

A Course for Middle and
Secondary School

INTRODUCTORY
Teaching Guide

Guided
English

For Pakistan

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TO THE TEACHER

Aims

Welcome to the Teaching Guide for *Guided English Introductory Book*. The Teaching Guide you are now holding aims to help you, as a classroom teacher, build on the time-tested success of the series by introducing updated techniques and approaches to working with the content. The guide provides step-by-step instructions to help you make the most of the material without the need to spend hours in preparation for each class.

General approach

In every lesson, suggestions are given in the guide to help make the topic relevant to the interests and background of the learners. Discussions are meant to draw on students' real-life knowledge, experiences, and understanding of their society. Whenever possible, reference is made in the teaching notes to local traditions and institutions.

Since classes can be large and therefore may exhibit wide ranges of student preparedness, in most instances it is more effective to encourage pair and group work. In this way, weaker students get plenty of opportunity to participate and practice in order to improve their performance, while at the same time stronger students can serve as role models to other students in the group. Students are encouraged to help one another with written work before turning it in, which develops good habits for both readers and writers.

Note: It is suggested that teachers use dictionaries as frequently as possible to help conduct classes at par with the students' understanding and increase their own 'word bank' (vocabulary).

KEY SECTIONS AND TEACHING SUGGESTIONS

Reading Texts

The reading texts in the Students' Book are drawn both from literary classics and reproduction of practical topics. The approach taken in the Teaching Guide with regard to the reading texts is to first introduce the general theme to the class before going on to work through the reading text itself. This introduction to the theme will activate students' background knowledge as well as help to create expectations and curiosity about what they will be reading. The teaching notes suggest breaking the reading into manageable segments, combined with follow-up tasks and preparation for the next segment. The aim here is to relate the material to students' interests, backgrounds, and life experiences. Reading a text in this manner helps the students to realize that the **act** of reading represents a collaboration between the text and the reader. It is this relationship between the text and the reader that makes reading a meaningful activity.

Teaching suggestions for reading texts:

- Build student interest by going through the introductory discussions suggested for each lesson.
- Break the reading up into manageable segments, as suggested in the teaching notes.
- Have students read silently.
- After each segment, check for comprehension. Detailed suggestions for checking comprehension are provided in the teaching notes.
- Follow up with an extension discussion of some aspect of the topic. Suggestions are provided in the teacher's notes for each lesson.

Comprehension and Vocabulary

The approach taken in the Teaching Guide is that the Comprehension and Vocabulary exercises should never be used to test students' knowledge, but should be seen as a means of encouraging students to work from what they know and remember. Initial answers to the questions should come from memory; students can later check their responses against the text. While conducting these tasks, allow students to help one another. This practice gives them the opportunity to learn from each other.

Teaching suggestions for vocabulary tasks:

- Have students find the vocabulary items in the text and try to work out the meanings initially without using a dictionary.
- Then allow them to confirm their answers by comparing their responses with classmates and checking a dictionary.
- Follow up with the whole class, encouraging students to explain their answers.

Teaching suggestions for comprehension tasks:

- Encourage students to work initially from memory and discuss their responses, going back to the reading text for confirmation only later.
- Praise students who rephrase their responses in their own words rather than copying/repeating word-for-word from the text.
- Discuss students' reasons for answering as they did, particularly when there is some variation in response is possible.

Grammar Presentations

All grammar topics in the Student's Book are presented by way of substitution tables without explanations. Classroom presentations should aim to rectify this lack of explanation by providing

various ways of stimulating students' understanding of the grammatical structures and their meanings. The approach taken in the teaching notes shifts the grammar presentation from a rote-memory model to an inductive-grammar-presentation model or a model which allows students to work out grammar rules by themselves. This approach helps students to develop observational skills, enabling them to link form and meaning.

Occasionally, suggestions for explicit explanations of key points relating to the grammar topic are given, but the general approach remains one of leading students to draw conclusions about the rules of grammar based on careful guidance by the teacher. By implementing the suggestions in the guide, teachers will avoid the temptation of giving grammar lectures, and learners will be exposed to the information in an interactive, engaging way.

Note that in the teaching notes the grammar presentations are integrated with the suggestions for conducting the oral practice exercises. However, it is also possible to first present all of the grammar structures, then work through the written grammar practice activities and finally follow up with oral practice. For many learners, it may be helpful to become familiar with the structures by writing them first and then reinforcing them through follow-up oral practice. For the remaining students, the sequence presented through the Student's Book and outlined in the guide is adequate. For the sake of variety and to reach learners with differing learning styles, you are encouraged to employ both techniques.

Oral Grammar Practice

Although the Student's Book emphasizes mechanical repetition by selecting random elements from succeeding columns in the substitution tables, the teaching notes discourage this practice because the sentences produced can often be nonsensical or unlikely to ever be spoken in real life situations.

Teaching suggestions for oral grammar practice:

- Ask students to find the differences between the structures in the various substitution tables.
- Elicit explanations for the differences and write them on the board as grammar rules.
- Have students practice in groups rather than conducting whole-class repetition so that learners have more opportunity to speak.
- Make sure students think about the meanings of all of the sentences they produce by using the substitution tables.
 - Ask them to make up contexts in which the sentences would make sense.
 - Ask them to make silly sentences, or to make ones that are entirely illogical. Have them explain why these sentences are silly or illogical.

Written Grammar Practice

The objective of these exercises in the Student's Book is to reinforce grammar structures previously practised orally. Therefore, the guide also provides teaching notes with this focus and in the same sequence.

For many learners, writing information down is the best way to master a new concept. Following the textbook format, students are introduced to the structure and given the opportunity to use it during oral classroom exercises. Later, they are asked to engage in a task in which they practise the same structure in writing, helping them review and recall what they so recently learned. However, it may be just as beneficial for students to use and understand the structure through a written task before doing the oral practice exercises, so that they are able to 'think on their feet' during oral practice. Therefore, you might like to consider changing the order of the tasks from time to time. As the written practice exercises are best carried out independently without time pressure, the teaching notes for

these are very straightforward and involve mainly making sure students understand what is expected of them.

Teaching suggestions for written grammar practice:

- Demonstrate with an example or two to make certain the task is clear to all students.
- Allow students to work in pairs or small groups if the exercises are done in class.
- If the exercises are assigned as homework, have students exchange papers and discuss any differences in their answers.
- Encourage students to correct one another's work.

Punctuation Practice

The guide treats the exercises in this section of the Student's Book as editing tasks

Teaching suggestions for oral punctuation practice:

- Ask students to review the portion of the reading passage in question and make note of the punctuation that is the focus of the exercise.
- Elicit explanations for the use of the punctuation, and write these on the board as punctuation rules.
- Have students practise in pairs to complete the punctuation exercise if it is done in class.
- Always have students self-correct their exercises.

Composition

The writing assignments found in the Student's Book are mostly lists of topically related sentences or retellings of stories. Thus the Teaching Guide does not provide many specific suggestions regarding the teaching of writing (e.g. topic development, coherence, cohesion, unity, mechanics, structure, revision, etc.). Instead, the teaching notes focus primarily on the development of brainstorming tactics and modelling in order to give students a starting point for their writing. In addition, the teaching notes recommend that students edit each other's work before revising and submitting their writing.

Teaching suggestions for composition writing:

- Begin by developing a model on the board which students can emulate.
- Brainstorm topics which students may use for inspiration.
- Encourage students to edit each other's work. It is helpful to give a list of points to look out for:
 - Have students tell one another what they liked about the piece of writing.
 - Have students tell one another what they found confusing or unclear about the piece of writing.
 - Have students make suggestions to one another for correcting grammar, punctuation, spelling, and word choice.
- Have students revise their writing by incorporating the advice of their classmates before turning it in.

Useful Language

The entries in this section are difficult to categorize, and they are rarely accompanied by actual exercises. It is the recommendation of the author that this segment of the lesson be used as a 'filler' for when there is extra time in class for a short activity, but not enough to begin a whole new topic area of the lesson.

Teaching suggestions for Useful Language:

- Elicit additional examples from the class and add them to the list of language items presented.
- Create worksheets with crossword puzzles, word searches, and 'double puzzle' formats. There are free websites for teachers where these kinds of worksheets can be created with little effort. One

such website is this one: Discovery Education Puzzlemaker: (<http://www.discoveryeducation.com/free-puzzlemaker/>)

Answer Keys

The exercises in the Student's Book often allow for a limitless number of responses. Teachers will have to use their judgment as to whether the students' answers are acceptable or not. The Teaching Guide recommends that any reasonable answer be accepted for these sorts of exercises as long as they are grammatically correct.

LESSON PLANNING

Guided English Introductory Book contains 30 lessons of slightly varying lengths to be covered over one academic year. Therefore, 7–9 class periods can be dedicated to covering the material of each lesson and exploiting it thoroughly. The principles outlined below provide a foundation to the suggestions that follow, with the aim of helping teachers over the time available.

Attention span and the focus of the early part of a class period

While it is tempting to dedicate entire class periods or double sessions to extensive sections of a particular lesson, such as Composition, the authors in fact discourage this practice. Current learning theory suggests that adult learners' attention span (short term memory) at the beginning of a class session is about 20 minutes when they are engaged in tasks in their native language. It is to be expected that their attention span is significantly shorter when they are engaged in tasks carried out in the new language. Thus, one principle of lesson planning recommended is to use the first 15 minutes of the period to work with the material that requires the most attention

What to do in the middle of the lesson

Furthermore, research shows that after the first break in attention, when a learner loses focus, his or her attention span becomes progressively shorter through the class period unless there is a clear shift in the tasks undertaken. Therefore, we suggest frequent changes in class activities.

