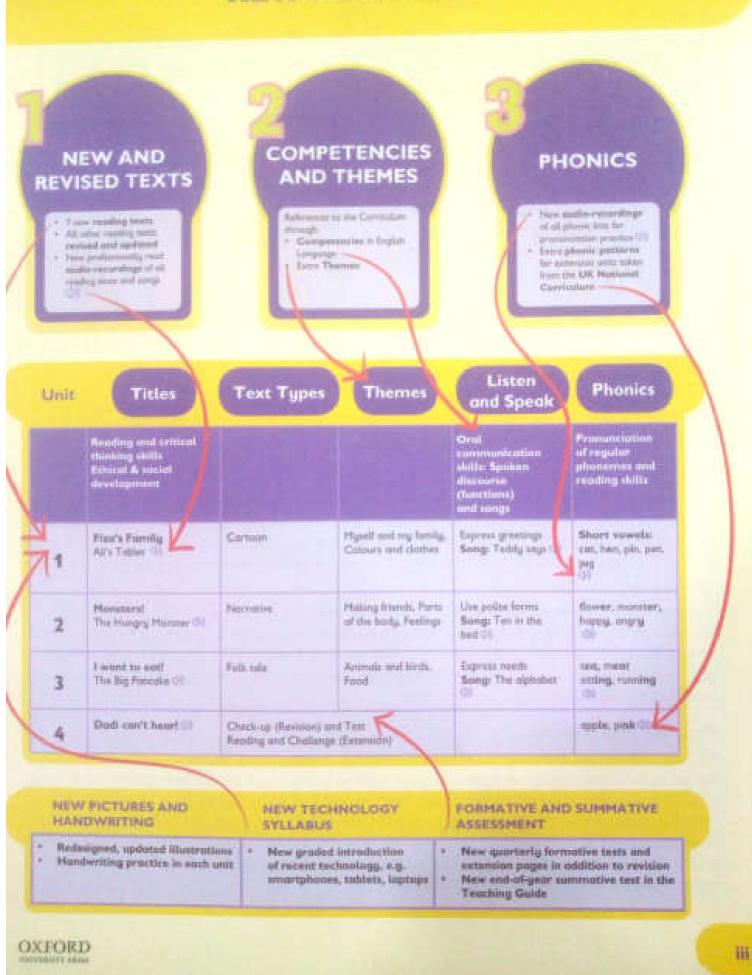
Printed on 70gsm wood-free paper

Printed by GC

Acknowledgements,

Photographs: p. 37 (white swan with long neck and short tail): © Mira / Alamy, p. 37 (pink flamingo with short tail and long neck): © Natalia Barsukova / Shutterstock; p. 37 (grey owl with short tail and short neck): © Anton MirMar / Shutterstock; p. 37 (black drongo, with long forked tail and short neck): © ScratchArt / Shutterstock; p. 106 (monkey eating fruit in a forest): © Bill Roque / Shutterstock; p. 106 (elephant): © hangingpixels / Shutterstock

## **NEW FEATURES**



## A Teacher's Introduction to Oxford Progressive English Book 1

This book consists of twelve teaching units and four revision and extension units. After three teaching units, the Check-up section revises what you have already taught. When your pupits have completed this, they can take the Test in silence, without help. Scores can be recorded in the photocopiable Record of Assessments at the end of the Teaching Guide. If your class does well on the Check-up section, move on to the Reading and Challenge sections. This will extend their reading and language skills. If they have found the test difficult the Reading and Challenge can be pmicted. Instead, re-teach weak areas identified by the Test before moving on to the next unit. At the back, there are brief page-by-page notes for the teacher where necessary. For detailed teaching notes, please refer to the Teaching

What did you do at the weekend?



Encourage your pupils to talk about their lives.

Guide. The link to the audio-materials 11 inside the cover takes you to recordings of the sorgs, phonic tables, and reading texts.

### Listen and Speak

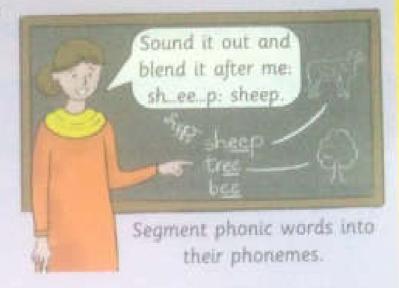
All language work should start with chat! Talk informally for a few minutes each day about what the children did yesterday or in the holiday and what they are doing today. Discuss all the pictures in the back before you ask children to read the text. Use natural spoken contractions such as I'm, they're, Isn't, can't when talking. The text of listening exercises can be found on page 119–121 Feelis.

Singing helps children to speak well and reinforces the topic under study. There is a song for each teaching unit. Sing it aften, using the audio-recording if possible . Initially, ask the children to sing each line after you or the recording, with actions. Then, ask the children to sing it with you, with actions. Regularly revise songs from previous units. The complete words of songs are in the Teaching Guide.

### Phonics and Words

Phonic Tables can be found in Lesson 2 Exercise A of each unit. They teach regular phonic patterns. Take five minutes to practise a word-ladder every day. The audio-recording a will help you. Phonics is the study of regular phonemes (sounds) made by letters, not the letter names. Unit 1 focuses on the regular phonemes made by single letters, e.g. rat, cat, mat. Units 2–13 focus on regular phonemes made by digraphs (one sound made by two letters), e.g. tree, sheep bee or sock, duck, black. Units 14 and 15 introduce phonemes made by split digraphs (often called 'magic e words'), e.g. late, gate, plate.

When teaching regular phonic words, ask the children to 'sound out' the phonemes after you, then blend the phonemes into the whole word. Try to make a pure sound for consonants, hardly sounding the 'uh'. Treat digraphs, such as sh and ee, as one phoneme, e.g. 'sh-ee-puh' sheep'. Treat consonant clusters (two consonants placed together) as separate phonemes, e.g. t-r-ee. Don't sound out irregular sight words, such as orange. Read them as a whole. We suggest that you teach your pupils the correct terms phoneme, digraph, split digraph, sound out, blend, and sight word.



Some exercises focus on the uses and meanings of words. This vocabulary is connected to age-appropriate themes, such as Animals and birds or My home, including themes in the Curriculum. Use the Picture Dictionary at the back to teach thematic vocabulary.

#### Reading

Read every text aloud or play the recording \*\* BEFORE asking the children to read it for themselves. Talk about all the pictures and add details in your own words. Help the children to point to the correct place as they follow your reading. You may ask the children to repeat each line after you at a second reading, but don't ask them to 'read round the class' which can set incorrect models and be very boring! Children should practise reading individually with you or their parents. Focus on the meaning of each text and try to relate it to the lives of your pupils. As the children progress through the book, they will read a variety of fiction and non-fiction Text types (genres). Fiction text types include folk stories and fantasy. Non-fiction text types include instructions and diaries.

#### Sentences

These pages focus an grammar and punctuation, giving practice in the regular sentence structures of English. Always practise the sentences orally before you ask the children to write them. Exercises with the natebook ican should be written in full in children's natebooks.

#### Writing

in these exercises, children build on the oral work, vocabulary, text types, theme, grammar, and punctuation that they have learned earlier in the unit. The exercises provide writing frames (such as substitution tables or leader questions) that scaffold free writing, enabling children to express their own ideas and experiences.

Handwriting in Lesson 2 of each unit, one exercise helps children to position their letters correctly between quadruple-ruled lines. Otherwise, we assume that handwriting will be taught separately. If possible, ask the children to copy corrected exercises so as to practise their handwriting.

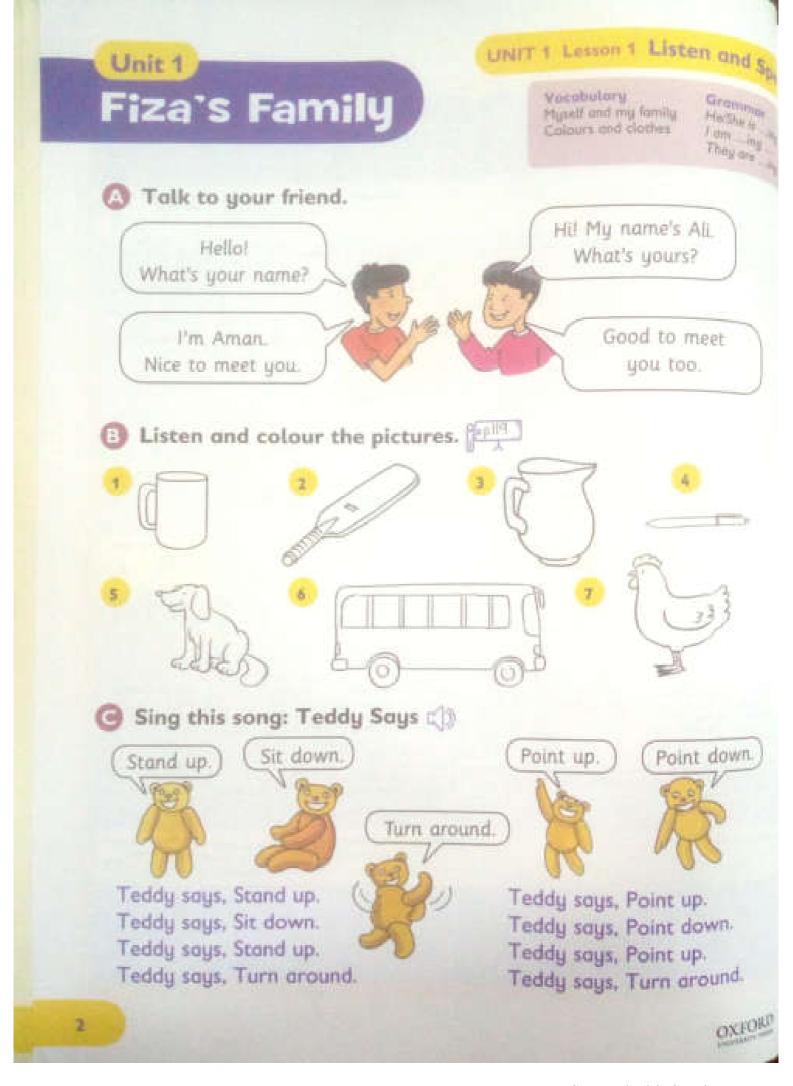
# A Map of Student Learning Outcomes

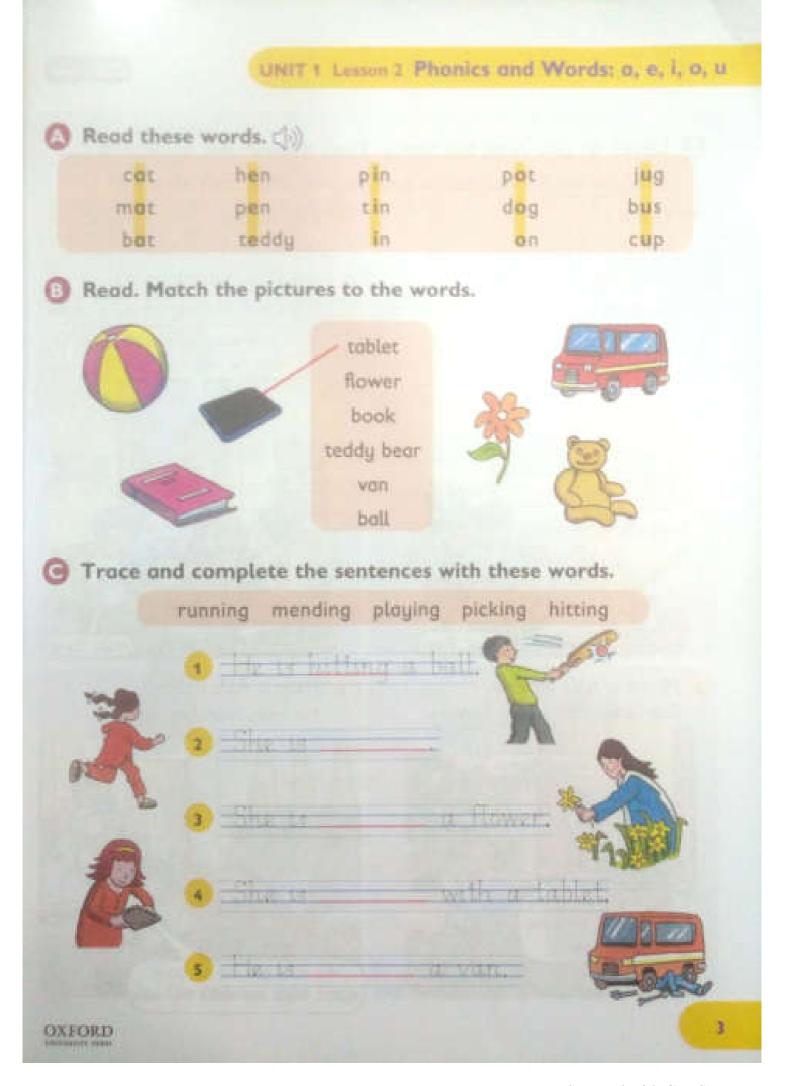
Unit	-	e Tistus, Text Types, and Thereis, Renders and critical sharing shalls Exhault and local developmen	Listen and Sporth Ord construction stills Spoker discourse (functions) and sungs	Phonics Production of regular phones reading skills
1	2	Figure Fermilia Text titles Air's Tuttlet Text tigger Story or a composi Thereign Hydriff and my femily Colours and charles	Express greetings: Hit Halls? What's your name? For Imperation Sang: Toddy mys	Short rerests. car, rest, her, pain, pile, tie, par, tieg, jeg, tier
2	8	Planateral Test title: The Hongry Planater Test type: Story on a remotion Thereis Plaking framile Parts of the body Failings	Use a politic forms plants, short you Talking should feelings Seegs Tan in the line?	flower, reconer, Inspect ongry
1	14	I search a set! Test title: The ling Paranion Test type: Folk tric Tharmes: Animals and birds	Express receipe I sepré en please Shabha semez én Bong: The elphiden	New, mean, activity, running
	22	Check-up and Test Learning from the of Reading text: Dud con's hour! (Kesture of Chatlenge: Extension work		iggola, milite jank, drink dreat, Year
	30	Coring for Nature Text title: The Utils Crow Text type: Resilect story Themes: Core to the environment Doing small shores	Describe enimals simply: Tell me about it. Song: Dance for your dadity	shell, shork, shell, shill, day, Humbry
	18	A House Twet filler Hargo jorge's house Twet types Foreign story Theories: Ptg home	Sodicum positions Where since it go! Sangs Hop diddle diddle!	cook, bend
	44	Out in Spoce Text Miles Prog's Specialop Text Office Science Science Themses Cornelly and Serving Themses Hedern Inchnology	Espress feelings: How looky! Seng: Oi, how levely	cus, feet cus, sur

Wyorth  Lead Separate of Integrange Vertilians	Sentances Formal supoco of language Purchastor, symms, and grammanian language	Writing Academic transactional and creative writing
Fundly Manufrocker, steer, Poperfether, Erceber Colours and green, blue, black, braven, pallow, cromps, white Quebes shorts, trouvers, dress, suit, after, socks Verba turning, reading, menting, politing, playing, hitting	- Me / She / N ising / They areing - Whor door Eller Me'She Mes Possessive openinghe; All's shorts - Coptin Masse for names - Coptin Masse for names	Write about the picture.
Parts of the bedge entry, ear, mouth, eat, eye, ing. coath, social Realistati Negry, and, onery, streety, hungry, denty, afrand Numbers 3-10 Varber streety, small, large short	- How many does it have? It has do you have? I have he'are boy, small, long, short Here/There	Drow and describ your own money
Fundi cales, hears, mangoes, haramas, aggs, ice cream, mest, nears, perceitos, heard, hurrer, perc, centrgo Delnius erange julia, cola, milli, tea, vepter Antenda; some dog, procedille, est, col; han, anake, frag, macci, ful, percet, tiper, macci.  (sh, percet, tiper, macci.)	- / went to / don't went to - / like / dun't like / am - Who is enting! - Why is enting! - Simple present. Cown est grass. - Imperatives: Wigah your hands - a glass of water	Write obsert the picture.
Distinciny work	Regular and stregular plurets	Describe e pictu
Secondary colours: purple, pask, grey, brown, black, white Animals and birds: crow, fish, spider, ity, anal, shell, sheep Days of the week: Monday, Toesday, Wednesday, Thursday, Friday	- This/That is a - Is this a? Yes, a is No, it is not These/Those are Are these? Yes, they are No, shey are not has/frave, lives/live	Describe a bird.
The bouse: Zong room, bedroom, Allahan, bothroom, TV, bed.  The bouse: Zong room, bedroom, slacker, backer, stave, dish, speen, juli, chor; door, wordow  Numbers: 5-1s  Prepositional on, in, urster, behind	There is a in the  It looks / They look is a  don't usedly  but	Describe a surar living room.
Madern technology: Inprop. computer, amontphone, TV, frefps. Br conditioner, tobles, microwave aren, specentip, pwitch, plug. durger, light, remote control, screen, shelves Manufaces, 1–20 Alambers, 1–20	- my / his / her./ gaue / there - Can you / he / she / shay? - Yesson, Nocare's /m + orporates - She / Me / it is Wa / Yes / They are Use the opporrophe in coronoctions and pussessives Use capital decrees in sentences and names.	Describe on obj

Umi	Page	Titles, Text Types, and Therren Busing and critical thinking skills Epical and social development	Listen und Spealk Ond Incomplection skills Spoken distourse (knotives) and songs	Phonics Prominguose of regular promines and reading skills
8	52	Checking and Test: Learning from the three pressure with Reading test: The Robor (Restitute story) Challenge: Esteration work		log, puint cum, Thursday craw, sellow
9	60	Shapping Yest offer Adam's Perci flux Test types Resistic story Therees Confiding is family mambers Shapping	Ask simple questions: Do you have any Would you likes	fly. sky sock mick
10	66	The Time of Day Test title Surv's Day Test type: Description of rautites Thereas: Good higher Tens hours and days	And the time: Whet's the small life a'clock Song: Today is Honday	or, horse white, wheel
11	72	Fair Play Taxt title: The OW Plan Taxt type: Reduct story Thames: Respect for siders Brovery and for play Learning to any oc	Solve problems: Then	bird, girl ahar, child
12	80	Check-up and Testi Learning from the three pre-toos units. Reading tests Got remay! (Realism morg) Challenge: Estemmo work		head, bread switch, costs hair, foo
13	88	What a noise! Text title: Mr Hajid's Huse Shop Text type: Story with repetition Themas: Hodes of transport Plusical instruments	Describe current actions: They'reing their Describe sounds: A clock goes sick. Song: Oh, we can play	house, loud cow, now
14	94	Writing a Diary Test sitie: Hongs jungs comes to less Year types Diary Thomses: Listening to others Weather and findings	Describe the weathers his (success) today. It was pesterday it will be tomorrow; Songs his raining, his pouring	colin, make tratin, rain
15	100	Clever Assinists Text sities Kerg of the jurgin Text types funds Thereas: Garger signs Porties and seconds	Use polite language: Great za see you. Would you like _/ Sarry! Thanks: Bye!	whice, five claw, ptw
16	108	Check-up and Yest Learning from the shran Reading text: Sord's Cold (Realistic mary) Chattenge: Extension work	Ito he found in the Teaching Guide)	NOON THE
	116	Tenching Motes		goot, cost rope, rose unhappy, unlocky
	119	Listening Exercises		Individue San
		Picture Dictionary		

World	Sentences Formal dispects of longuage Punishmen ayands, and grandmental functions.	Welding Academic communities, and commentaring
Summerly work	They get Ho'She gets	Ask and anywer questions.
Sometings shop, must en, partief from hunter, planes, such a dates average of clothes, bood, and brouse gar, left	Simple post statements: The went home.     There is / one same     There is / one same     They are _ and _ ang /     They are _ and _ ang     Imperations is Dan't     Common in Bitts.	Write obout name protects in the present commitment terms.
pully resultines; per up, have a light, yet to school, and breaking if each i ben's almost, do homework, go to bed lines advante, alternature, brownig, eight large of week.	Simple present statement, interropolice and negative.  Do pout the / Yes, I do. Not, I don't.  Does he'she like / Yes, the does.  She likes / duese's like  What, When, When, blow, Who?  othergs, sometimes, usually, never  Capital latters for dogs of the week.	Www.shout dolly
Quant Emiliated, engineered, clock Clariform gloves, button, very, cont Edjections (appendicts) cold / her, wer / deg. log / small, cold / force, plany / bitnet Distancey, search: Finding spellings, intoit lantans, alphotosical point, constiguing thomas, finding measures	- Inregular plurets men, warren, children - There's a in my tapo, * enfectives - Comparatives sharter than Revision of propositions, present communicating and pluret hores - Whe? - Whe?	Write own solutions to 6 problem
Distancy work	Regular (real tense vertic ending in and	Virine a past Atrise, narrative.
Musical instruments: pione, transper, cymnolis, dispos Fremport: prace, mystercycle, praw, cycle, par Frepolitional gwer, mez, carea, our of an analysis of beside, of	Zemple post: were, played, came, run, wotherd, gor, placeword, find, etc. strateof     Did she play? Yes, she dist.     too noisy     suister / quieter than     Hy likes his hume beet.	Wrose about what you did yesterday
Weathers reing, cloudy, suring box, card, sold feelings: recoved happy, orges, sind, surprised Advertes today, gesteroing, tomorrow ming a se / the crush	- Simple post: wea/were - Future: going towill: - Promunt ene, you, him, her, them, us - Kenyan of aspiral letters and someon	Write a warder diary.
Perties: paine granings, britiday, pressur, featurite Revision of animula, foud, parts of the body, school Alphabetical order	Simple post     Rest, second, third     Question words who, what, when, whate, here, why     Restion of it has / likes / lives	Wros about a
Descript work	Seconder, expend letters, and full mops	Continue a story in the post tense





## UNIT 1 Lesson 1 Reading: Ali's Tablet



Listen as you read the story. Then answer the questions.

Can you see the monster in each picture! Why can't Ali see it!

This is Fiza.

She likes dressing her teddy.

Ali is Fiza's big brother.

Ali likes playing on his tablet—all the time!

All, stop playing on your tablet.
Help me dress my teddy

Wait: Fire!

2 This is Sara.
Sara is Ali's big sister.
She likes reading books,
but she is picking up Ali's toys.

All, stop playing on your tablet
Help me pick up your toya

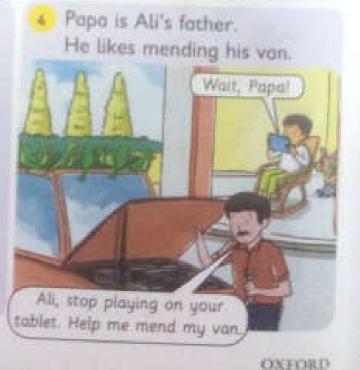
Wait, Sara

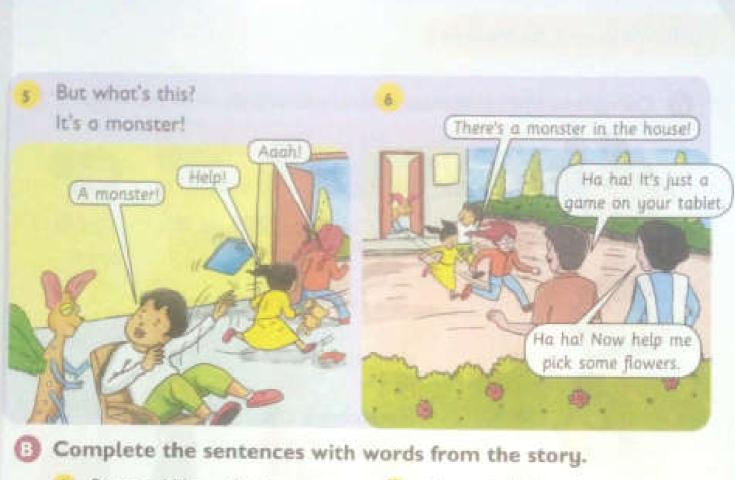
Mama is Ali's mother.

She likes picking her flowers.

Wait, Mama!

Ali, stop playing on your tablet. Help me pick flowers.





- 1 Sara is All's \_\_sister\_\_\_.
- 2 Ali is Fiza's \_\_\_\_\_
- Mama is Ali's \_\_\_\_\_.
  - Papa is Ali's \_\_\_\_\_
- Answer these questions.



- What does <u>Sara</u> like? She likes her books.
- What does \_\_\_\_\_ like?
  He likes his \_\_\_\_\_.



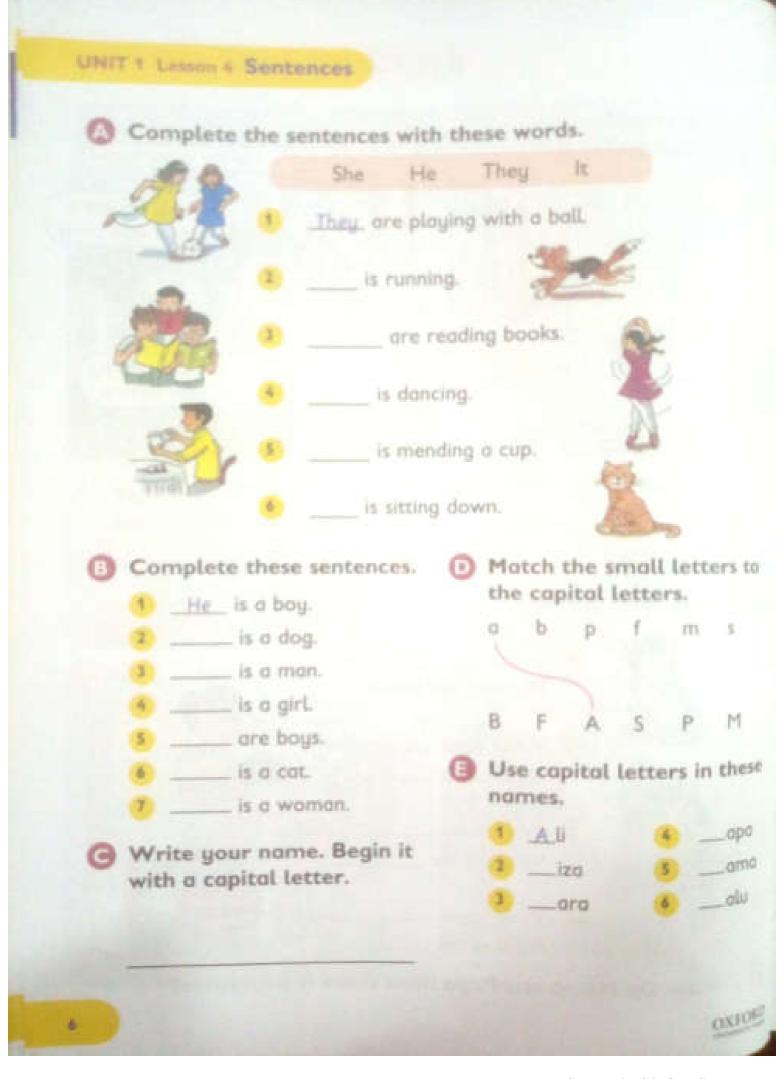
- 3 What does \_\_\_\_\_ like? She likes her \_\_\_\_\_.
- What does \_\_\_\_\_ like?
  He likes his



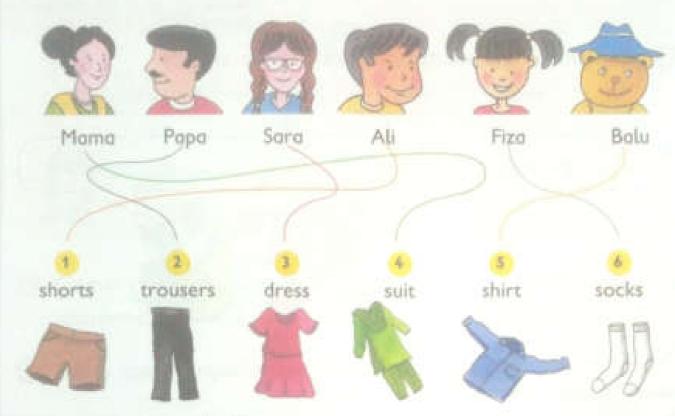


Discuss: Do Mama and Papa think there is a monster?









