

Domains and Benchmarks				
	Access to Information	Social Interaction	Appreciation of Literature and Culture, and Language	Presentation
Task A: Present two animals. (page 53) <hr/> Assessment Chart: Teacher's Guide, page 180 <hr/>	<ul style="list-style-type: none"> • identify facts, feelings and explicit opinions in a text • locate relevant information for a specific purpose • use information tools such as a glossary, a simplified learner's dictionary, online dictionary, table of contents, guided search engines, simplified E-books, YouTube videos 	<ul style="list-style-type: none"> • interact for a limited range of purposes such as asking for and giving information 		<ul style="list-style-type: none"> • present information on limited content, supported by visual aids • describe people, places, things, events and personal experiences in familiar settings • use given criteria such as a checklist / rubric to prepare presentations • Optional: use digital media tools, such as podcasts and Web 2.0 tools
Task B: Interview friends. (page 54) <hr/> Assessment Chart: Teacher's Guide, page 181 <hr/>		<ul style="list-style-type: none"> • engage in short conversations / discussions by asking and answering simple questions about familiar topics and everyday situations 		<ul style="list-style-type: none"> • use given criteria such as a checklist / rubric to prepare presentations • use digital media tools, such as podcasts and Web 2.0 tools
Writing: Write an e-mail about yourself. (page 23) <hr/> Assessment Chart: Teacher's Guide, page 180 <hr/>	<ul style="list-style-type: none"> • identify different text types and use this knowledge as needed (as a model) 	<ul style="list-style-type: none"> • create and respond to a limited range of written message types 	<ul style="list-style-type: none"> • are aware that not all words can be translated on a one-to-one correspondence 	<ul style="list-style-type: none"> • describe people, places, things, events and personal experiences in familiar settings • use given criteria such as a checklist / rubric to prepare presentations

Domains and Benchmarks				
	Access to Information	Social Interaction	Appreciation of Literature and Culture, and Language	Presentation
Writing: Write about your favorite character. (page 38)			<ul style="list-style-type: none"> • know how word order, sound and writing systems in English are organized and how these elements compare with their home language • identify and describe events, settings and main characters in literary texts, using lower-order thinking skills 	<ul style="list-style-type: none"> • describe people, places, things, events and personal experiences in familiar settings • use given criteria such as a checklist / rubric to prepare presentations
Assessment Chart: Teacher's Guide, page 180				
ICT: Do a survey. (page 42)		<ul style="list-style-type: none"> • express feelings, likes and dislikes 	<ul style="list-style-type: none"> • identify and describe events, settings and main characters in literary texts, using lower-order thinking skills • provide an oral, written or visual response to a literary text 	<ul style="list-style-type: none"> • design a means for collecting information and list the results • use digital media tools, such as podcasts and Web 2.0 tools
Assessment Rubric: Teacher's Guide, page 187				
Story: The Blind Men and the Elephant (Optional Literature Review – Workbook, page 260)			<ul style="list-style-type: none"> • identify and describe events, settings and main characters in literary texts, using lower-order thinking skills • analyze and interpret literary texts, using higher-order thinking skills • recognize the use of basic literary techniques in a text • understand the historical, social and/or cultural contexts of the text and its author • provide an oral, written or visual response to a literary text • reflect on the literary text • are familiar with different cultural practices and traditions from reading literary texts 	
Answers: Teacher's Guide, page 205				

Page 17 – Opening page

The purpose of this page is to get the pupils into the topic and theme of the unit. Draw pupils' attention to the title "Is It True?" and check that they understand.

Share the objectives of the unit with the pupils. Explain that at the end of the unit there is a choice of tasks to assess what they have learned throughout the unit. Read the descriptions of the tasks.

Refer pupils to the instructions at the bottom of the page. Tell them to look at the pictures and describe what they see. Tell pupils to read the titles of the articles and stories. Ask them if any are familiar to them and, if so, have them share what they know. Ask pupils which of the stories they think are true stories and what they think they are going to read about in this unit. Elicit that they will learn about wolves, fairy tales and book reviews.

Page 18

Part 1 True or False?

Ask pupils to read the title of Part 1 and explain the words.

Direct pupils' attention to the word strip at the bottom of the page. Explain that the words in the strip appear in the reading and / or listening texts. Note that the words are divided into two groups: "Remember" words, to help weaker pupils focus on key words assumed known, and "New Words", which include core words and phrases and words for expansion.

Teach the vocabulary in the word strip. Point out that *true* and *false*, and *never* and *always* are opposites. Write the frequency words *always*, *sometimes*, *often*, *usually* and *never* on the board and ask pupils what they all have in common. For suggestions about how to teach new words, see pages 11-12 of the Introduction.

► **WORKBOOK** Tell pupils to do the Get Ready exercises (Words and Reading) on **pages 17-18** of the Workbook.

Find Out

Read the content and ask pupils to name stories with wolves in them. Ask them if they think wolves are bad or scary. Allow them to answer in their language and then help them say their answers in English.

1 a. Do the quiz below. Do as much as you can.

Read the title of the text and check that pupils understand. Tell pupils to read the sentences and decide which they think are true and which are false. Point out that a fact is a true piece of information. Stronger pupils should read all the statements, while weaker pupils need only read sentences 1-6.

Optional: Have a different pupil read each sentence. Ask other pupils to translate and say the sentences in their language. Make sure all pupils understand. Then ask pupils to read the sentences to themselves and decide which are true and which are false.

b. Work together and check your answers.

Tell pupils to read the answers, which are listed upside down beneath the text, and check if they correctly identified the statements as true or false. Then have pupils work in groups and share their answers so that all pupils will have the same correct information about wolves.

Page 19

2 Answer the questions. Do as many as you can.

Instruct pupils to answer as many questions as they can about the text in exercise 1. Tell pupils to look for the answers in the text and to use the text for help with spelling. Remind pupils to use capital letters

at the beginning of each sentence and a period at the end. Check pupils' answers by having them read them out to the class.

ANSWERS

1. Wolves sleep in the day.
2. Wolves live in Israel.
3. Wolves sometimes kill sheep.
4. Wolves talk to each other by howling.
5. Wolves eat wild animals and birds.
6. Wolves' eyes are yellow at night.

► **WORKBOOK** Tell pupils to do the exercises on **pages 18-19** of the Workbook.

Think and Talk

Read the question and the pupil's comment. Ask pupils to say what new information *they* learned about wolves.

Read Better – Text Types

Draw pupils' attention to the teaching point. Explain that how a text is organized often helps the reader understand the kind of text it is. This, in turn, helps the reader understand the text better.

3 a. Read the ad. What is it for? What can you do at the park?

Have pupils look at the ad and say what it is for. Elicit that it is an ad for The Wolf Park. Point out that ads often have graphics and big titles or headlines to catch the attention of viewers or readers and get them interested in their product. Ask pupils what information they think will appear in this ad.

Tell pupils to scan the ad for adjectives and verbs. Then tell pupils to read the ad and ask them to find pairs of opposites. Finally, ask them to say three things wolves do in the park and at least two things visitors can do at The Wolf Park.

Optional: Ask pupils if they think any information is missing from the ad.



b. Listen to a conversation about The Wolf Park and complete the sentences.

Tell pupils that they are going to listen to a phone conversation between a woman and a clerk at the park office about visiting The Wolf Park.

Play the recording once and tell pupils to listen only. Then have pupils read the sentences and check that they understand the details they need to complete the sentences.

Refer pupils to the TIP and explain that listening for numbers will give them specific details that they may need to complete the sentences.

Play the recording a second time and tell pupils to listen and write the missing words in their notebooks.

Listening Script

Tim: The Wolf Park. This is Tim. Can I help you?

Sandra: Yes, please. My name is Sandra Black. My family and I want to visit The Wolf Park. Can you please tell me when the park is open?

Tim: Yes, of course. You can visit us six days a week, from Monday to Saturday. The Wolf Park is open from 4:00 in the afternoon until 8:00 in the evening. We're closed on Sundays.

Sandra: 4:00 till 8:00? Why can't we come in the morning?

Tim: Because wolves sleep in the morning. People don't want to come here to see them sleep.

Sandra: No, of course they don't. How many wolves live in the park?

Tim: We have a hundred gray wolves.

Sandra: A hundred? Wow!

Tim: So, when would you like to visit us?

continued →

Sandra: Hmm ... is Monday, October 12 OK?
Tim: Monday, October 12 is fine. How many people want to come?
Sandra: Five – two parents – that's Mr. Black and me – and three children. How much is it?
Tim: Tickets are \$30, but children up to the age of 12 are free.
Sandra: So that's \$60, right?
Tim: Yes, that's right. The money helps us feed the animals and look after them.
Sandra: I'm happy to give money to help feed the wolves. See you on October 12!

ANSWERS

1. 4:00, 8:00 3. 12
2. 100 4. \$30

c. Listen again and check your answers. Then answer the questions.

Play the recording again and pause periodically to allow pupils to check their answers.

Read the questions and check that pupils understand. Tell them to answer the questions in their notebooks. Have pupils read their answers out loud.

ANSWERS

1. Because wolves sleep in the morning.
2. The money helps feed and look after the animals.

Page 20

4 Give examples. Do as many as you can.

This exercise provides practice of the new vocabulary (words that appear in bold font). Encourage pupils to give examples for as many of the items as they can. Tell them to do this as a written exercise in their notebooks. You may want pupils to do this activity in groups.

Remember

Draw pupils' attention to the Remember box. Remind pupils of the three forms of the verb *be* and with which pronoun each form is used.

Ask pupils to translate the sentences with *be* into their own language and elicit that there is no present form of the verb *be* in Hebrew or Arabic.