Following up on tasks

Additionally, it has been found that when students complete a task without a wrap-up or follow-up activity, it appears to be random and pointless. Putting the new information to work differently or questioning the students to find out how they responded to the tasks are essential elements for reinforcing information. It is also an excellent method of assessing students' readiness to move on to a new topic or task. Wrap-ups can consist of interactive corrections of exercises, discussions, games, or simple feedback regarding what students found helpful or difficult.

Sequencing classroom activities

In order to create continuity from one class session to the next as well as to provide opportunities to revisit, recycle, and increase practice related to a topic, we recommend that some aspect be held back at the end of one lesson and brought back at the beginning of the next lesson. For example, a wrap-up discussion of a reading passage that extends the topic to students' opinions and experiences can be introduced at the end of one class session and followed up at the beginning of the next, allowing students time at home to consider what they want to say and how they can say it in English. Similarly, brainstorming and writing an early, initial draft of a composition topic can be carried out at the end of one class session with students asked to make a second draft at home. You can follow up this work at the beginning of the next class session in the form of peer editing.

In regard to structure practice, once students have gone through a series of exercises and corrections in class, they can complete the corresponding workbook activities for homework. This can be followed up with self or peer-correction of homework and a game or other interactive activity at the start of the next class session. Pronunciation and dictation work can be introduced during one class session with teacher-conducted practice after which students can be instructed to practice on their own at home. This could then be followed up in a subsequent class session with students reading aloud and quizzing one another, in pairs.

Note that regardless of the order in which the activities appear in the textbook, it is possible to present them in a different order if the time available or the class schedule allows: For instance, perhaps a teacher would like to begin the composition work on the last day of the school week so that students have the weekend to work on their writing, or if there is less of class time available, a small exercise such as *Useful Language* would fill it nicely while another aspect of the lesson would not, and so on.

The balance between in-class activities and homework

It is important to remember that when any individual student is not actively participating in a class-based task, that student is at risk of exhausting his or her attention span. Therefore, we recommend that whenever practical, class-based tasks should be conducted as small-group or pair work activities. You can follow up these activities with the whole-group/entire class to further reinforcement. Even workbook exercise correction can be done as pair work if students are given an answer key. When extended time is needed for individually-completed tasks, such as writing lists of sentences based on grammar substitution frames or writing second drafts of compositions, you can assign these as homework. This practice will leave more class time for presentation of new material, preparation for extended work, and follow-up. This approach will give teachers the needed flexibility to spend an appropriate amount of time in class on each instructional topic, which will depend on the group's general readiness and level.

Continuous class-based assessment

This Teaching Guide does not provide formal assessment measures such as quizzes and tests. Rather, we recommend that teachers perform continuous assessment of learners' progress through follow-ups to each instructional topic. By monitoring students as they engage in pair and group work, by observing students' performance during interactive tasks, and by soliciting feedback, teachers will know when students are making/not making progress, when they need to give more time to a topic or an exercise, and when they need to pick up the pace because the material has been adequately covered or mastered.

SAMPLE LESSON PLAN

Lesson 6 has been used as a sample for dividing a typical lesson into seven periods. Since schools generally have 7–9 periods per week for compulsory subjects. This also allows extra time for those lessons that may require more explanation for each task. The lesson plan below would be appropriate for a group that completes the work with no specific problem, but teachers should feel free to expand work on any aspect of the lesson that they believe needs additional time.

LESSON PLAN—LESSON 6

Robinson Crusoe

Period 1:

Opening activity: Robinson Crusoe introduction as suggested in the teaching notes.

Reading: The Shipwreck reading and discussion, through the 5th bullet of the reading activity notes in the guide.

Homework: Ask students to read the last section of the text as homework.

Period 2:

Opening activity: Give a summary of the story of Robinson Crusoe thus far. You may want to review the questions suggested after the fifth bullet of the teaching notes for the reading.

Reading continued: The Shipwreck reading and discussion, from the 6th bullet of the reading activity notes in the guide.

Conduct a brainstorming and discussion activity, following the suggestions contained in the 8th bullet of the teaching notes for the reading activity.

Introduce the discussion topic suggested in the last bullet of the teaching notes and have students work in groups to discuss their ideas. Create a list on the board as a follow up.

Comprehension and Vocabulary: Introduce Exercise A, following the suggestions provided in the teaching notes, allotting the completion of the exercise as homework.

Homework: Ask the students to complete Exercise A as homework and to be prepared to discuss their answers for the next class.

Period 3:

Opening activity: Go over the answers to Exercise A, which was assigned as homework, following the suggestions given in the teaching notes.

Comprehension and Vocabulary: Conduct Exercises B and C as suggested in the teaching notes. (Individual and interactive)

Structure presentation: Have students study the grammar substitution tables and elicit the 'grammar rules' that account for the language presented in each of the tables as they relate to the oral exercises. Remind students to pay attention to the meanings of the sentences they create so that they do not produce sentences that are unlikely to ever be used in real life.

Homework: Ask the students to practice linking the words ending in *s* to the following words beginning with vowels in the tables, i.e. the language in columns 2 and 3 in Table 1, and columns 3 and 4 in Tables 2 and 3.

Period 4:

Opening activity: Do a chants type activity that contains a number of words ending in *s* linked to words beginning with a vowel. You might begin like this:

*How many hours are there in a day?
Twenty-four!*
*How many days are there in a week?
Seven! Seven!*
*How many weeks are there in a year?
Fifty-two!*

Have students work in small groups for a few minutes to make up two or three more *how many* questions which they then present to the class. Collect all of the questions and lead the chant, making sure to stress the link between the *s* and the verb *are*.

Oral exercises: Follow the suggestions contained in the teaching notes for each exercise.

Written exercises: Introduce the tasks for Exercise A, following the suggestions given in the teaching notes. Go through one or two example sentences only.

Homework: Assign Exercise A as homework.

Period 5:

Opening activity: Have students work in pairs to compare answers for the Written Exercise A which they completed as homework. Follow up with a competition with groups making silly sentences as suggested in the teaching notes.

Written exercises continued: Conduct Exercise B as suggested in the teaching notes. Follow up with the game suggested in the last two bullets of the teaching notes.

Composition: Introduce the composition topic following the guidelines in the *Composition* section above as well as the suggestions contained in the first two bullets of the teaching notes. Provide time for students to write their sentences, circulating as students work in order to monitor their work and provide assistance as needed.

Homework: Ask the students to revise their composition sentences as homework. Remind them that they will carry out peer editing in the next class and that they should refer to the peer-editing checklist for self-correction while doing their writing. Make sure that the peer-correction checklist is written on the board and that students have it written down in their composition notebooks for reference.

Period 6:

Opening activity: Ask the students to exchange their sentences with a classmate and have them conduct peer editing using the checklist provided in the *Composition* section above. Remind them that peer editing is an interactive process, so they should talk through their insights and observations with the author of the composition.

Composition revision: Provide time for students to work on their revisions. Circulate and monitor, providing assistance as needed.

Homework: Complete editing the rough drafts which are to be turned in as final drafts at the beginning of the next class.

Period 7:

Opening activity: Brainstorm with the class the sorts of special places that are typically marked on maps—hospitals, parking garages, public playgrounds, places of worship, hotels, etc. Have them work in groups to look at tourist maps of a town other than the one they live in and to make lists of how many of each specific type of place that is marked on the map, e.g. *There are three hospitals in town. There are seventeen parks.* Have groups share their findings.

Useful Words and Phrases: Conduct the activity as outlined in the teaching notes. Create a crossword-puzzle worksheet using an online puzzle making website, as outlined in the *Useful Language* section.

Unit summary: Discuss with the students what was covered in the unit. Ask students what was the most fun, what was hardest, what they would like to review, etc.

Lesson ONE

ALADDIN

Aladdin—Intro

In English, ask students if they know the story of Aladdin, a folk tale of Arabian origin.

- As students offer answers, write details of the story on the board.
- If they provide details in their home language, recast these in English and say them aloud as you write them on the board.
- Here are some of the details that students may give you (not all of these details appear in this version of the story):
 - Ala a-Din = Aladdin
 - wizard, sorcerer
 - jinni
 - magic ring
 - magic cave
 - oil lamp
 - Badroulbadur (Aladdin’s wife, princess, daughter of the Emperor)
 - Magreb or West (the place the wizard comes from)
- You may wish to prompt students to elicit some of the details; for example, you may ask, ‘What do we call the magic spirit who lives in the lamp?’ (A jinni.)
- Ask the students to copy down the list and mark off which details they find in the story and which ones they do not find.