## Example: 1. Ali's shorts

Complete the sentences with these words.

> red green black brown white blue

- 1) Ali's shorts are \_\_brown\_\_.
- Papa's trousers are \_\_\_\_\_
- 3 Sara's dress is \_\_\_\_\_\_.
- 4 Mama's suit is \_\_\_\_\_\_
- Balu's shirt is \_\_\_\_\_.
- 6 Fiza's socks are \_\_\_\_\_

O Write about the dog's clothes. Example: The dog's shorts are yellow.



### Unit 2

## Monsters!

#### LINIT 2 Lesson 1 Listen and Sn.

Vacabutary Malang friends Farts of the body Feelings Numbers 1-10

Grunning How many has/hove Adjuctives

Complete the sentences with these words.

Thank you Here Please book you are. give me a.

Now use these words to talk with your friend. Example: Please give me a pen. Here you are. Thank you.

Act out these words.

happy sad sleepy afraid thirsty 1 hungry angru

Listen and write the correct numbers in Ex. B. Fally



Sing this song: Ten in the bed (1) There are ten in the bed And the little one says, 'Roll over! Roll over!"

So they all roll over

And one falls out.

There are nine in the bed ...



OXFORD

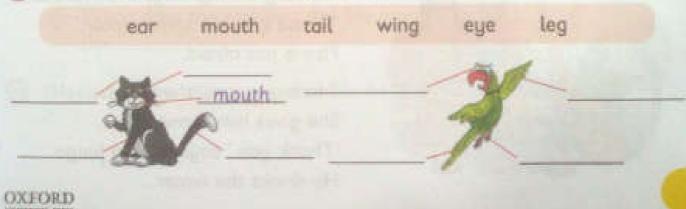




- Game: Put up your hand if your teacher says a word with the phoneme er. Nod your head if you hear the y sound.
- Trace and complete the words using or ...



Label the pictures with these words.



## (a) Listen as you read the story. Then answer the question.

Do you think the manster is good or bad?

This is Mango Jango.

He is a monster.

He has red ears and green wings.

He has a long, blue tail and six legs.



Then Ali sees the monster.

He is afraid too.

'Help!' he says.

'There's a monster!'

He runs away too.





Here are Sara, Ali, and Fiza Sara and Fiza are sisters. All is their brother. They are all at home. Sara sees the monster. She is afraid. 'Help!' she says. 'There's a manster!' She runs away.



'Can you help me!
I'm very thirsty,' says the monster.
'Please give me some water.'
Fiza is not afraid.

'Here you are,' she says.

She gives him some water.

Thank you,' says Mango Jango.

He drinks the water.

'Can you help me?
I'm very hungry,' says the monster.
'Please give me some mangoes.'

'Here you are,' she says.

She gives him some mangoes.

'Thank you,' says Mango Jango.

He eats the mangoes.

The monster is happy now. He is very sleepy too. He sits under the chair. Then he goes to sleep!

'Good monster!' says Fiza.





Complete the sentences with these words.

Mango Jango run green water mangoes chair

- 1) What is the monster's name? His name is Mango Jango .
- What calour are the monster's wings? His wings are
- 3) What do Sara and Ali do? They \_\_\_\_\_ away.
- What does Fiza do? She gives him some \_\_\_\_\_ and some \_\_\_\_\_
- What does the monster do? He goes to sleep under the
- @ Discuss: How do you welcome friends to your house?

OXFORD

Answer the questions using these words.

one two three four five six seven eight nine ten

- How many wings does it have?

  It has four wings.
- 2 How many legs does it have?
- 3 How many tails does it have?
- How many eyes does it have?
- 6 How many spots does it have?

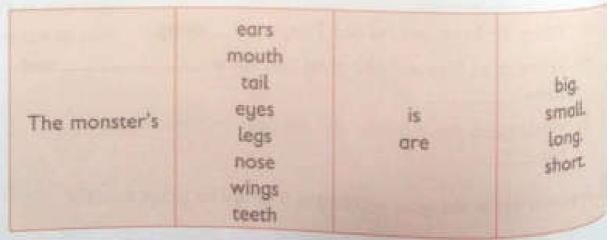


What about you? Ask and answer questions using these words.

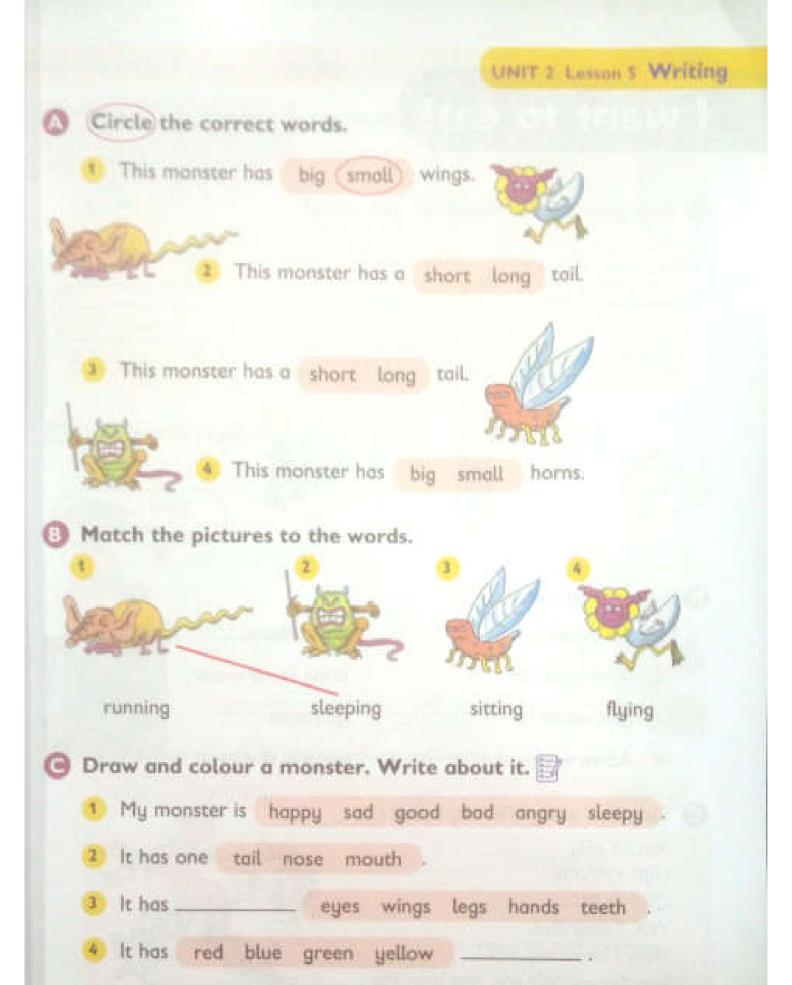
eyes fingers ears legs

Example: How many eyes do you have? I have two eyes.

Write sentences using the table.



Example: The monster's ears are small



### Unit 3

## I want to eat!

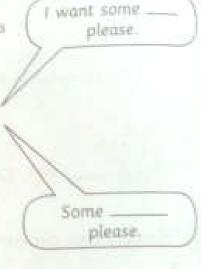
## UNIT 1 Lesson 1 Listen and Sp

Vecabulary Animal and beds Food Grantmowant su dan't wants What Why!

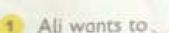
## Ask your friend: What do you want?







## B Listen and match.



2 Sara wants to

3 Fiza wants to

4 Adam wants to

go to sleep. drink some water.

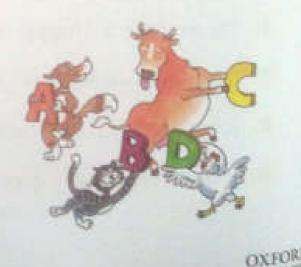
go home.

swim in the river.

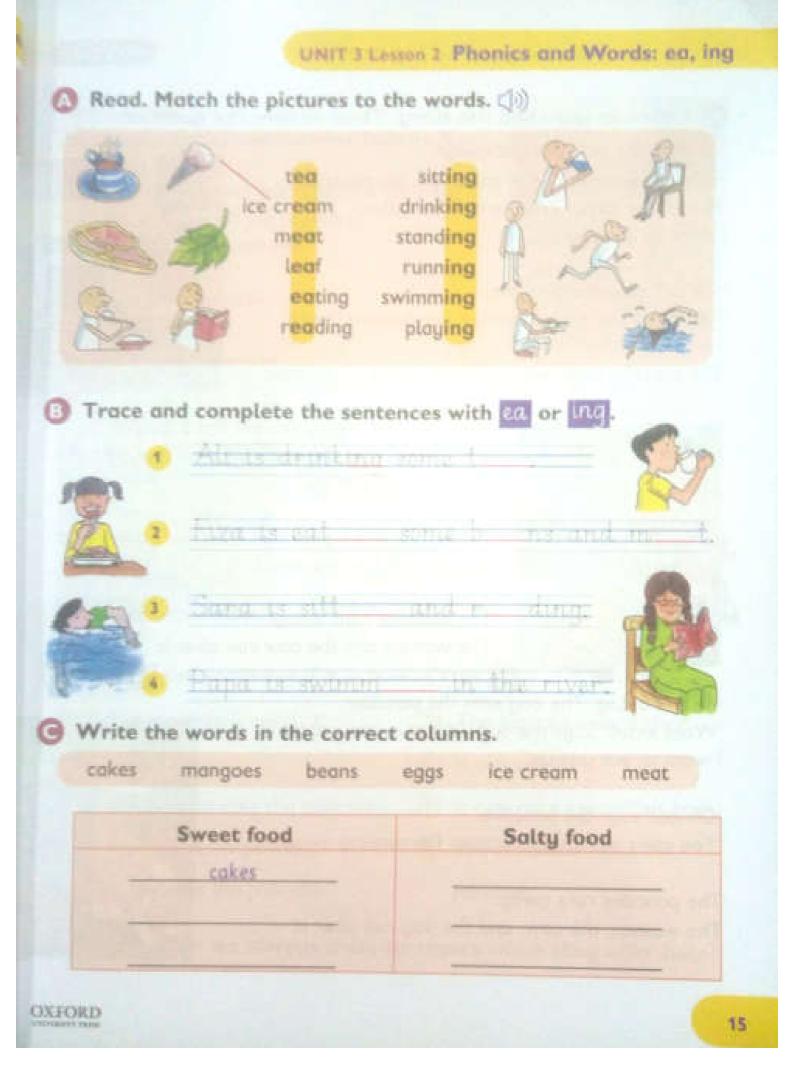


## (a) Sing this song: The Alphabet (1)

ABCD EFG
HIJK LMNOP
QRS TUV
WX Y and Zed.
Now I know my ABC,
Join the animals and sing with me.



14



## Listen as you read the story. Then answer the question,

Will the pancake get away?

Here is a woman. She is cooking a big pancake.

'Mmm!' she says. "What a nice pancake.

I want to eat you up."

'Oh no!' says the pancake.
'You can't eat me up because I'm running away.'

The pancake runs away and the woman runs after it.



Here is a cow. The cow sees the pancake.
'Moo moo!' says the cow. 'What a nice pano!
I want to eat you up.'

'Oh no!' says the pancake. 'You can't eat me because I'm running away.'

The pancake runs away.

The woman and the cow run after it.

Here is a dog. The dog sees the pancake.

'Woof woof!' says the dog. 'What a nice pancake!

I want to eat you up.'

'Oh no!' says the pancake.

'You can't eat me up because I'm running away.'

The pancake runs away.

The woman, the cow, and the dog run after it.



Here is a river.

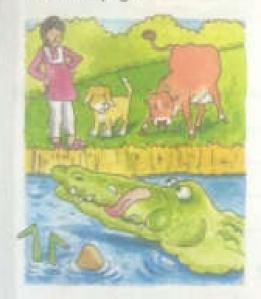
The pancake can't cross the river because it can't swim.

"Aha!" say the woman, the cow, and the dog.

'Now we can eat the big pancake.'

"Oh dear!" says the pancake.

'Hello,' says a crocodile.
'Can I help you?'



'Yes please,' says the pancake.

"I can't cross the river because I can't swim."

'Get on my back. I will help you,'

says the crocodile.

The pancake gets on the crocodile's back.

And .....SNAP!

The crocodile eats it up.

"What a nice pancake!" says the crocodile.

- (3) Tick W the sentence if it is true. Cross W if it is not true.
  - 1) The pancake is small X
  - 2 It runs away.
  - The woman eats the pancake.
  - A cat sees the pancake.
  - 5 A dog sees the pancake.

- 6 The pancake sees a river.
- 7 It can swim.
- 8 It gets on a crocodile's back.
- 9 The crocodile helps the pancake.
- @ Discuss: Can we always trust strangers when they offer help?

Write the correct names in the answers.



- Who is dancing? Sara is dancing.
- Who is eating a pancake!
- Who is running away from a rat? \_\_\_\_\_\_ is running away.
- Who is sleeping! is sleeping.
- 5 Who is hitting the rat?
- Who is drinking cola?

- is eating a pancake

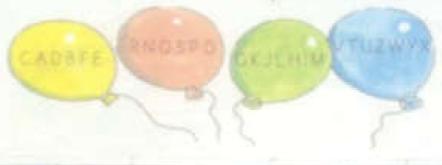
  - \_\_\_\_ is hitting the rot.
- \_\_\_\_ is drinking cold.
- Ask and answer more questions about the picture. Example: Who is wearing black trousers? Papa is wearing black trousers.
- Answer the questions using these words.

hungry angry happy afraid thirsty sleepy

- 1) Why is Sara dancing? She is dancing because she is happy-
- Why is Fizo sleeping?
- Why is Adam eating a pancake?
- Why is All running away from a rat?
- Why is Papa hitting the rat?
- Why is Mama drinking cola?

OXFORD

Trace the small letters. Write capital letters beside them.



- Copy the sentences. Start with capital letters. End with full stops.
  - 1 cows eat grass Cows eat grass.
  - 2 dogs eat meat
  - hens eat seeds
  - 4 snakes eat frogs
  - frogs eat insects
  - insects eat us
- Write what each animal eats.

  Example: 1. Parrots eat mangoes.







2 Fish



3 Tigers





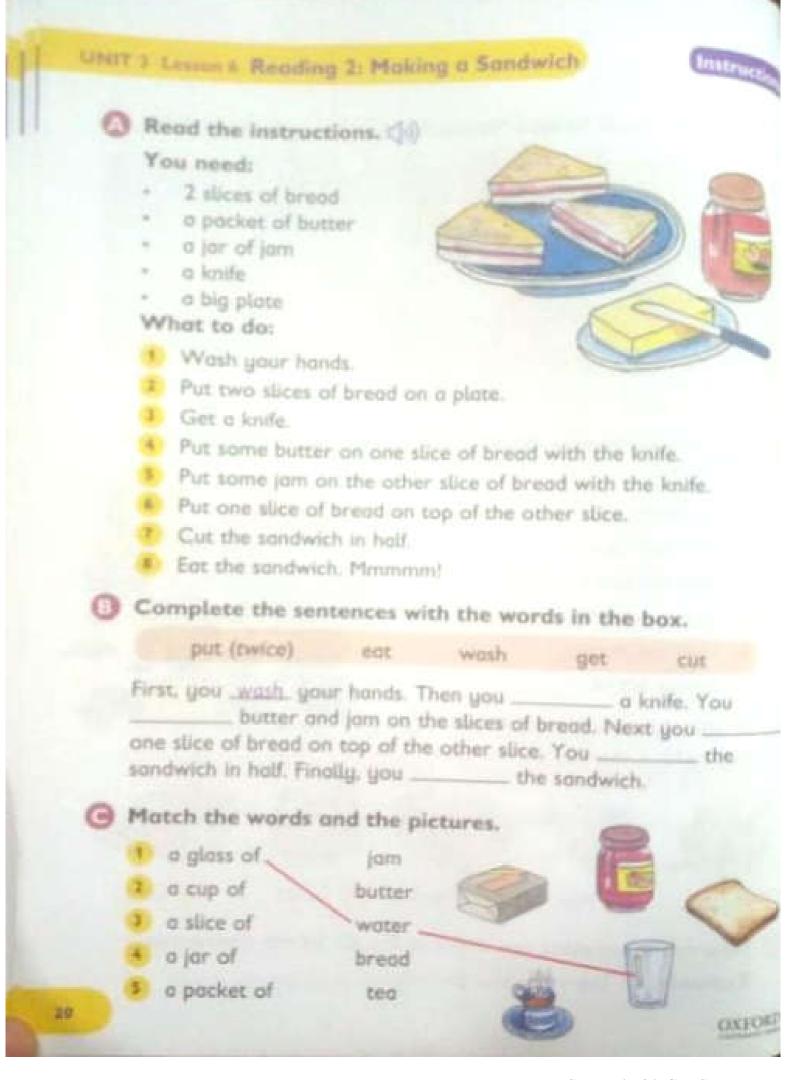


5 Cats

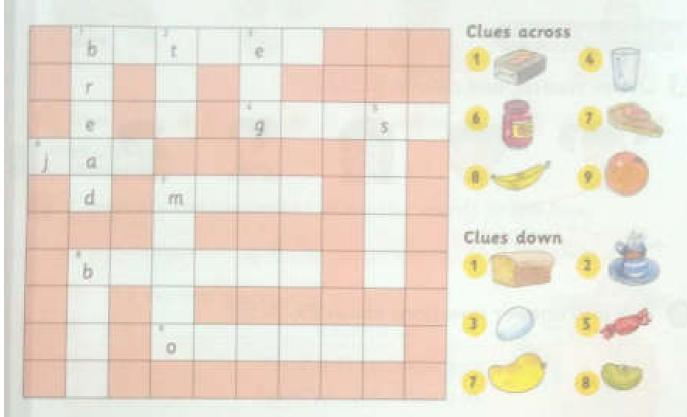
D How many animals are there in Ex. C? Write sentences.
Example: 1. There are four parrots.

OXFORD

19



## O Do the crossword puzzle.



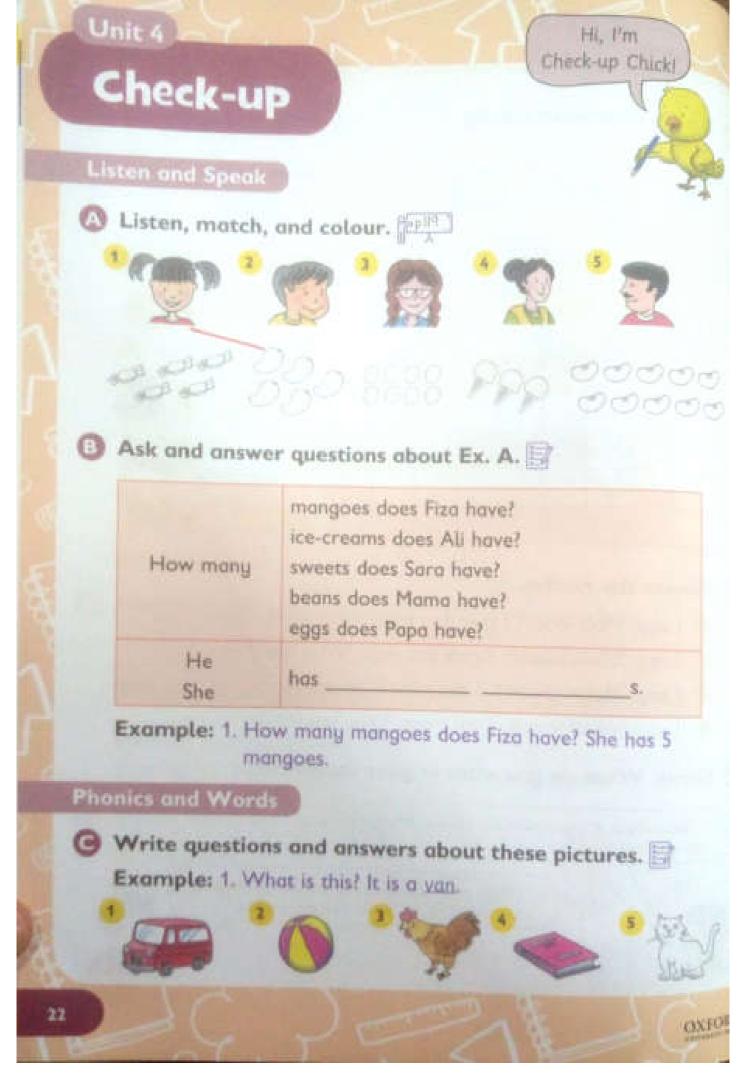
- (3) Answer the riddles.
  - 1 say, 'Moo moo!', I give you milk. Who am I? I am a cow.
  - I say, 'Cluck cluck!', I give you eggs. Who am I?
  - 3 I say, 'Meow meow!', I eat rats. Who am I?
  - 4 I say, 'Woof woof!', I eat meat. Who am !?
- @ Game. What do you want in your sandwich?
  - 1. I want meat in my sandwich, please. What do you want in your sandwich?

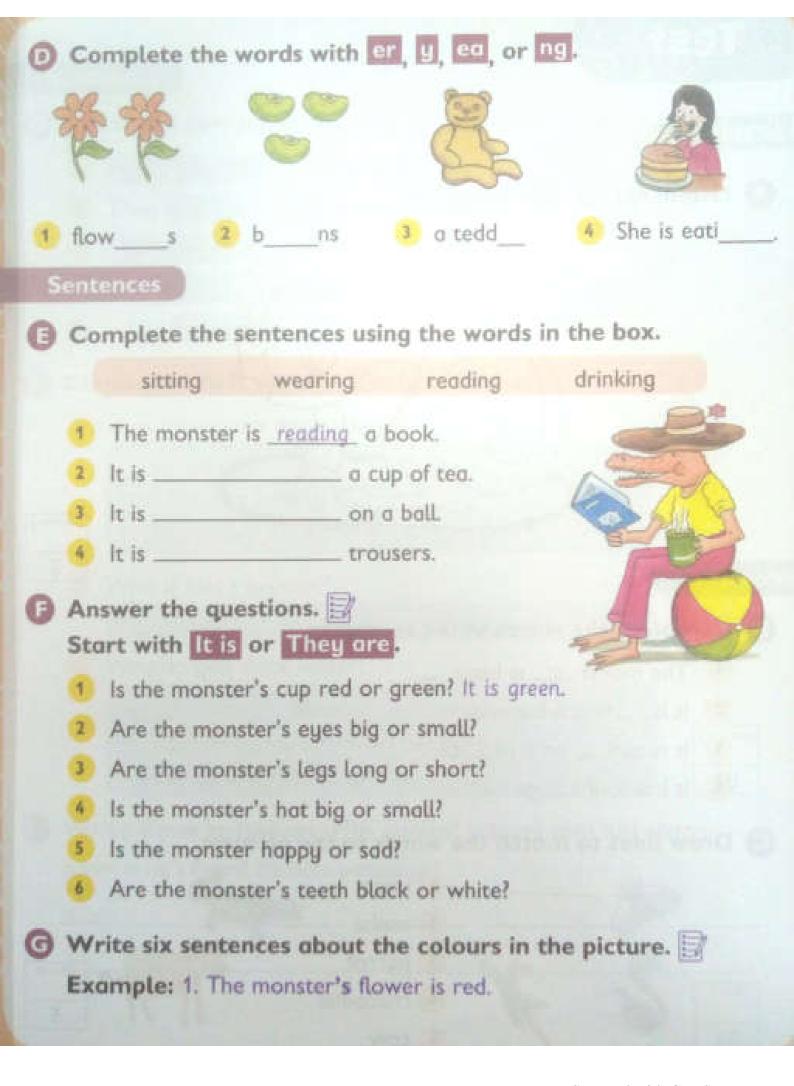


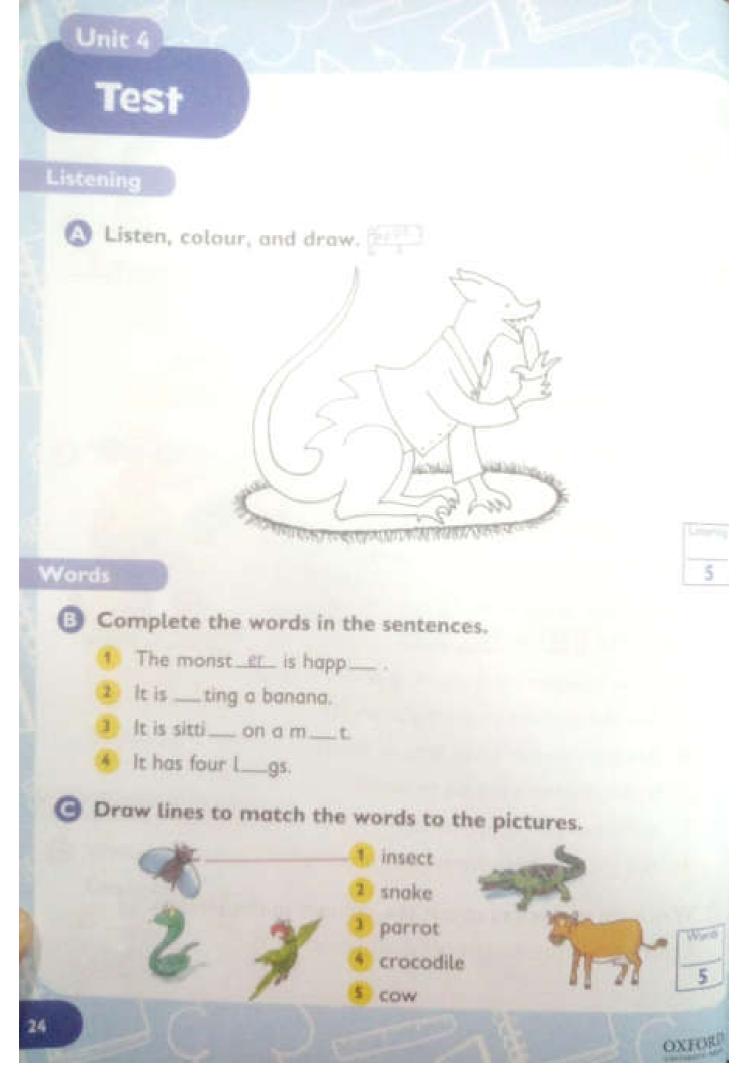
I don't want meat in my sandwich, thanks. I want \_\_\_\_\_ in my sandwich, please.



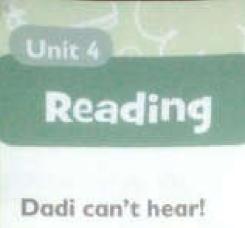
OXFORD







## Sentences Circle the correct word. She He They are playing. They is are am kicking a ball It We You is running. 4 It have has having a long tail. 5 It has two three four legs. Choose the best answer. Circle a, b, or c. 1) How many ears do you have? a. He has two ears. b. I has two ears. c. I have two ears. Who is Fiza's brother? a. Adam. b. All. c. Sara. Why do you drink water? a. I drink water because I get hungry. b. I drinks water because I get thirsty. erences. c. I drink water because I get thirsty. 10 Write these sentences with capital letters and full stops, adam is ali's friend he likes pancakes Adom 20 OXFORD





Realistic :

## (a) Read the text. Talk about the pictures.

Dadi is visiting the children.

Dadi is their grandmother.

She cannot hear very well.

'Please sit down, Dadi,' says Sara.

'What will you drink?'

'What do I think?' asks Dadi.

'Speak near my ear, dear.'

'What will you drink now-a cup of tea?' asks Ali.



'A pink cow up a tree!' says Dadi.

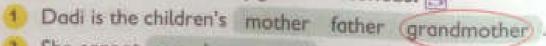
'Stand near my table, so I can hear you.'
'A CUP OF TEA, DADI?' shouts Fiza.

'Yes, a little tea, thank you,' says Dadi.

'And a bottle of water please.

But there's no need to shout!'