Now draw pupils' attention to the verb *have / has*, and remind them that we use *has* when the subject is *he*, *she* or *it*.

Ask pupils to translate the sentences with *have / has* into their language and to compare the word order.

Write sentences on the board with *am / is / are* or *have / has* and have pupils choose the correct word to complete each sentence. For example:

I am / is / are in Grade 6.

They am / is / are at school.

She have / has a yellow bag.

We have / has a lot of homework.

Refer pupils to page 227 of the Grammar Help for a more detailed chart of the verbs *be* and *have / has*.

► **WORKBOOK** Tell pupils to do the exercises on **pages 19-21** of the Workbook.

Present Simple – Positive

Explain to the pupils that in English there are a few present tenses, and each is used to talk about different situations. Tell pupils we use the Present Simple to talk about routines, habits, customs and facts. Point out that the quiz about wolves they read and the dialogue about The Wolf Park they listened to describe facts and routines and were therefore written in the Present Simple.

Read the example sentences. Then elicit other examples from the pupils or suggest some. Write examples on board, such as:

I drink coffee every morning.

Fish swim and birds fly.

Write the following time expressions on the board: *always, sometimes, never, often, usually, once a (week), every (day), on (Mondays), in the (morning), at (seven o'clock)*. Explain these words in the pupils' language. Then tell pupils to give examples of their routine activities or habits using the expressions listed. Make sure pupils understand the connection between the time expression and the tense: certain time expressions are used with certain tenses. Write some sentences in the Present Simple with time expressions on the board. Tell pupils to copy the sentences into their notebooks and underline or highlight the time expressions.

Using the same example sentences, tell pupils to find the verbs in the sentences and to circle them. Tell pupils that for sentences in the Present Simple with *I, you, we* and *they*, we use the base form of the verb (V1). Tell them that for positive sentences with *he, she* and *it*, we add *s, es* or *ies* to the base form of the verb.

Teach the spelling rules as follows:

1. We usually add an *s* to the verb.
2. When the verb ends in *s, ss, sh, ch, x* or *o*, we add *es*.
3. When the verb ends in consonant + *y*, we drop the *y* and add *ies*. If the verb ends in a vowel before the *y*, we only add *s*.

After stating each rule, give examples.

Tell pupils to write at least five sentences in the Present Simple with *I, we* or *they* and five sentences using names of friends or family members. Check that they have used the correct form of the verb.

Refer pupils to the grammar box on page 20 and to page 228 of the Grammar Help for a more detailed explanation of the Present Simple.

5 How do you say the sentences in the grammar box in your language?

Have pupils translate the sentences in the Present Simple grammar box and compare the forms in the two languages.

6 Find verbs in the Present Simple in the quiz on page 18.

This task allows the pupils to see how the Present Simple is used in the context of a text. Refer them back to the quiz on page 18 and give them time to find at least one sentence in the Present Simple that describes a fact and at least one sentence that describes a routine. Tell pupils to copy the sentences into their notebooks.

Page 21

7 a. Are the sentences true or false? Do as many as you can.

Tell pupils to read each sentence and decide if it is true or false. Point out that the verbs in the sentences are in the Present Simple because the sentences are facts (or false facts).

Optional: Have the pupils copy the sentences into their notebooks and write *true* or *false* next to each.

ANSWERS

- | | |
|----------|----------|
| 1. false | 3. false |
| 2. true | 4. true |

b. Correct the false sentences.

Tell pupils to correct the false sentences in their notebooks. Accept all logical answers.

8 a. Choose the correct answers.

This exercise practices verb forms in the Present Simple. Ask pupils when they need to add *s / es / ies* to the verb and when the verb stays in its base form.

Do sentence 1 together with the class. Write sentences 2 and 3 on the board. Ask pupils to find the subject in sentence 2 and underline it on the board. Ask pupils which pronoun can be used for “My mom”. Tell pupils to choose the correct form of the verb. Repeat with sentence 3.

Tell pupils to copy all the sentences into their notebooks with the correct verbs.

ANSWERS

- | | |
|-----------|---------|
| 1. get up | 4. have |
| 2. works | 5. go |
| 3. washes | |

b. Match the sentences to the pictures.

Ask pupils to describe what is happening in each picture. Then tell pupils to match the pictures to the sentences in exercise 8a.

ANSWERS

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

9 About you! Make up sentences about what you do in the morning. Write as many as you can in three minutes.

In this personalized activity, pupils write true sentences about themselves using the words in the substitution chart. Remind them how to tell the time in English and explain the different ways of saying the time using the examples in the TIP. You may have the weaker pupils do three sentences. Have the stronger pupils write at least three additional sentences of their own. Elicit the meaning of the question “What’s the time?” and have pupils compare it to the question in their own language.

Page 22

10 a. Tom lives in England. Look at what he does every day. Write sentences about him.

Elicit that the text in this exercise is a timetable. Explain that a timetable is a schedule that lists times and activities in the order in which they occur. Point out that the activities are not written in full sentences; rather, they are written in a shortened form.

Draw pupils’ attention to the example and ask them to say sentences about what Tom does every day according to his timetable. Repeat the pupils’ answers, stressing the correct form of the verb.

Say a time and ask pupils to say what Tom does at that time. Repeat with other times.

Ask pupils questions about what time Tom does certain things. For example: *What time does Tom go to bed?* Elicit that he goes to bed at nine o’clock.

Optional: Write the verbs on the board as they are said and underline the *s* or *es* ending.

Tell pupils to write at least five sentences about what Tom does every day and the time he does each activity.

Have the weaker pupils copy the following hours with their activities into their notebooks: 7:00, 7:15, 2:30, 5:45 and 9:00. Tell them to underline the verbs and to then write sentences, remembering to add *s* or *es* to the verb endings. Tell the pupils to look up words they don’t know in the dictionary and write them in their language.

Read the *Did you know?* with the class. Ask pupils if they know about school hours in other countries. Elicit that pupils in England don’t have school on weekends. Compare the weekend in England to the weekend in Israel.

b. Write 2-5 sentences about what you do every day.

Tell pupils to write sentences about their own daily timetable in their notebooks. Point out that they can refer to the sentences they wrote in exercise 9 on page 21 about what they do in the morning. Remind pupils that a timetable lists the activities in a shortened form, not in full sentences.

**Comparing and Contrasting**

Read the explanation of the higher-order thinking skill with the pupils. Choose two items in the classroom and have pupils compare and contrast them by saying how they are the same and how they are different. For example, you may choose two different colored markers and elicit that they both write but they are different colors. Alternatively, have two pupils stand in front of the class and have the rest of the pupils say what they have in common and what the differences are between them.

c. Work in pairs. Compare the times you do things every day. How many things do you do at the same time?

Have pupils share their own timetables with a partner and find out what is the same and what is different.

d. Compare your day to Tom's. Who has a longer day at school?

Tell pupils to compare their timetables to Tom's. Encourage them to use time expressions in their sentences. Draw their attention to the example and point out the form of the verb after "Tom and I". Elicit who has a longer school day.

For weaker students, draw the Venn diagram on the board. Elicit responses and fill them in to demonstrate how the graphic organizer helps to show comparison and contrast visually.

11 a. Copy and complete the sentences. Who can complete the most sentences in 10 minutes?

Review the time expressions and list them on the board. Say a sentence – such as, *I go to my friend's house* – and have pupils repeat the sentence with a time expression that is correct for them. Repeat with other sentences.

Tell pupils that they have 10 minutes to think of as many things as they can to complete the sentences. Once the time is up, have pupils share their sentences with the class and find out who had the most.

b. Compare and contrast your sentences.

Tell pupils to compare their sentences with other pupils in the class.

► **WORKBOOK** Tell pupils to do the exercises on **pages 22-25** of the Workbook.

Page 23**12 Read the e-mail and complete the fact file on page 25 of the Workbook.**

Explain to pupils that Lital wrote an e-mail about herself to a new e-pal. Ask pupils to say why they think Lital wrote the e-mail. Elicit that penpals and e-pals are a nice way to learn about other cultures and children who live in other countries.

Explain to the pupils that this e-mail will serve as a model for an e-mail that they are going to write about themselves. Ask pupils what information they think will be in Lital's e-mail. Refer pupils to the categories in the fact file and check that they understand. Then instruct pupils to read the e-mail and complete the fact file on page 25 of the Workbook with information from Lital's e-mail.

Write Better

Review the prepositions *at*, *in* and *on* and how we use them when talking about time. Read the model expressions and tell pupils to compare the use of the prepositions in their language by translating those expressions. Elicit that the same word is used in Hebrew for all three prepositions.

Tell pupils to find examples of the prepositions *at*, *in* and *on* in Lital's e-mail and list them in their notebooks with the time words that follow. Have pupils then check that the rules apply to their examples.

Remind pupils when to use correct punctuation (periods and question marks). Also remind them of when we use capital letters and ask them to find examples in the e-mail in exercise 12.

► **WORKBOOK** Tell pupils to do the exercises on **pages 25-26** of the Workbook.

13 Complete the fact file on page 26 of the Workbook about yourself.

Explain to the pupils that they must complete the same fact file chart they filled in for Lital in exercise 12 with information about themselves. Brainstorm different hobbies and list pupils' suggestions on the board.

14 Your turn!

a. Write an e-mail about yourself. Use your fact file and the Model to help you. Use *at*, *in* and *on*. Remember to use capital letters.

Tell pupils to write an e-mail about themselves. Explain that they may use the model e-mail in exercise 12 and their fact file for help. Tell them to use the prepositions of time taught in their e-mails. Remind pupils to use capital letters where necessary.

b. Check your work.