‘The Wonderful Lamp’

- Have the students read the story silently, one section at a time. For the first section, have them read the first 15 lines silently, ending with, ‘...Aladdin was very pleased.’
- Ask students,
 - *How many people are in this part of the story?* (Three.)
 - *Who are they?* (Aladdin, Aladdin’s mother, and the wizard.)
 - *Why does Aladdin’s mother give the wizard supper?* (She thinks he is Aladdin’s uncle.)
 - *Why were Aladdin and his mother happy?* (The wizard bought some beautiful clothes for Aladdin.)
- Next have students read the following 12 lines, beginning with the line, ‘Then they went for a long walk’ and ending with the sentence, ‘Here is my ring to keep you safe.’
- Ask students,
 - *Where did the wizard and Aladdin go after they left the market?* (For a long walk.)
 - *What did the wizard do after Aladdin made a fire?* (He threw something on the fire and cast a magic spell.)
 - *What did the magic spell do?* (It made a hole in the ground.)
 - *What did the wizard tell Aladdin to do?* (To go into the hole and get a lamp.)
 - *What did the wizard give Aladdin to keep him safe?* (A magic ring.)
- Next, have students read the following 10 lines silently, beginning with the line, ‘Aladdin took the wizard’s ring...’ and ending with the sentence, ‘Aladdin could not climb the steps.’
- Ask students,
 - *What was under the rock at the bottom of the hole?* (Some steps going down into a beautiful garden.)

- *What was growing on the trees in the garden?* (Colorful jewels)
- *Where was the magic lamp?* (Hanging on a wall in the garden)
- *What did Aladdin put in his pockets and in his shirt?* (The lamp and jewels from the trees)
- *Why couldn't Aladdin climb out of the hole?* (The jewels were heavy.)
- Finally have students read the last 12 lines silently, beginning with the line, 'The wizard asked for the lamp.'
- Ask students,
 - *What did the wizard want Aladdin to give him?* (The lamp.)
 - *Why did the wizard get angry?* (Aladdin could not reach the lamp under the jewels.)
 - *What did the wizard do next?* (He cast a spell and closed the hole with Aladdin inside.)
 - *What happened when Aladdin rubbed the magic ring?* (A big ugly jinni appeared.)
 - *What did the jinni do for Aladdin?* (He opened the hole and let Aladdin out.)

Comprehension and Vocabulary

(Page 3—Student's Book)

Exercise A

- Have students do Exercise A for homework or allow time in class for them to complete the exercise individually. Correct the exercise by having students compare answers in pairs or in groups of three.

Answer Key

- | | | | |
|---------------|-----------------------|------------------------|--------------------------------|
| 1. ago | 2. in, lazy | 3. uncle, Africa | 4. pleased, beautiful, clothes |
| 5. for, along | 6. some, make | 7. on, made | 8. in, a, at, the |
| 9. under, to | 10. In, a, of, with | 11. There, a, the, the | 12. inside, a, of, from |
| 13. heavy | 14. for, reach, under | 15. shut, in, in | 16. the, on, ugly, appeared |

Exercise B

- If possible, have a class set of dictionaries available for students to use or share.
- Ask students to open the dictionary to page X (say the page number on which the word *wizard* appears). Have the students find the part of speech and note it at the beginning of the definition, n (noun), v (verb), adj. (adjective), adv. (adverb).

Answer Key

wizard = a man who is supposed to be able to do magic
stony = having many stones
magic = an imaginary power that makes amazing things happen
spell = magic words that are supposed to make things happen
lamp = a device which holds a light; a lantern
jewel = a valuable stone, such as diamond, ruby or emerald

Oral Exercises

(Pages 3, 4, and 5—Student's Book)

Exercise A

- Draw Table 1 on the board, and using coloured chalk, trace a line between the elements of each example sentence. For example, trace a yellow line from *I* to *have* to *a* to *book*. Trace a pink line from *She* to *has* to *a* to *cold*.

- Elicit the grammar rule from the class: the pronouns *I, we, they,* and *you* require the form *have*, and the pronouns *he, she, it,* and a person's name require the form *has*.
- Ask students to take turns beginning with column 1, and to write the sentences they create in their notebooks.
- Follow the same procedure for making questions from Table 2.
- Elicit the grammar rule from the class: for *yes/no* questions when the verb *have/has* comes at the beginning of the sentence before the pronoun or the name.

Exercise B

- Have students remain in their groups of three. Tell them to exchange their list of sentences from Exercise A, Table 1 with the list of another group.
- Have students rewrite the sentences using the negative forms of the verbs.
- Go over the exercise by asking each group to read one of their negative sentences aloud, paying attention to the pronunciation of contracted verbs as a single word. Point out that we say the contracted verb when speaking, but we usually write the complete verb.

Exercise C

- Have students remain in their groups of three. Tell them to exchange their list of questions from Exercise A, Table 2 with the list of another group.
- Have students write short answers to the questions. They may answer in the affirmative or in the negative as they wish, but encourage them to make some answers of each kind.
- Go over the exercise by asking pairs from each group to read the question and the answer as a mini-dialogue, paying attention to the pronunciation of contracted verbs as a single word.

Exercise D

- Have the class compare Table 1 with Table 3 and identify the difference. (In Table 1, column 3 contains the word *a* while in Table 3, column 3 contains the word *an*.)
- Point out that the words in column 4 of Table 1 all begin with a consonant while the words in column 4 of Table 3 begin with a vowel.
- Have students form pairs to make up sentences using the words in Table 3.

Exercise E

- Have the class compare Tables 1 and 3 with Table 4 and identify the differences. (In Tables 1 and 3, the words in column 4 are all singular, while in Table 4 the words in column 4 are plural; in Table 4 column 3 contains the word *some*.)
- Explain that with singular words like those in column 4 of Tables 1 and 3, we use either *a* or *an*. With plural words like those in column 4 of Table 4, we use the word *some* when we do not know exactly how many.
- Have students remain in their pairs to make up sentences using the words in Table 3.
- Ask them to write their sentences down and to read them aloud.

Exercise F

- Have students remain in their pairs. Ask them to exchange their list of questions from Exercise D, Table 3 with that of another pair.
- Ask the students to rewrite the sentences making the words from column 4 plural and to read them aloud.

Exercise G

- Have students remain in their pairs. Again they exchange lists of questions from Exercise E, Table 4 with that of another pair.

- Ask the students to rewrite the sentences making the words from column 4 singular and to read them aloud.

Written Exercises

(Pages 5 and 6—Student’s Book)

- Have students work individually to complete the exercises as homework or in class. When they have finished, ask them to compare answers in pairs.
- If you wish, provide an answer key on the board or on a separate sheet of paper for students to confirm their answers.

Answer Key

Exercise A

- | | | | | |
|--------|---------|--------|---------|---------|
| 1. has | 2. have | 3. has | 4. has | 5. have |
| 6. has | 7. has | 8. has | 9. have | 10. has |

Exercise B

- | | | | | |
|----------------|------------|------|-----------------|----------|
| 1. a, an, some | 2. a | 3. a | 4. an, an, some | 5. an |
| 6. an, a, some | 7. a, a, a | 8. a | 9. a | 10. some |

Exercise C

1. Has she a kitten? Yes, she has./No, she hasn't.
2. Have you a brother? Yes, I have./No, I haven't.
3. Have I an apple? Yes, I have./No, I haven't.
4. Have we a good football team? Yes, we have./No, we haven't.
5. Have they a good leader? Yes, they have./No, they haven't.
6. Has the headmaster a new house? Yes, he has./No, he hasn't.
7. Has the dog a red collar? Yes, it has./No, it hasn't.
8. Has every question a question mark? Yes, it has./No it hasn't.
9. Have you a big hat? Yes, you have./No, you haven't.
10. Have the workmen a tractor? Yes, they have./No, they haven't.

Punctuation Practice

(Page 6—Student’s Book)

- Have students work individually to complete the exercise as homework or in class. When they have finished, ask them to compare answers in pairs.

Answer Key

Aladdin lived a long time ago. He and his mother lived in a little house because they were very poor.

Every day Aladdin played in the street with other boys. He was lazy and did not work.

One day a man came along the road and watched Aladdin playing.

'Who are you?' he asked.

'I am Aladdin,' replied the boy.

'I am your uncle,' said the man.

This was not true. The man was not Aladdin's uncle. He was a bad wizard.

Composition

(Page 6—Student’s Book)

- Assign the writing task as homework or allow time for in-class writing. If students write in class, circulate and monitor, providing assistance as needed.

Useful Words and Phrases: Name and Age

(Page 7—Student’s Book)

- Role-play the example dialogue with two puppets, two pictures, or simply by using your hands to indicate two people speaking.
- Copy the dialogue on the board but with blanks or alternate choices for students to complete with information about themselves.

Student A: Hello! What’s your name?

Student B: My name’s _____. What’s yours?

Student A: I’m called _____. I’m _____ [years old]. How old are you?

Student B: I’m _____. My sister/brother is _____ and I’ve a brother/sister who is _____ . My sister’s/brother’s name is _____ and my brother/sister is called _____ .

Student A: I have no/one/two/etc. sister(s) and no/one/two/etc. brother(s). My brother/sister is _____ . His/Her name is _____. He’s/She’s a _____. My father’s a _____ . What does your father do?

Student A: He’s a _____. He is _____ How old is your father?

Student B: He’s _____ .

- Have students form pairs to have conversations about themselves and their families.