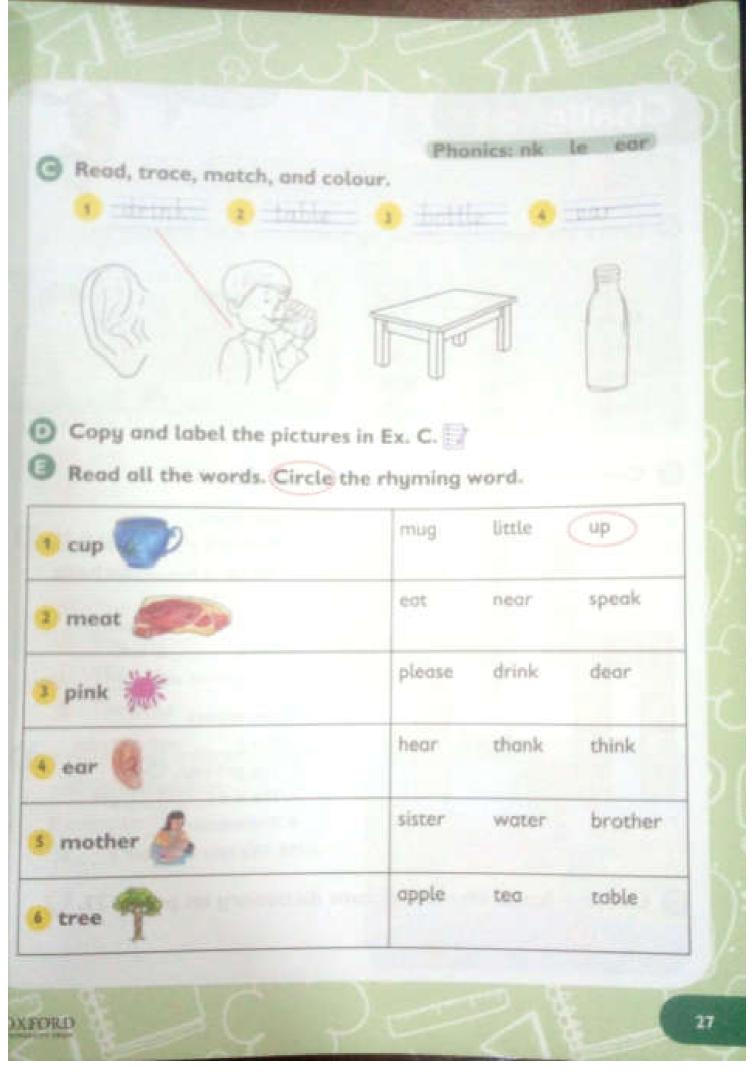
## (a) Circle the words and copy the sentences.



- 2) She cannot see hear smell very well.
- 3 Sara offers her a cow drink tree .
- 4 Ali offers her a cup of tea coffee meat.
- 5 Dadi hears Sara Ali Fiza .
- 6 Dadi wants some tea water tea and water

76

OXF



#### Unit 4

## Challenge



#### Learn the spellings. Make up sentences with the words. (1)

Le	nk	ear
apple	pink	ear
toble	drink	dear
little	thank	hear
bottle	think	near



#### Complete the crossword with words in Ex. A.

		Ь			21
	n	0		T	
		t	h		
		t			
d a		ĬL.	T <sub>E</sub>		
		6			
		p			
0					

#### Clues down

- 1. There is a b o t t | e of water.
- 2. The cup is n \_ \_ \_ the bottle.
- 3. It is on the t\_\_\_\_\_
- 5. We can d \_\_\_\_ tea.
- The g \_ \_ \_ is red.
  - 8. The woman says <u>r\_\_\_\_</u>you.

#### Clues across

- 4. We h \_\_\_\_ with our ears.
- 5. The girl says, 'Oh d \_\_\_!'
- 7. She is a l \_\_\_\_ girl
- 9. The cups are p\_\_\_\_
- 10. We hear with our e \_ \_ s.

List four fruits. Use the picture dictionary on page 122.



Learn these rules.

#### Plural means more than one.

We usually add s when there are more than one.

Example: one bottle

four bottles

We odd as when words and with sh, ch, or ss.

Example: one glass

three glasses

Sometimes we do not add s when there are more than one.

Example: one woman

two women

#### Write the plurals.

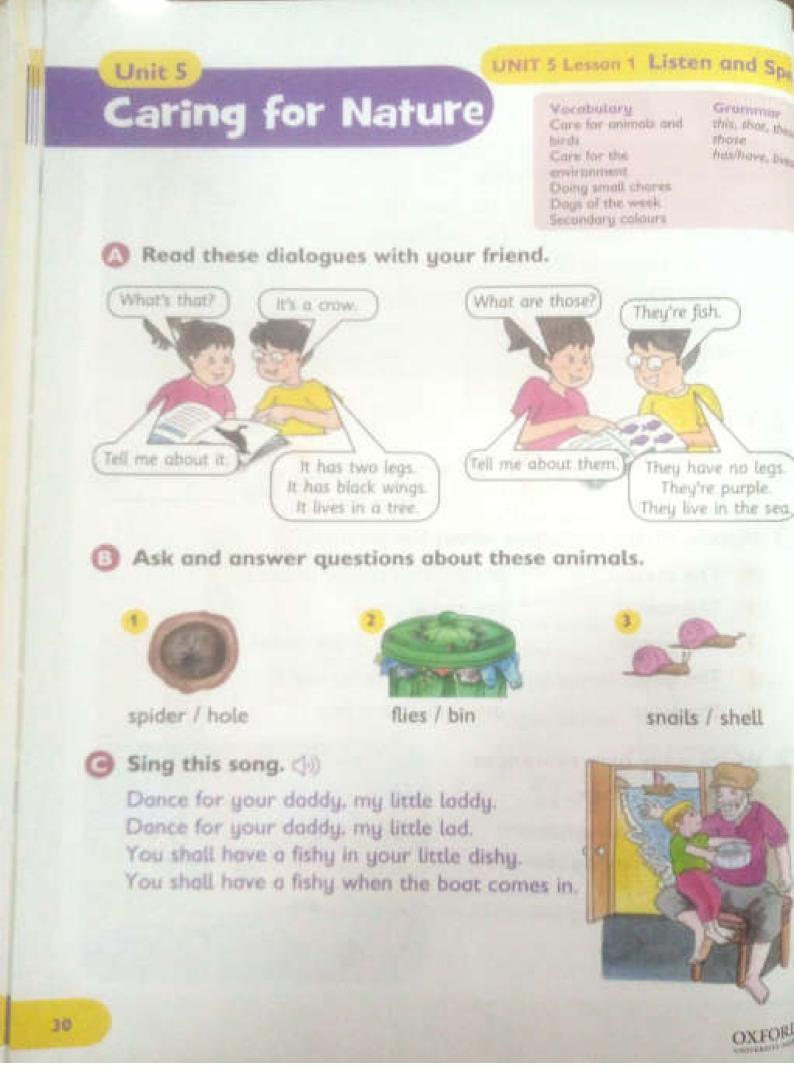
- 1 man men 2 dress 3 sheep \_\_\_\_\_
- 6 girl 5 brush 6 boy

#### Match. Write sentences about the picture.

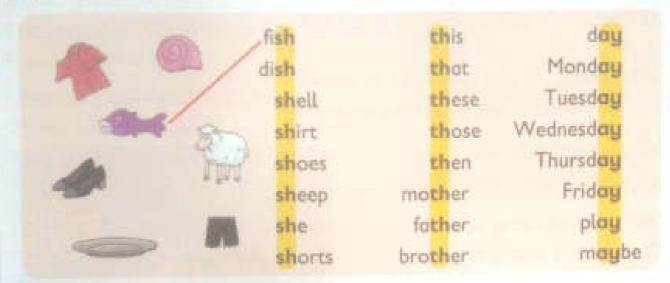
- 1 The sheep
- are wearing yellow dresses.
- 2 The men
- are eating grass.
- The women
- are swimming in the water.
- The girls
- are reading newspapers.
- 5 The boys
- are sitting on a mat.
- Write your own sentences about the picture.

Example: The women are wearing blue suits.





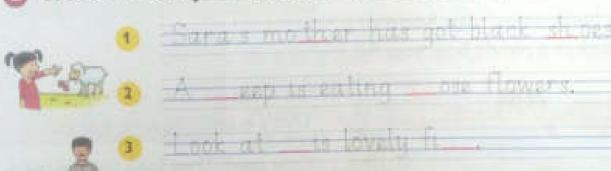
#### Read. Match the pictures to the words.



(3) Game: Play 'Bingo!'

Copy any six words from Ex. A. Tick them as your teacher reads the words in a different order. When you have ticked all six, say 'Bingo!'

Trace and complete the sentences about the pictures.





D Look at the pictures in Ex. A. What colour are they?

The is/are grey pink purple black brown white.

Example: The shoes are black.

## UNIT 5 Lesson 3 Reading: The Little Crow: Part 1

# Listen as you read the story. Then answer this question.

How do Ali and Adam help the crow?

On Monday, Ali and Adam are at school.

They play under a big tree. They look down.

'What's that?' asks Ali.
'Is it a bird?' asks Adam.

'Yes. It's a little bird,' says Ali.
'It's stuck in a plastic bag.'
'Let's help it,' says Adam.

They go to Mrs Khan.

'Mrs Khan,' they say.

'There's a bird under the tree.'

'Tell me about it,' she says.

'It has black wings,' says Adam.
'It's stuck in a plastic bag,' says Ali.





Mrs Khan looks at the bird.
'That's a little crow,' she says.

'Caw caw!' They look up into the tree.

A big crow is looking down.

It looks sad. 'Caw caw!' it says.
'That's its mother,' says Mrs Khan.

'Poor crows,' says Adam.
'Let's help them,' says Ali.

Mrs Khan takes the bird out of the bag. It is very weak. It cannot fly.

They take the little crow to the classroom. They put it in a box.

'What do crows eat!' asks Adam.

'Crows eat lots of food,' says Mrs Khan.

They eat fruit, nuts, and seeds.

They eat insects, spiders, and snails too."

The boys give the crow some banana.

The little crow sits still.

Its eyes are shut. It does not eat.

But it is thirsty. It drinks water from a spoon.

When they go home, the banana is not there.



On Tuesday, Ali and Adam run to school.

They bring some nuts and seeds.

They give the puts and seeds to the crow.

They give the nuts and seeds to the crow. It opens one eye.

At first, it does not eat, but it drinks some water from a spoon.

When they go home, the nuts and seeds are not there.

On Wednesday, Ali and Adam run to school.

They bring some flies and spiders.

They give the flies and spiders to the crow.

It opens two eyes.

At first, it does not eat.

But it is thirsty. It drinks water from a spoon.

When they go home, the flies and spiders are

not there.



OXFORD

33

# UNIT 5 Lesson 3 Reading: The Little Crow: Part 2

On Thursday, All and Adam run to

school They bring some snails. The crow is hungry. It eats the snails.

Then it flaps its wings.

They put it under the tree.

At first, the little crow stands up. Then it flaps its wings and flies away.

All hugs Adam and Mrs Khan. "Thank you for helping us, Mrs Khan," says Ali.

'Thank you for helping the crow,' says Mrs Khan.



On Friday, Adam and Ali are a school

They play under the big tree. They look down.

'What are those?' asks Ali. 'They're plastic bags,' says Adam 'Let's pick them up,' says Ali.

They pick up the plastic bogs and put them in the bin.

Soon other children are putting plastic bags in the bin too.

'Caw caw!'

34

Adam and Ali look up.

Two crows are looking down—a big crow and a little crow-

They look happy. 'Caw caw!' they say.

Maybe they are saying, 'Thank you!'

B Write questions and answers like this.

What is this? It is a

What are these? They are

Example: 1. What are these? They are plastic bags.



















- Circle the correct words.
  - 1 A little crow is stuck in a plastic tree box (bag).
  - 2 Its mother feels happy sad hungry .
  - 3 The little crow cannot fly eat drink.
  - 4 Mrs Khan takes the crow out of the bag box desk.
  - 5 The crow drinks some tea milk water.
  - 6 It eats some banana mango apple .
- Match. Write true sentences in your notebook.
  - 1. On Monday
  - 2. On Tuesday
  - 3. On Wednesday
  - 4. On Thursday
  - 5. On Friday
  - 6. The moral is:

they give it snalls and it flies away.

they give it nuts and seeds.

Ali and Adam help a little crow.

Look after animals and don't drop rubbish.

they put plastic bags in the bin.

they give it flies and spiders.

Example: 1. On Monday, Ali and Adam help a little crow.

Discuss: How can we care for nature, animals, and birds?

Write the days in order. Begin each one with a capital letter.

wednesday friday tuesday monday thursday

Example: 1. Monday

- (1) Circle the right word from each box.
  - 1 This is a duck hen swan parrot
  - 2 It is grey black plnk white green ...
  - It has a long short tail
  - 4 It has a long short neck



Write four sentences about each bird as in Ex. B.



a swan





a flamingo

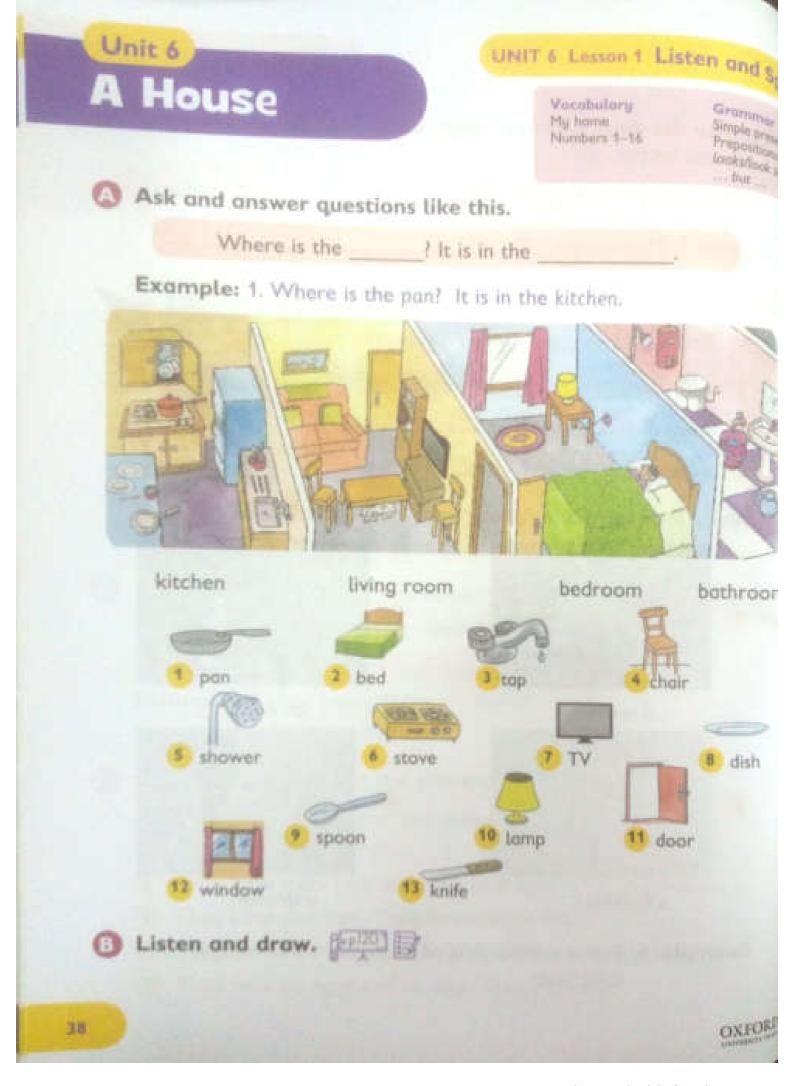


an owl



a drongo

Example: 1. This is a swan. It is white. It has a short tail. It has a long neck.



#### UNIT & Lesson 2 Phonics and Words: Short and long oo

Read. Match the pictures to the words.



Trace and complete the sentences with words from Ex. A.

Example: She is looking at the moon









Now use the words in your own sentences.



D Sing this song: Hey Diddle Diddle

Hey diddle diddle, The cat and the fiddle. The cow jumped over the moon. The little dog laughed To see such sport And the dish ran away with the spoon.



OXFORD

3/9

### Listen as you read the story. Then answer this question.

What is strange about Mango jango's house?

Mango Jango is different from Fiza, but they are friends.

"Will you come and play at my house?" asks Mango Jango.

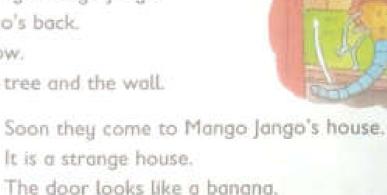
'Yes, please,' says Fiza.

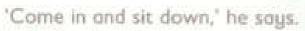
'Get on my back then,' says Mango Jango.

Fiza gets on Mango Jongo's back.

He flies out of the window.

He flies over the mango tree and the wall.





The windows look like apples,

'Are you thirsty?

Would you like water, milk, orange juice, or tea 'Tea, please,' says Fiza.

'Here you are,' says Mango Jango.

'Some nice, cold tea.'

He gives her some cold tea in a bucket.

'Er... thank you,' she says politely.

'Now, are you hungry?' asks Mango Jango.
'Would you like a sandwich, a sweet,
an ice cream, or a banana?'
'An ice cream, please,' says Fiza.





'Here you are,' says Mango Jango.

'A nice, hot ice cream.'

He gives her a hot ice cream in a big shell.

'Um... Thank you very much,' says Fiza politely.





She looks at his house.

His bed is in the kitchen.

His shower is in the living room.

There are books in the bathroom.

'What a strange house!' she says.

'Don't you like my house?'
asks Mango Jango.
'I like it very much,' says Fiza.
'Good,' says Mango Jango. 'Let's play.
I'll bat. Here's an apple.'
Fiza has a lovely time. Our friends can be different from us.

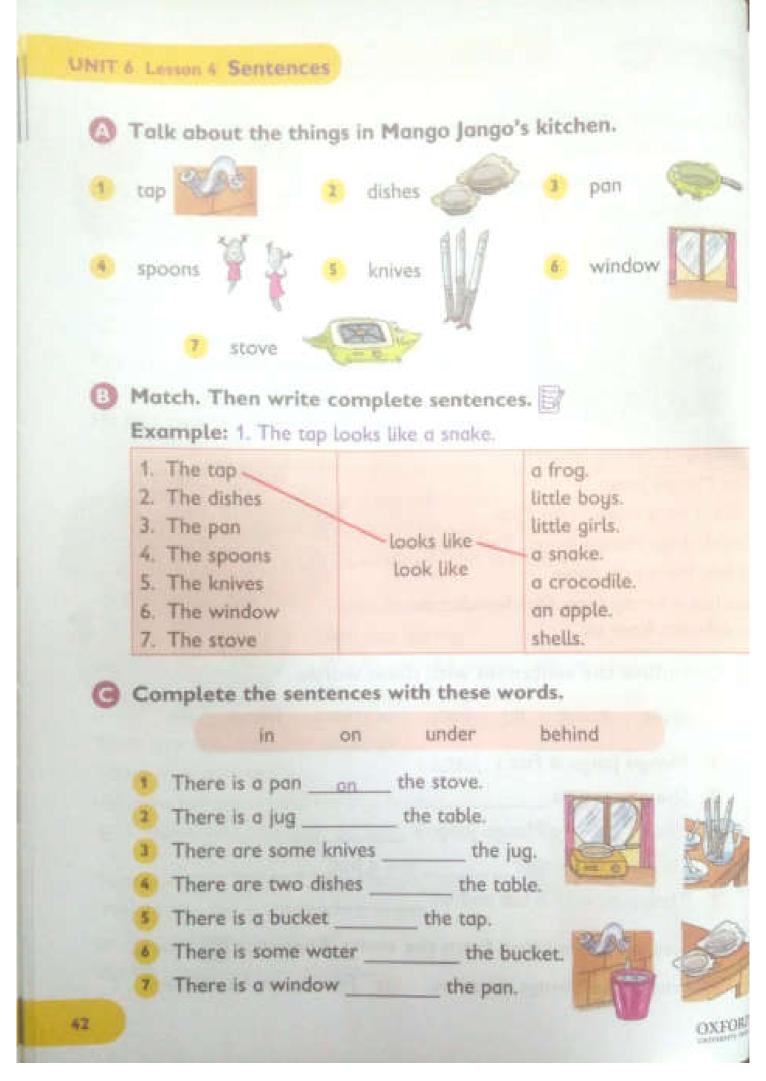


(3)	Complete	the	sentences	with	these	words.
-----	----------	-----	-----------	------	-------	--------

	apple	house	fly	back	ice cream	friend	tea
(1)	Mango	Jango is	Fizo's	friend .			
2	She get	ts on his					
3	They_	to	Mango	Jango's		-	
4	He give	es Fizo co	ld		and a hot		-
5	They p	lay with i	bat o	ind an _			

#### O Discuss what we learn from the story. Then tick 1 or 2.

1 Friends are always the same. 2 Friends can be different.



17	Cats don't	usuollu	laugh.				
	Cows don't		-play the	fiddle.		C	
	Dogs don't		run.	AMAN STREET		1	
	Dishes don			er the mo	oon.	19	
C	mplete the	sentences	with the	ese wor	ds.		
	kitchen l	ving room	shell	hot	cold	buck	cet
(1)	Fiza drinks	from a cup,	but Mang	o Jango	drinks fro	m a b	ucket.
2	Fiza eats fr	om a dish, b	ut Mango	Jango			
(3)		hot tea, but					
(4)		old ice crean					
5		in the bedro					
6	A STATE OF THE STA	rs in the bat		The state of the s			
	1120 3110110	S III CITE O'CL	in ordin or	ar i ionigo	10.190		
Co	unt these o	bjects and	write ho	w man	J.		
-	-	444	Name and Address of the Owner, where the Owner, which is the Ow			950	GE GE
复		000	-		33		2
		20	-	-	₹=₹	3	32
	- "	PP		~			
15	spoons (2)	sweets	3 kr	nives (4	per	15 5	dish
22000			***			Contracta	(T)p
	aw a strang				nces at	out it	- 151
Ex	ample: The	bed looks lil	ce a mano	jo			0057
1.	The door				pi	ink.	blue.
2	The windo	w Looks li	ke o		. It is Pi	urple.	yellow.
- 275	The chair	Charles St.	Add to the same of		gr	ray.	red.
3.	The TV					reen.	black.

## Unit 7 Out in Space

#### UNIT 7 Lesson 1 Listen and S.

Vocabulary Curiosity and learning Modern sechnology Numbers 1-20 de la constitución de la constit

Grammar his / her / m MOTO / thous cidm/cum'e Dhelshel me / Hou / In

#### Choose the right phrase for each picture from the box.

How lovely! How funnu!

How big! How small!

How hot! How cold!













- Listen and draw.
- Song: Oh, how lovely!

Oh, how lovely is the evening, is the evening! When the birds are sweetly singing, sweetly singing. Ding dong! Ding dong!

Count up to 20.



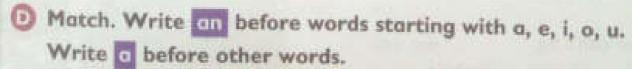
#### Read. Match the pictures to the words.

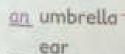


- Game: Your teacher will read words from Ex. A in a different order. Put up your hand if she says the phoneme.
- Trace and complete the sentences with or ar.

Example: There is a funny sheep in the gar den.

- 1 It is ar ... is.
- 2) It has the
- There are two pink tr
- 6 There is a c t behind the trees
- S Here ethert not son the sky.





- \_\_eui
- \_\_ eye
- \_\_ mouth
- shoulder



nose

orange

ice cream

\_\_\_egg

orm



#### Listen as you read the story. Then answer this question,

How are Ping and Gul Khan different! Ping lives in a spaceship. She has eighteen eyes, twelve smartphones, and thirteen computers. But she is not happy.



She can jump over hills.



Gul Khan lives on a farm in the hills. He has twelve goats, eleven sheep, thirteen apple trees, and a small cart.

He can't fly. He can't jump over hills. He can't swim across the sea. But he can sit still.



Ping can do lots of things. She can fly from star to star.



She can swim across the sea. But she can't sit still





One day, Ping looks down from the spaceship She sees the Earth. She goes down. She lands near Gul Khan's farm.



"You're welcome!" says Gul Khan. Gul Khan looks at her spaceship. He sees her smartphones and computers.

'How stronge!' he says.

'Can I go away in your spaceship?'
'You're welcome!' says Ping.



She sees the big hills and green trees.

She sees his sheep and goats.

'How lovely!' she says. 'Can I stay at your farm!'



So Gul Khan goes away in the spaceship.

He learns to fly from star to star.

He learns to jump over hills.

He learns to swim across the sea.

And Ping stays in Gul Khan's farm.

She learns to sit still.

#### Answer these questions.

- 1) Where does Ping live?
- 2 Where does Gul Khan live?
- 1) What does Ping have?
- What does Gul Khan have?
- 5) What can Ping do?
- 6 What can't Ping do?

She lives in a spaceship.

He ....

She has ....

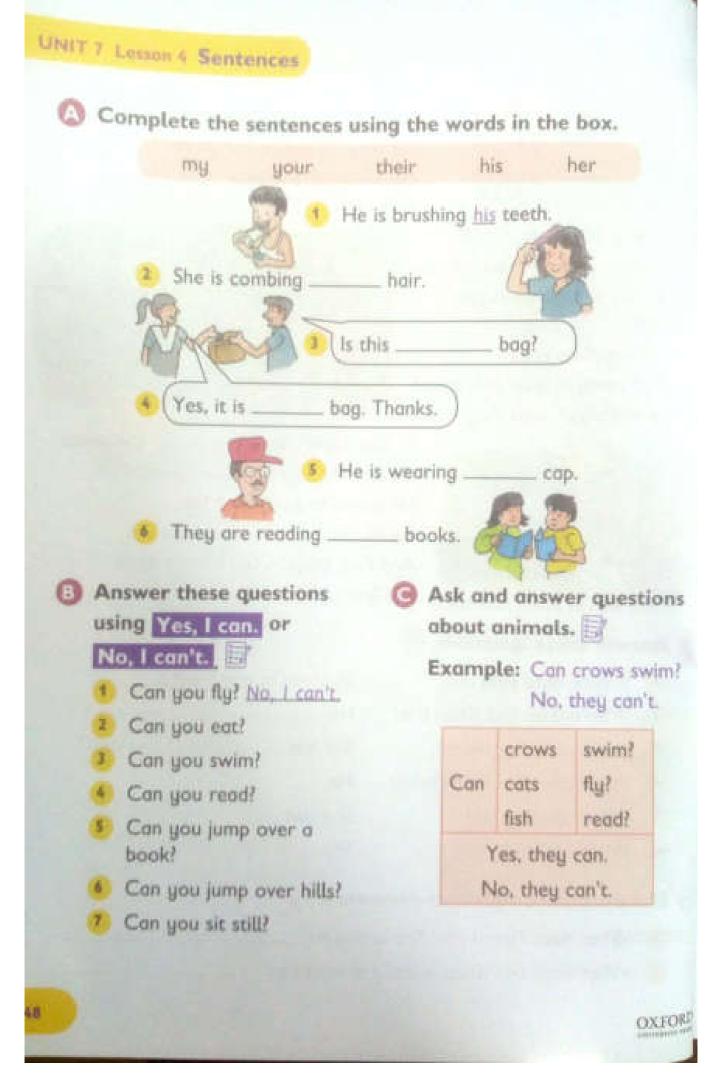
He ....

She can ....

She ....

#### O Discuss and complete the answers.

- 1) What does Ping learn? She learns to \_
- 2 What does Gul Khan learn? He learns to ..



Choose the right phrase for each picture from the box.

I'm hot. We're sleepy.

They're cold. You're welcome. He's angry. She's sad.







1 I'm hot

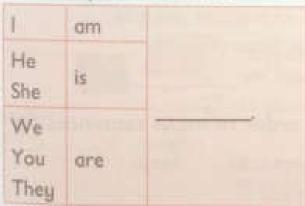






Now write the sentences in Ex. A in complete form.

Example: 1. I am hot.



Write the opposite of each sentence in Ex. B. Example: 1. I am not hot.

Copy. Use capital letters and full stops.