Refer pupils to the checklist on page 252 of the Workbook and explain that they should check their own work by going through each of the points listed.

c. Correct your work and put it in your English file.

Instruct pupils to make any revisions and corrections to their e-mails and put their work in their English file.

A photocopiable Teacher's Assessment Chart appears on page 180 of this Teacher's Guide.

Pages 24-25

Teach the vocabulary in the word strip at the bottom of the page.

► **WORKBOOK** Tell pupils to do the Get Ready exercises (Words and Reading) on **pages 27-28** of the Workbook.

Optional: Review nouns and verbs by asking pupils for examples of each in their own language. Emphasize that a living thing, such as an animal or a person, is also a noun. Remind pupils that a verb is an action someone does. Tell pupils that other words in the sentence have other purposes. Give an example of a sentence with a noun, a verb and an adjective. Check that pupils understand what an adjective is.

Tell pupils to draw a two-column chart in their notebooks, and to label one column "Nouns" and the other "Verbs". Tell them to write as many words as they can from the word strip in the correct column. Then ask them to find words that don't belong in either group.

ANSWERS

Nouns: clothes, forest, movie, diary, village, life

Verbs: wear, keep, saw, was, means

Words that don't belong in either group: strange, because, back, like



Making Connections

Read the explanation of the higher-order thinking skill with the pupils. Explain that making connections between different facts in a text or with information that they knew prior to reading a text can make the text easier to understand.

15 You are going to read a story about a boy who lived with wolves. Think about what you learned about wolves on page 18. Do you think a child can live with wolves?

Read the instruction and engage the class in a discussion about children who have grown up with animals in the wild. Ask pupils to think about how children who grow up among animals in the wild differ from other children. Tell them to think about Mowgli in the story, *The Jungle Book*. Encourage them to think about how the children might walk, eat, speak and look.

Ask pupils to think about the facts they learned about wolves on page 18 and discuss if they think a child can live with wolves. Point out that children living with animals use the animals as role models, whereas children living with humans learn from humans.

Draw pupils' attention to the photograph of a wolf boy on page 25. Tell pupils that it shows a seven-year-old boy called Ramu, who was found living with wolves in India six years after he disappeared from his home. The photo shows Ramu being fed. Like other children who were brought up by wolves or other wild animals, Ramu had calloused knees and hands and sharp teeth. He didn't know how to speak, but howled like a wolf. He also didn't know how to eat like a human being.

Read Better – Diaries

Refer pupils to the teaching point. Explain that a diary is a daily record of someone's personal experiences and thoughts. Ask pupils if they write diaries or if they know anyone who does.

16 Look at the diary on page 25. Who wrote it? How many entries are there?

Tell pupils that they are going to read part of a diary. Have them look at the text on the next page and ask them how we know this is a diary. Elicit that the text is organized chronologically according to dates, and there are short entries for each date.

Have pupils answer the questions by looking at the text before they actually read it. Draw their attention to the TIP about Wh- words and make sure pupils know or remember the meaning of each. Then ask them which Wh- words appear in the questions in this exercise and in exercise 17.

ANSWERS

1. Tanesh wrote the diary.
2. There are five entries.

17 Read about Monday, May 4 and answer the questions.

The easier text appears on page 194.

Tell pupils to read the first diary entry (Monday, May 4). Check comprehension by having pupils answer the questions. Other discussion questions may include: *What do you think a "wolf boy" is? How do you think Tanesh feels?*

ANSWERS

1. He was in the forest.
2. He sees a small boy.
3. He wants to help the boy because he doesn't want him to live like a wolf boy in the forest.

18 Now read the rest of the diary. Are the sentences true or false? Correct the false sentences.

Tell pupils to read the rest of the diary. Check their understanding by having them read the sentences about each part and say if they are true or false.

Optional: Divide the class into four groups, and have each group read one entry of the diary. Then have each group share the information they learned with the rest of the class.

Ask pupils if they think this story is true. Explain that the diary excerpts are based on a newspaper article reporting about a story that happened in India.

Have pupils correct the false sentences. Remind them to refer back to the text.

Optional: Locate India on a world map and find out if any of the pupils have been there.

ANSWERS

Tuesday, May 5

1. false (He plays with the wolves.)
2. true
3. true
4. false (He runs on his hands and feet.)
5. false (He doesn't have a good life.)

Friday, June 19

1. true
2. false (He isn't happy.)
3. false (He gets up at 12 o'clock every day.)
4. true

Sunday, September 20

1. false (Hasit doesn't speak. He uses his hands.)
2. true
3. true

Wednesday, October 28

1. true
2. false (Tanesh is sad.)
3. false (He took him back on Wednesday.)

19 What happens on each day? Say at least one thing.

Have pupils compare the way we write dates in English to the way they are written in their language. Tell pupils to work in pairs or groups and look through the text to find out and talk about what happened on each of the days listed.

POSSIBLE ANSWERS

Monday, May 4: Tanesh was in the forest. / Tanesh saw a small boy. / The small boy was with some wolves.

Tuesday, May 5: Tanesh is in the forest.

Friday, June 19: Hasit lives with Tanesh in the village. / Hasit isn't happy. / It is 10 in the morning and Hasit is sleeping.

Sunday, September 20: Hasit doesn't speak – he uses his hands. / Hasit wears clothes.

Wednesday, October 28: Tanesh took Hasit to the forest. / Tanesh is sad.

Page 26

20 Answer the questions.

Note that this exercise uses the higher-order thinking skill of Integrating, which is taught in Unit 6.

Ask pupils these post-reading questions and encourage a discussion.

ANSWERS

1. Accept any logical answer.
2. On Friday, June 19, Tanesh writes: He isn't happy. He wants his animal friends. He doesn't play with the children because he is afraid of them. He doesn't like our food.
On Sunday, September 20, Tanesh writes: I think he is sad. He wants to play with his wolf friends and hunt for food in the forest.

21 a. Write as many sentences as you can about Hasit in the forest and in the village.

Complete the chart on page 29 of the Workbook. Where is life better for Hasit?

Write the following question on the board: *How is Hasit different from other children in the village?*

Have pupils copy the question into their notebooks. Tell them to read the text again and suggest differences. (Possible answers: he lives with wolves, can't talk, runs on his hands and feet, plays with dogs and cats, is afraid of children, catches chickens and eats them, speaks using his hands)

Tell pupils that this exercise requires them to use the skill of Comparing and Contrasting: they must compare and contrast Hasit's life in the forest to his life in the village. Copy the chart onto the board. Tell pupils to read the text again and provide a sentence for each column in the chart. Then tell pupils to complete the chart on page 29 of the Workbook. Once pupils finish the exercise, ask volunteers to read out their answers. Complete the chart on the board and have pupils correct their work.

Ask pupils to compare Hasit's life in the two places and to say where they think his life is better.

POSSIBLE ANSWERS

Hasit in the forest	Hasit in the village
He lives with wolves. He plays with wolves. He hunts for food. He doesn't wear clothes.	He lives with Tanesh / people. He plays with cats and dogs. He doesn't play with children. He kills chickens and eats them. He wears clothes.

b. Complete the sentences.

Engage the class in a discussion about why Hasit is happy in the forest with the wolves. Ask pupils to explain why Hasit was unhappy living with Tanesh in the village. Accept all logical answers.

22 Compare Hasit to Mowgli from *The Jungle Book* or to another child. What is the same about them?

Tell pupils that this exercise requires them to use the skill of Comparing and Contrasting.

Ask pupils to think about the things they have learned about Hasit and his life and to compare these facts to Mowgli from *The Jungle Book* or another child and his / her life. Tell them to write at least two sentences.

23 Some names have meaning. For example, the name Hasit means “happy”. What names in your culture have meanings? Give at least three examples.

Brainstorm different names with the pupils. Tell them to find at least three names in their culture that have meanings. Have pupils share the names with the class.

Optional: Discuss the name “Hasit”. Ask pupils why they think Tanesh chose it and if they think it was a suitable choice.

VOTE

Read the question with the pupils. Ask them: *Why do you think Hasit was in the forest? Why did Tanesh take Hasit away from the wolves?* Have pupils find sentences in the text to justify their answers. Ask pupils to think about the pros and cons of Tanesh taking Hasit away from the wolves. What did Hasit gain by living among people? What did he lose? Then ask pupils to vote whether they think Tanesh did the right thing at the end of the story.

Tell pupils to make up a different ending to the story. Have them share their ideas with the class.

► **WORKBOOK** Tell pupils to do the exercises on **pages 29-30** of the Workbook.

24 Match the words to the pictures.

Ask pupils to describe the pictures. Then instruct them to match each word to a picture.

ANSWERS

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

Page 27

25 Complete the sentences. Do as many as you can.

Ask pupils to read the words in the word bank and check they understand them. Tell them to complete the sentences in their notebooks. Have the weaker pupils choose five words. Tell them to find sentences in the text on page 25 with the words they chose, copy them into their notebooks and translate them into their language.

ANSWERS

- | | | |
|------------|------------|-------------|
| 1. was | 5. saw | 9. life |
| 2. clothes | 6. forest | 10. village |
| 3. like | 7. strange | 11. means |
| 4. diary | 8. because | 12. back |

26 Which word doesn't belong in each group?

Read the heading of the first group. Ask pupils to say which word is not a verb and does not belong in the group. Then have pupils continue with the other groups.

ANSWERS

- | | |
|--------------|----------|
| 1. sometimes | 3. false |
| 2. clothes | 4. saw |

27 Make phrases.

Have pupils read the words in the word bank and check they understand them. Then tell pupils to make phrases by combining the words in bold with words from the word bank or their own. Invite pupils to share their phrases with the class.