Lesson TWO

STORIES FROM AESOP

Stories from Aesop—Intro

- In English, ask students if they have ever heard of Aesop. If the stories of Aesop are familiar to students, elicit a few of the stories they have heard of, such as ‘The Fox and the Grapes,’ ‘The Boy who Cried Wolf,’ ‘The Tortoise and the Hare,’ and ‘The Ant and the Grasshopper.’
- Let the students know that each of Aesop’s stories teaches a life lesson, or ‘moral.’ Ask them if they know the moral of any of the stories they recall, for example, the moral of the story *The fox and the grapes* is that sometimes if we cannot get something, we pretend it is not worth having, and the moral of *The tortoise and the hare* is that you should never give up even if it seems you may not succeed at what you are trying to do.
- Make every effort to keep these discussions in English rather than in the home language.
- Tell students to think about what the moral of the story ‘The Man Who Tried to Please Everybody’ might be as they read the story.

‘The Man Who Tried to Please Everybody’

- Ask students to describe the first illustration orally. Elicit key vocabulary that comes up in the beginning of the story: *man, farmer, donkey, boy, son, walk, girls*
- Have students read the story silently, one section at a time. For the first section, have them read the first 8 lines silently, ending with, ‘...He lifted his son onto the donkey and walked on beside them.’

- Ask students,
 - *How can you tell that the farmer and his son were happy at the beginning of the story?* (They were singing.)
 - *Why did the girls think there was something wrong with the donkey?* (Because nobody was riding on it.)
 - *How can you tell that the man felt embarrassed by what the girls said?* (He put his son on the donkey to ride it.)
- Next have students read the following eight lines, beginning with the line, ‘Farther along the road...,’ and ending with the sentence, ‘To please the woman, the farmer helped his son to get up behind him.’
- Ask students,
 - *How many more people told the farmer what to do with the donkey?* (Two more—an old man and a woman.)
 - *Who was riding the donkey after the woman spoke to the farmer?* (Both the farmer and his son.)
 - *What do you think about that? Is a donkey strong enough to carry two people?* (Answers may vary.)
 - *What does the next picture show?* (The man and the boy carrying the donkey tied to a pole.)
- Next have students read the following eight lines silently, beginning with the line, ‘The farmer and his son rode along together on the donkey.’ and ending with the sentence, ‘They walked into the town carrying the donkey.’
- Ask students,
 - *What did the men tell the farmer?* (To carry the donkey instead of riding on him.)
 - *How did the donkey feel about being tied up?* (It struggled and kicked.)
 - *What do you think of the advice the men gave the farmer?* (Answers may vary.)
- Finally, have students read the last eight lines silently, beginning with the line, ‘The people in the town laughed to see a man and a boy carrying a struggling donkey.’
- Ask students,
 - *Why did the people in the town laugh to see the farmer and his son come into the village?* (Because it is stupid to tie a donkey to a pole and carry it.)
 - *What did the donkey do when the farmer and his son put it down?* (It ran away and fell into the river and died.)
 - *What life lesson did the farmer learn?* (It is better to do what you think is right than to listen to other people tell you what to do.)

Comprehension and Vocabulary

(Pages 9 and 10—Student’s Book)

Exercise A

- Have students do Exercise A for homework or allow time in class for them to complete the exercise individually.

Answer Key

- | | | |
|-----------------------------|-------------------------|----------------------|
| 1. led, walked, sang | 2. at, with | 3. in, for, a |
| 4. onto, beside | 5. at, selfish | 6. down, on |
| 7. lazy | 8. behind, please | 9. the, heavy, a |
| 10. off, together, slung, a | 11. laughed, struggling | 12. down, hot, tired |
| 13. drowned, river | 14. nobody, everybody | |

Exercise B

- Have students work in pairs to complete the exercise, discussing the answers and writing them down. When they are finished, ask them to compare answers with another pair of students.

Answer Key

Note: Accept variations of these answers.

1. He let his son ride the donkey.
2. He rode the donkey and his son walked.
3. He and his son both rode the donkey.
4. The men said they were too heavy for the donkey to carry.
5. The donkey kicked and tried to get loose.
6. The donkey fell into a river and died.

Oral Exercises

(Pages 10 and 11—Student’s Book)

Pronunciation note

- In order to help students produce a ‘short i’ vowel, tell them to first make a sound like ‘eeee’ and then to relax their facial muscles as much as they can. They should relax their cheek muscles and their lip muscles, but should not change the position of their tongues in their mouths. The sound should change from a ‘long i’ sound to a ‘short i’ sound.
 - *Words with ‘long i’ or ‘tense’ vowel sound:* beat, seat, heat, heed, read, lead, cheap, sheep, these, ease.
 - *Words with ‘short i’ or ‘relaxed’ vowel sound:* bit, sit, hit, hid, rid, lid, chip, ship, this, is.
- Follow up by saying a definition of one of the words and having a student produce the correctly pronounced word, e.g. ‘not expensive’ (cheap); ‘what you do in a chair’ (sit).

Exercise A

- Ask students to look at Table 1. Elicit the difference in meaning between the two words in column 1, *this* and *that*. (*This* refers to something near to the speaker; *that* refers to something not as near to the speaker.)
- Now ask students to look at Table 2 and to say what the four differences are between them.
 - Table 1, is in the affirmative while Table 2 is in the negative.
 - In Table 1, the verb is in column 2 while in Table 2 the verb is in column 3.
 - In Table 1, the noun is in column 2 while in Table 2 the noun comes in column 4.
 - In Table 1, the adjective is at the end of the sentence while in Table 2 the adjective is before the noun.)
- Elicit the grammar rule from the class: in Table 1, the nouns are the subjects of the sentences, so the are adjectives before at the end; in Table 2, the words *this* and *that* are the subjects of the sentences, so the adjectives are in front of the nouns.

Exercise B

- Pair students and have one pair read one of the sentences from Table 1 from the list they are working from. Write it on the board. Ask students where to put the word *very* and insert it in the correct place in the sentence.
- Repeat this procedure with one sentence from Table 2.

Exercise C

- Have the class compare Tables 1 and 2 with Table 3 and identify the differences. (In Tables 1 and 2, the sentences are statements while in Table 3 the sentences are questions. The questions in Table 3 ask about contrasting adjectives.)
- Elicit the grammar rule for making *yes/no* questions with the verb *be*: The verb comes first, followed by the subject (in this case *this/that* + the noun), and ending with the rest of the sentence (in this case the contrasting adjectives).
- Ask them to form questions from the sentences and to add a contrasting adjective. Have them practice orally only.

Exercise D

- Have students form pairs and take turns asking and answering questions following the structure in Table 3.
- Circulate and monitor as students practice, paying attention to the appropriate use of *this* and *that*, as well as logical contrasting adjectives for each noun.

Written Exercises

(Pages 11 and 12—Student's Book)

- Ask students to look at the example sentences and drawing to see where the suggested vocabulary words appear beneath the illustration and to note the two different structures for the answer statements.
- To correct the exercise, ask two students to go to the board to write one question and answer each for the pictures on pages 11 and 12. Elicit alternative questions/answers and write these on the board as well. Do this for each of the three pictures.

Answer Key

Note: There are alternative answers for each illustration, in addition to those below.

1. a) Is that book thick or thin?/That is a very thick book.
1. b) Is that book heavy or light?/That book is not heavy.
2. a) Is that man weak or strong?/That man is not weak.
2. b) Is that bucket full or empty?/That bucket is full.
3. a) Is that man happy or sad?/That man is happy.
3. b) Is that man clever or clumsy?/That man is not clumsy.

Composition

(Page 13—Student's Book)

- Have students read the instructions silently, then have them select five items from their backpacks, pockets or handbags, placing the items in front of themselves.
- Ask students to form pairs and to write sentences about their own items, using the word *this*, and then to write sentences about their partner's items, using the word *that*.
- Follow up by having students perform peer-correction of a classmate's sentences. Have them check for spelling, correct verb forms, use of punctuation, and appropriate vocabulary.

Useful Words and Phrases—Colours

(Page 13—Student's Book)

- Have students read through the list of colours printed beneath the example sentences.
- Elicit additional colour words by pointing out objects in the classroom and having students supply the colour word, e.g. *purple, beige, light blue, dark red, navy blue, silver, gold*, etc.

Exercise A

- Give students a few minutes to fill in the blanks with true answers.

Answer Key

Answers may vary. Accept any reasonable answer even if not listed below. Note in the sample answers below a few special colour terms for some items.

- | | |
|---|---|
| 1. <i>brown, black, blond, red, dark brown, light brown, etc.</i> | 2. <i>red, white, blue, etc.</i> |
| 3. <i>black, brown, red, white, blue, etc.</i> | 4. <i>blue, brown, hazel, green, etc.</i> |
| 5. <i>white, black, grey, brown, etc.</i> | 6. <i>blue, grey, white, etc.</i> |
| 7. <i>red, black, blue, green, etc.</i> | 8. <i>pink, red, brown, etc.</i> |
| 9. <i>green, brown, beige, etc.</i> | 10. <i>yellow</i> |
| 11. <i>black, grey, white, etc.</i> | 12. <i>orange, green, yellow, etc.</i> |
| 13. <i>dark blue, black, purple, red, etc.</i> | |

Exercise B

- Have students form pairs and play an ‘I spy’ game using colours and objects around the classroom. Limit this activity to three minutes.
- Demonstrate by saying, *I spy something navy blue! What is it?*
- Students guess various objects until they name the one you are thinking of, e.g. an umbrella on a hook.
- Ask them to take turns naming colours and guessing objects.
- Circulate and assist with colour words as needed.