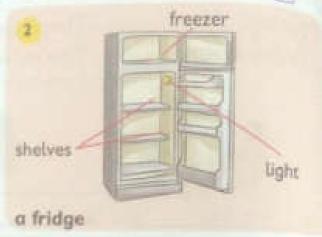
Example: 1. My name is Toot.



- my name is toot
- here is my spaceship
- it has twenty windows
- 4 there are seventeen doors
- we can fly to the stars

### (a) Talk about the pictures. Write sentences about them.









Example: 1. You can play games on a <u>laptop computer</u>.

You can see words or pictures on the \_\_\_\_\_

You can turn it on with the

- (3) Arrange the words in the right order to make sentences.
  - 1) air conditioner An a room cold. keeps An air conditioner keeps a room cold.
  - 2 screen. has a A laptop computer
  - talk on a smartphone. You can food cold. A fridge keeps
  - s take photos with a smartphone. You can

Whose are they? Write the names of the objects in the pictures.







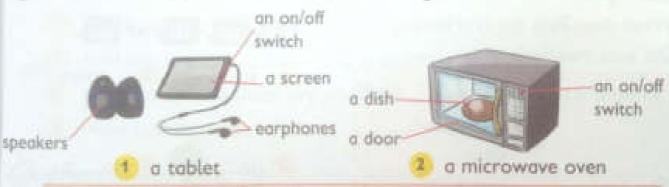


- Ping's spaceship 2 Sara's \_\_\_\_\_ 1 Mama's \_\_\_\_ 4 Papa's \_\_\_\_

Match the rhyming words.

1. tree	say
2. day	sed
3. toe	eat
4. feet	my
5. spoon	go
6. why	moon

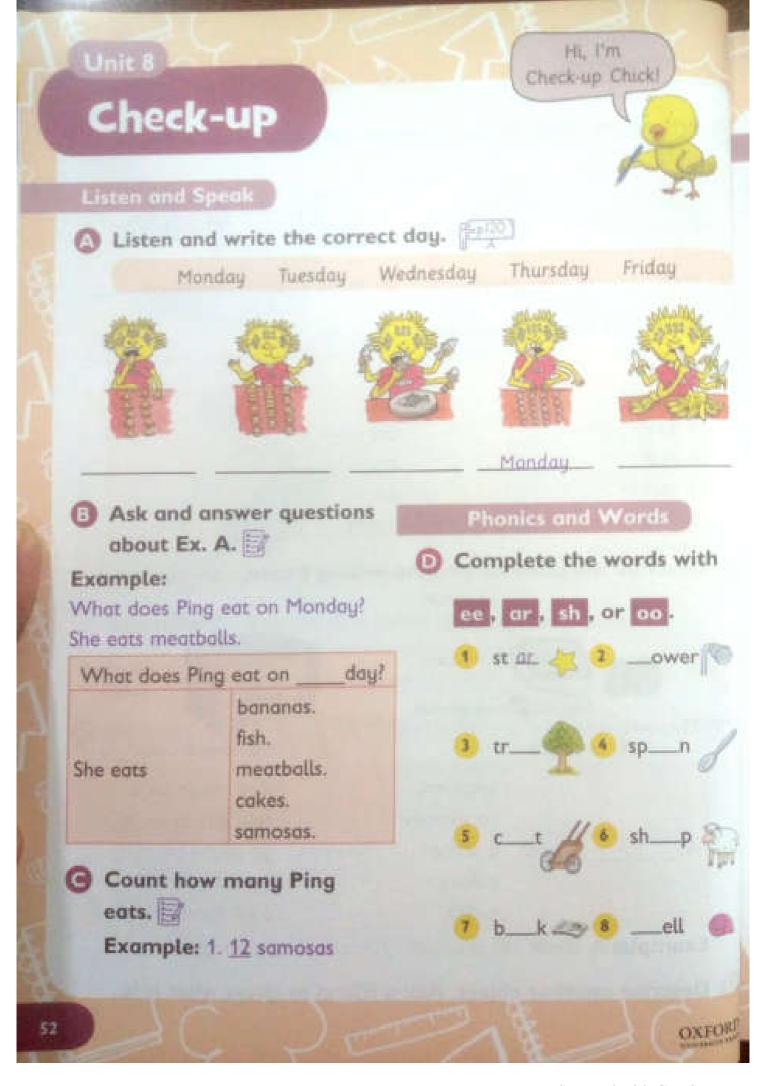
O Describe the pictures. Use the writing frame.



Ahas	speakers. earphones. a screen. a door. a dish.	You can	play music on it. play games on it. go online on it. heat drinks in it. cook food in it.
------	--	---------	--

Example: A tablet has speakers. You can play music on it.

Describe another object. Ask a friend to guess what it is.



Where are the balls? Write eight sentences. Example:

There is a ball under the bed.



There is a ball

in On. under behind

the bed. the jug. the chair. the door.

the laptop. the lamp. the bucket. the table.

Complete the sentences with these words.

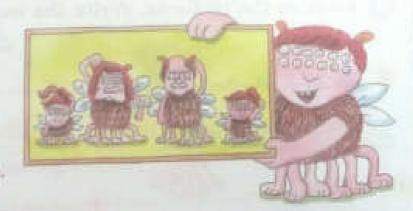
his

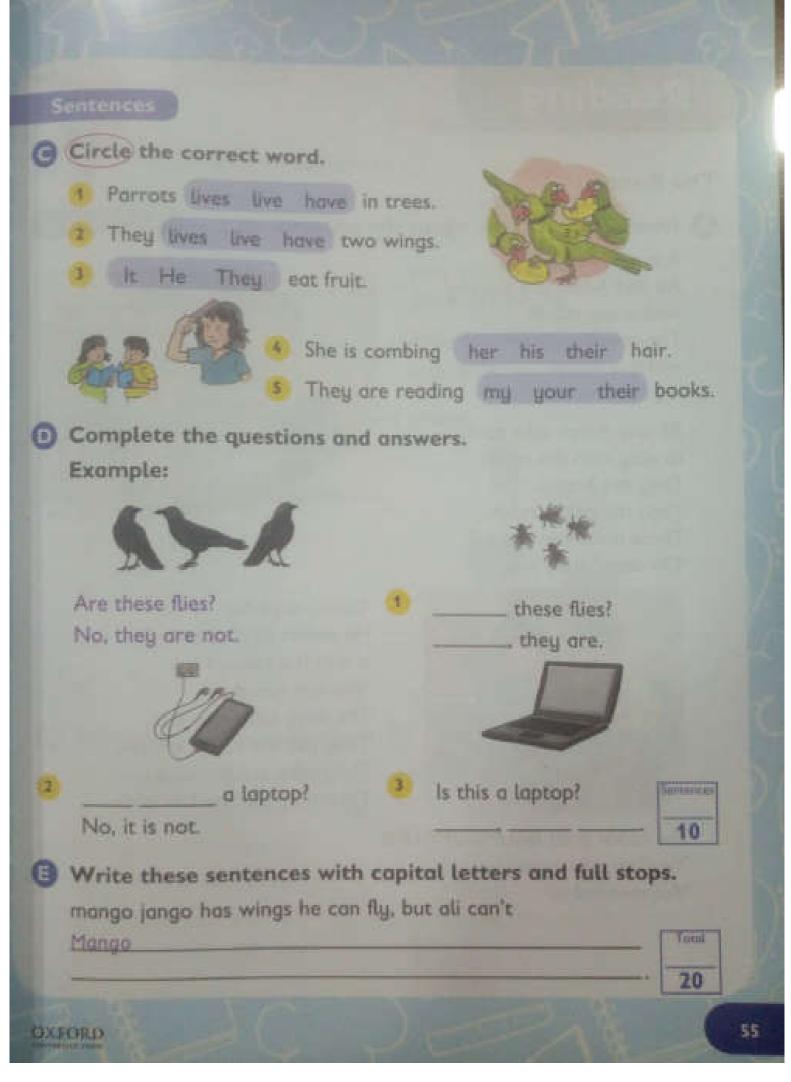
my your their

- 1 I'm Blop. This is my mother. She's touching \_\_\_\_\_ head.
- 2 And this is \_\_\_\_\_ father. He is touching \_\_\_\_\_ ear.
- My brother and sister are combing \_\_\_\_\_ hair.
- Now you can tell me about \_\_\_\_\_ family.
- Write about Blop.
  - 1) Blop has... He can... with his ....

#### Example:

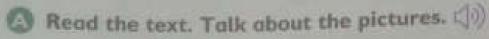
Blop has one nose. He can smell with his nose.











Realistic st

It is a hot Thursday.
Ali and Adam are playing with a toy robot.
The robot is yellow and purple and it is noisy!
It goes Brumrumrum!

Ali and Adam take turns to play with the robot. They are happy.
Then the robot stops.
There is no noise at all!
'Oh dear!' they say.



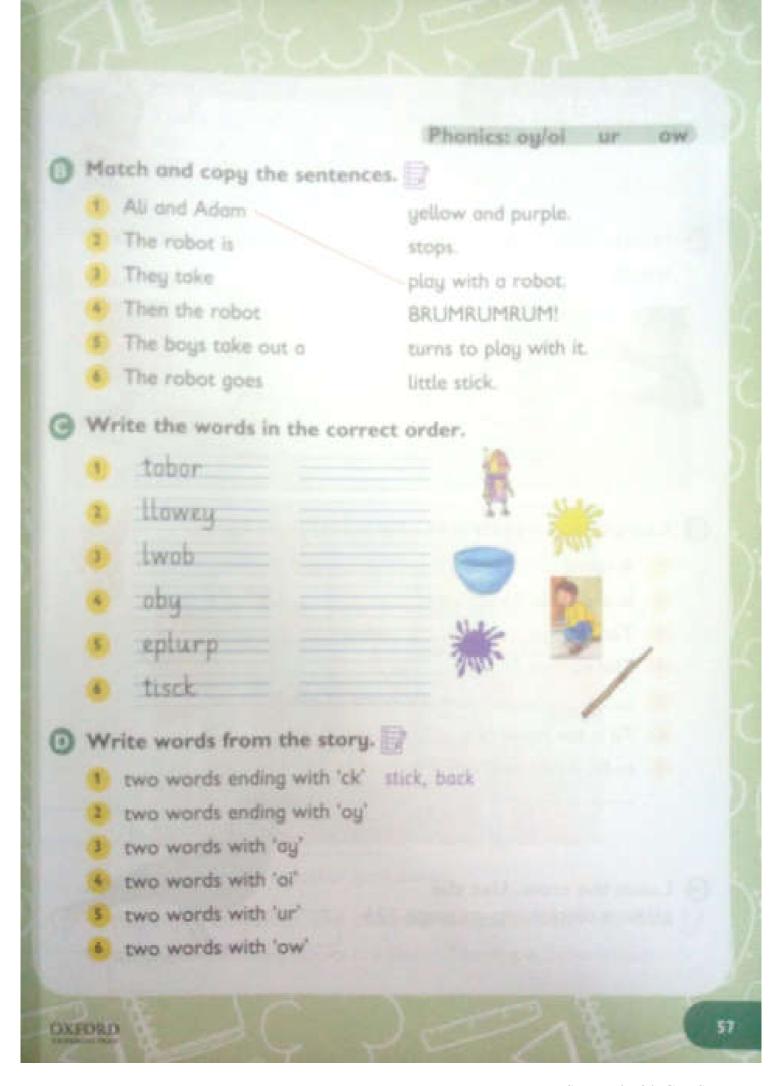


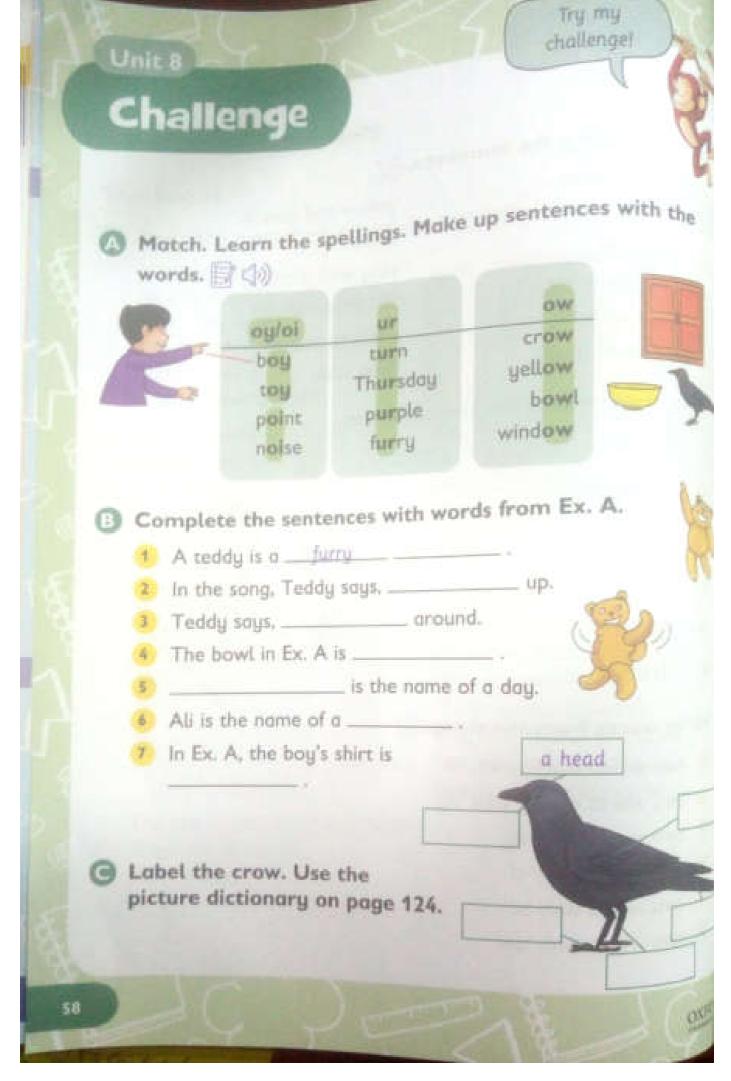
The robot goes BRUMRUMRUM!

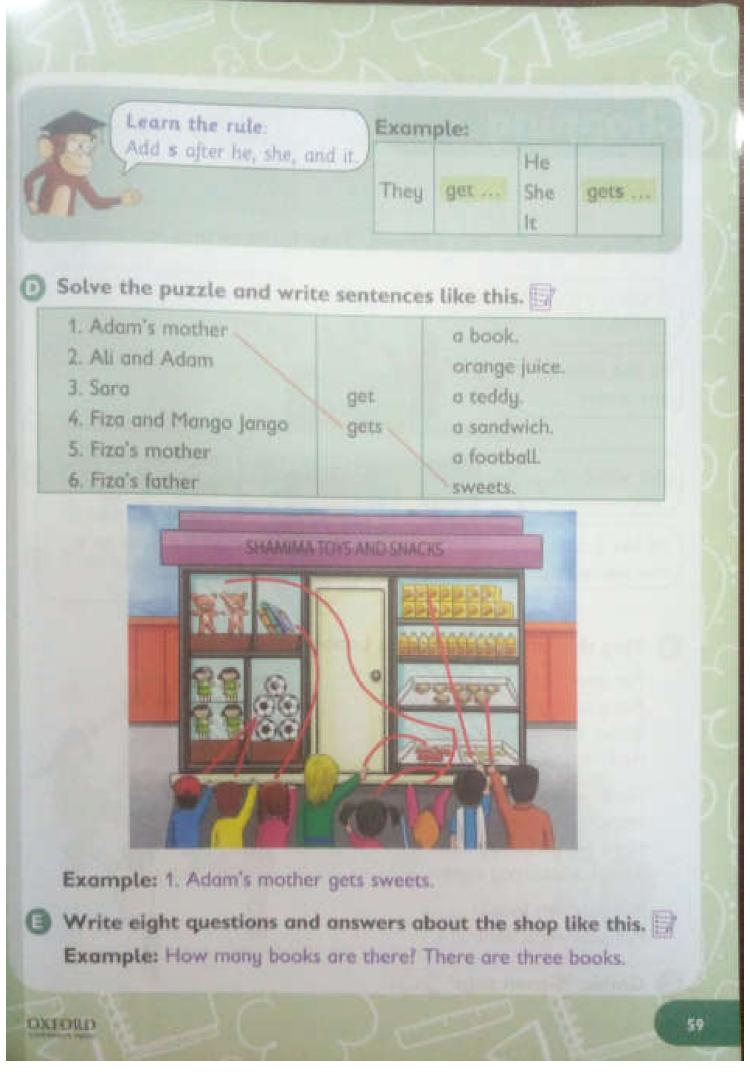
Yay!' say the boys.

'We mended it!'

'Look!' says Ali.
He points to a little stick.
It is in the robot's leg.
'We can mend it.'
The boys take it to bits.
They put the bits in a bowl.
They take out the stick.
Then they put the bits back.







## Unit 9 Shopping

#### UNIT 9 Lesson 1 Listen and

Vocabulary. Confiding in family members. Shopping right/left

Granvion Simple pess Imperation + 0 There is some / There are same

## Play shopping with a friend. Take turns to buy and sell.

Do you have any necklaces?

I'd like a silver one please.



Yes, I do. Would you like a gold one or a silver one?

Do you have any

I'd like a \_ one please.



Yes, I do. (or No, I'm sorry, I don't.) Would you like a \_\_\_ one or a one?

#### Sing this song: Here we go Looby Loo

Put your right foot in. Put your right foot out. Shake it a little, a little, And turn yourself about.

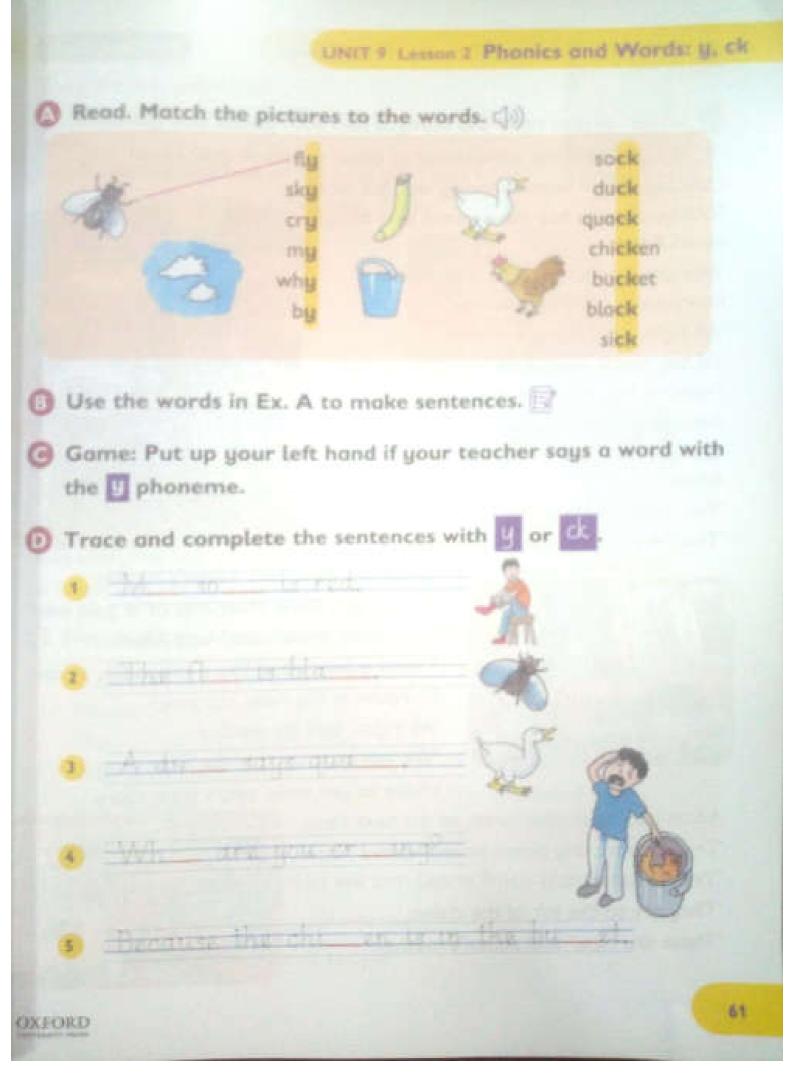
Here we go Looby Loo. Here we go Looby Light. Here we go Looby Loo. All on a Saturday night.

Put your left foot in ... Put your right hand in ...

Game: 'Simon says' (120)







## Listen as you read the story. Then talk about this question.

Do you have the same things as other people in your class?

One day, Adam went shopping with his mother.

"Will you please buy me a pencil box, Mum?" asked Adam.

'All's got a pencil box like a crocodile.

Everyone in my class has one.'

'All right,' said Adom's mother.

'I'll buy you a pencil box from the market.

I need to buy a bucket from there.'

Adam and his mother went to the market.

'Do you have any pencil boxes?' asked Adam.

'Yes,' said the shopkeeper.

'They are to the right of the spoons.'



These are nice,' said Adam's mother.

'Would you like a silver one or a gold one

'I don't like these ones,' said Adam.

'I want a pencil box like a crocodile, please Everyone in my class has one.'

'All right,' said his mother.

'We will look for it in the next shop.

I have to get some socks from there.'

Adam and his mother went to the next shop.

"Do you have any pencil boxes?" asked Adam.

'Yes,' said a man.

'They are to the left of the dishes.'

'These are nice,' said Adam's mother.





"They are like spaceships."

"Would you like the pink one or the grey one?" she asked.

I don't like the pink one or the grey one,' said Adam.

I want a pencil box like a crocodile, please.

Everyone in my class has one.

They say my pencil box is old."

Adam started to cry.

His mother gave him a hug.

'Don't worry,' she said.

'It's okay to be different from your friends.'

They bought a pencil box like a spaceship.

The next day, Adam went to school

He took his pencil box out of his bag.

"Wow!" said Ali. "I like your pencil box."

Soon everyone had a pencil box like a spaceship.

So Adam was not different after all!



#### Match. Then copy the complete sentences.

- 1. Adam wanted a pencil box like
- 2. His mother wanted
- 3. They did not get a pencil box
- 4. They got a pencil box
- 5. It looked like
- 6. Everyone liked

Adam's pencil box.

a bucket and some socks.

a spaceship.

a crocodile.

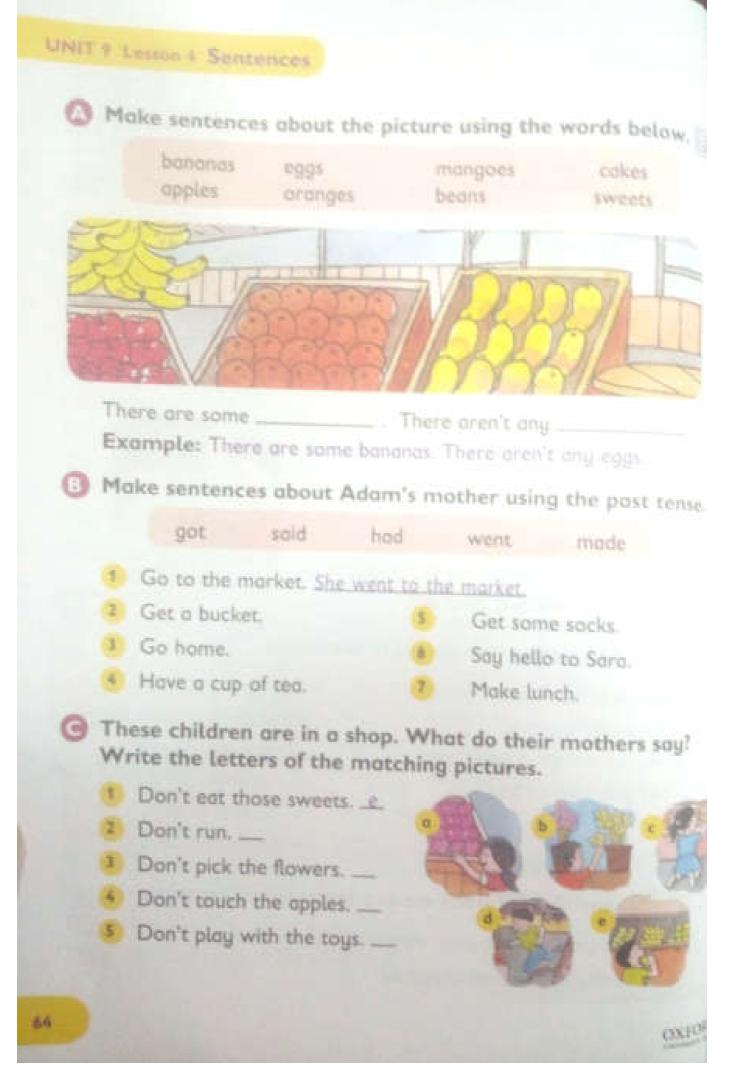
in the first shop.

in the second shop.

- O Discuss and tick what we can learn from the story.
  - 1 Tell your mother your worries.
  - Be the same as other people.

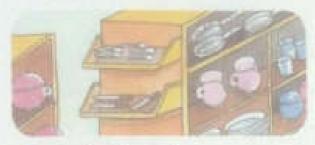
OXFORD

63



Copy the sentences. Put commas in the lists.

Example: Adam's mother got a bucket, some socks, a shirt, some sweets, and a pencil box.





- In the shop, there are pots pans dishes spoons knives jugs and glasses.
- In the shop, there is some milk some jam some ice cream and some rice.
- Write sentences about the pictures in Ex. A. Example:

There are some pots.

There oren't any shirts.

	are some aren't any	pots. shirts. jugs. dishes. buckets.
There	is some isn't any	rice. cola. milk. water. jam.

What are the children doing in the pictures in Lesson 4, Ex. C?

#### Example:

a. She is touching the apples.

Draw some pictures of good children. Write what they are doing.



#### Example:

He is picking up his toys.

#### Unit 10

### The Time of Day

UNIT 10 Lesson 1 Listen and g

Vocatrulary Good liebits Time Hours and days Granistics What When a eat? He/She can He/She diseas? Adverts of the usually

Ask and answer questions about time.

Example: 1. What time is it? It's 7 o'clock. Time to get up.







2 eat breakfast



eat dinner





6 go to bed

Ask and answer questions
 about Ali's day.

Example:

When does All get up?
 He gets up at 7 o'clock.

Ask and answer questions about you.

Example:

When do you get up?

I get up at

D Sing this song: Today is Monday

Today is Monday.

Monday is cereal.

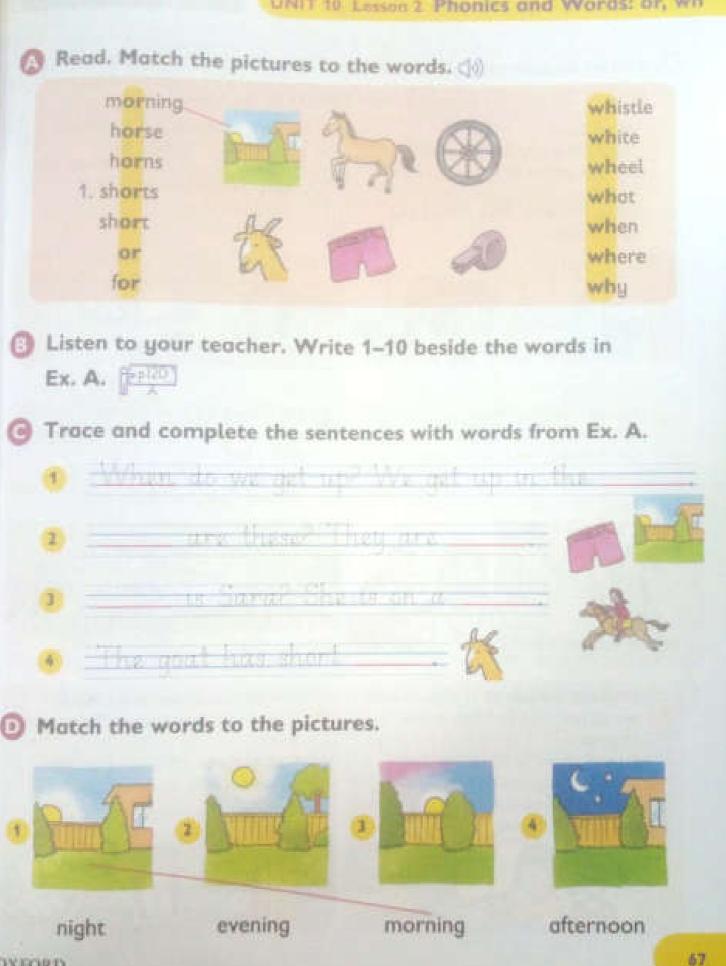
Is everybody hoppy!