ANSWERS

afraid of: animals, people, wolves, cats, forests, dogs

strange: all words are acceptable

wild: animals, people, wolves, cats, dogs

► **WORKBOOK** Tell pupils to do the exercises on **pages 30-31** of the Workbook.

Page 28

Present Simple – Negative

Review the Present Simple with the class. Elicit that the Present Simple is used to talk about facts and routines. Explain that to say something negative in the Present Simple, we add a word before the verb: if the subject is *I, you, we* or *they*, we add *don't*; if the subject is *he, she* or *it*, we add *doesn't*. Point out the *s* in *doesn't* is reminiscent of the *s* we add to verbs in positive sentences for the third person singular.

Draw pupils' attention to the example sentences. Explain that *don't* and *doesn't* are contracted forms for *do + not* and *does + not*, and that either form can be used, though the contracted form is almost always used in speech. Show pupils how to construct the contracted forms. Point out that in negative sentences the verb remains in its base form.

Ask students to find examples of the negative form in the text on page 25.

Refer the pupils to page 229 of the Grammar Help for a more detailed explanation of the Present Simple – Negative.

28 Translate the sentences in the grammar box. How do you make a negative sentence in your language?

Have pupils compare the negative forms of verbs in the Present Simple to how they say them in their language.

29 Match A to B to make sentences. Do as many as you can.

Have pupils form negative sentences by matching the subject to the verb clause. Draw their attention to the subjects in column A and remind them that identifying which are singular and which are plural will help them decide whether what follows in column B requires the word *don't* or *doesn't*.

ANSWERS

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

30 Write at least four sentences with the words below.

In this activity, pupils practice producing negative sentences in the Present Simple. Read the example with the pupils and make sure they understand that they need to take a word or phrase from each column. Remind pupils to do this exercise in their notebooks. Accept all logical and grammatically correct answers.

Page 29**31 a. Solve the riddles. Do as many as you can.**

Ask pupils to read the names of the animals in the pictures. Then tell them to read and solve at least two of the animal riddles. Point out that the riddles include verbs to describe what the animals do and adjectives to describe how they look. Pupils can do this activity in pairs or on their own. Point out the difference between *Its* and *It's* (for example, in riddle 6).

ANSWERS

- | | |
|--------------|---------------|
| 1. lion | 4. chimpanzee |
| 2. crocodile | 5. snake |
| 3. hippo | 6. duck |

b. Find the verbs in the riddles. Remember to find the positive and negative forms.

Mime a verb, such as *eat*, and have pupils guess the word and write it on the board. Repeat with other verbs.

Then tell pupils to find and list the verbs in the riddles in exercise 31a.

ANSWERS

- | | |
|--|--|
| 1. kills, lives, has, doesn't climb | 4. lives, eats, doesn't like, be, likes, sit, is, goes |
| 2. swims, sits, eats, doesn't eat, has, is | 5. lives, doesn't live, is, eat, are |
| 3. 's (is), eats, doesn't eat, loves, swim, likes, sit | 6. 's (is), has, lives, likes, swim, eats, come |

Post It

Tell pupils to use the riddles in exercise 31a as models to make up their own. Tell them to include three facts about the animal and at least one sentence in the Present Simple negative. Pupils can post their riddles on the class forum or exchange riddles with their partners and solve them. Have weaker pupils use the first riddle as their model and make up their own in the same form.

► **WORKBOOK** Tell pupils to do the exercises on **pages 31-32** of the Workbook.

► **VOCABULARY REVIEW** Tell pupils to do the exercises on **pages 33-34** of the Workbook.

Page 30**What's in a Story?**

Ask pupils to read the title of Part 2 and explain the meaning. Ask pupils to generate ideas about what is in a story. Possible answers may include: characters, good characters, bad characters, magic, a problem, a happy ending.

Teach the vocabulary in the word strip at the bottom of the page. Point out that *also* and *too* are synonyms. (Both appear in the text in exercise 1a.) Define the words *fairy* and *tale*, as well as the term of the literary genre, *fairy tales*. Point out that many fairy tales in English begin with the phrase *Once upon a time*. Ask pupils if this is the same in their language.

► **WORKBOOK** Tell pupils to do the Get Ready exercises (Words and Reading) on **pages 35-36** of the Workbook.

VOTE

Read the content and ask pupils to think about and name fairy tales they know. Write the English titles of the stories they name on the board. Ask pupils if they think fairy tales are fun to read. Have pupils explain their answers.

Read Better – Webpages

Read the explanation with the pupils. Then tell them to look at the links on the left of the text in exercise 1a and say which one interests them.

1 a. Read the webpage about fairy tales. Who are the characters in fairy tales?

The easier text appears on page 196.

Depending on the level of the class, have pupils read the whole text on their own or have them read it paragraph by paragraph and talk about each one.

After reading the first paragraph, ask pupils if fairy tales are true stories.

Refer pupils to the second paragraph and ask them what it is about. Ask them who the characters in fairy tales are and what characterizes them. Ask pupils to look through the paragraph again and find the adjectives that describe the different characters.

Refer pupils to the last paragraph. Ask them how fairy tales have evolved through the years and if fairy tales exist in all countries.

Once pupils have read the entire text, tell them to find at least three facts about fairy tales.

Optional: Point out that the numbers three and seven often appear in fairy tales. Refer pupils to the titles listed on the board and see if there are examples of the number three or seven. (Examples of fairy tale titles include “The Three Little Pigs”, “The Three Billy Goats Gruff”, “Goldilocks and the Three Bears”, “Snow White and the Seven Dwarfs”.)

b. Share what you learned about the characters in fairy tales.

Tell pupils to work in small groups and share the facts about fairy tales that they learned from the text.

Ask pupils to name some characters from fairy tales they know and to describe them.

c. Think about what you learned. Compare fairy tales to true stories. Which do you think are more fun to read? Why?

This exercise requires pupils to use the higher-order thinking skill of Comparing and Contrasting by asking them to compare what they learned about fairy tales to true stories. Tell them to say which they think are more fun to read and to justify their answers. Accept any logical answers.

Page 31

2 Choose the correct answers. Do as many as you can.

This comprehension exercise requires the pupils to choose the correct ending to each sentence according to the text in exercise 1a.

ANSWERS

- | | |
|------|------|
| 1. b | 4. a |
| 2. b | 5. a |
| 3. a | 6. b |

3 a. Look at the names of some fairy tales. Match as many as you can to their names in your language. How many do you know?

Ask pupils to name fairy tales that they know. Ask them if they know any of the titles in English and, if so, have them name them. Point out that this is the link “Favorites” from the webpage in exercise 1a. Read the first English title and have pupils say the matching title in their language. Then continue with the remaining titles. Ask pupils if they are familiar with any of these fairy tales.

ANSWERS

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

b. Which do you think is the most popular fairy tale in your culture?

Ask pupils to name fairy tales in their own cultures. Brainstorm which fairy tale they think is the most popular.

4 Complete the sentences.

Read the words in the word bank and check that pupils understand them. Then tell pupils to use them to complete the sentences.

ANSWERS

- | | |
|----------------|------------|
| 1. fairy tales | 5. hero |
| 2. character | 6. parents |
| 3. enjoy | 7. magic |
| 4. real | 8. villain |

► **WORKBOOK** Tell pupils to do the exercises on **pages 36-37** of the Workbook.

Page 32

Teach the new words at the bottom of the page. Explain that *quickly* is an adverb, and that an adverb describes how something is done.

► **WORKBOOK** Tell pupils to do the Get Ready exercises (Words and Reading) on **pages 38-39** of the Workbook.

**Predicting**

Read the explanation of the higher-order skill with the pupils. Explain how we use the skill in everyday life by asking the question, *What will happen if ... ?* Suggest different scenarios. For example: *What will happen if it rains on Sports Day? What will happen if you get up late?* Discuss the possible outcomes.

Explain the importance of the higher-order thinking skill of Predicting before and during reading. Tell pupils that in order to predict, they should preview the text by looking at the accompanying pictures and reading the title. This strategy helps readers prepare for and better understand the text. Point out that as they read, they can check if their predictions were correct.

5 a. Read the name of the fairy tale on page 33 and look at the pictures.

Ask pupils to describe the pictures. Then have them answer the questions, predicting what will happen in the story.

b. Share your answers with a partner.

Tell pupils to share their answers and see how many of them come up with the same ideas. Accept all logical answers.

Ask pupils if they know the story, *Peter and the Wolf*. Explain that the story was written as a “symphony story” for children by the Russian composer Sergei Prokofiev in 1936. Prokofiev wanted to teach children about music and musical instruments. Each of the characters in the story (musical composition) is represented by a different musical instrument. For example, the wolf is represented by the French horn; Peter is represented by the string instruments.

6 Now read the fairy tale and see if your answers to exercise 5 were right.

The easier text appears on page 198.

Explain to the pupils that they are going to read an adaptation of the story *Peter and the Wolf*.

Tell pupils to read the story or read the story with the class, paragraph by paragraph, and check understanding by asking questions after each paragraph. Ask the pupils if their predictions in exercise 5 were correct.

7 a. Answer the questions. Do as many as you can.

Read the questions aloud and have the pupils answer them.

ANSWERS

1. "Peter, remember you must stay in the garden. It isn't safe in the forest. There's a wolf! Don't forget that the wolf is dangerous. It can eat you!"
2. Peter and his friends don't listen to Peter's grandfather. They go into the forest.
3. the friends (the bird, the duck and the cat)
4. The wolf (jumps on the duck and) eats it (the duck).
5. the bird and the cat
6. the hunters
7. to the zoo

b. Share your answers with a partner.