Lesson THREE

ASIA: SOME FACTS

Asia: Some Facts—Intro

- Ask students to look at the world map on page 14 of their books. Tell them that there are seven continents in the world, but that the map has only six marked. Ask whether they can say the name of the missing continent and tell where it is located. (The continent of Antarctica is missing, and it is found across the bottom of the map, below South America and Australia.)
- Elicit a list of names of Asian countries in English, and write them on the board.
- Next have students work in pairs to write the names of the countries they know about on the map, in their books. Allow pairs to help one another if neither partner in a pair knows where a particular country is located. Ask them to seek help from other students, offer assistance where necessary.

‘Asia: Some Facts’

- On the board write the following factual questions about Asia for which the information can be found in the article:
 - How big is Asia?
 - What two continents are connected to Asia?
 - What is the English name for the highest mountain in Asia?
 - What is the population of Asia?

- What type of materials do Asian countries use to develop their industries?
- Which is the richest country in Asia?
- What second language is used almost everywhere in Asia?
- Ask the students to scan the article as quickly as they can, looking only for key words, in order to find the answers to the questions.
- Tell the students that they have only four minutes to find as many answers as they can, and underline them in the article.
- At the end of four minutes, check to see how many answers the class has found.
- Allow students to compare answers in order to complete the task.
- Next, have students read the article silently, one paragraph at a time. Give them one minute to read the first paragraph.
- Ask students what the main point of the first paragraph is. (It explains the area, size, and location of Asia.)
- Follow the same procedure for each of the following five paragraphs, giving students one to two minutes per paragraph. Ask students to summarize the main point of each paragraph.
 - Paragraph 2: It discusses the diversity of Asia—geography (mountains, deserts, and islands), religions, cultures, and languages.
 - Paragraph 3: It talks about the growing population and that feeding everybody is a big problem.
 - Paragraph 4: It describes the economic development of Asian countries.
 - Paragraph 5: It compares the economic development of Japan and China.
 - Paragraph 6: It talks about the usefulness of knowing English for Asian people.

Comprehension and Vocabulary

(Page 15—Student’s Book)

Exercise A

- Have students do Exercise A for homework or allow time in class for them to complete the exercise individually.

Answer Key

- | | | | |
|--------------------------|---------------|---------------|---------------------|
| 1. map | 2. continents | 3. largest | 4. Europe |
| 5. Africa | 6. highest | 7. more | 8. increase, people |
| 9. countries, less, baby | 10. under | 11. languages | 12. English |
| 13. all over | 14. in, at | 15. in, over | |

Exercise B

- Have students work individually to complete the exercise as homework or in class. When they have finished, ask them to compare answers in pairs.

Answer Key

arctic = the landmass surrounding the North Pole

equator = an imaginary line around the middle of the Earth’s surface

minerals = any substances in the earth which can be dug out and used, such as coal or metal

factory (-ies) = a building where things are made in large quantities, usually by using machines

industry = making things in factories from natural materials

industrial = having something to do with manufacturing

agriculture = the science of farming.

agricultural = having something to do with farming

Oral Exercises

(Pages 15 and 16—Student’s Book)

Exercise A

- Ask students to look at Table 1. Elicit the meanings of the words in columns 2 and 4, e.g. *pot* can be a pan for cooking, a container for growing flowers, a container for making coffee or tea, etc.
- Next talk about the containers or packaging listed in column 2 that the items from column 4 are held in or measured in. For example, *flour* may be measured in a *cup*. *Biscuits* are contained in a *packet*.
- Have students take turns saying each phrase aloud, and have the rest of the class repeat as a group.
- Ask students to look at Table 2. Elicit the meanings of the words in columns 2 and 4.
- Have students work in pairs to read phrases made of the words from this table. As this table can produce 98 different phrases and reading each one aloud would become tedious, tell students to create at least ten phrases for the top half of the table and ten more for the bottom half and say them aloud.

Exercise B

- Copy the two charts of Table 3 on the board, but leave column 3 of the second chart empty.
- Have students remain standing in their groups. Tell them that they will take turns going to a part of the room and pointing at an object while asking one of the questions from Table 3.
- Demonstrate by going and touching the edge of the board and then asking, *What is this?* Elicit the answer, *That is the edge of the board.*

Exercise C

- Have the class look at the list of professions in Table 4. Have them say if there are any professions that only men can do or that only women can do. Elicit alternatives for professions that indicate a specific gender: e.g. *postman/postwoman/letter carrier* and *policewoman/policeman/police officer*.
- Have students work in groups of three, taking turns for each role.
- Student A writes the name of a profession on a slip of paper and gives it to Student B.
- Student B mimes or draws a picture of something related to his or her ‘profession,’ and Student A asks, ‘Who is that woman/man?’
- Student C guesses the profession and says, ‘He/She is [a secretary].’
- Circulate and monitor the students’ oral practice.

Written Exercises

(Page 17—Student’s Book)

Exercise A

- Brainstorm with the class possible completions for each blank and write them on the board.
- Then erase the board and have students work individually to complete the phrases according to memory.
- Have students compare answers in pairs.

Answer Key

Answers may vary. Accept any reasonable answer.

- | | | |
|--------------------------------|------------------------|----------------------------------|
| 1. bottle, pot, cartridge | 2. litre, gallon, tank | 3. neighbourhood, row, colony... |
| 4. group, line, bunch, roomful | 5. kilo, packet, bar | 6. glass, pitcher, cup |
| 7. bottle, glass, litre | 8. pair, row, pile | 9. bunch, box |

- | | | |
|-------------------------------|-------------------------------|----------------------------------|
| 10. pile, bag, load, heap | 11. bar, dispenser, box | 12. carton, box, basket |
| 13. pair | 14. grapes, bananas, flowers | 15. children, buildings, artists |
| 16. trash, leaves, books | 17. fruit, laundry, groceries | 18. trees, seats, dancers |
| 19. scissors, glasses, gloves | 20. garbage, nonsense, fun | |

Exercise B

- Use the same procedure as above.
- Have students compare answers in pairs.

Answer Key

Answers may vary. Accept any reasonable answer.

- | | | |
|-------------------------------|--------------------------------|---------------------------------|
| 1. bottle, sweater | 2. river, harbour | 3. food, flowers, pollution |
| 4. book, box, washing machine | 5. week, story, movie | 6. bicycle, car, chair |
| 7. day, contest, song | 8. office, birdcage, apartment | 9. line, pin, team |
| 10. apple, baby, chicken | 11. month, book, street | 12. article, line, year |
| 13. lead, eraser, size | 14. handle, bottom, lip | 15. side, middle, corner, curve |
| 16. gate, back students | 17. front, door, side, wheels | 18. cover, pages, spine |
| 19. top, bottom, margin | 20. beginning, ending, middle | |

Exercise C

- Elicit the professions from the class and write them on the board. Draw attention to the differences in the spelling of the ending, e.g. *-er*, *-or*, *-ar*, *-yer*.
- Then erase the board and have students work individually to complete the sentences according to memory.
- Have students compare answers in pairs.

Answer Key

- | | | | |
|-----------|-----------|------------|-----------|
| 1. baker | 2. runner | 3. beggar | 4. sailor |
| 5. lawyer | 6. actor | 7. advisor | 8. liar |

Exercise D

- Have students work in pairs to complete the exercise.

Answer Key

There is **a** big school at **the** end of **the** road. It is called **the** Boys' High School and it stands at **the** corner of two roads. It is situated near **the** centre of **the** town. **A** thousand boys attend **the** school daily. **The** roof of **the** school is made of red tiles and **the** colour of **the** walls is grey. In front of **the** school stands **a** group of trees. At the back of **the** school there is **a** canteen. There **the** boys can buy **an** apple or **an** orange, **a** bowl of soup, **a** bar of chocolate or **a** drink. There is **a** bell hanging near the canteen. When **the** bell rings, **the** boys must go back to their classrooms. At **the** end of the morning **the** bell rings again. **An** enormous bus takes some of **the** boys home. **A** line of cars waits for others, and **the** rest of **the** boys walk or cycle home.

- If someone asks, explain that the article *a* or *an* is used the first time something is mentioned, and then *the* points to something the reader now knows about.

Punctuation Practice

(Page 18—Student's Book)

- Have students work individually to complete the exercise as homework or in class. When they have finished, ask them to compare answers in pairs.

Answer Key

This is a map of the world. The seven continents are marked. Asia covers 17 million square miles, about one-third of all the land in the world. There is sea on the north, south and east. Europe is on the west. Africa, on the south-west, is joined to Asia by a narrow piece of land. Can you see it?

Composition

(Page 18—Student’s Book)

- Have students read the instructions silently. Then have them think of a room they know very well.
- Ask them to imagine leading someone around in the dark, with no lights burning, or blindfolded, or blind.
- Have students write a short dialogue, similar to the example in the book, based on this imagined event.
- Ask them to work individually to write a short dialogue of at least 10 sentences. Assign the writing task as homework or allow time for in-class writing.

Useful Words and Phrases—A and An

(Page 18—Student’s Book)

- Have students read through the two columns of phrases.
- Elicit the rule for using *a* and *an* (*an* is used before vowel sounds and *a* before consonant sounds).
- Ask students what events happen once a week, twice a month, once a year, etc. (e.g. birthdays come once a year, Friday prayers are offered once a week).
- Give students a few minutes to fill in the blanks with true answers.

Answer Key

Answers may vary. Accept any reasonable answer even if not listed below.