Yes, of course we are.

Tuesday is bread and jam.
Wednesday is eggs.
Thursday is fish.
Friday is cheese.

Saturday is beans.

Sunday is fruit.



#### Listen as you read both stories. Then answer the question.

How is Sara's day different from Mango Jango's day?

- This is what I do every week.
  I always get up at 6 o'clock in the morning.
  I clean my teeth, have a bath, and I get dressed.
- I eat my breakfast at 7 o'clock.
  I like bread, jam, and milk.
  I like two spoons of sugar in my milk.
  I don't like tea. I never drink it.





- I go to school on Monday, Tuesday, Wednesday, Thursday, and Friday. On Tuesday, we have singing. I love singing.
- On Friday, we have games.

  I like running, but I don't like playing with a ball.

  Sometimes my friends laugh at me because I can't catch the ball.





- We have a break at 11 o'clock and we go home at 1 o'clock in the afternoon.
  - I usually have lunch at 2 o'clock.
    Then I do my homework.
    Sometimes Fiza is naughty and blows a whistle in my ear.
- 6 Then I sometimes watch TV or read a book.
  I go to sleep at 9 o'clock at night.
  I stay at home on Saturday and Sunday.





#### Mango Jango's Day

7 Hella! I'm Mango Jango.
This is what I do every week.
I always get up at 11 o'clock in the morning. I never clean my teeth.



On Tuesday and Wednesday I eat insects. But I don't like bees because they sting.

So I usually eat nice big flies.
I catch them with my tongue.



I go to school on Saturday and Sunday.
We ride horses at school.
We ride cycles on one wheel too.
Sametimes I fall off! I like school.



On Monday, I have a both.
 I always wear white shorts.
 I sit in my manga tree and blow my whistle at the birds.



On Thursday and Friday I swim in the sea. I always eat fish.
I like sharks very much.
But I never eat starfish because they are my friends.



12 I eat dinner at 12 o'clock.
I usually eat towels.
I always drink some milk.
Then I go to sleep.







Write 8 questions and answers about Sara and Mango Jango.



get up at 11 a'clock? eat insects! go to school on Monday! go to school on Sunday! Yes, she doesn't.

Yes, he does. No, he doesn't.

Example: 1. Does Sara get up at 11 o'clock! No. she doesn't.

@ Discuss what you usually do every day.



#### INIT to Leston 4 Sentences

- Look at page 69 and answer the questions. Use at for time
  - When does Mango Jango get up? He gets up \_\_\_\_ 11 o'clock.
  - 2 When does he sit in a tree? He sits in a tree \_\_\_\_ Monday.
  - When does he eat insects? He eats ...
  - When does he swim in the sea? He swims ...
  - 5 When does he go to school?
- (1) Write eight sentences using this table.

Soro	likes doesn't like	tea. milk. bread and jam- singing.	Mango Jango	likes doesn't like	bees. flies. fish. school.
------	-----------------------	---	-------------	-----------------------	-------------------------------------

Example: Sara doesn't like tea. She likes milk.

Complete Mango Jango's questions and copy Sara's answers.

What When Where How Who

- What do you like best—oranges or bananas? I like oranges best.
- I have one sister.
- They are in my pencil box.
- do you go to bed? I go to bed at 9 o'clock.
- cooks your dinner? My mother cooks my dinner.
- D Answer the questions in Ex. C for you, then for your friend.

Copy the days of the week. Start with a capital letter.

tuesday friday

hoppy day

saturday angru.

todou sunday

What does Poppy eat every day? Make sentences. Example: 1. Pappy eats starfish on Monday.

















Look at Ahmed's table. Then write sentences about his day.

Example: 1. Ahmed usually gets up at 6 o'clock.

Ahmed	never	sometimes	usually	always
1. gets up at 6 o'clock			1	
2. drinks juice for breakfast	1			
3. goes to school on Monday			1	
4. eats meat for lunch				1
5. watches TV at night		- 1		
6. goes to bed at 9 o'clock	1			

D Write six sentences about your usual day.



Example: 1. I usually get up at \_ o'clock.

#### Unit 11 Fair Play

#### UNIT 11 Lesson 1 Listen and Spe-

Vacishidary Respect for elders Brovery and fair play Lieurning on any no-Adjectives

Grunnmur There's 13 ... + 50 Irregular planels Napper Konger el









I am hungry.

I am tired.

5 There's a hole in my bucket.



g. Then drink some water.

b. Then mend the bucker.

c. Then wash your feet.

d. Then eat some food.

e. Then go to bed.

B) Make questions and answers about Ex. A using he or his. Example: 1. What's the matter with the dragon? His feet are dirty.

Sing the song: There's a hole in my bucket.

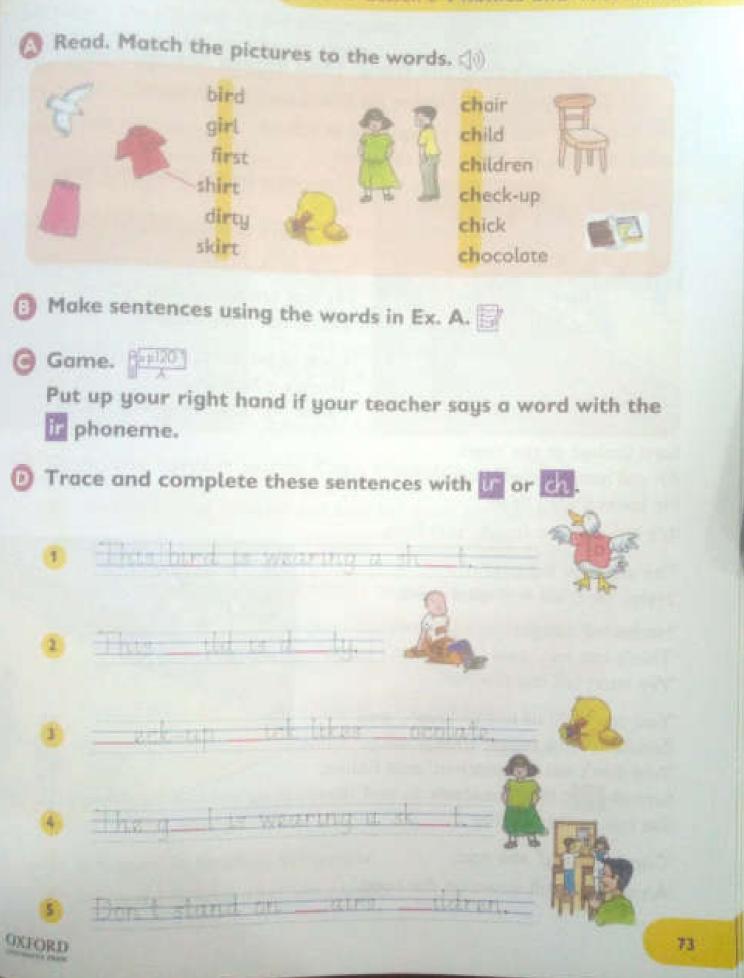


1) There's a hole in my bucket. dear Nancy, dear Nancy. There's a hole in mu bucket. dear Nancy, a hole.

Then mend it, dear dragon, dear dragon, dear dragon. Then mend it, dear dragon, dear dragon. Mend it.

The rest of the song is on page 120.





#### (3) Listen as you read the story. Then answer the questions,

Why was Sara brave? What did Rahim and Zenab learn?

One day. Sara was in the playground at school.

Two children were looking at the road.



Sara looked at the road.

An old man was walking past.

He looked very tired.

'It's not right to laugh,' said Sara.

The old man fell over.

'Help!' he cried in a quiet voice.

'Ha ha ha!' laughed the children.
'That's not fair,' said Sara. 'Don't laugh.'
'We must tell the teacher.'

'You can't tell us not to laugh,' said
Zenab, "We're bigger than you.'
'And don't tell the teacher,' said Rahim.
Sara did not listen to them.
She ran to the teacher.

'Come quickly!' she said.
'An old man fell down on the road.'

They were bigger and older than Sara.

They were pointing and laughing.

'Look at that old man in the road. His feet are dirty,' said Rahim. 'Ha ha ha!' they laughed.

'Look at his shirt!' said Zenab.
'There's a hale in it.'
'Ha ha ha!' they laughed.



The teacher went to the road.

She helped the old man to the playground.

Sara gave him a chair and he sat down.

Thank you, my child, he said.

I'm too tired to go home just now.'

First Rahim felt sorry.
He gave the old man his bottle of water.
Thank you, my child, said the old man.





Then Zenab felt sorry too.

She gave him some chocolate from her bag.

Thank you, my child,' said the old man.

I can go home now.'

The old man walked away.

Well done, children, said the teacher.

Rahim and Zenab looked at the ground.

Sara said nothing.

- (ircle the correct words. Copy the sentences.
  - 1) A rich (poor) clean old man fell down on the road.
  - At first the big children helped laughed ran away .
  - They wanted did not want to tell the teacher.
  - Sara was brave because she listened did not listen to them.
  - Sara gave him some water some chocolate a chair .
  - Then Zenab and Rohim helped did not help him too.
  - 7 They learned to do wrong right left from Sara.
- O Discuss how Rahim and Zenab felt at the end. Tick which the moral of the story:
  - 1) It is good to laugh at old people.
  - It is good to look after old people.

OXFORD

75

Draw lines to match the labels to the objects in the picture.

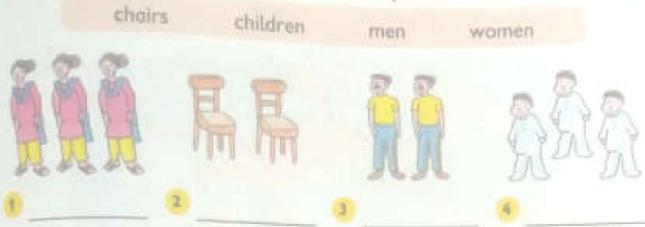


- What animals can you see in the living room? 
   Example: 1. I can see a crocodile in the living room.
- Write what you think is wrong with the living room.
  Example: There is a bird behind the clock.

	a bind		the clock.
	a snake	in	the table.
Thorn is	a goat	on	the cupboard.
There is	a hen	under	the bookshelf.
	o cow	behind	the chair.
	a crocodile		the TV.

- Answer the questions.
  - Who is doncing? The hen is dancing.
  - 2 Who is sleeping?
  - 3 Who is reading?
  - Who is eating flowers?
- 5 Who is drinking milk?
- Who is talking on the phone?
- Who is standing at the door?

## Write the correct labels under the pictures.



- (i) Now ask and answer questions about the pictures above. Example: 1. How many women are there? There are three women.
- @ Circle one word in each sentence.
  - 1) The tea is too cold / (hot)
  - 2 The chair is too big / small
  - The dog is too wet / dry
  - The girl is too tall / short .
  - 5 The old man was too poor / tired to walk.
- How can the woman chase out the animals on page 76?

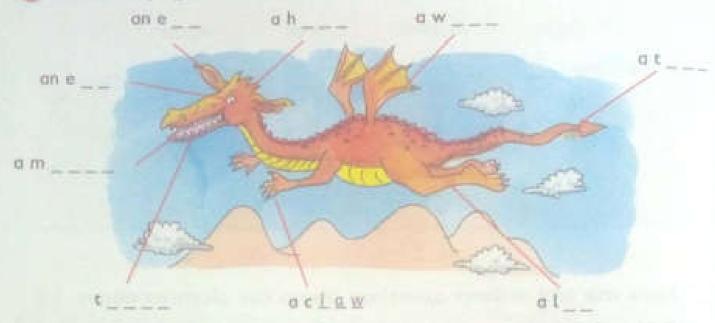
#### Examples:

She can shoo the bird away. She can pull the crocodile's tail. She can say, 'Please go away'.



#### UNIT It Lesson & Dictionary Work

(a) Look at page 124. Label the dragon.



- Look at pages 126 and 127. Write the names of things in the house that begin with these letters.
  - 1 b bed

bedroom, bed, basin, ...

- 2 m
- 1 5
- 4 E
- Put the words in the box in alphabetical order. Use commas.

bear dog apple frog egg cake

apple

D Sort the words in Ex. C into two columns. Use commas.

Food	Animal
apple	

78



longer

shorter

bigger

smaller

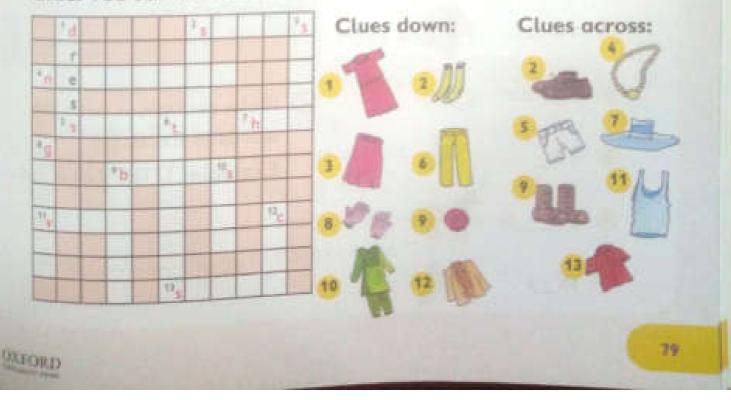
Example: Jim has a longer tail than Bob.

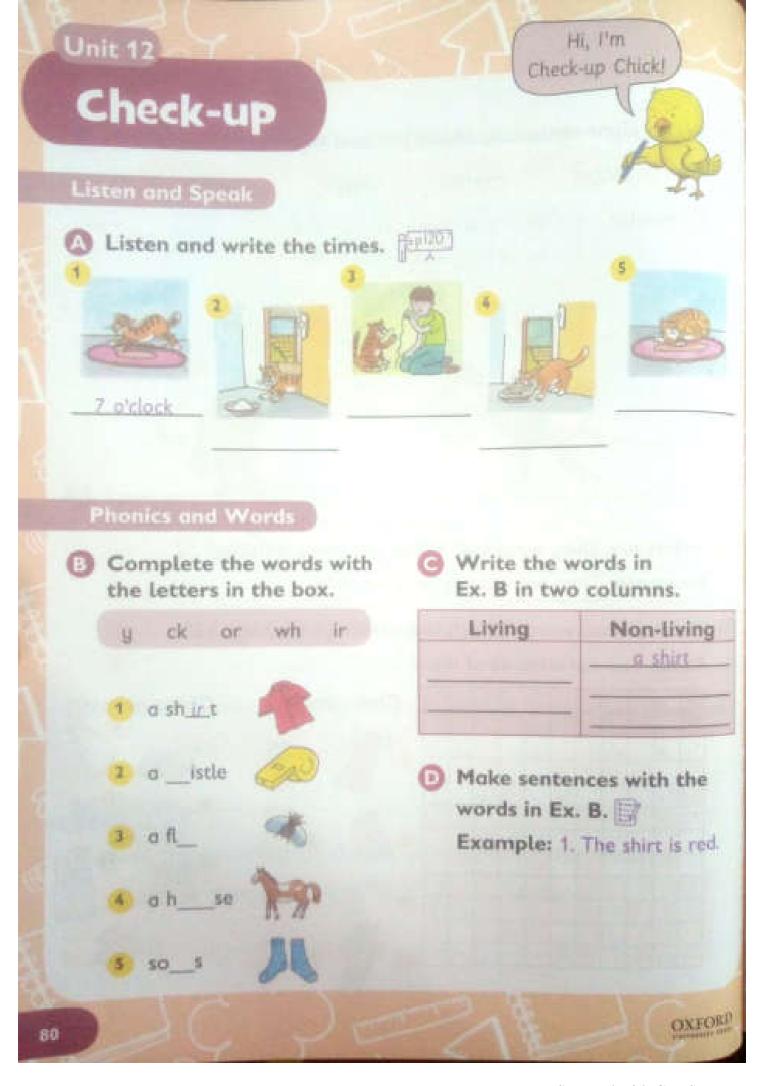
Jim has a longer tail than Bob.



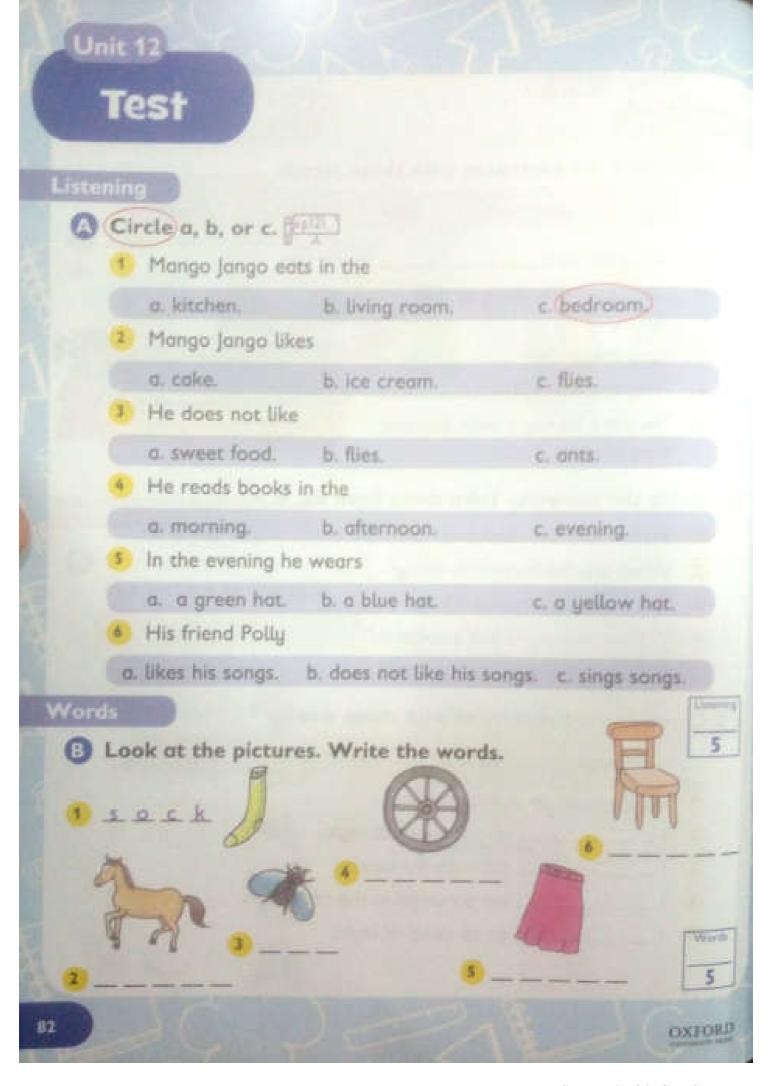
- What are they wearing? What are they holding? 
  Example: They are wearing grey trousers.
- O Do the crossword. Check the spellings on page 123.

Clue: You can wear all of them!

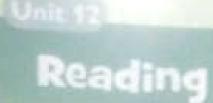


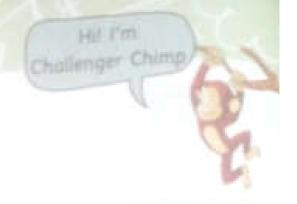


C	omplete the s	entences with	the		
	hot el	PDP-market	lza water	bath	
1	There are tw		41000	buti	
2	elephants.	looking at the	in the zoo.		
3	They are in t	he			H
4	They are hav	ing a			
5	They are hav they are	ing a bath beco	luse TTT		
W	rite the answ	ers. Take the	m from Ex. E.	E)	
1			hey are in the wo		
2		e elephants doi		A 211-24-5-5-5-18	
13	Why are the	y having a bath	?		
A	Who is looki	ng at the eleph	ants?		
-5	How many e	lephants are th	erel		
C	omplete the	sentences wit	h these words.		
	always	usually	sometimes	never	
1	I <u>always</u> get	up in the morni	ing.		
2		go to scho	ol at night.		
3	1	eat rotis fo	r Lunch.		
	1	eat a many	go in the afterno	on:	
4		go to sleep	at night.		
5					



Circle the correct word.  Ali always gets get getting up at 7 o'clock.  He does not eat eats eating bread for breakfast.  He eat eats eating cereal.  Usually he does not drink drinks drinking milk.  But today he is drink drinks drinking milk.  Complete the questions and answers.  Example:  Does Sara eat flies? No, she does not.	
Ali always gets get getting up at 7 o'clock.  He does not eat eats eating bread for breakfast.  He eat eats eating cereal.  Usually he does not drink drinks drinking milk.  But today he is drink drinks drinking milk.  Complete the questions and answers.  Example:  Does Sara eat flies? No, she does not.	
He does not eat eats eating bread for breakfast.  He eat eats eating cereal.  Usually he does not drink drinks drinking milk.  But today he is drink drinks drinking milk.  Complete the questions and answers.  Example:  Does Sara eat flies? No. she does not.	
He eat eats eating cereal.  Usually he does not drink drinks drinking milk.  But today he is drink drinks drinking milk.  Complete the questions and answers.  Example:  Does Sara eat flies? No. she does not.	
Usually he does not drink drinks drinking milk.  But today he is drink drinks drinking milk.  Complete the questions and answers.  Example:  Does Sara eat flies? No, she does not.	
But today he is drink drinks drinking milk.  Complete the questions and answers.  Example:  Does Sara eat flies? No. she does not.	
Example: Does Sara eat flies? No. she does not.	
Does Sara go to school?  does Sara get up?	
She up at 6 o'clock.	
is Sara's brother? is Sara's brother?	10
Write this sentence with commas and capital letters.  She goes to school on monday tuesday wednesday thursday and friday.	
	20





#### Get ready!

Read the text. Talk about the pictures.

Realistic ston

The children are going to the sea today. It is only six o'clock, but Mama is in a hurry!

"We must go at seven a clock.

The weather will get hotter.

Soon the sand will be too hot."

Fiza, let me brush your hoir. Keep your head still now. Catch hold of these clips for me."





Sara, can you make the sandwiches?

Spread some butter on the bread.

Ali, please fetch the picnic chairs.

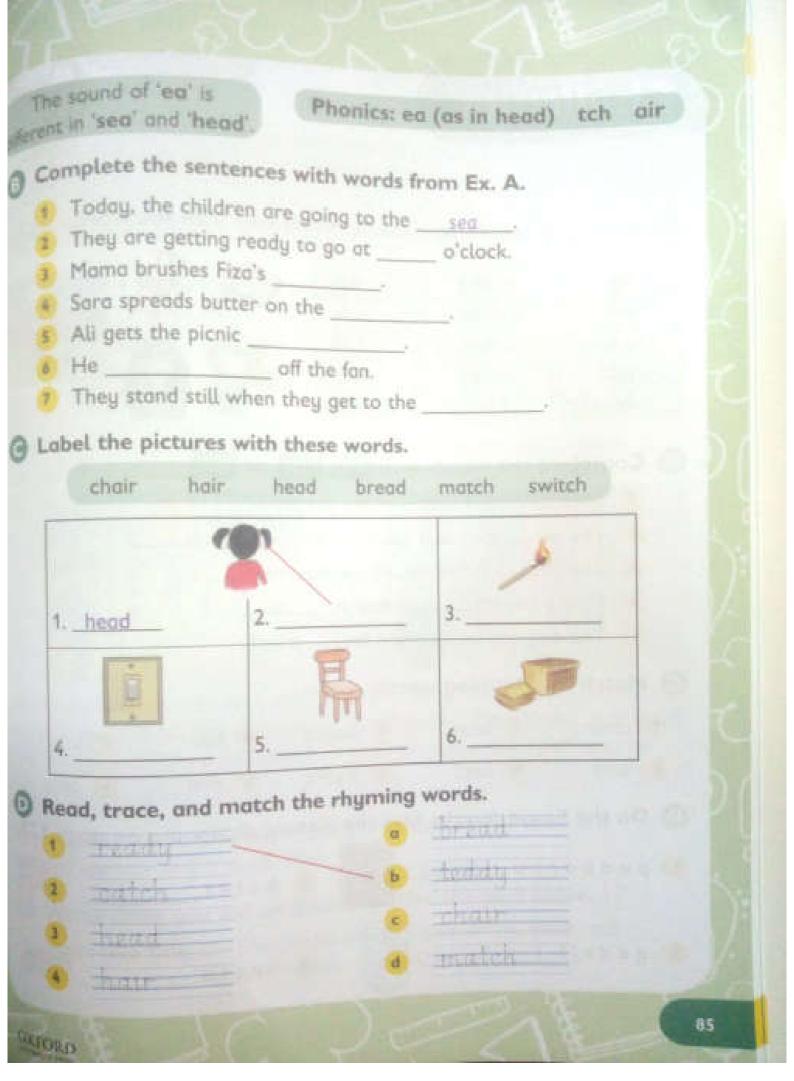
Hurry up and switch off the fan.

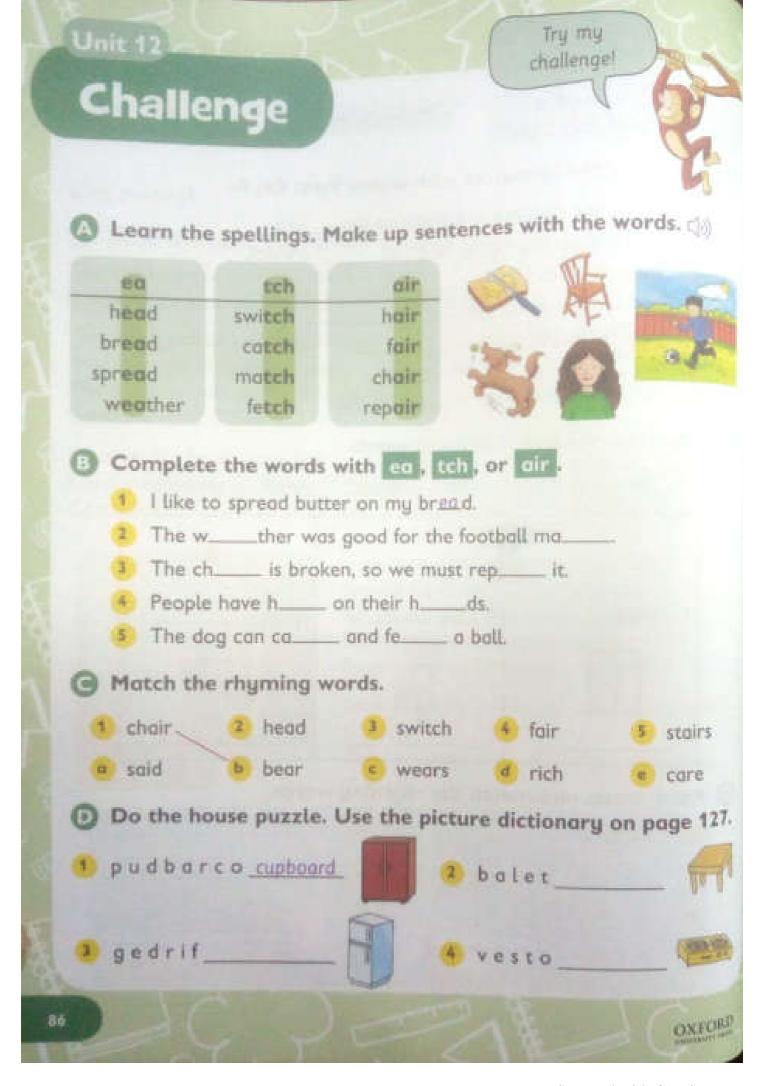
Papa is in the car and we must go!

Now they are at the sea. They are not in a hurry.

They are standing still, looking at the big. blue sea.









verbs are 'doing' words. We sometimes add ed to turn verbs into the post tense.

Example: Yesterday, Fiza walked to the park.

### Turn this story into the past tense.





Fiza cleans her teeth and combs her hair at 8 o'clock.