Have pupils work in pairs and share their answers to the questions in exercise 7a.

8 Answer the questions.

Tell pupils to answer these challenging questions in their notebooks.

Post It

Read the content and engage the class in a discussion about the ending of the story. Ask pupils if they like the ending. Then tell them to make up a different ending and post it on the class forum.

Page 33

9 You learned about fairy tales on page 30. Which characteristics of a fairy tale does this story have?

Tell pupils that this exercise requires them to use the skill of Making Connections by relating the facts they learned about fairy tales to this story. Ask pupils to identify the characteristics of fairy tales they learned about and to find them in *Peter and the Wolf*.

ANSWERS

Opening expression *Once upon a time*, talking animals, a hero, a villain

Page 34

10 a. *Peter and the Wolf* is a musical story. Each of the instruments is a different character. Listen and guess which instrument matches each character.

Name the instruments in the pictures. Ask pupils if they are familiar with the instruments or if anyone plays one of them.

Optional: Point out that musical instruments are divided into groups according to how the sound is produced. Ask pupils which of the instruments on the page are part of the same "family". Explain that the flute, oboe, clarinet and bassoon are all woodwind instruments, while the violin is a string instrument, the French horn is a brass instrument and the drums are part of the percussion instrument family.

Play the recording and tell pupils to listen to the sounds of the instruments in the music from *Peter and the Wolf*. Ask them how each clip of music makes them feel.

Tell pupils that each character in the story is represented by a different instrument. Play the recording of the music clips again. Stop after each one and ask pupils to write in their notebooks the character they think each instrument portrays.

Listening Script

1. This is the flute.
2. This is the oboe.
3. This is the clarinet.
4. This is the violin.
5. These are the drums.
6. This is the bassoon.
7. This is the French horn.

ANSWERS

- | | |
|-----------------------|----------------------------------|
| 1. flute – the bird | 5. drums – the hunters |
| 2. oboe – the duck | 6. bassoon – Peter’s grandfather |
| 3. clarinet – the cat | 7. French horn – the wolf |
| 4. violin – Peter | |

b. Now listen and see if you were right.

Play the recording and tell pupils to check if they were right.

Listening Script

Peter and the Wolf is a story with music. There is a different instrument for each character. Let’s listen.

1. The bird loves to sing in the trees. Let’s listen. (*music*) It is a flute.
2. The duck swims in the water. Let’s listen. (*music*) It is an oboe.
3. The cat walks very, very slowly. Let’s listen. (*music*) It is a clarinet.
4. Peter loves to jump and play. Let’s listen. (*music*) He is the violin.
5. The hunters shoot. Boom! Boom-BOOM! Let’s listen. (*music*) They are the drums.
6. Do you hear the grandfather? He says, “Don’t go into the forest!” Let’s listen. (*music*) He is a bassoon.
7. The wolf is really scary! Let’s listen. (*music*) The wolf is a horn.

Ask pupils why they think the composer chose a particular instrument for each character.

11 a. Complete the story map below.

Review the story by asking pupils what happened in the beginning, in the middle and at the end. Then tell pupils to read the sentences and the examples in the “Middle” column in the story map. Tell pupils to match the remaining sentences to the correct part of the story map.

ANSWERS

Beginning: Peter and his friends stay in the garden. They don’t go into the forest.

Ending: The hunters help Peter. The hunters take the wolf to the zoo.

b. Now tell at least a part the story. Record it on your phone or computer and add music.

Arrange pupils in groups and tell them that they are going to re-tell the story. Each group may decide if they are going to tell the whole story or just a part of the story. They should discuss which parts to read slowly, fast, loudly, softly, etc., and they should select music to play in the background as they are re-telling the story. Allot time for each group or pair to play their recordings to the class. Pupils who do not

have access to the equipment necessary to record can simply prepare the narration and read it out to the class in the appropriate intonation. They can also wear masks of the characters.

► **WORKBOOK** Tell pupils to do the exercises on **page 40** of the Workbook.

Page 35

12 a. Complete the chart on page 40 of the Workbook.

Let the pupils share the story of *Little Red Riding Hood* or read the following synopsis and tell them the story.

Once upon a time there was a young girl whose name was Little Red Riding Hood. One day, Little Red Riding Hood's mother tells her to take some food to her grandmother because her grandmother is sick. On her way through the forest, Little Red Riding Hood meets a wolf. The wolf notices the basket of goodies and asks her where she is going. She tells him that she is going to visit her sick grandmother. The wolf runs ahead of her and reaches the grandmother's house first. He eats the grandmother and then puts on her clothes and climbs into her bed in order to try and trick Little Red Riding Hood. Once Little Red Riding Hood arrives, she sees that her grandmother's features have changed; she has big eyes, big ears and sharp teeth. Suddenly, the wolf pounces on Little Red Riding Hood, but just then a woodcutter comes and saves her and her grandmother.

Then tell pupils to complete the chart on page 40 of the Workbook.

ANSWERS

Peter and the Wolf

1. Peter
2. the wolf
3. in the forest
4. all the characters

Little Red Riding Hood

- the woodcutter
- the wolf
- in the forest
- Little Red Riding Hood

b. Compare *Little Red Riding Hood* to *Peter and the Wolf*. Find at least one thing that is the same and one thing that is different.

Tell pupils that this exercise requires them to use the skill of Comparing and Contrasting: they compare and contrast the wolf from *Peter and the Wolf* with the wolf in *Little Red Riding Hood*. Elicit comparisons by asking the following questions: *Is the wolf a hero or a villain in each story? What does the wolf do in each story? Where does the wolf live in each story?*

Ask pupils if the stories have the same ending. Elicit that in both cases the story ends badly for the wolf and that, in addition, in *Peter and the Wolf* the duck isn't saved.

13 Remember what you learned about wolves in the quiz on page 18. Why do you think wolves are always the villains in stories?

Tell pupils that this exercise requires them to use the higher-order thinking skill of Making Connections by using the facts they learned about wolves to answer this question.

From their answers in exercise 12, the pupils will have seen that the wolf is the villain in both stories that they read and heard. Ask them why they think this is so. They can refer back to the information they read on page 18 for ideas.

14 Give an example of ...

Tell pupils to give examples for each item. Accept all logical answers.

15 Match the opposites.

Read the words in the two groups and check that pupils understand them. Then tell pupils to match the words to create pairs of opposites.

ANSWERS

safe – dangerous	smile – cry
hero – villain	stay – go
early – late	true – false
forget – remember	

16 Complete the sentences. Do as many as you can. There are two extra words.

Instruct pupils to translate the words in the word bank. Then tell them to use the words to complete the sentences. Point out that there are more words than sentences.

ANSWERS

- | | |
|---------|------------|
| 1. also | 5. happens |
| 2. must | 6. very |
| 3. All | 7. inside |
| 4. so | |

► **WORKBOOK** Tell pupils to do the exercises on **page 41** of the Workbook.

Page 36**Present Simple – Questions**

Read the explanation to the class and explain how Yes / No questions are formed in the Present Simple. Remind pupils which subjects go with *do* and which go with *does*. Point out that in the question form, the auxiliary verb, *do* or *does*, comes before the subject. Then explain how short answers are formed; make the connection between the negative short answers and negative sentences in the Present Simple, pointing out *don't* and *doesn't* in both.

Write several questions and answers on the board such as: *Do you walk to school? Does the girl swim? Do the kids play soccer? Yes, I do. Yes, she does. Yes, they do.* Ask pupils to match the questions and the answers. Invite pupils to make up their own questions and have other pupils answer them.

Read the Wh- questions in the grammar box. Ask pupils to translate them and to say how they form the same kind of questions in their language.

Explain that when we ask a question to get more information (not just a “yes” or a “no”), we add a Wh- word to the Yes / No question. Review the Wh- question words with the pupils and elicit what information you expect for each one.

Refer the pupils to page 229 of the Grammar Help for a more detailed explanation of the Present Simple – Questions.

17 Translate the questions in the grammar box. How do you ask questions in your language?

Ask pupils to translate the example questions in the grammar box into their own language and compare them to the English form.

18 Answer the questions.

This contextualized exercise provides practice of questions and short answers in the Present Simple. Tell pupils that there is a word in each question which is a clue to help them find the correct answer. Ask them what the clue words are.

ANSWERS

- | | |
|--------------------|--------------------|
| 1. Yes, they do. | 4. No, he doesn't. |
| 2. No, they don't. | 5. Yes, he does. |
| 3. Yes, they do. | |

19 Match the questions in A to the answers in B.

Read the questions with the pupils and check they understand them. Then ask them to find the answer to each one.

ANSWERS

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

Optional: Tell pupils to answer these questions about themselves.

Page 37

20 Think of a story or fairy tale. Ask and answer questions with a partner. What story is it?

Tell pupils to think of a story or fairy tale without telling their partners the name. Tell them to ask their partners the questions listed in order to find out what story it is.

21 a. Write at least three questions with the words below.

Review the order of words in both Yes / No and Wh- questions. Tell pupils to write the words for each question in the correct order in their notebooks. Check their work by inviting pupils to read out their questions and to name a pupil to answer them. Point out that not all the questions have a Wh-word. Remind them to add a question mark at the end of each question.

ANSWERS

1. What do you do after school?
2. When do you get up in the morning?
3. Do you talk on the phone?
4. Do you eat breakfast?
5. When do you go to bed?
6. Do you play computer games?
7. Do you go out every evening?
8. Where do you do homework?

b. Ask and answer questions with a partner.