- | | |
|---|--------------------------|
| 1. five times a | 2. three times a |
| 3. twice (school holidays) | 4. once a |
| 5. three times a | 6. a hundred rupees |
| 7. (answers may vary by career choice) _____ rupees a month | 8. five hundred rupees a |

Lesson FOUR**TREASURE ISLAND****Treasure Island—Intro**

- Have students look at the drawing on page 19 of their books. Ask them what it shows. (A large island and a smaller island, called *Treasure Island*)
- Elicit the meaning of the word *treasure*. (A pile of money and jewels.) Ask for examples, e.g. gold and silver coins, rubies/diamonds/emeralds/sapphires, pearls.
- Have students find the label *Bulk of Treasure Here*. Have a short discussion in English about what this might indicate. Where could the treasure be stored? How is it stored? Why do students imagine this?

- During the discussion, elicit the English words for key vocabulary that may come up, e.g. *pirate, seaman, chest*.
- Finally, have students read the introductory paragraph above the map silently.
- While students are reading, write the following names on the board:
 - Bill Bones
 - Jim Hawkins
 - Dr. Livesey and Squire Trelawney
 - Mrs. Hawkins
- Ask the students who these people are, and what they know about them. (Bill Bones is a pirate who dies of fright. Jim Hawkins is a boy who lives at an inn where Bill Bones was staying. Dr. Livesey and Squire Trelawney are friends of Jim's. Mrs. Hawkins is Jim's mother.)

'The Map'

- Before class, prepare seven poster-sized sheets of paper with one of the following written on each:
 - Billy Bones dies when the pirates find him.
 - The pirates go to England to find Billy Bones.
 - Jim takes the packet to his friends Dr. Livesey and Squire Trelawney.
 - Jim and his mother find a packet in Billy Bones' sea chest.
 - Billy Bones steals a treasure map from some pirates.
 - The pirates attack the inn where Jim lives with his mother.
 - Billy Bones goes to England and stays at an inn near Bristol.
- Tape the sheets to the chalk/white board in a random order, such as the one above.
- To refresh students' memories about the background of the story, tell them that the story 'The Map' takes place after pirates have attacked the inn where Jim lives with his mother.
- Have the class tell you in what order the events written on the sheets of paper happened. Write the numbers 1 through 7 next to each sheet. (1. Billy Bones steals a map. 2. He returns to England. 3. Pirates find him. 4. He dies. 5. Jim and his mother take a packet from the sea chest. 6. The pirates attack the inn. 7. Jim takes the packet to his friends.)
- Next have students read the story silently, one section at a time. For the first section, have them read the first 19 lines silently, ending with, '...We'll open Jim's packet first and see what is in it,' said the doctor.
- Ask students to work in pairs to recall who did the following things in this part of the story. Allow them to reread the section to find the answers, if necessary:

Person	Action
The policeman	made a guess about what was in the packet
Jim	told about what the seamen did at the inn
Dr. Livesey	got excited and jumped up
Squire Trelawney.	gave the packet to Dr. Livesey

- Next have students read the last 21 lines, beginning with the line, 'The doctor cut open the packet...'
- Ask students who said these lines, Squire Trelawney or Dr. Livesey:
 - 'Hurrah! We have got it!'
 - 'We will sail away and find all this gold and come back very rich men.'
 - 'I am afraid of one man.'

- ⊙ ‘You cannot keep a secret.’
- ⊙ ‘I will not let anybody in Bristol know that we are getting ready for a treasure hunt.’
(‘Hurrah!’ = Trelawney; ‘We will sail...’ = Trelawney; ‘I am afraid...’ = Livesey; ‘You cannot ...’ = Livesey; ‘I will not ...’ = Trelawney.)

Comprehension and Vocabulary

(Page 21—Student’s Book)

Exercise A

- Have students do Exercise A for homework or allow time in class for them to complete the exercise individually.

Answer Key

1. famous	2. pirate	3. sea chest	4. valuable
5. failed	6. bill	7. attacked, away	8. smashed
9. packet	10. having	11. surprised	12. away
13. pirates, map	14. excited, up	15. peered	16. near
17. Flint	18. Hurrah!	19. gold, rich	20. dangerous
21. pirates, treasure	22. secret	23. keep	24. careful

Exercise B

- Have students work individually to complete the exercise as homework or in class. When they have finished, ask them to compare answers in pairs.

Answer Key

spyglass = a small instrument like a tube that you look through to see things that are far away, like the stars

bulk = large amount, most of something

initials = the first letter of a first name and family name

hunt = a search for something

Oral Exercises

(Pages 21 and 22—Student’s Book)

Exercises A and B

- Ask students to look at Table 1.
- Elicit the rule for when the verb form *have* is used and when *has* is used. (*Have* is used with the pronouns *I, we, they, you* and with plural nouns; *has* is used with the pronouns *he, she, it*, and with singular nouns.)
- Read the words from Table 1, column 4 aloud and have students repeat after you. Point out that the final ‘s’ on all of these words is pronounced as a/z/.
- Read the words from Table 2, column 3 aloud and have students repeat after you. Point out that the final ‘s’ on all of these words is pronounced as a/s/.
- Have students form small groups of four or five and take turns reading out sentences made up of words from the Table 3.
- Circulate and monitor, paying attention to the pronunciation of the plural as a/z/sound.
- Then have students substitute the words from column 3, Table 2 for those in Table 1 column 4 and repeat the exercise.
- Continue to circulate and monitor, this time paying attention that the plural is pronounced as a/s/sound or i/z/sound.

Exercise C

- Make a game of reading the sentences in Table 2. First show the class a picture of some red pandas/firefoxes and ask them to identify the animal.
- Then write the two sentences *Those are not cats* and *Those are firefoxes* on the board. Say both sentences without pausing and have the class repeat after you.
- Next elicit alternatives for the remaining words in column 3, e.g. *traps~cages, sacks~nets, shops~offices, lights~matches, sticks~poles, books~magazines, sheet~tablecloths, rats~hamsters.*
- Elicit another sentence pair like those on the board, but using the word pairs you have just developed. Have the class repeat.
- Have students form small groups of four or five and take turns reading out sentences made up of words from the Table.
- Next have students substitute the words from column 4, Table 1 for those in Table 2 column 3.

Exercise D

- Read the list of words aloud, making sure to pronounce the plural ending *as/iz/*. Have students repeat.
- Now write these words on the board: *cottages, slices, hourglasses, misses, stitches, vases, branches, cages*, and have students repeat them after you.
- Elicit matches of these new words with the words listed in the exercise, e.g. *cottages~houses, slices~pieces, hourglasses~watches, misses~matches, stitches~laces, vases~dishes, banches~brushes, cages~boxes.*

Exercise E

- Write the first example on the board and tell students to look at Table 1.
- Elicit the grammar rule for forming *yes/no* questions based on Table 1. (Move the verb *have/has* from column 2 to the beginning of the sentence and put the subject of the sentence [column 1] after the verb.)
- Elicit two or three more examples and write them on the board.
- Have students work in pairs or small groups to form questions.
- Follow the same procedure for Table 2, writing the second example on the board and eliciting the grammar rule. (Move the verb *be* to the beginning of the sentence and put the subject of the sentence [*these/those*] after the verb.)

Exercise F

- Ask students to look at Table 3, column 1. Elicit the meaning of the question word *whose*. (Belonging to who).
- Next have students look at Table 4, column 3. Point out that these words are possessive forms of pronouns and nouns. Ask students to match *his, hers, and their* to each of the possessive nouns at the bottom of the column. (*the teacher's = her; my father's = his; Jamshed's = his; John's = his; Mary's = her.*)
- Next elicit the rule for marking a typical singular noun or name as possessive. (Add an apostrophe and an *s* to the end of the word ['s]).
- Elicit from the class one or two additional example sentences from each table and write them on the board.
- Have students form groups of four. Tell them to take turns creating a sentence from Table 3, saying it aloud, and having the rest of the group repeat.
- Tell groups to follow the same procedure for making questions from Table 4.

Exercise G

- Have students remain in their groups and to put five things from their bags on one of the desks. Ask them to mix all of the items together randomly.
- Next have students take turns asking and answering questions based on the objects on the desk. For example, one student may pick up a pencil and say, 'Whose pencil is this?' Another student may answer, 'That's Jamshed's pencil,' 'That's his pencil, or 'That's not Gul's pencil.'/'That's not her pencil.'

Exercise H

- Elicit the words for various parts of the body as you point to them. Be as specific as possible, e.g. *hair, lips, eyelashes, feet, leg, knee, wrist, thumb, fingernails, etc.*
- As you elicit the vocabulary, say *These are my eyelashes, This is my elbow, Those are my feet, etc.*
- Next have the entire class stand. Point to a part of your body and say the corresponding sentence. Have the class repeat.

Written Exercise

(Page 23—Student's Book)

- Make a chart like the following one on the board:

SINGULAR	PLURAL
has	have
is	are

- Have students work individually to complete the sentences.
- Have students compare answers in pairs.

Answer Key

- | | | | | |
|---------|----------|---------|---------|---------|
| 1. is | 2. have | 3. has | 4. is | 5. are |
| 6. has | 7. have | 8. is | 9. are | 10. is |
| 11. has | 12. have | 13. is | 14. are | 15. are |
| 16. is | 17. are | 18. has | 19. is | 20. is |

Punctuation Practice

(Page 23—Student's Book)

- Begin by having students do the exercise orally as a class. For variety, divide the class into groups of boys only, girls only, even/odd rows. Encourage the students to listen to each other.
- Have students work individually to complete the exercise, and then to check their answers in pairs.