Next, she walks to the park with Popa, Sara, and Ali. She plays on the swings and kicks a ball about With All





Then she showers and dresses before breakfast



She talks to Sara and laughs at Papa's jokes. Then Mama calls them and asks them to come home for lunch.

Start like this: On Saturday morning, Fiza cleaned her teeth and combed her hair at 8 o'clock. Then she ...

Write what you did on Saturday. Use the past tense.



Stort like this: On Saturday morning, I cleaned my teeth and combed my hair at \_\_ o'clock. Then ! ...

# What a noise!

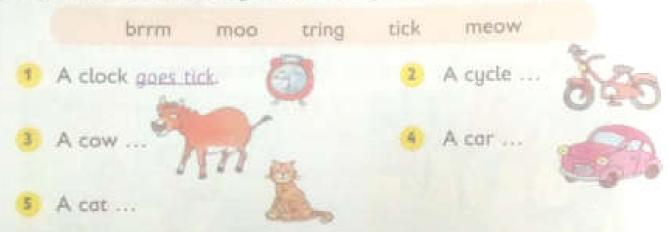
UNIT to Lesson t Listen and Spen

Vocabutary Modes of transport Musical instruments Simple past naisler/queter to He likes - best More preposition

Listen, mime, and guess.



Say what sounds they make, using these words.



Which of these words rhyme with each sound in Ex. B?

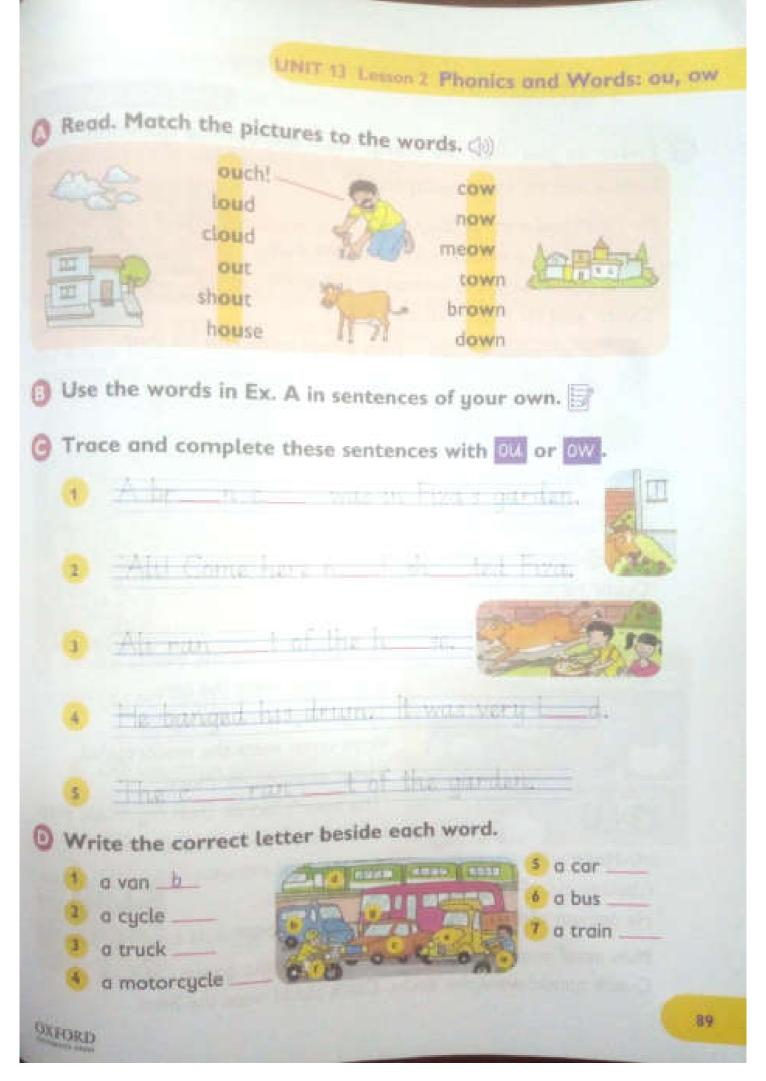
Example: 1. Chick rhymes with tick.

- 1 chick 2 sing 3 vrrm 4 shoe 5 now
- D Sing this song: Oh we can play
  - 1. Oh we can play the big bass drum

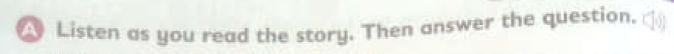
    And this is the music to it.

    Boom boom boom! goes the big bass drum

    And that's the way we do it.
  - 2. Oh we can play the big trumpet ... Toot toot toot! ... of
  - 3. Oh we can play the big cymbols ... Crash crash crash! ...
  - 4. Oh we can play the plana ... Plank plank plank! ...



Story with repetition



Where was Mr Majid really happy?

Mr Majid had a music shop.

One morning, a woman came into the shop. Plank, plank! went the woman on the piano.

'Ouch!' said Mr Majid. 'That's loud.'





Then a man came into his shop. Toot toot! went the man on the trumpet 'What a noise!' said Mr Majid. 'That's louder than the piano.'

Then a girl and boy came into his shop. Crash crash! went the girl on the cymbals: Boom boom! went the boy on the drums. Mr Majid put his hands on his ears. 'Ouch!' he said. 'That's the loudest of all. I want some peace and quiet."





Brrm brrm! went the cars. Tring tring! went the cycles. Vrrm vrrm! went the motorcycles. 'Help!' shouted Mr Majid. 'The town's louder than my music shop.

Mr Majid got on a train and went out of the town. Clickety clack! Clickety clack! went the train. He got out of the noisy train near a farmhouse.

Moo moo! went the cows. Meh meh! went the goots. Quack quack! went the ducks. Cluck cluck! went the hens.



What a noise!' shouted Mr Majid.
The farm's louder than the town.
I want some peace and quiet.'
He walked to the middle of a big field.
He lay down on his back.
He laoked up at the blue sky and the white clouds.
'Ah!' he said. 'Peace and quiet at last.'

Mr Majid went to sleep. He got up in the afternoon. He was hot. He was hungry. He was thirsty. And it was TOO QUIET!



So he ran back through the noisy farm, and he got on the noisy train.

He ran into the noisy town and back into his music shop.

Lots of people were playing music.

'What lovely music!' said Mr Majid.

'I'm so glad to be back.

This is my favourite place after all.'

- B Write short answers: Yes, did, or No, did not.
  - 1 Did Mr Majid have a music shop? 6 Did Mr Majid like the noise?
    - Yes, he did. 7 Did he go in a car?
  - 2 Did the cows go quack? B Did he go in a train?
  - Did the hens go cluck?

    Did he like the quiet field at
  - Did a woman play the piano? the end?
  - Did a girl play the trumpet? Did he like his music shop at the end?
- O Discuss and tick what we can learn from the story.
  - 1 Noise is bad. 2 Quiet is bad. 3 Be happy with what you have.

91

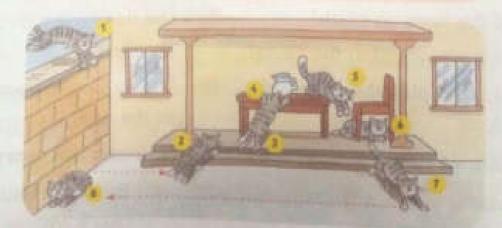
## Complete the sentences using the words in the box.

came went ran walked played

- 1 Lots of people came into Mr Majid's shop.
- They \_\_\_\_\_ the piano, trumpet, cymbals, and drums.
- Mr Majid \_\_\_\_\_ out of his shop.
- He \_\_\_\_\_ on a train.
- 5 He \_\_\_\_\_ into a big field.
- 6 Then he \_\_\_\_\_\_ to sleep.

#### (i) Circle the right words in the story.

- 1 The cat jumped under over the wall.
- 2 It went into out of the house.
- It saw a jug in the middle of beside a table.
- 4 The cat jumped off onto the table.
- It drank all the milk and then jumped off onto the table.
- 6 It hid under over a chair.
- 7 It walked into out of the house.
- B At last it went to sleep in the middle of beside the wall.



## Write sentences about the story in Lesson 3, Ex. A.

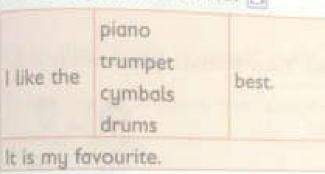
- 1. The trumpet was
- 2 The cymbols were
- 3. The town was
- 4. The animals were

louder than the

piano. trumpet. music shop. other noises.

Example: 1. The trumpet was louder than the piano.

#### What is your favourite?





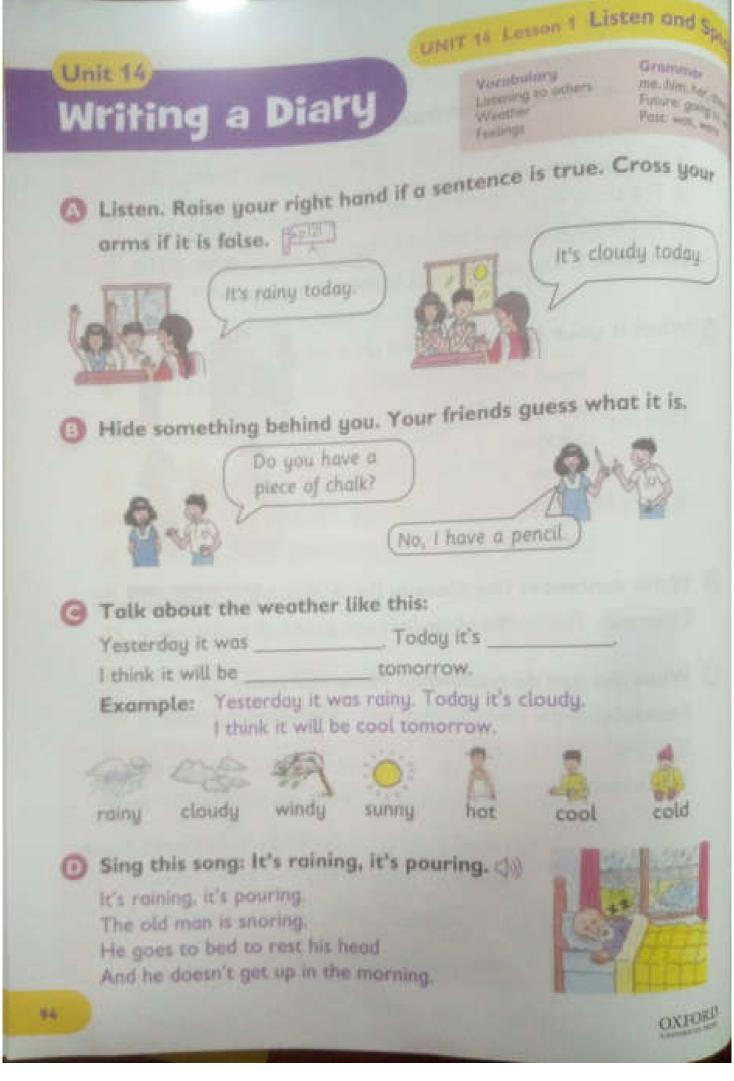


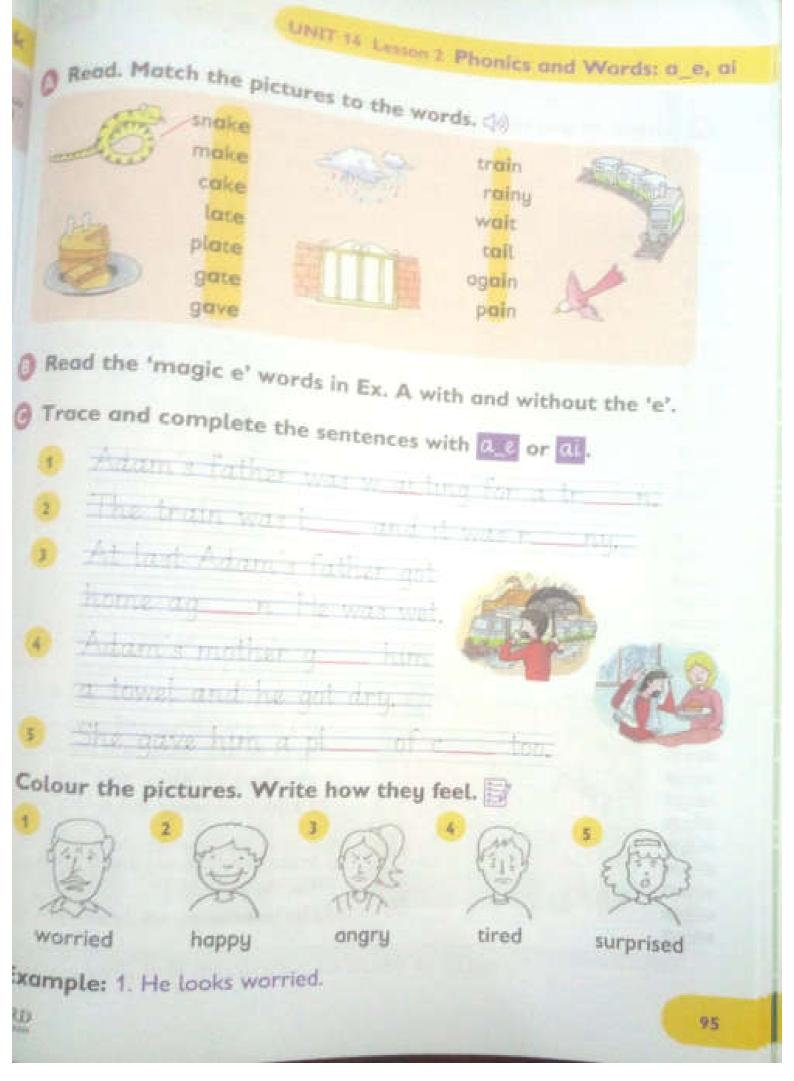


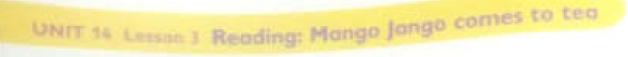
- Write sentences like those in Ex. A, using quieter than. Example: The middle of the field was quieter than the piano.
- 1 What did you do yesterday? Make sentences. Example: In the morning, I got up and I cleaned my teeth.

In the morning.	I got up. / I cleaned my teeth, / I had a bath. / I ate for breakfast / lunch / dinner.
In the afternoon,	I went to school / the shops. / my friend's house.  At school I studied English / maths / science.
In the evening,	I played with / I watched TV.
At night,	I went to sleep.









Listen as you read Fiza's mother's diary. Then answer the question.



#### = Saturday

I am worried about Fina

think she is telling lies.

This morning we were in the kitchen

"Can we make a cake tomorrow" she asked me.

A minister is going to come to tea

Don't tell lies, Firm, I said

There's no such thing as a monster

am telling the truth. Fire said

"He's got red ears and six legs"

I laughed and Fiza was angry with the

Don't be angry I said

We'll make a cake aniway





The monster's going to come at 4 o'did.
The monster's going to come at 4 o'did.
Tomorrow. Fiza said

Don't tell lies Fiza. I said.
There's no such thing as a monster.
I am telling the truth, said Fiza.
He's got green wings and a long blue tal.

I smiled and Fizz was angry again.
Then she ran away
Why is she angry with me?

Spinday

What a furny day! We made a coke in the morning

At b o'dock in the afternoon Fiza waited for the monster

She put the cake on a plate. She put some juice in the fridge

made some tea. Where's your monster? I asked

it's late, said Fiza. He's late because it's raining.

I smiled. At 5 o'clock the garden gate opened.

A set monster with red cars walked to the door.

H had green wings six legs and a long blue tail. Help he said Sorry I'm late

dropped my plate in surprise. The monster smiled at us thin My name's Mango Jango, he said the gave me some flowers.



Would you like tea or juice? I asked

Tea AND juice please, said Mango Jango.

And can I have a towel top?

I gave him a towel and he ate it!

Then he ate all the cake too.

At 6 o'clock he got up and went away.

Thank you for having me, he said.

So Fiza was telling the truth all the time!

- Tick the true sentences. Cross the false ones and write true sentences.
  - A monster came to tea. 
    ✓
  - Fiza made some bread. X Fiza made a cake
  - The monster's name was Sara. (4) He came at 4 o'clock.
  - He gave Mama some sweets. 6 He ate a towel and cake.
  - He drank some tea and cola.
- O Discuss why it is important to listen to others.

MIOND

## Complete the dialogue using the words in the box.

me	Non	him	her	them	US.
Mama:	consistent being on	and on		s birthday. I'r	
Papa:	That's nice.	What abo	HE ALL HE	doesn't like	саке.
Mama:	Wall I'm a	olno to mo	ke 1. him	- some points	J. C. Const.
Papa:	What abou	t Fiza? She	doesn't li	ke cake or p	ancakes
Mama:	I think I'll m	nake 2	_ some sv	weets.	
Papa:	Mmm! And	what abou	rt Adam a	nd his sister?	
Mama:	Yes, I'm go	ing to mak	e 3	some mango	ice cream.
Papa:	What abou	r me? Anut	thing for 4		
Mama:	You can ha	ve cake, po	ncakes, s	weets, AND	ice cream.
Papa:	That's a lot make 6.	of cooking	g. I'll help	5 And	then I'll

- Practise reading the dialogue in Ex. A with a friend.
- Ask and answer questions about Ex. A. 
   Example: What is Mama going to make for Sara?

   She is going to make a cake.

What is Mama going to make for Fiza?
Adam?
Papa?

She is going to make \_\_\_\_\_\_

Where did Mama put the food for the party?

Example: She put the ice cream in the fridge.



yesterday was my birthday

mama, papa, ali, fiza, adam, and his sister

\_ at my party my friend sonia \_\_\_\_ there too

we \_\_\_\_\_ surprised because a monster came his name

mango jango he \_\_\_

a nice monster we \_\_\_\_ all very happy to see him.

Complete Sara's diary with 

Sara forgot to use capital letters! Copy Ex. A and put them in.

> Answer the questions. Use commas.

#### Example:

Who are cake? Sara, Mama, Papa, Adam, and his sister ate cake.

- Who ate pancakes?
- Who ate sweets?
- Who ate mango ice cream?

Keep a weather diary. Write a sentence about today, yesterday, and tomorrow. Draw a picture too.

1. Today is	Monday.	It is	rainy.
	Tuesday.		sunny.
2 Yesterday was	Wednesday.	It was	cloudy.
	Thursday.		windy.
3. Tomorrow will be	Friday.	I think it will be	hot.
	Saturday.		cool
	Sunday		cold.

#### Example:

- 1. Today is Monday. It is sunny and hot.
- 2 Yesterday was Sunday. It was cloudy and cool.
- Tomorrow will be Tuesday. I think it will be hot again.



## Unit 15

# Clever Animals

# UNIT 15 Lesson 1 Listen and Spec

Vecabulary Denger signs Parties and Animals Parts of the body Granimar Simple part first, second, say Question were

# (a) It's party time! Read this dialogue in pairs.



Teddy: Hi, Robbit. It's Teddy.

I'm calling to invite you to my birthday

party.

Rabbit: That's great. When is it?

Teddy: It's on Wednesday at 5 o'clock

Rabbit: Thanks a lot, I think I can come, but I'll ask Mama.

Teddy: Good! See you then!





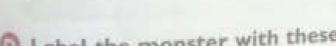
Picture	Teddy soys	Rabbit replies	
	Goodbye! Great to see you.  Oops! Sorry!	a. Hello! Happy birthday! b. Bye! Thanks for having me.	
	Would you like milk, juice, or cola? Would you like some cake? Thanks a lot for the present.	c. Yes, please. d. That's all right. e. I'd like juice, please.	
4	Hi! Do come in.	f. Don't warry about it.	





- Read the 'magic e' words in Ex. A with and without the 'e'. Note how the 'e' changes the sound of the 'i'.
- Trace and complete the sentences with or aw.





Label the monster with these words.

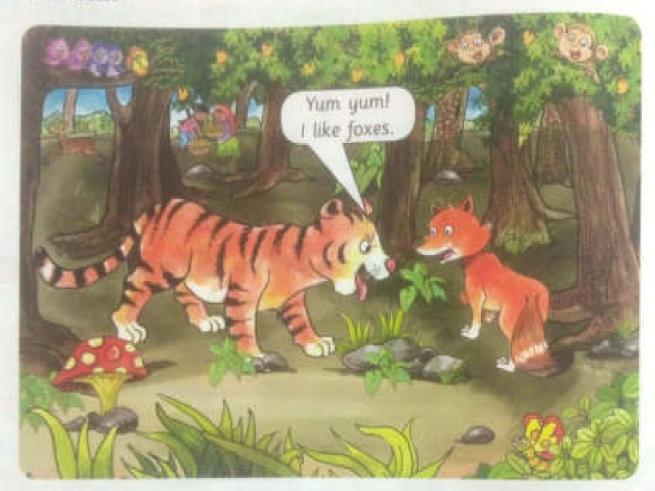
whiskers tail tusk jaws teeth claws knees paws

Sing the song: Happy Birthday!





Listen as you read the story. Then answer the questions. (1)
What are a tiger's danger signs? What are the danger signs of dags
and cats?



Once upon a time, there was a tiger who lived in the jungle. He had sharp white teeth and sharp white claws. The tiger killed any animal he wanted with a snap of his powerful jaws. He was a bully.

All the animals in the jungle were scared of him. As soon as they saw his long swishing tail, they were off! The birds flew up into the sky. The mankeys jumped up into the trees. The snakes crawled into their holes. Even the people ran away.

One day, the tiger saw a fox. He opened his jaws wide and said. Yum yum! I like foxes. Come here, Mr Fox, and I'll snap off your head."



The fox licked his paws with a smile. 'Be careful,' he said. 'You know, I'm the king of the jungle. I can snap off YOUR head if I want to.'

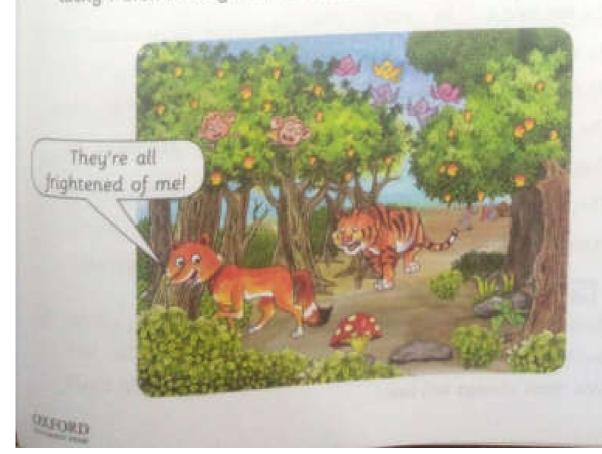
"What?" cried the tiger in surprise. 'But I'm the king of the jungle, not you!"



'Oh yes?' said the fox. 'Let's try this then. I'll walk in front and you walk behind. We'll see who's more scary.'

So the fox and the tiger went for a walk, the fox first and the tiger second. First they saw some birds, which flew into the sky. Next they saw some monkeys, which jumped up into the trees. Then they saw a man and his wife, who ran away. Even the snake crawled into a hole.

'Did you see that? They're all scared of me!' said the fox. 'You're lucky I didn't eat you.' He sat down and licked his pows with a smile.



103

The stupid tiger ran off and never came back to that part of the jungle. He didn't know that the birds, monkeys and people were scared of him, not the fox!



# B Label the pictures.



# G Circle the correct word. Copy the sentences.

- 1) The tiger lived in a house jungle river .
- 2 He wanted to meet greet eat the fox.
- The fox told a lie story tale .
- 4 He said he was head king queen of the jungle.
- 3 He told the tiger to walk behind in front of beside him.
- 6 The animals and people were all happy sad scared.
- 7 They seemed to be scared of the birds tiger fox.
- 8 They were really scared of the birds tiger fox .
- 9 In the end, the tiger ate the fox. ate the people, ran off.

# ■ Tick the moral of this fable.

- Bullies always win.
- 2 Bullies are sometimes stupid.
- 3 We must always tell lies.

OXFORD

0	There was a race at Teddy's party. Look at the picture and Rabbit came						
	7 Teddy came						
	3 Crocodile came						
0	Complete the questions with these words.						
	Who What When How Why Where						
0	When was the party? On Wednesday at 5 o'clock.  did they do? They ran.  did they run? Because they had a race.  came second? Teddy came second.  did they race? In the garden.  many animals ran? Three animals ran.  What is your favourite? Circle the one you like best.  My favourite food is  ice cream mangaes meat cake						
0	2 My favourite present is a book a doll a computer game clothes 3 My favourite colour is red blue green yellow purple pink, red blue green yellow purple pink, write about your friend's favourite food, present, and colour.  Start like this: My friend's favourite food is						
DXI	OND						

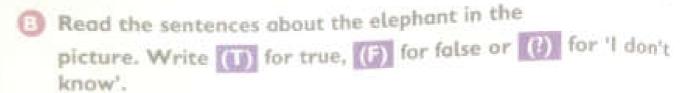
# UNIT 15 Lesson 5 Writing

Write these animals in alphabetical order.

Look at page 125 and draw them.

tiger bear camel kangaroo snake mankey

Example: 1. bear



- This elephant has five legs.

  F
- 2 It has tusks. \_\_\_\_
- 1 It has two children. \_\_\_\_
- 4 It has claws. \_\_\_\_
- 5 It likes to eat leaves. \_\_\_\_
- 6 It likes to eat ice cream. \_\_\_\_
- 7 This elephant lives in a jungle.



Write at least five more true sentences about the elephant.

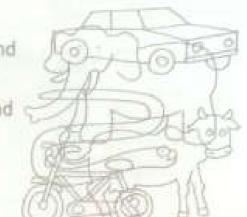
Example: The elephant has big ears.

Write at least five true sentences about this monkey. 
Example: This mankey has four legs.



# Riddles: What is it?

- It has no legs. It has two little eyes. It goes ssssss! It is a snake.
- t has four legs, two horns, one tail, and goes moooo!
- 3) It has four legs, two tusks, big ears, and a VERY long nose.
- It has four wheels and usually goes brrm brrm!
- 5 It has two wheels and is usually quiet. but sometimes goes tring tring!