Instruct pupils to use the model question to help them make up at least three questions to ask their partners. Tell pupils to compare and contrast their partners' answers with their own.

► **WORKBOOK** Tell pupils to do the exercises on **pages 42-43** of the Workbook.

Page 38

22 a. Read the description of a character and answer the questions.

Explain to the pupils that the description they are going to read will serve as a model for a description that they are going to write. Tell pupils to read the first sentence and ask: *Who is the writer's favorite character?* Then tell pupils to continue reading about Shrek. Check comprehension by having the pupils answer the questions provided.

ANSWERS

1. Shrek
2. He is fat, green, and ugly. He has small ears, a big mouth, short fingers and long feet.
3. He loves Princess Fiona.
4. He helps his friends.
5. The writer likes the character because he is funny and brave.

b. Find at least three adjectives in the description.

Ask pupils to find at least three adjectives in the description. Have them pool their answers in order to list all the adjectives.

ANSWERS

favorite, fat, green, small, big, short, long, ugly, nice, funny, brave

Write Better

This writing tip focuses on word order with adjectives and nouns. Draw the pupils' attention to the explanation about word order and the placement of adjectives. Ask pupils to compare this to their language. Then tell them to find adjective-noun pairs in the Model and compare them to their language.

23 Your turn!

- a. Choose your favorite character. Answer the questions in exercise 22a about your character.**

Tell pupils to choose a favorite character from a fairy tale or story and answer the questions in exercise 22a about their character.

- b. Use your answers and the Model to write about your character. Use adjectives.**

Tell pupils to write a description about their character using the description about Shrek and their answers to exercise 22a to help them.

- c. Check your work.**

Tell pupils to use the checklist on page 252 of the Workbook to check their work.

- d. Correct your work and put it in your English file.**

Tell pupils to make any revisions and corrections to their descriptions and then to put their work in their English file.

A photocopiable Teacher's Assessment Chart appears on page 180 of this Teacher's Guide.

► **VOCABULARY REVIEW** Tell pupils to do the exercises on **pages 44-45** of the Workbook.

Page 39**Read It!**

Ask pupils to read the title of Part 3 and check that they understand. Hand out different books to pupils. Ask them what they look at when they choose a book. Point out that they can find information about the book on both the front and back covers. Refer them to the front cover of their Student's Book and to the books handed out. Ask them what they see (pictures, name of book, name of author, publication, etc.). Lead a discussion about the text on the cover: size, capital letters, colors, etc. Talk about the pictures. Have pupils turn to the back cover of the books and elicit the kind of information that appears there.

Teach the vocabulary in the word strip at the bottom of the page. Ask pupils to name the adjectives in the word strip and to name other adjectives.

► **WORKBOOK** Tell pupils to do the Get Ready exercises (Words and Reading) on **pages 46-47** of the Workbook.

Chat

Read the content and make sure the pupils understand the different genres, or types, of stories. Ask pupils to name other genres. List them on the board. Ask pupils to say which types of stories they like and to name books they read according to the different genres. Save the list on the board, so that pupils can refer to it when doing the pre-listening activity on page 42.

Optional: Conduct a mini-survey to see what kind of stories the pupils like the best.

1 Look at the book covers below and on page 40. What can you learn about each book?

Tell pupils to look at the book cover on page 39 and ask them what they can learn from it. Elicit that from the title and picture they can learn that there are five children, maybe friends or siblings, and there is also a strange-looking alien character. Perhaps they meet and become friends. Accept all logical answers. Continue with the book covers on page 40. Remind pupils that this is part of previewing a text, an important strategy to enhance comprehension.

2 Read the book review below and answer the questions.

Read Better – Book Reviews

Refer pupils to the explanation. Explain that a book review helps a reader decide whether to read a book or not. It describes the plot of the story without giving away the ending and it gives the writer's opinion of the book as well.

Read the review of *Five Children and It* with the class. Check comprehension by asking: *Who wrote the review? Where does the story take place? What is the story about?* Then tell pupils to answer the questions.

ANSWERS

1. They find a sad fairy.
2. "It" is the fairy.
3. Yes, she does. I enjoyed it a lot. I recommend it to all my friends.
4. No, they don't.
5. Possible answer: No, because fairies aren't real.

► **WORKBOOK** Tell pupils to do the exercises on **page 47** of the Workbook.

Page 40

Teach the vocabulary in the word strip at the bottom of the page. Ask pupils to name the opposites of the words *beginning* and *same*. Draw their attention to the words *nobody* and *no one*, which have the same meaning.

► **WORKBOOK** Tell pupils to do the Get Ready exercises (Words and Reading) on **pages 48-50** of the Workbook.

3 Read at least one more book review and answer the questions.

The easier text for The Prince and the Pauper appears on page 200.

Instruct pupils to read at least one more review and to answer the questions. Once pupils have finished, tell them describe each book to the class.

ANSWERS

The Prince and the Pauper

1. Because he wants to have friends.
2. Because it is interesting and exciting.
3. Yes. Because they look the same.
4. Accept any logical answer.

The Three Musketeers

1. No, they are enemies.
2. She likes the fighting and the adventures.
3. It is a 3D movie.
4. Accept any logical answers.

Page 41

4 a. Complete the chart on page 51 of the Workbook for at least one of the books.

In this activity the pupils summarize, in chart form, the important story elements for at least one of the books reviewed on pages 39-40. Review the categories on the chart and check that pupils understand. Write the Wh- question words *who*, *where* and *what* on the board. Ask pupils which category on the chart answers each Wh- word. List the category next to each Wh- word (*who* – writer and characters, *where* – where the story takes place, *what* – plot). Tell pupils to complete the chart for at least one of the books.

Allow weaker pupils to fill in part of the chart only, for example, just the title of the book and the writer. Alternatively, pupils may work in pairs to complete the chart.

ANSWERS

Title	Five Children and It	The Three Musketeers	The Prince and the Pauper
Writer	E. Nesbit	Alexandre Dumas	Mark Twain
Characters	five children and a fairy	three musketeers and d'Artagnan	Edward and Tom
Plot	The children find a fairy who gives them wishes that never work.	A poor boy d'Artagnan meets the three musketeers and they become friends.	Edward, a prince, and Tom, a poor boy, who look alike, change places.
Where the story happens	a small town in England	Paris, France London	London

b. Work together and complete the chart.

Tell pupils to work in groups with other pupils who completed the chart for a different book review. Have pupils share information about the book reviews by asking questions like in the example and filling in the information in the chart in the Workbook.

5 a. Read these sentences from the three book reviews. Which sentences are facts? Which are opinions? Do as many as you can.

Have pupils make a two-column chart in their notebooks, headed "Facts" and "Opinions". Tell them to copy the sentences into the correct column.

ANSWERS

Facts	Opinions
2. The story is about five brothers and sister.	1. I liked the ending.
3. Edward is a prince and Tom is very poor.	4. I think that Mark Twain is a very good writer.
5. The three musketeers are friends.	6. I like the adventures.

b. Find at least one more fact and opinion for one of the books you read about.

Have pupils find another fact and opinion for one of the books they read about and to add them to the chart in their notebooks. Accept all logical answers.

Post It

Read the content and tell pupils to say which of the books they want to recommend and why. Pupils should post their answers on the class forum.

TIP – *a, an, the*

Read the TIP with the pupils and elicit when we use *a* or *an* before a noun. Explain that we use the word *the* before a noun (singular or plural) that has already been mentioned. For example: *We have a new dog. The dog is cute.* Also point out that *the* is used to refer to something that is the only one of its kind, for example, *the moon*.

Refer pupils to page 230 of the Grammar Help for a more detailed explanation of *a, an* and *the*.

► **WORKBOOK** Tell pupils to do the exercises on **pages 51-52** of the Workbook.

Page 42



6 a. Listen to Danny and Mika talk about stories. What kind of stories do they like?

Tell pupils to look at the book covers and to use the list on the board to say what genre or type of book they think each one is. Have pupils say how they reached their conclusions.

Tell pupils that they are going to listen to a dialogue between two children who are discussing the types of books they like. Write the children's names, *Mika* and *Danny*, on the board.

Play the recording once for pupils to listen only.

Play the recording a second time and ask pupils to say what types of books each child likes. List their answers on the board.

Listening Script

Mika: What kind of stories do you like, Danny?

Danny: I like scary stories. The plots of scary stories are always exciting. I also like it when the main character is a villain. The villains are great!

Mika: I don't like scary stories at all!

Danny: So what stories do you like, Mika?

Mika: I like adventure stories and also true stories – stories about history and things that happened a long time ago.

Danny: Oh, I don't. In my opinion, true stories are boring.

Mika: They aren't boring, Danny! They are really good, and you can learn lots of interesting facts. So what's your favorite story?

Danny: It's *Dracula*.

Mika: *Dracula*? That sounds really scary!

Danny: It is. The writer is a man called Bram Stoker. I really recommend it. It's scary, exciting and has lots of adventure. And the ending ... well, I don't want to tell you what happens, Mika, but it's really cool!

Mika: Hmm. I don't think I want to read it. But I enjoy detective stories. My favorite detective stories are about Sherlock Holmes. I think detective stories are exciting. I'm reading this book now. It's called "Who Was It?" There are lots of adventures in it.

Danny: That sounds good, Mika. I'd like to read it. So maybe we like the same books after all.

ANSWERS

Mika: adventure stories, true stories, detective stories

Danny: scary stories, adventure stories

b. Which book do you think both Danny and Mika want to read?

Listen and check your predictions.

Tell pupils that this exercise requires them to use the higher-order thinking skill of Predicting. Tell pupils to look at the book covers and say which books they think Mika and Danny will choose. Accept all logical answers.