Answer Key

- | | | |
|---------------------------|-----------------------|-------------------------------|
| 1. my sister's dress | 2. my mother's house | 3. the old man's hat |
| 4. the dog's mouth | 5. the boys' faces | 6. the horses' tails |
| 7. the birds' wings | 8. the girls' shouts | 9. the birds' cries |
| 10. the children's shouts | 11. the men's clothes | 12. the children's playground |
| 13. the women's hats | 14. the men's faces | |

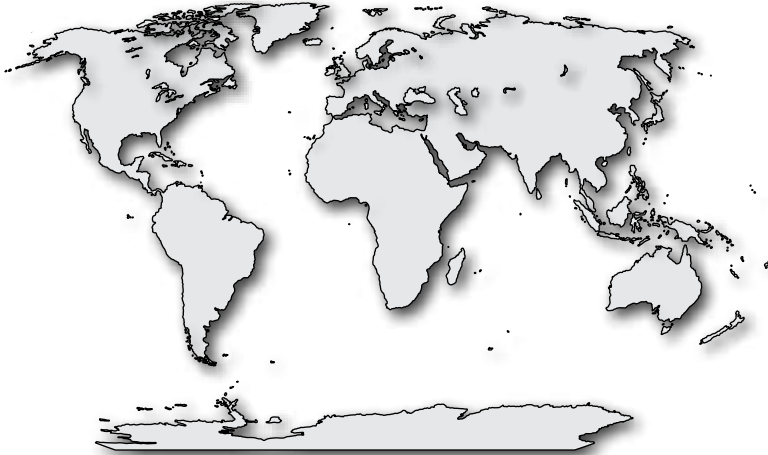
Composition

- Write the following paragraph on the board:
That is my house. It is on Sarwar Road. It is not very large. It has three bedrooms. My bedroom is on the second floor. It is also my brother's bedroom. My sister has her own bedroom, and my mother and father have their bedroom.
- Have students work individually to write two short paragraphs modelled on the example on the chalk/white board and the example in the book, but about a place and a person they know very well.
- Assign the writing task as homework or allow time for in-class writing.

Lesson FIVE

AROUND THE WORLD IN EIGHTY DAYS

Around the World in Eighty Days—Intro



- Before class, prepare a simple, poster-sized outline map of the world with no countries marked, and showing only continents and oceans, like the one above.
- Do not write any labels on the map. Draw coloured dots in the places where the following are located:
 - England
 - India
 - Japan
 - Atlantic Ocean
 - Suez Canal
 - Shanghai
 - North America
- On separate cards, prepare labels with the names of the above places.
- Hold up the labels in a random order—for example, hold up the label for Shanghai—and ask one student to stick it in the correct place on the map.

- Allow students to get help from their classmates as they place the labels on the map, but insist that everybody speak English when doing so. Write some helping phrases on the board (e.g. I think _____ is here. I don't think that's right. What about here?)
- Finally, have students read the introductory paragraph above the illustration on page 25 of their books.
- While students are reading, write the following details on the board:
 - Fifty hours
 - 1872
 - Mr. Fogg
 - Eighty days
- Ask students what the details above refer to. If they offer answers in their native language, recast them in English.
(*Fifty hours* is the approximate time it takes to fly in a plane around the world. *1872* is the year the story takes place. *Mr. Fogg* is the person who makes the bet. *Eighty days* is the length of time he bets he can travel around the world.)

'The Bet'

- Before students begin to read, write the following questions on the board and ask them to guess the answers. If they have trouble thinking of answers, you may prompt them with the possibilities in parentheses or with ideas of your own. If students offer answers in their native language, recast them in English:
The men in the story are talking about a crime. What do you think the crime is? (A murder? A bank robbery? A kidnapping?)
Where do you imagine the police are looking for the criminal? (At his home? At train stations? At airports? In other countries?)
For help in catching a criminal, police sometimes offer rewards. How big a reward should police offer? (Is Rs 500,000 a big reward or a small one?)
- Have students read the story silently, one section at a time. For the first section, have them read the first 15 lines silently, ending with, 'The world is a very big place to hide in!' said Mr. Stuart.
- Ask them to work in pairs to recall the answers to the questions you wrote on the board. Answers:
 - *The men are talking about a bank robbery.*
 - *The police are looking for the robber at railway stations in England and on ships in other countries.*
 - *Answers will vary.*
- Have students read the next 13 lines silently, beginning with the line, 'It was a big place a few years ago....' and ending with, 'I'll bet you £4000 it is impossible.'
- Have the class discuss the following questions:
 - Why does Mr. Ralph say the world has grown smaller? (*Because transportation had become faster with trains and the Suez Canal.*)
 - How is the world even smaller now than it was in 1872? (*We now have aeroplanes.*)
 - How are the events that could delay a trip in 1872 different or the same as the ones that can delay a trip in the present day? (*They are mostly the same—Mr. Ralph mentions delays caused by storms and Red Indians [political problems]; today weather can still cause delays, and political problems can also still cause flight delays.*)
 - Why do you think Mr. Stuart offers a bet of £4,000? How do you think Mr. Fogg will respond? (*£4,000 is the same amount offered as a reward. Answers will vary about Mr. Fogg's response.*)
- Finally, have students read the last 10 lines silently, beginning with, 'It is possible.'

- Ask students how they can tell that Mr. Fogg is very serious about his bet and believes he can win. (*He bets all of the money he has.*)
- Brainstorm with the class several travel challenges that seem difficult but may be possible with careful planning. Make a list on the board of these challenges; then have students figure out how long it might take to accomplish each one, e.g:
Riding a bicycle from Peshawar to Lahore
Hiking all the way around Keenjhar Lake in Thatta

Comprehension and Vocabulary

(Page 26—Student’s Book)

Exercise A

- Have students do Exercise A for homework or allow time in class for them to complete the exercise individually.

Note that sentence 10 mentions only one bet. Mr. Stuart bet £4000, and Mr. Fogg bet £20000,

Answer Key

- | | | |
|-------------------|------------|----------------------------------|
| 1. thief, robbery | 2. bank | 3. country |
| 4. detective | 5. America | 6. cards |
| 7. hide | 8. reward | 9. smaller, railways, Suez Canal |
| 10. bet, £4000 | | |

Exercise B

- Have students work individually to complete the exercise as homework or in class. When they have finished, ask them to compare answers in pairs.
- Have students change the UNTRUE statements so that they are TRUE.

Answer Key

1. true 2. untrue (Mr. Stuart thought the police would not catch him.) 3. true 4. untrue (Brindisi is in Italy.) 5. true 6. true 7. untrue (Mr. Ralph thought that a man could go around in three months.) 8. untrue (Mr. Stuart thought it was impossible.)

Exercise C

- Have students work individually to complete the exercise as homework or in class in pairs or groups of three.
- Follow up by asking the whole class why the words are grouped as they are. They should notice the following:
 1. The first set of words is about arithmetic.
 2. The words in the second set refer to things we use to keep track of dates and appointments.
 3. The third set of words all refer to putting money on a result of an event.

Answer Key

1.
divide = to separate into parts or groups
multiply = to add a number to itself a specific number of times
subtract = to take something away
add = to put something together with something else to increase the number
2.
diary = a small book with blank spaces for every day
calendar = a page that shows the days, weeks and months of a year
register = an official book that has a list of names arranged by important dates

3.

bet = to risk money on an event in the future*wager* = to risk money on a game, on sports*lottery* = a kind of gambling game where people buy numbered tickets*gamble* = to guess or predict the winner, the correct answer

Oral Exercises

(Pages 27 and 28—Student's Book)

Exercise A

- Before this exercise, gather all the items mentioned in Table 1 and Table 2. Use them to demonstrate the meaning of the prepositions. Use unlikely combinations or unusual sizes if you have them, e.g. *The piece of chalk is on the apple. The (picture of the) desk is in the box.*
- Ask students to look at Table 1.
- Elicit the rule for when to use the verb form *is* or *are*. (*Is* is used with singular nouns; *are* is used with plural nouns.)
- Next ask if there are any words they do not know in Table 1 column 3, and in Table 2 columns 3 and 4. If so, try to elicit the meanings from other students. If students offer a translation in their home language, encourage them to explain the meaning in English. Encourage the students to demonstrate the preposition with something they have at their desk, or by gestures.
- Note that the prepositions listed in Table 2 represent subtle shades of meaning that may be difficult to distinguish, e.g. *near* and *by* can be used interchangeably in this exercise. Similarly, both the pairs *in/inside* and *beneath/under* are so close in meaning that it is pointless to try to differentiate their usage at this stage. Simply tell students that these are near synonyms.
- Write the following sentence from Table 2 on the board: *The apple is beneath the basket.* Discuss with the class whether this sentence is logical or possible. (It makes sense only if the apple is hidden under an overturned basket.) Tell students to think about the meanings of the sentences they form from the tables as they work, and to make sentences that they believe are logical.
- With a student volunteer, demonstrate a short conversation using Tables 1 and 2. Have the student read a question from Table 1, and you reply with a sentence from Table 2, e.g.
Student: Where is the pencil?
You: The pencil is in front of the case.
- Repeat the demonstration, but this time have two students perform the conversations.
- Have students form pairs and take turns asking and answering questions using sentences from Tables 1 and 2.