- Now make up some riddles of your own. Ask a friend to guess.
- Listen. Who gave these presents to Sara? [ PPIZI ]



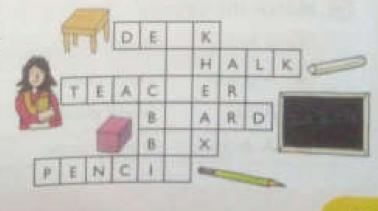
Mama Mango Jango	Papa Ali	Fiza Adam

- 1 a computer game \_\_\_
  - 2 a suit
- 3 a spoon with hands
- 4 a doll

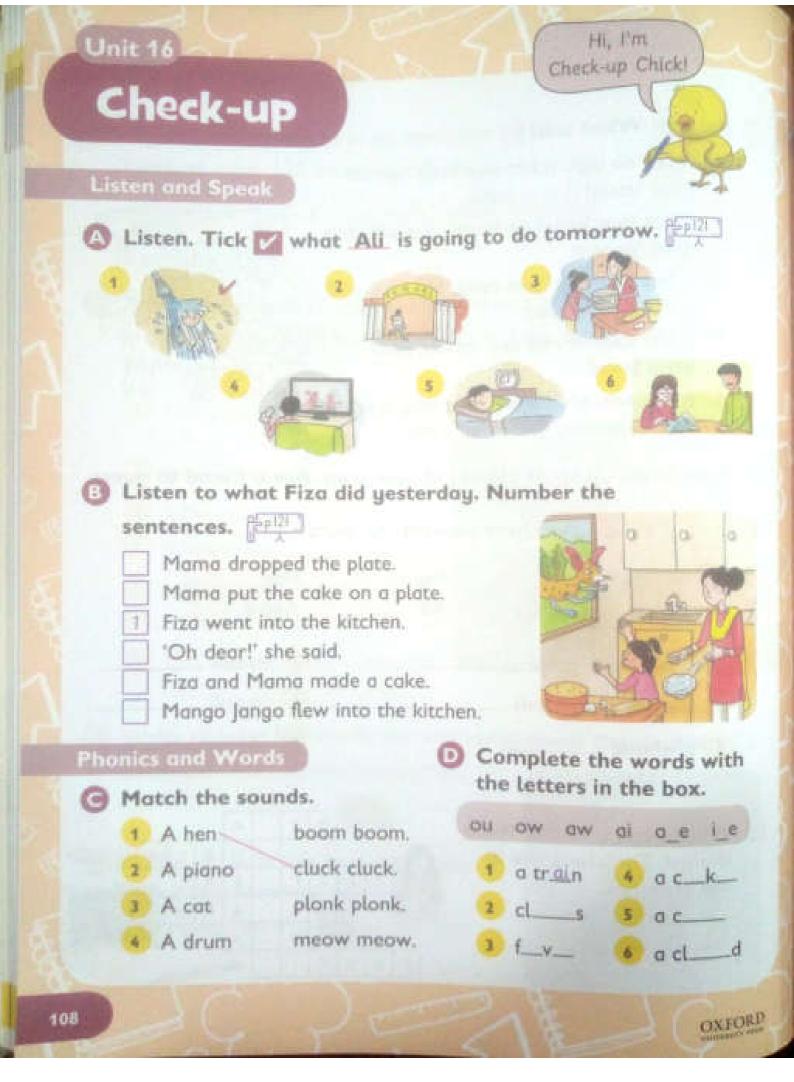
5 a whistle

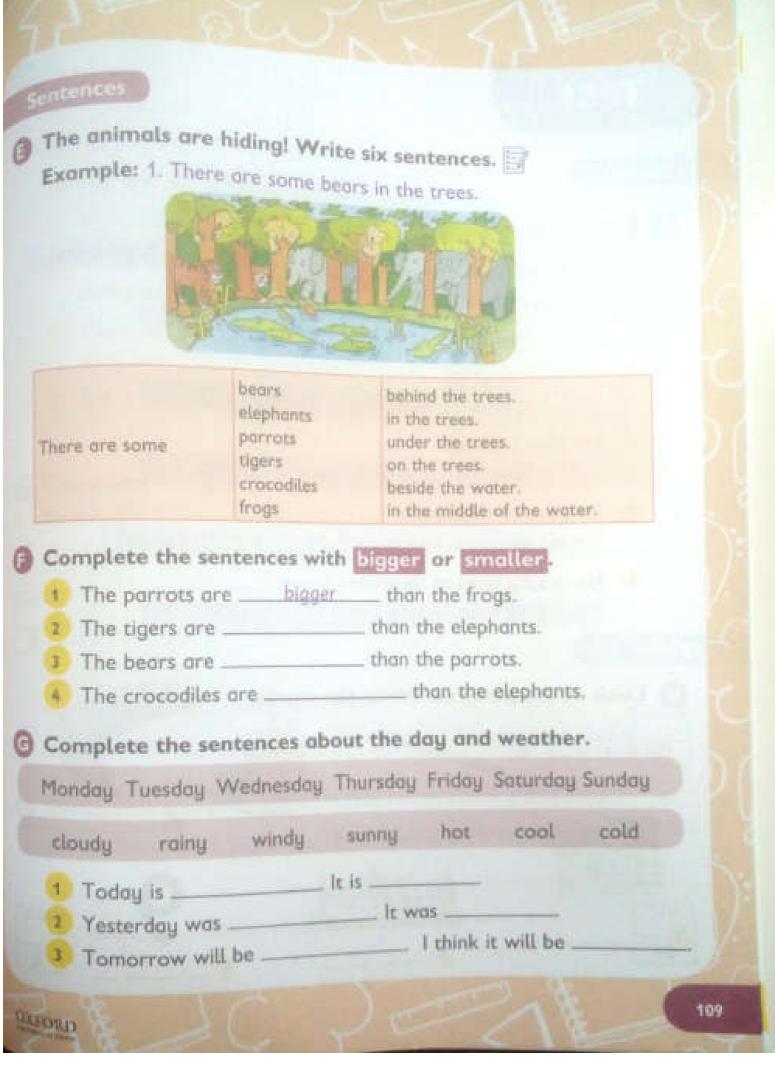
6 a book

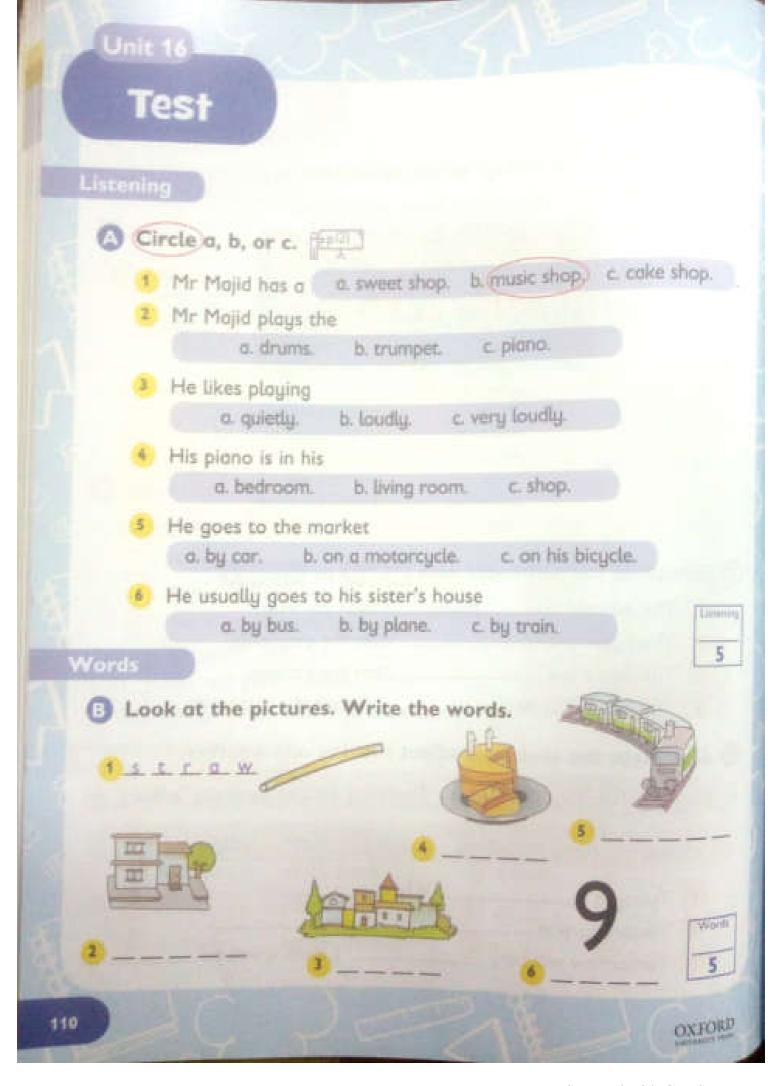
1 Where can you find these things? The clues are in the pictures.

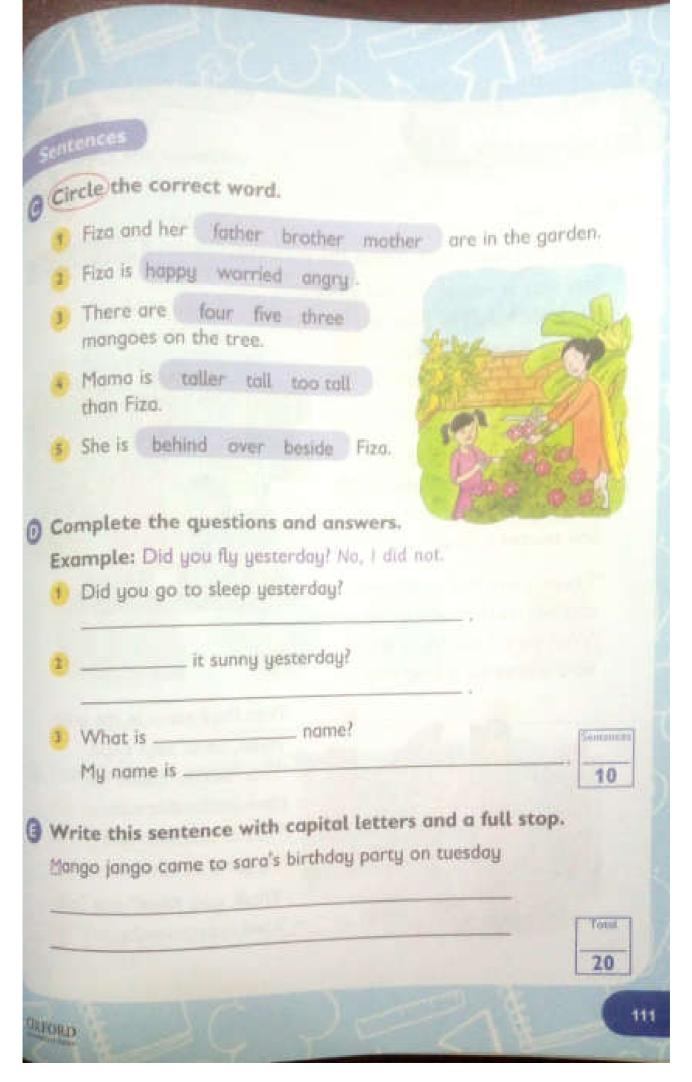


OXFORD









## Unit 16

# Reading

# Sara's Cold



Realistic story

Hil Pm.

Challenger Chimp

Sara was at school. She had a bad cold. Her head hurt. Her nose was red. She felt unhappy.

She did not want her lunch. She did not want to play. She wanted to go home.

Then Sara's teacher spake to her.

'What's the matter?' she asked.

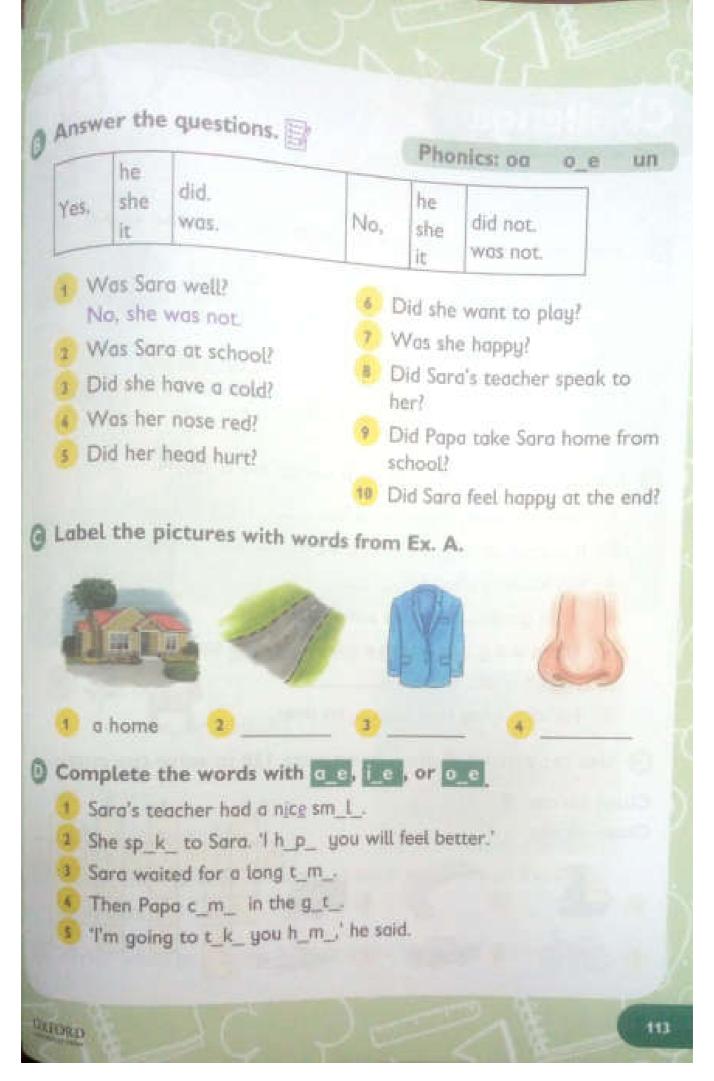
'I feel unwell,' said Sara.

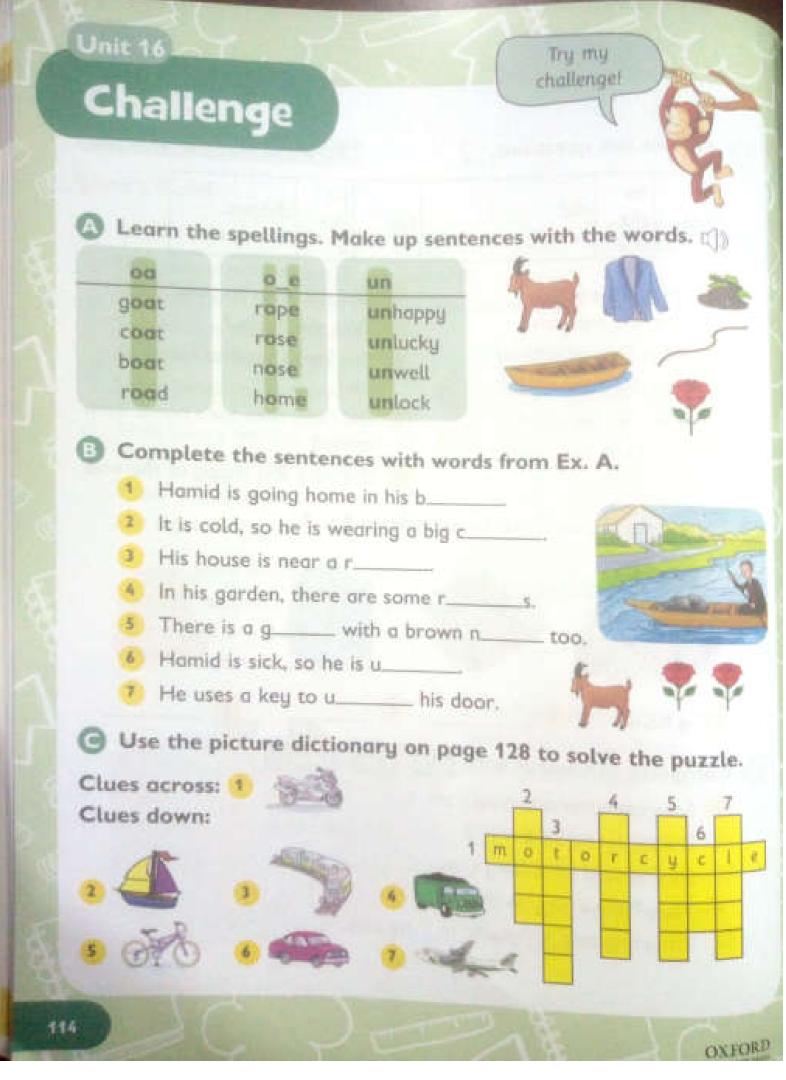
She started to cry.

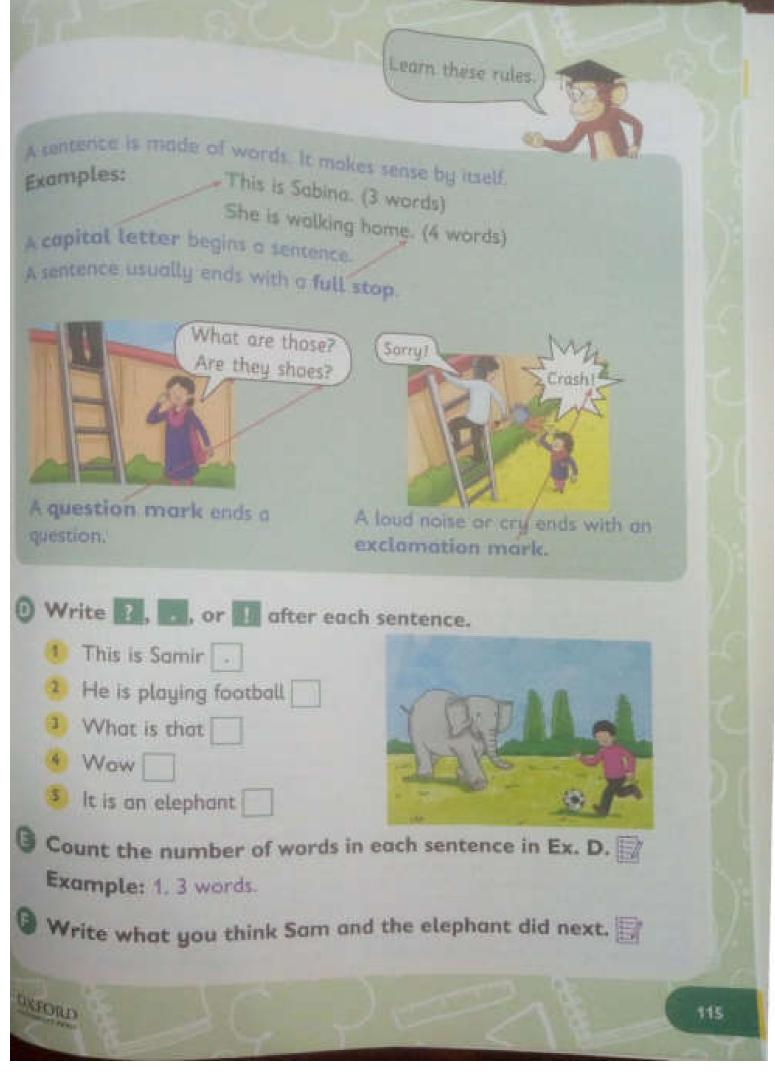
'I hope you'll feel better soon,'
said her teacher with a nice smile.
'Wait here. I will come back.'
Sara waited for a long time.



Then Papa came in the gate, 
'Hello, Sara,' says Papa.
'Your teacher called me.
Now put on this coat.
The car is in the road.
I'm going to take you home.'
'Thank you, Papa!' said Sara.
'I feel happy now.'







# **Teaching Notes**

Notice in the full Telephing Guide, you will find the orresers. devoted interventions, it torquely reaching gover for each Unit. the complete words and account for songs, and photocoproble pattern-metating fligh cards.

Icun keyi (1) An authorizording is postable.

Rater to stim page for the bissing taxt.

J : Collins, with several in their numbooks

LISTEN AND SPEAK Unit 1 Lesson 1 A. Ack the shildren as presses the dislogue in parts. Extension: Children stoo mit, How are you? I'm fine, thenks it. For instructions, see page 119, Talk about the colours of things in the class see. C. Do the actions with the rong and use the oude-recording if possible.

PHONICS AND WORDS Unit I Leasen 2 A.C. Always stars pharica by focusing on the phonene (scond) made by letters, not the letter nodes. Ensure your pupils know the meeting of all the phone, words. Revise one pattern each day mixing the children to repeat each word after you or the sudio-recording. Children team the spellings for homeworks latter, dictate the words with closed teathcoles. Extension: Play Phonic limps. See TG (Teaching Guide). C. This exercise focuses on hondwising. Ensure that the children place their latters correctly between the quadruple-culed lines.

READING Unit 1 Lesson 3 A. Raod the story aloud to the children or play the audio-recording. Explain that it is a cartoon because the words people say one in speech bubbles. Pouse after each picture to discuss it and count these shings. It shares 2 books 3 boreness, mangues, flowers 4, parrots. Discuss the dangers of spending too much time on the screen. It can take us away from people! 8. Char about the children's families. D. Mama and Papa do not believe that Mango jungo exists, but he does! He is an odd but friendig famility character and will appear many times in this book.

SENTENCES Unit 1 Lesson 4 C. Extension: The children write their names on latests for shear desks or page.

WRITING Unit 1 Lesson 5 A. First talk about the colours of clothes you and the children are wearing, then the clothes of Fran's family. C. Extension: Able children can also write what the day is during.

Unit 2 Lesson 1 A. Get the children to proutee the dialogue in pairs and to make up similar dialogues of their own 8. Demonstrate the expressions on your face before you mik the children to mime them. O. The children sing ten verses of the song, first holding up ten fingers, then putting flown one for each verse sill only one finger is left. See TG (Teaching Guide) for scalars and if possible, use the audio-recording.

Unit 2 Lesson 2 A. Teach as in U1 L2 A. Foint out that TWO letters make ONE photosma (sound) in er. B. The children read the words after you or she audio recording. Ask all children to

stored. Read about the words in Ex. A in a different order, some entire. Read about the p. The children ONLY runse their heads it ending at art, some in p. If they raise their hands when you stip a word ending in at. If they exist and most an ilown. The arm is word ending in p. they are out and most an ilown. The last children standing are she winners of the game.

Unit 2 Lesson 3 A. Read the story aloud or play the sudyrecording. Explain that it is a warrative story because the storytabler sells us what people say. Pause two or three times to discuss whether the mornter is good or bad. When the children understand the story, read it aloud again, getting tour children to mime the four characters at the fruit of the class while you read. C. Discuss the importance of welcoming struggers, even if they look different from us. Talk elloot the foods we serve to visitors.

Unit 3 Lesson 4 A. Count objects in the diastroom too.

B. Extension: To proctise parts of the body, play 5 mon 50yr.
See TG (Teaching Guide) for rules.

Unit 2 Lesson 5 A. Total about the feelings of the monsters. C. Encourage the children to use their imaginations when drawing their own mainters. If they name their monsters, remind them to bogs the name with a capital letter. Display the finished work on the clustroom wall.

Unit 3 Lesson 1 A. Encourage the children to talk in pairs about the food they would like to eat, using the distagre and picture. Extension: The children talk about their forourse foods.

Unit 3 Lesson 2 A. Point out that two letters make one phonems (sound) in ea. In ing. I and ng are different phonems. C. Extension: Play the blindfold gone with sweet and salty footh, such as postries and crisps. Ask the children to gone what they are enting by touch, small, and taste. See TG.

Unit 3 Lesson 3 A. Explain that this is a folk tale. People have told it for a long time, but we don't know who made it up 9. Extension: Get the children to act out the story. C. Discou how strangers can be friendly (like Mango Janges. They can also be dangerous (like the crocodile). We have to be careful when we decide who to trust.

Unit 3 Lesson 4 A. Extensions Play Guess who? asking the children to make up class about their classmates and guess who they are thinking of See TG.

Unit 3 Lesson 5 A. Check that the capital letters and occurders touch the top line. B. Extension: Ask the children to write about what other animals est.

Unit 3 Lesson & A. Point out that the numbers show the order in which we do the littleuctions. If possible, make sondwiches in class, following the instructions.

Unit 3 Lesson 7 A. Encourage the children to do the edition first and work with a pencil so that they can rub out incurrect quesses. C. The children stand. Go along each row of the class from left to right. Each child supplies a new fillen

the state of the same spectrum from the chief at the right. If they because for more than three seconds, they and and must be down. The last children standing on the ALC: N

gain & Check-up Live these pupes to clies and rectar the personal processes thought or the last three week. Gree a gating test of the phone worth and check that the children pairward them. Remot all the torque and pursus trust the province three years.

pair a Test A. former the chiefren have the correct smay perchibeter the terr. You can read stand the intractions, but uple are that the children were the provery independently althoughting in anywing. Scores can be received in the photographic Rescord of Assessment of the and of the Spenning Golde. If good clims they well an the Task prove us are the Brading and Challenge sectors. I stay have hard by set difficult, the Reading and Challenge can be printed. newed, re-stack week areas identified by the Test before many or to the next use

East 4 Reading and Challenge Only those who have done self to the test should do these sections. The phone persons are in addition to those in the rest of the Pipil Book. Talk shot the recoverys and salt the children to make up their own senances with shem. Chellange C. Use the picture dictionary or the back to discuss word sets. F. Ada the children to add shall shart ideas to the writing took

Unit 5 Lesson 5 E. The children work is pairs, belowing the pottern of the distogram to A. C. Task about ways that Exhermen conclusions: Explain that many fish the because of plants, in rivers and the sea.

Umit 5 Lesson 2 A. Talk shout the days of the week. Note a balls of wrong the following on the blackboard each recovery Tuday is \_\_\_day. Testerday was \_\_\_day. Tomorrow will he day E. How it clear that the shildren con copy ANT els words but no more then six. Dicase the words from A in a different order, noting them to you say them. When a child strys Birgol check that you have said all six words. Also play Run and motion, See T.G.

Unit 5 Lawson 3 A. Discour she problem of least a expecially plante - and try as organism is littler pick or the panypround. Explain their this is a realistic story because a n the rest life. Extension: Go outside for a wildide worth. Ask the shidren no runs the birth, whence and other woulde they see in filtree. minores. Furtices you can don plant some flowers or a set and water them regularly

Unix 5 Lesson 4 A. The spellings for such prover con be found in other gressians. C. Extensiell: Ash the children to make up their main riddles about other garmels.

Unit 5 Lesson 5 C Extension: Ask the children to bring simp school photos of other birds or auntidu from magazines or seespapers. They can describe them and where they bec. Display the pictures olongrote fair capies of their writing on the pm-board. Unit & Leason 1 A. Explain that many objects will go in two

of more rooms buy a topi. Procees country and reading the

Unit & Lesson I A. Explain that the same letters can national rate for different photonics, demonstrating a street on as in book and a long ser so in moon. C. Espisio dist. a folde a a reveged surveyer, when point a vote. Sport here means for Enjoy the street like world of the song, which is openious to the reading rate for Lasson 2

Unit & Lesson 3 A. Discou what Hongs Joseph Yest, no. and fenery look like in process, born, and falts. Talk should the other strange things in Manga jungs's house and his way of avera Explain that a faranty story is like a dream and is not Marreel My

Unit # Lesson 4 A. Chor. and lough about the stronge things In Marago Jangu'a kitchen. It. Poors out abort we say looks for note, but book for more from and. C. Play Where is at an process prepayation. See TG.

Unit & Leasure S.D. Encourage the olividren to use their magicultures to draw and then write about adjects that look like tomerhing also. Dioptay the pictures and fair copies of eirling on the pin board.

Unit 7 Lemon 1 C. See TG for the rest of the youg.

Unit 7 Lesson 3 S. Play this game as in U2 L3 S. D. List piler worth happened with sowers and demonstrate that we use as to frame of them, a.g. on copie, elephone, caseen, and, -

Unit 7 Lesson 3 A. Esplais start this is a stresse fiction stary. hearance is a shout on siles in space. Point out that we do not know whether there are other living things is spece, but there my less of sturies about them? Ask, Are we sowing hoppier when we have burn of shipp? Tells obout viola children have mode to the countrywise and the delight of being quiet and still."

Unit: 7 Lesson 4.3. Play When one thug duny! to precise his. her, then See TG. C. Extension: The civilizen con make up. more questions and prevers about other animals.

Unit 7 Lesson 5 A. Explain that an empty bubble shows that acresion is spenting D. Tauch the children the difference. herween letter numes (e.g. Dee for drug) and the phonemes they reunity make (e.g. slub on or stop). Use letter moress when ups ook them to write copied latters.

Unit 7 Lesson & A. Extension: Write santeness should be. A to the regative like that A ... has her got ... A Runmé the children that a summer begins with a capital letter and ends with a full scop.

Unit 7 Lesson 7 B. Point out that rhyming words 60 not divers look the same or the end.

Unit & Teach on her Unit 4

Unit # Lesson 1 A. In pairs, do aboy rate-plays, stong the given language. Extension: Give the children tan core to buy with Ask the children to add their own ideas to the dialogue, e.g. colong the price and trying to borgain! B and C. For the full song and rules of Simon Says, see T.G.

Unit 9 Comes, 2 A. Experis that year make two phoneses in larger mores, is notice the exact in huppy and in short words, it makes the exact in Ag. C. When demandering pair inflations, here you took as the children.

Unit 9 Leasure 3 A, Cliccate why we tokno festions and make it cover they we can be different from others.

Unit Y Execute 4 A. Ask the children to cours such that Para I were so the resident See T.G. They can than write out the lift of what they bought, using symmetry.

Unit 9 Lesson V.O. Classes the reportures of being height one different ways we can help each other. Ask the children to write at least three nametons.

Unit 10 Lesson 1 A. If possible, teach the rine using a disk. clock with mixing bands. Play What's the time! See TG. D. Explain the importance of soling a versed day.