ANSWER

Who Was It?

c. Listen again and compare your answer with a partner.

Play the recording again and tell pupils to listen once more to check their answers. Then have them compare their answers with a partner.

7 Think about a book you read and say or write.

Tell pupils to write the details for each item in the list according to a book they have read.

8 Do a survey. Which books and characters do your friends like?

The purpose of the ICT task is to enable the students to access, collaborate and share information using Web 2.0 technology. The task is divided into steps to ensure maximum success.

Tell the pupils to follow these steps:

1. Make an online survey using <http://www.polleverywhere.com/>.
Click “Create a Poll” and write your questions.
2. Check your spelling, grammar and punctuation.
3. Post your survey and have your friends answer the questions.
4. Present your findings to the class.

A rubric to assess this ICT task appears on page 187 of this Teacher’s Guide.

Page 43**9 Match a name to each group.**

Read the headings in the word bank with the pupils and check that they understand them.

Ask different pupils to read the groups of words. Then have pupils match a heading to each one.

Refer pupils to the TIP and point out that it helps to learn words in groups.

ANSWERS

- | | |
|---------------|---------------------|
| 1. Characters | 5. Kinds of Stories |
| 2. Adjectives | 6. Parts of a Story |
| 3. People | 7. Places |
| 4. Verbs | |

10 a. Make as many adjective-noun pairs as you can. Then write sentences with them.

This activity provides pupils with practice of the new words and reviews many others. Pupils should make up as many adjective-noun pairs as they can. Remind them that in contrast to their language, the adjective comes before the noun in English. Accept all logical combinations.

For weaker pupils, choose three adjectives and three nouns. Have them copy the words into their notebooks, write their meanings and make pairs. For example: *brave hero, ugly villain, kind parents*.

Tell pupils to make up sentences using the pairs they made. They can use their own ideas or facts from stories they know.

b. Compare your adjective-noun pairs with a partner. How many are the same?

Have pupils compare their lists with a partner and add their partner’s pairs to their own lists.

► **WORKBOOK** Tell pupils to do the exercises on **pages 53-54** of the Workbook.

► **VOCABULARY REVIEW** Tell pupils to do the exercises on **pages 55-56** of the Workbook.



The Blind Men and the Elephant

Tell pupils that they are going to read a story called “The Blind Men and the Elephant”.

Explain the word *blind* and make sure pupils understand the meaning of the title. Ask pupils if they have ever seen and touched a real elephant. If so, ask them what it felt like. Ask pupils if they know where elephants usually live. Point out that they are found in Africa and Asia. Explain that a large percentage of Asian elephants live in India. Show pupils where Africa, Asia and India are located on a world map. Explain to pupils that elephants are intelligent animals and that they play an important role in Indian life and culture. Many elephants in India are domesticated and are used for transportation, logging and construction. They also often participate in ceremonies.

Optional: Show pupils a variety of pictures of elephants from India and Africa.

1 a. Match the adjectives to their translations.

Ask pupils to read the adjectives in English and say which ones they know. Then tell them to match all the adjectives to their translations and write them in their notebooks. Point out the TIP which directs them to the dictionary at the back of the book for words they don't know.

ANSWERS

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

b. Match the adjectives to the pictures.

Tell pupils to look at the labeled pictures and ask which words they know. Say a word and have pupils point to the correct picture. Repeat with other words. Have pupils read all of the words and check that they pronounce them correctly. Point out that these words and the adjectives in exercise 1a appear in the story they are going to read. Tell pupils to talk about and describe the items in the pictures using the adjectives from exercise 1a. Pupils may use the example below the pictures as a model.

c. Complete the sentences about an elephant. Use the words on page 44.

Ask pupils to think about the similarities in shape and size between the items in exercise 1b and the parts of the elephant's body. Read the example. Point out that in this sentence, the elephant's body is being compared to a wall. Point out that when we compare things, we often say that it is “like” something else. Remind pupils that they learned the word *like* on page 24.

Tell pupils to complete the sentences in their notebooks.

Optional: Have pupils add another sentence with adjectives, as in the example.

ANSWERS

- | | |
|-----------|-----------|
| 1. a wall | 3. a rope |
| 2. a fan | 4. a tree |

2 a. Read the poem about an elephant. Is the description right?

Tell pupils that they are going to read a poem about an elephant. Discuss the genre of poetry with the pupils. Elicit that poems often include literary techniques, such as rhythm, repetition and rhyme. Point out that there are two verses in this poem and the rhyme scheme is AA BB, which means that the first two lines and the last two lines in each verse rhyme.

Tell pupils to scan the poem for adjectives (*big, strong, wide, long, small, short, slim, large*) and parts of the elephant's body (*ears, trunk, eyes, tail, skin*). Explain the word *skin* and ask pupils to describe what an elephant's skin is like. Explain other difficult words that your pupils need in order to understand the poem.

Read the poem to the pupils. Then tell pupils to read it to themselves. Make sure they understand it. Ask pupils if they think the description of the elephant is accurate. Have them explain their answers.

b. Learn the poem and say it.

Tell pupils to learn and recite as much of the poem as they can.

c. Find out more about the poet Alice C. D. Riley. Find another poem by her and share it with the class.

Challenge pupils to find out more information about the poet Alice C. D. Riley and share what they find with the class. Ask them to find another poem by her and bring it in to share.



Comparing and Contrasting

Explain to pupils that when we want to describe something to someone, we often compare it to something we know. This allows others to understand or visualize what we are describing.

3 Choose another animal and compare and contrast it to an elephant.

Tell pupils to name the parts of the elephant's body and the adjectives in the poem that describe each part. Have pupils compare an elephant to another animal. Ask them to say what is the same and what is different about the two animals.

Pages 46-47

Teach the vocabulary in the word strip at the bottom of the page. Focus on the word *wise*, and explain that it means the same as *clever* but is usually used in relation to an elderly person.

► **WORKBOOK** Tell pupils to do the Get Ready exercise on **page 57** of the Workbook.

Before reading the story, take the time to discuss the importance of showing tolerance and sensitivity to people who are different. Brainstorm different ways of helping people who are blind or deaf.

4 Folk tales are stories that teach a lesson. You are going to read a folk tale about six blind men who meet an elephant for the first time. How do you think they will describe it?

Explain to the pupils that folk tales were often passed down orally from generation to generation, and that they usually try to explain something or teach a lesson. Tell pupils that they are going to read a folk tale about six blind men who meet an elephant for the first time. Tell pupils that this exercise requires them to use the skill of Predicting in order to say how they think the men will describe the elephant. List their predictions on the board.

5 Now read the folk tale and see if you were right.

Read the story to the class or have pupils read it aloud. According to the needs of your class, you may summarize each paragraph or section as you read. Stop periodically to ask the questions from exercise 6 on page 47 to check comprehension.

Optional: Ask pupils these discussion questions: *Where does the story take place? What happened when the elephant came to the village? Why didn't each blind man understand what an elephant is? What did the wise old man teach the six blind men?*

6 Answer the questions. Do as many as you can.

Read the basic comprehension questions and check that the pupils understand them. Then tell pupils to answer the questions in their notebooks, using full sentences.

Optional: Tell pupils to answer a certain number of questions and have them choose which ones they want to answer.

ANSWERS

1. They wanted to learn what an elephant looks like.
2. Param – the body, Sujit – the tusk, Kumar – the trunk, Anbu – the leg, Kirit – the ear, Ravi – the tail
3. a wall
4. the tusk
5. a snake
6. the leg
7. a fan
8. the tail

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7 Answer the questions. Do as many as you can.

Draw pupils' attention to the teaching point about *Characters*. Explain that every story has characters, and that a character is anyone in the story. The characters can be real or fictitious (people, animals or things). We can learn about the characters from their actions.

Ask pupils to name the characters in the story "The Blind Men and the Elephant".

Tell pupils to answer the questions and to support their answers with examples from the story. Depending on the level of your class, do some of the questions together and write the answers on the board.

ANSWERS

1. Param, Sujit, Kumar, Anbu, Kirit, Ravi, the wise man
2. a. Param
b. Kirit
3. the wise man
4. the blind men (Param, Sujit, Kumar, Anbu, Kirit, Ravi)
5. the wise man

8 Choose the correct answers.

Conduct a discussion about the following:

1. The blind men use the sense of touch to learn what the elephant is because they can't see.
2. The wise man told the men that they were both right and wrong because they were each correct about one part of the elephant, but they needed to know about all the parts to understand what an elephant is.

Read the questions to the class and check that pupils understand them. Tell pupils to answer the questions in their notebooks.

ANSWERS

- | | |
|------|------|
| 1. b | 3. c |
| 2. a | 4. a |

9 Why do you think that the wise old man said, "All of you are right. And all of you are wrong"? Do you think he was right? Why or why not?

Talk about the fact that each man was correct in what he said, but that they needed to look at the bigger picture in order to reach the right answer.

Engage the class in a discussion about the lesson that the wise old man was trying to teach the blind men. Elicit that he was trying to teach them the importance of collaboration and group work, as well as listening to others. Ask pupils if they think the old man was right and to give reasons for their answers.

Make sure pupils understand that not every person has the same ideas and opinions, but that we should always be open to listening to each other and hopefully learning something new in the process.

Page 49

10 Choose a or b.

- a. Make up a new title or draw a cover for the story. Explain why your title or cover is good.**

Ask pupils to think of a new title or draw a cover for the story. Point out that the title of a story must reflect the main idea or what the story is about. Invite pupils to share their titles or their book covers with the class and explain why they believe their work is good.

- b. Act out the story. Make up your own ending.**

Have pupils role-play the story. Tell them to change the ending in any way they wish.

Optional: Ask pupils if they know what Braille is. Explain that it is a writing system that enables blind and visually-impaired people to read. The letters are raised dots that blind people can “read” by touching them. Ask pupils what other things they think can help blind people. Some examples include guide dogs or a walking stick, which help blind people get around. Blind people often use other senses, such as their sense of hearing, to get important information. For example, at some crosswalks, there is a buzzer that indicates that the light is green and pedestrians can cross safely.

11 a. Folk tales are old stories that people tell all over the world. As you learned on page 46, folk tales are stories that teach a lesson. Read these quotes. What do they have in common?

Read the quotes and ask pupils what they have in common. Elicit that they all talk about the importance of teamwork. Ask pupils to think about how teamwork may have helped these people.

Optional: Have pupils share facts about the people quoted.

- b. Think about the quotes. How do they help you understand the lesson you learned in the story?**

Tell pupils that this exercise requires them to use the higher-order thinking skill of Making Connections by using the quotes to help them understand the moral of the story. Elicit that teamwork can help in different situations and that it is always worthwhile to listen to other people’s opinions.

12 Read and add your own comment.

Read the question and the comments, and have pupils share their thoughts about teamwork. Tell the pupils to add their own comments.

Optional: Play a game in groups of four. Demonstrate the game as follows: Invite three pupils up to the front of the class and tell them to close their eyes. Give one of the pupils an object to touch and ask him / her to describe it. Then give the same object to the other two pupils and have each one describe it. Then have the pupils work together to decide what the object is. Suggestions for items: things that are similar in size and shape but don’t have the same smell, for example, a grapefruit and an orange; things that are similar in size and shape but have a slight difference, for example, a pen and a pencil.

► **WORKBOOK** Tell pupils to do the exercises on **pages 58-60** of the Workbook.

Optional: A Literature Review page for the story “The Blind Men and the Elephant” appears on page 260 of the Workbook.

Page 50

WORDS, WORDS

Explain to the pupils that the exercises in this section review and practice the new vocabulary of the unit. Tell them to complete the exercises in their notebooks.

Before pupils begin, go over the exercises to make sure all the pupils understand what they are expected to do.

1 a. Test your memory. Translate as many words as you can.

Tell pupils to copy the words into their notebooks and have them translate the words they know into their language. Refer pupils to the dictionary at the back of the book. Tell them to check if their translations are correct and to find the translations for the words they didn't know. Pupils should do as many as they can.

Optional: Allow pupils to work in pairs or small groups. Divide up the words so that each pupil is responsible for translating different words.

b. Write at least eight sentences with the words.

Tell pupils to write at least eight sentences or a short paragraph with words from the list. Point out that they may use more than one word from the list in each sentence.

Before pupils begin, encourage them to find words from the list that are connected, for example, *wolf*, *forest* and *kill* or *wear* and *clothes*. Remind pupils that every sentence must have a noun and a verb; they should try and find both nouns and verbs from the list, but they can also choose their own to build sentences with other words from the list. Remind pupils to use conjunctions like *and*, *but* and *because* to make their sentences more interesting. Also remind them that sentences begin with a capital letter and end with a period.

Tell pupils to underline or highlight the words from the list in their sentences.

2 a. Look at the tips for learning words on pages 10-13. Choose one tip to help you with these words. Did it help you learn them?

Tell pupils to refer back to the tips for learning words. Tell them to choose one to help them learn the words. In your next lesson, ask pupils to say if the tip they chose helped them.

b. Look at the words above. Make as many groups as you can. Give each group a name. Compare your groups with a partner.

This exercise uses the higher-order thinking skill of Classifying and Categorizing, which is taught in Unit 3.

Tell pupils to think of as many ways as they can to group words from the list. Elicit that the words can be grouped according to:

- topic
- parts of speech (noun, adjective, verb)
- length of words
- letters they begin / end with
- nouns (size, shape, color)
- similar meanings or pairs
- opposites

Tell pupils to compare the groups they made with those of their partners.

Accept all logical answers.

Page 51

3 a. Which word doesn't belong in each group?

Tell pupils to decide which word doesn't belong in each group.

Optional: Have pupils explain their answers.

ANSWERS

- | | |
|--------------|-----------|
| 1. boring | 4. animal |
| 2. sometimes | 5. poor |
| 3. clever | 6. age |

b. Add at least one word to each group in exercise 3a.

Tell pupils to add the words to the groups in exercise 3a. There may be more than one possible answer.

ANSWERS

- | | |
|-----------------------------|----------------------------|
| 1. shout, smile | 4. hero, character |
| 2. wrong / dangerous, scary | 5. park, city |
| 3. always, never | 6. dangerous / wrong, nice |

4 Say the names of as many things in the picture as you can. Compare with a partner.

Tell pupils to look at the picture and name as many things as they can. Then tell them to list the words and compare them with a partner. Alternatively, pupils may work in pairs or groups and name the items together.

ANSWERS

kitchen, driver, policeman, computer, onion, fairy, forest, wolf, cupboard, cry, cereal, doctor, fifty, tomato, diary, shout, waiter, fifteen, writer, fruit, bathroom, lettuce, clothes, night, nurse, rug, cookies, blind, parents / family, fire station, detective, question

Page 52**5 Complete the sentences with the useful words.**

Read the words in the Useful Words list and check that pupils understand them. Tell pupils to complete the sentences and invite pupils to read them out loud. Have pupils translate each sentence and compare it to their language.

ANSWERS

- | | |
|----------|---------------|
| 1. real | 6. together |
| 2. all | 7. nobody |
| 3. so | 8. often, too |
| 4. about | 9. also |
| 5. very | 10. because |

6 Change the words. Do as many as you can.

Tell pupils to replace the underlined word in each sentence with a word or phrase from the word bank that has a similar meaning.

ANSWERS

- | | |
|----------------|-----------------|
| 1. fairy tales | 5. title |
| 2. boring | 6. is blind |
| 3. villains | 7. Don't forget |
| 4. parents | 8. recommend |

7 Use the words below and their opposites to make a crossword.

Check that pupils understand all the words. Tell them to list the words and their opposites in their notebooks. Point out the TIP that reminds pupils to learn words with their opposites.

Tell pupils to prepare a crossword puzzle or mini-puzzles with pairs of opposites: one word is the clue; its opposite is the solution. Tell pupils to give their crosswords or mini-puzzles to their partners to complete.

Optional:

1. Give pupils a time limit.
2. Tell pupils to add more pairs of opposites to their puzzle.

► **FINAL VOCABULARY REVIEW** Tell pupils to do the exercises on **pages 61-64** of the Workbook.

► **INDEPENDENT READING** For four additional reading texts and exercises, refer pupils to **pages 216-223** of the Workbook.

Page 53

Tell pupils they are going to do a task to sum up the unit. Pupils may choose one of the two tasks on pages 53-54. Read the instructions and checklist for each task with the pupils and check that they understand what they have to do.

Task A Present two animals.

Tell pupils to make and present a poster or online report about two animals of their choice. Point out that pupils may choose from the animals on page 248 of the Resource Pack in the Workbook and use the information provided to prepare their presentation. Alternatively, pupils may choose other animals and find information from books, encyclopedias or the Internet to complete the task.

Review the difference between facts and opinions. Write the following sentences on the board: *A wolf has sharp teeth. I think wolves are scary.* Have pupils say which is a fact and which is an opinion. Remind pupils that we use the Present Simple to talk about facts, habits and routines. Review the spelling rules for the Present Simple as well.

Tell pupils to include the following in their presentations: two facts and one opinion about each animal, at least one sentence about each animal's routine, at least one negative sentence about each animal, and pictures. Remind pupils to pay attention to spelling and punctuation and to make sure that their presentation is clear and attractive.

Have pupils share their presentations with a partner. Each pupil must identify the sentences in their partner's presentation that are facts and opinions. Then tell pupils to compare and contrast the facts they wrote with a classmate who wrote about a different animal.

Extra: Tell pupils to add more information about the animals they chose.

This task may be used for assessment. Refer pupils to the checklist and make sure they understand the criteria according to which they will be assessed. A photocopyable Teacher's Assessment Chart appears on page 180 of this Teacher's Guide.

Page 54

Task B Interview friends.

Tell pupils to interview at least two friends about their daily routines. Instruct them to write at least two questions using the Present Simple. Point out that they should use the words *in*, *on* and *at* to ask about time. Refer pupils to the questions in exercise 21a on page 37 as a model.

Tell pupils to ask their friends the questions and record their answers. Remind them to speak clearly and fluently. Have pupils compare their day to their friends'.

This task may be used for assessment. Refer pupils to the checklist and make sure that they understand the criteria according to which they will be assessed. A photocopyable Teacher's Assessment Chart appears on page 181 of this Teacher's Guide.

Reflect on the Unit

Ask pupils what new things they learned in this unit and what was the most interesting fact that they learned. Then tell pupils to complete the Reflect on the Unit checklist on page 257 of the Workbook.

Further Reading Suggestions:

White Fang by Jack London, Penguin Readers, Level 2

Five Children and It by E. Nesbit, Eric Cohen Books, Level 1

The Prince and the Pauper by Mark Twain, Eric Cohen Books, Level 1

The Three Musketeers by Alexandre Dumas, Eric Cohen Books, Level 1

Beauty and the Beast, Oxford Classic Tales, Level 5

How the Camel Got His Hump by Rudyard Kipling, Macmillan English Explorers, Level 3

Maisie and the Dolphin by Stephen Rabley, Penguin Readers, Easystarts