Unit 10 Lesson 2 B. Show the philiters have 30 were the humber of the wood in the tritering evertise heads the same word in the textbook. D. Show how the position of the sun in sooth picture shows the time of the.

Unit 10 Lasson 3 A. Ask the children to anyone other cross things that Mango jungo does. Explain that when we describe countries, we say which we usually do each day. B. Fore write questions and orowers about form then should Mango Jahan. Extensions: The children wrose about own questions and answers about the two characters.

Unit 10 Lesson 4 A and C. Extension: Ask the children to use these question words in other question.

Unit 10 Lesson 5 il. Extensioni Imagina whot Poppy with the other days of the week.

Unit 11 Lesson 1 C. One half of the class can sing the dragon's words, the other half our sing Newsy's words. The words of the rest of the song time on page 120.

Unit 11 Leman 2 C. Stand with your back to the closs to demonstrate good right hand.

Unit 11 Lesson 2 A. Discuss the importance of helping the poor and the elding. Point out this older children can sometimes set a bod example. If we think they are wrong, we whishly be brown and do what we know it right.

Unit 15 Lewson 4 it. More oble children con write up to. Oness semances obeas things in the moon.

Unit 11 Leasure S.C. To process adjectives, play My Aureg's Cest. See TG. D. Encourage the children to moke up their own ideas, e.g. She con suble the goot, play load music, or stop her hands.

Unit 15 Lesson & A. Give the children precious in using the Picture Dictionary, s.g. On which page can you see a stort to a bee a bord or an insect! What kinds of amesport have now wheels! C and D. Explain that we can sort words by algo-insected order or by thems.

Unit 11 Lesson 7 li. Estention: Ask the children to draw o dragon wearing clothes and as write about it.

Unit 12 Tench on for Unit 4

User \$3 Largers \$ D. As you sing each new verse of the stage and the names from the previous verses.

Once 13 Lancaux 2 A Expires their represent in white the years may begin a special quick that to these worth, ou and an may begin a special posterior. De Extensions find the Transport make the special photocomy and discuss the cound of each page to the Picture Dictionary and discuss the cound of each page to the Picture Dictionary and discuss the cound of each page to the Picture Dictionary and discuss the cound of each page to the Picture Dictionary and discuss the cound of each page.

Unit 13 Leason 3 A. Act out the more in class, presenting in a half or the player-could, where you have playing of upon Extension, Mose a feature of the story. Lie TCs.

Unit 13 Lesson 6 E. At a game, bis-doub different children is sen and gree show each directions, e.g. Well out of the discner and gree show each directions, e.g. Well out of the discflux your hand over your dop. Hand beside the well, Hald your hand ever Norwer's hand.

Unit 13 Lesson 5 D. Extension: The children write more above short they did in their own words.

Limit 14 Lasson 1 II. Play Whor's John of my back! See TG

Unit 14 Lesson 2 A. Explain that the 'mage. if sharges the sound of the st. e.g. say becomes tape.

Unit: 14 Lexaum 3 A. Explain shar we can record things we did so a dairy, in shis clians. If refers to Fran's morber, who writes what she shift on Secundary and then an Sunday. We can a different kind of dury to plan what we are going to do 2. Discuss the difference between shift and like

Unit 14 Lesson 4 A. Tolk about things you are going to as somerrow.

Umit 14 Lesson 5 A. Extensions Ask the children to improthez they are Mongo jungo, using 17. They write his dury for Sunday. D. The children use the table to write a weather dury every day for a weak.

Unit 15 Lesson 1 ft. Arx reversi children to do a rela pluy of Teddy's party, using the "charast" of polite language.

Unit 15 Lesson 2 A: Explain that the 'magic is' charges the around of the L. e.g. can becomes zone. Sing Playing Birthilay whenever is abilit in the class has a birthilay. See TG for the words.

Unit 15 Lesson 3 A. Explain that this is a traditional Chromitable. A lobia is a comy with enemal characters and a morel back that a morel is what we learn from a story. Discussionlying. Each that builtes make others do what they were because they are right, However, the line was clowerer than the taper, so in the and be manufal to save himself—and the unber printable in the jumple.

Unit 15 Lesson 4 C and D: The children can substrate their

Unit 15 Lesson 5 B. Moka is clear that it is all right to the we don't know some chings! D. Extension: Encourage of children to write about their own experiences with remarks

Unit 13 Lesson 6 D. Explain that you mad down for the arrower. Play Guess when it is. See T.G.

Unit 16 Teach as less Unit 4.



# Listening Exercises

sate to the teacher: Read each instruction twice. lowly and clearly. Add your own ideas if the children and the work entry (e.g. in Lesson 1, ask the children problem the dog's rail frown and to leave its legs white)

#### polt I Lesson I B.

You need colouring pencils to do this exercise. Make ner you have red, green, blue, black, brown, yellow, and orange.

- Colour the mug yellow. 2. Colour the bat orange. 3 Colour the jug red. 4. Colour the pen blue.
- Colour the dog brown, 6. Colour the bus green.
- 7 Colour the ben black.

#### Unit 2 Lesson 1 C

to the exercise smally first. Mime the expression to hip the children guess. Repeat each cue. Write the number beside the feeling.

Number 1. (Pant.) I want some water. I feel ...

Number 2. [Smile.] Everything is good. I feel ...

Number 3. [Pat your stomach and lick your lips ] 1 sunt some food. I feel ....

Number 4. [Look frightened.] Oh dear! Help me! I [66] \_\_

Number S. [Look sad.] I'm not happy. I feel ...

Number 6. [Yawn and close your eyes.] I um tired and I want to sleep. I feel ...

Number 7. (Look very angry.) A ball broke my window, I feel very ---

## Unit 3 Lesson I B

kind the question and answer in different voices for man part. If you have some capable readers in the thus they could also read parts.

Teacher Oh look Here's Ali.

What do you want to do, Ali?

Whew! I'm very hot, I want to swim All

in the river

Here's Sara. She's getting a cup. What Teacher:

do you want to do, Sara? I'm very thirsty. I want to drink some

Same water. 3. Teachern Oh dear! Fiza's crying. What do you want. Final.

Piper: I want to go home.

Trachers Here's Adam, He's sleepy. What do

you want to do, Adam?

Adams I want to go to sleep.

#### Unit 4 Check-up A

Repeat each instruction and give the children time to colour. You need red, green, brown, yellow, and orange colour pencils to do this and the Test.

- Fiza's got five mangoes—colour them yellow.
- Ali's got 3 ice creams-they're white, so don't colour them.
- 3. Sara's got 5 aweets-colour them red.
- Mana's got some beans-colour them green.
- Papa's got some eggs-colour them brown.

#### Unit 4 Test A

- Colour the monster's legs red.
- Colour its shirt orange.
- Colour its banana yellow.
- Colour its ears green.
- 5. Draw a ball on the monster's head.
- Draw an egg on the monster's tail. 6.
- Draw a glass on the monster's nose.

#### Unit 5 Lesson 2 B

Play Bingal'. Use it whenever you want to revise phonic patterns you have taught.

- Tell the children: Copy any six words from Lesson J. A into your books. You choose the six wurds.
- 2. While the children are writing, walk round the chass and check their spellings and that there are no more than six words.
- 1. Dictate the words clearly in a different order, repeating each one twice. The children should tick the words you have said.
- Note down every word you dictate, so that you can check them later.
- 5. When children have ticked all six words they have copied, they shout, 'Bingo!'
- Check that the child has really won, using the words you noted.

119

#### Unit 6 Lesson 1 B.

Repeat such instruction and gove the children time to draw pictures in their autobacks

- El Draise a pair im a store. 2. Draw a bucket under a shareer: 3. Draw a cat under a table.
- 4. Draw a put un a TV. 5. Draw a jug on a chair.
- fit. Driew a apoun in a jug. 7. Draw an egg in a slich

#### Unit 7 Lesson 1 B

Gine instructions to draw a simple picture of a boy, as you draw it on the board yourself. Tell the children by Draw long logs, short hair, a happy mouth, big cars and small eyes.

#### Unit # Check-up A.

- 1. Chr. Monday, Ping suts 20 mentballs. [pauce]
- On Thesday, she cuts 15 cakes. [purise]
- On Wednesday, she cuts 12 hot samous. (ponce)
- On Thursday, she cuts 13 bananas. /pause/-
- On Friday, she eats 5 fish. [pause]

#### Unit 8 Test A

Read aloud the following listening exercise twice: Read slowly, giving the children time to tick the correct boxes.

Mango lango goes to a strange school. He does not learn to read. He learns to ride elephants. He goes to school on Sunday but he does not go to school on Monday or Tuesday! His teacher is Mrs Bing. She is strange too. She jumps on the table and has seventeen syss.

#### Unit 9 Lesson 1 C

Play Simon says. The children all stand and do what you tell them if you first say, Simon says. They are out and six down if they do the scrong action or do it when you don't say Sumon ways. The last child left standing is the winner.

#### Unit 10 Lesson 2 B

Ask the children to write the numbers 1-10 beside the search yets read about like this. Say each word and number rwicz.

1 shorts. There is a number one beside shorts as an example 2, horse: Write a number 2 beside the word horse! Number 2: horse. (Do the same for each word. explaining where to write the number and repeating the need.) 3. horns 4. morning 5, for 6, white 7, whose, s, wheel 9, when 10, selly

## Unit 11 Lesson 1 C.

Here are the words for the rest of the song. One stacut the class can sing the dragon) words on the left. The other side can mag Namey's verses on the right. The halders follow the pattern of the first two verses in complete the later verses. Explain how a hale can be filled with strew and a knife sharpened on a dry stree

- With what shall I mend it, dear Nancy, dear
  - With what shall I mend it, dear Nancy, with what With straw, dear dragon, dear dragon, dear

With stress, dear dragon, dear dragon, with stress

- But the strew is too long, dear Nancy. Then cut it, dear dragoo.
- With what shall I got it, dear Nancy? With a knife, dear dragon....
- But the keufe is too blunt, dear Nancy. Then sharpen lt, dear dragon...
- With what shall I sharpen it, dear Nancy! With a stone, dear dragent...
- But the stone is too dry, dear Nancy. Then wet it, dear dragon....
- With what shall I wet it, dear Nancy! ... With water, dear dragon...
- With what shall I carry it; dear Nancy! .-With a bucket, dear dragon...
- 10. But there's a hole in my bucket, dear Nancy (triumphantly)

#### Unit 11 Lesson 2 C.

Read the words from Ex. A in a different order, mixing up words with the ir phoneme and the ch phoneme Ad the children to raise their right hands when you say 2 word with the it phonems.

#### Unit 12 Check-up A

Write the correct times below the picture.

1. Adam's cat gets up at 7 oclock in the morning [panne]

OXFORD

she has breakfast at 8 o'clock. [pung]

- Adam comes home from school at 3 oclock in the effectioon and she plays with him. [panie]
- She rats fish for dinner at 7 o'clock. [pume] the goes to sleep at & o'clock. [pane]

# Unit 12 Test A

and aloud the following listening exercise twice. good slowly, giving the children time to circle the oppost boxes.

Mango lango's strange because he eats in the androom. He does not like sweet food. He does not the cake or ice cream. He likes eating flies and anta-He likes reading books too. He always reads books m the morning. He never reads books in the afternoon. In the evening, he sometimes puts on his hig blue hat and he sings songs. His friend Polly smally runs away when he sings!

#### Unit 13 Lesson 1 A

Divide the class into two teams. Ask one team to mine an action. Then ask the other team to guess what they are doing. Suitable commands are: Combyour hair. Wash your face. Drink some water. Eat un apple. Touch your nose / eyes / leg. etc., Gree a mark to each team for a correct response. Give no mark for in incorrect response. Each team takes it in turn to mime and make sentences. Total each team's marks at the end of the game and clap for the winning team. For example:

Teacher: Team A, clean your teeth. [Team A mime

cleaning their teeth.] Good, One mark for Team A. [She writes it on the board.] Now, one child in Team B, what are they doing? [Omar ruises hand.] Yes, Omar?

Oman They're cleaning their teeth.

Bachen Correct. One mark for Team B.

# Unit 14 Lesson 1 A

Using language you have already taught, say some things that are true and some things that are false. If all the class stand, you can turn it into a game by making those who respond wrongly sit down. The last stelld standing is the winner.

home examples: I'm wearing a blue suit. You're tating white shirts. The clock is over the door. It's three oclock. There are three windows in the flassroom. It is rainy today.

# Unit 15 Lesson 2 E

Sing the stong Happy Biethday! whenever a child hat a

Happy Birthday to you, Happy Birthday to youl Happy Birthday, dear (name), Happy Birthday to you!

# Unit 15 Lesson 6 C

L. Ali gave Sara a computer game, 2. Mama gave her a suit. 3. Mango Jango gave her a spoon with hands. 4. Papa gave her a doll. 5. First gave her a whistle, 6. Adam gave her a book.

# Unit 16 Check-up A

Read aloud slowly. Emphasize that the children only tick what All slogs.

Tomorrow morning Ali is going to have a bath and clean his teeth. Then he'll go to school. Fiza isn't going to go to school. She's going to make a cake with Mama. After school, Ali will go home and watch TV. He'll go to bed at 8 o'clock and Sara will do her. homework with Papa.

#### Unit 16 Check-up B

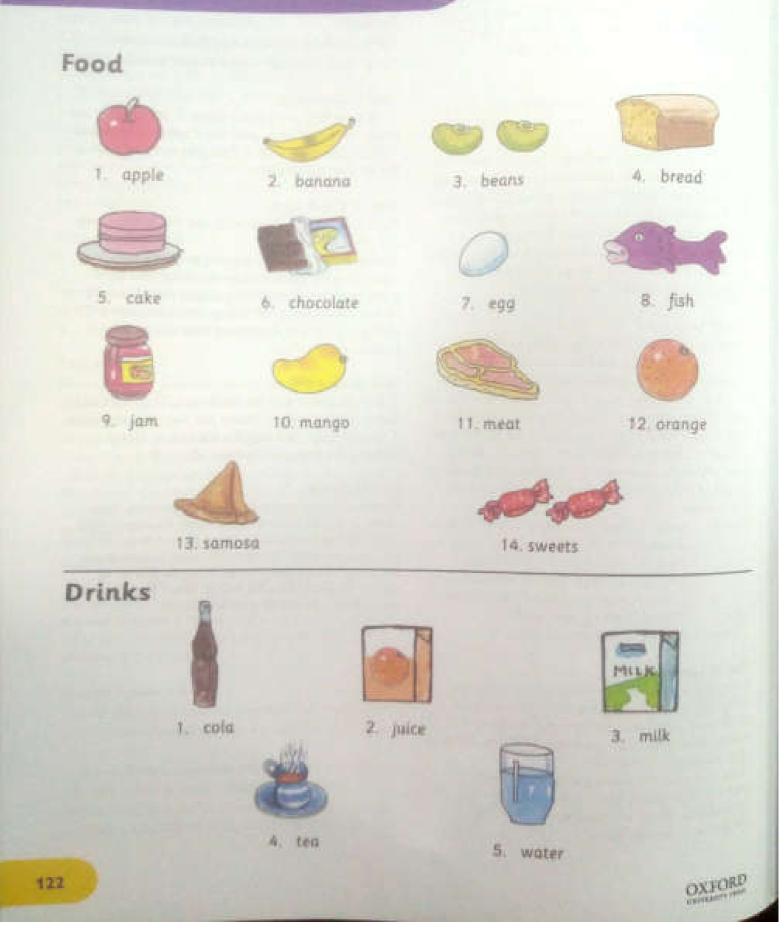
1. First First went into the kitchen, 2. Then First and Mama made a cake. 3, Mama put the cake on a plate. 4. Mango Jango flew into the kitchen. 3. Mama dropped the plate. 6. "Oh dear!" she said.

#### Unit 16 Test A

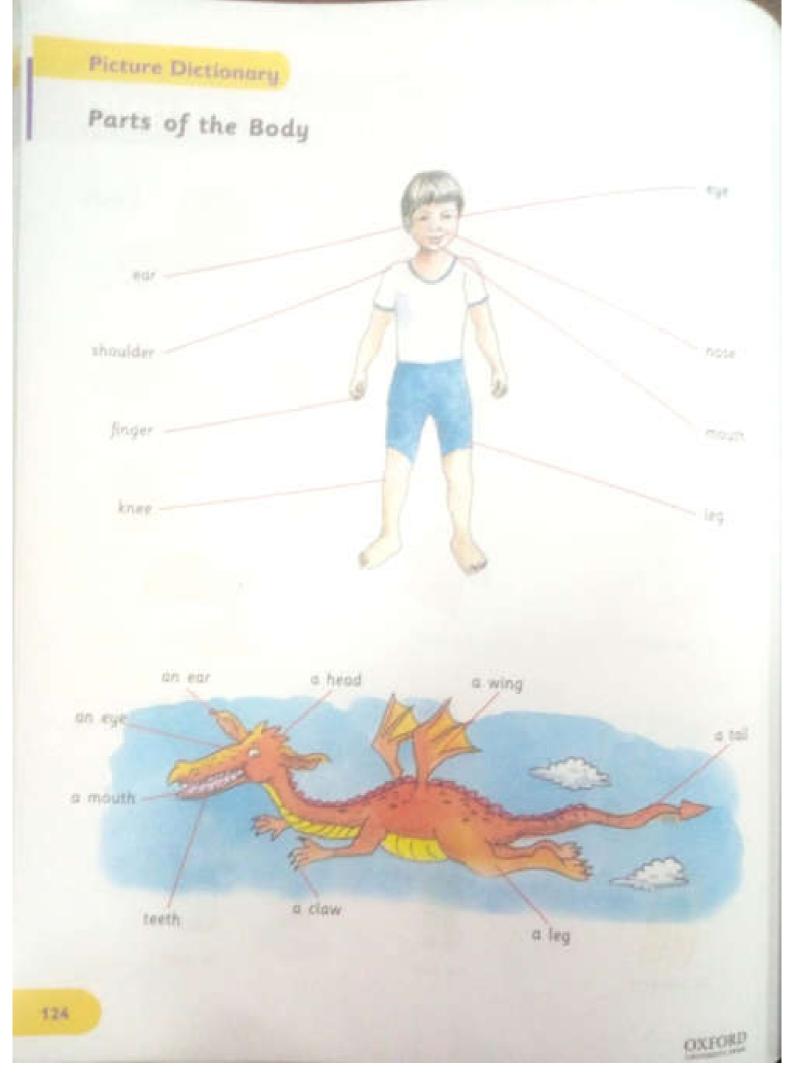
Read aloud the following listening exercise twice. Read slowly, giving the children time to circle the correct wands. Mr Majid has a music shop. When he is at home, he plays the plane every day. His favourite music is quiet music His piano is in the living room. When he goes to the market, he always rides his buycle. When he goes to his states's house, he mustly goes by bus.

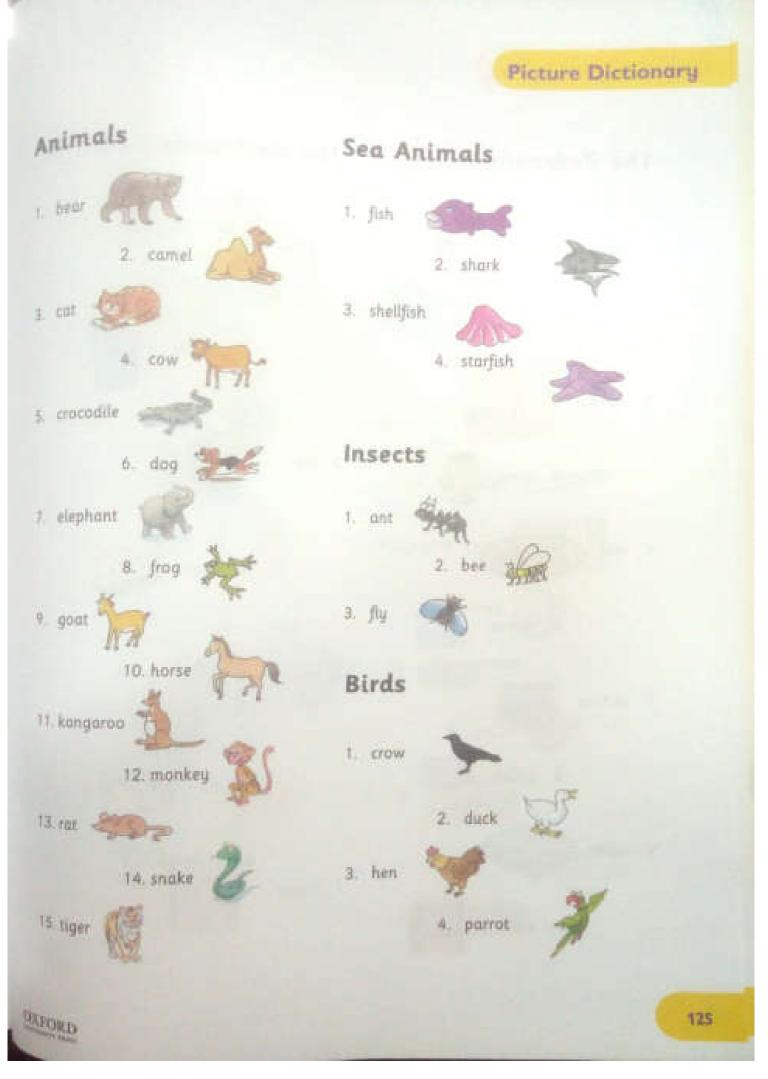


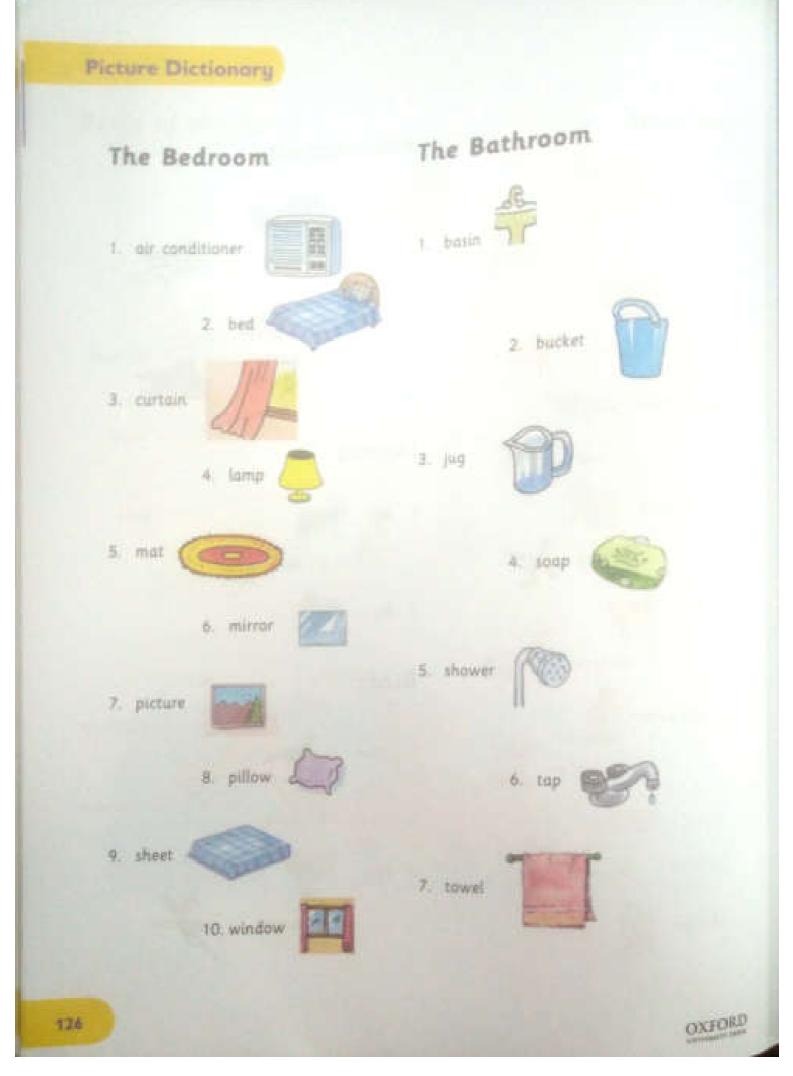
# Picture Dictionary

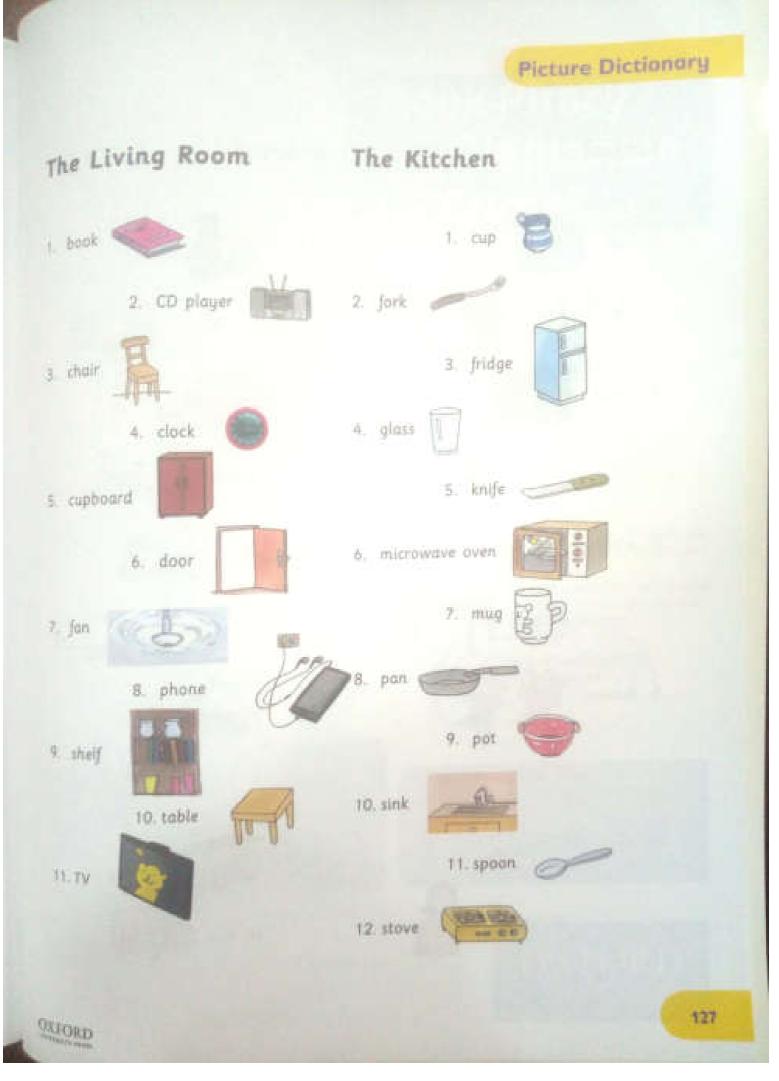












## Picture Dictionary



# OXFORD PROGRESSIVE ENGLISH

ELEANOR WATTS

Oxford Progressive English (second edition) is a course that builds on all the strengths that have mida best-seller since its publication.

## Much-loved features

- «A carefully graded syllabos to give children a solid foundation in English
- A balanced approach to speaking and listening skills, reading, vocabulary, grammar, punctuation and graded writing
- . Lively, beautifully illustrated reading texts that contextualize new language in a variety of genres.

#### New features

- · New or revised reading texts
- · Extra reading and extension work for more able pupils
- Professionally made audio-recordings
- Updated references to modern technology and science
- · Quarterly formative assessments in the Students' Books
- · A summative end-of-year test in the Teaching Guide

### Features of Book I

- · 7 new reading texts
- A phonic approach to the teaching of reading
- Audio-recordings of all phonic tables, reading texts, and songs
- Introduction of simple grammatical terms and dictionary work
- · Brief notes for the teacher at the back of the Student's Book

# Components

Students' Books Introductory to 5 Teaching Guides Introductory to 5 Audio-recordings Introductory to 5 Optional flash cards for the Introductory Book

# About the author:

Eleanor Watts has extensive experience in teaching at the primary level 14 books for teachers, and 10 storybooks. She has written many article trained teachers in ten countries, including Pakistan. published 40 textbooks, rational journals and



www.oup.com.pk