Exercise B

- Create a line drawing of a scene from a room containing a desk with an open drawer, a large basket on the floor, a small box on the desk, a carrier bag on the desk, and a brief case/suitcase on the floor. Reproduce enough photocopies of the drawing so that each student can have two copies.
- Have students work individually to decide where to place each of the items in column 1 of Table 2 and to draw or write the name of the object on one copy of the drawing.
- Next one student (Student A) asks the other (Student B) a series of questions about the location of the objects in Student B's drawing. When Student B answers, Student A writes or draws the object in the appropriate place. When all questions have been asked and answered, students compare Student B's original drawing with Student A's copy.

- Students change roles, with Student B asking where objects are located and Student A giving the answers.

Exercise C

- Collect enough real items to play another game with these sentences. Have a bag, a box, a basket, a desk, and a briefcase at the front of the room. Have a pencil, a notebook, a ruler, two apples, and two pieces of chalk as well.
- Have someone call out a command which you carry out, e.g. if you hear, 'Put the apples in the box,' do so. You may intentionally make mistakes, such as putting the apples in the bag. Show the students how to correct your mistake by stressing the word that is incorrect. (Put the apples in the **BOX**. Put the apples **UNDER** the basket.) Encourage turn-taking!
- Once the class is comfortable with the task, ask for volunteers to follow the commands as the class offers them, or let pairs work together for three or four commands each.

Exercise D

- Have students work in groups of four or five to think about the meanings of the sentences. Tell them to decide whether each possible sentence describes a situation that is very believable, possible but not likely, or requires a stretch of the imagination. For example
 - *The house is at the end of the lane* is very believable.
 - *The house is above the water* might be possible, though unlikely unless the house is on stilts.
 - *The house is through that opening* requires a stretch of the imagination since houses are not found through openings (such as doors or windows), except perhaps through an opening among trees in a forest.
- Point out that there are no 'correct' or 'incorrect' answers. The goal is simply to think about the real-world meanings of the sentences found in the table.

Exercise E

- Elicit from students the structure for *Yes/No* questions using the verb *be* (*Be* + subject of the sentence + rest of the sentence).
- Ask students how the column numbers of Table 3 must change to make questions using these sentence elements (column 2 + column 1 + column 3).
- Have students work in pairs to practice making questions of the sentence elements in Table 3.

Exercise F

- Have the class form groups and assign each group one of the phrases from column 3. They should think of three to five completions.
- After a few minutes, elicit the groups' responses and write them on the board. Have the class make new sentences by following the pattern in Table 3.

Written Exercise

(Page 28—Student's Book)

- As it stands, this task is very difficult since there are multiple answers with subtle shades of meaning for most of the items. Adapt the exercise to make it easier by making it a multiple-choice exercise, as follows:
- Provide a worksheet with three possible choices for each item; students select the most logical completion (answers in **bold**):

- | | |
|----------------------------------|-------------------------------------|
| 1. <i>on/through/above</i> | 2. <i>around/in front of/behind</i> |
| 3. <i>inside/on/between</i> | 4. <i>in/above/at the end of</i> |
| 5. <i>outside/beneath/across</i> | 6. <i>above/over/under</i> |
| 7. <i>between/across/at</i> | 8. <i>outside/behind/around</i> |

- | | |
|------------------------------------|------------------------------------|
| 9. inside /between/across | 10. among/under/in front of |
| 11. over/around /inside | 12. on/at the end of/beside |
| 13. under/along /outside | 14. in/above/between |
| 15. across /through/between | 16. between/among /inside |
| 17. above/over /across | 18. among/through/under |
| 19. across/through /on | 20. above /inside/outside |

Exercise A

- Have students work individually or in pairs to complete the exercise, in class or as homework.
- Go over the answers to the exercise as a whole group. Have students justify their answers in terms of the meanings of the contexts.
Some other possibilities are included in the answer key, but the students should concentrate on the meaning of the prepositions in this lesson first.

Answer Key

- | | |
|--|---|
| 1. on, beside, alongside | 2. behind, next to... |
| 3. on, under | 4. in, inside |
| 5. beneath, under | 6. beneath, under |
| 7. by, alongside | 8. in, inside |
| 9. in, inside | 10. outside, inside, in front of, behind, by, near, next to |
| 11. under, into | 12. behind, near, outside, in front of, at |
| 13. by, in, near, along | 14. between, in front of, behind, by, near, |
| 15. across, over, beneath | 16. through, among |
| 17. across, over | 18. beneath, under, into |
| 19. through, above, beneath, behind, in front of | 20. through, between, across |

Punctuation Practice

(Page 29—Student's Book)

- Have students look carefully at the punctuation shown in the first two lines of dialogue in the exercise.
Ask:
 1. How do we know that some words are direct quotations? (They have single quotation marks around them, e.g. 'It has four blades.')
 2. Where do question marks come in direct quotations? (They are placed before the single quotation mark at the end of the quotation, e.g. 'What is that?')
 3. When do we replace a full stop/period with a comma at the end of a quotation? (When the sentence, that the quotation is part of, continues after the quotation, e.g. 'This is my pocket knife,' replied....)
- Have students work individually to complete the exercise as homework or in class.

Composition

(Page 29—Student's Book)

Exercise A

- Have students review the compositions they wrote in earlier lessons and compose a short dialogue based on one of them. For example, using the sample composition from Lesson 4, we can develop a short conversation like this:
 - 'Where is your house?' Munira asked.
 - 'It is on Sarwar Road, near the river,' Zakia answered.
 - 'Is it a big house?' asked Munira.

- It is not very big. It has four bedrooms and three sitting rooms,’ replied Munira. ‘Where is your house, Munira?’
- Have students work individually to write a dialogue with four lines about any topics they have studied in lessons 1–4.
- Assign the writing task as homework or allow time for in-class writing.

Exercise B

- Have students work in pairs to write down as many sentences about the objects and where they are placed in the room.
- Elicit the sentences and write them on the board, making sure the vocabulary, spelling, and grammar are accurate, and have students mark their own papers.

Useful Words and Phrases—At

(Page 29—Student’s Book)

- Ask the students to identify which sentences use *at* to refer to a physical place, e.g. *at home*.
- Next have them identify sentences which use *at* to refer to a target, e.g. *at the coconuts*.
- Finally, have them identify sentences where *at* is part of a word cluster, e.g. *good at*.
- Have students work individually or in pairs to think of completions for the ten sentence stems in the Exercise.

Answer Key

Answers may vary. Accept any reasonable answer even if not listed below.

- | | |
|---|---|
| 1. at home, at a hotel | 2. at 7 pm, at the theatre |
| 3. at the theatre, at the shop on the corner, at the game | 4. at football, at music, at computer games |
| 5. at my hat, at the clown, at her/him | 6. at anyone, at adults, at teachers |
| 7. at the cow, at the man near the machine | 8. at a tree, at a dog |
| 9. at home, at his grandmother’s | 10. at war |

Lesson SIX

ROBINSON CRUSOE

Robinson Crusoe—Intro

- Begin by working with the two illustrations on pages 30 and 31.
 - Have the class look at the first picture. Does the boat look modern or old? Why? (Point out the general design, the sails, and the ‘crow’s nest’ where the crew watches out for land.)
 - Point out the presence of seagulls in the first picture. What does that indicate? (That the boat is near land; birds are not found far from shore in the open ocean.)
 - Have the class look at the second picture. What is the condition of the sea? How does the sky look? (There are big waves in the sea and the sky is dark and overcast.)
 - Ask the class what they think is going to happen to the boat? And the people on the boat? (It will sink, and many people will drown.)
 - Ask the class to guess who Robinson Crusoe is. (A man from the boat who survives the sinking of the ship.)

- Have students read the introductory paragraph silently.
- Finally, introduce the words *shipwreck*, *shipwrecked*, *drown/drowned*, *sandbank*, *rocks*, and *cliff*. Going through these words will help students predict better the story they will read.

‘The Shipwreck’

- Before students begin to read, write the following numbers from the story on the board and tell students to watch for these numbers as they read:

1659 14 12 11

- Have the class read the first eleven lines—to the end of the second paragraph—silently.
- Tell them to find and underline the references to the four numbers you wrote on the board. Discuss their significance. (**1659** is the year the story begins, when the ship sets sail; **14** is the number of men in the crew; there is also a captain, the captain’s servant, and one passenger—Robinson Crusoe; **12** is the number of days the ship sailed without any trouble; it is also the number of days the storm lasted before the shipwreck; **11** is the number of people on the small lifeboat.)
- Next have students read the following 13 lines silently, ending with, ‘Foot by foot he climbed slowly up and up.’
- Have the class discuss the following questions:
How many people from the lifeboat survived? (*Only one—Robinson Crusoe*)
Why was it hard for Robinson Crusoe to get out of the water after swimming to the island? (*There were rocks along the shore, and the waves were beating him against the rocks. He was very tired.*)
When he got past the rocks, what did he have to do to get to safety? (*He had to climb up a steep cliff.*)
- Finally, have students read the last 10 lines silently, beginning with, ‘At last he reached the top.’
- Ask the students to list three actions Robinson Crusoe took before he went to sleep. (*He found a stream and drank water. He chewed some tobacco. He made a place to sleep in a tree.*)
- Brainstorm with the class some of the challenges Robinson Crusoe might face on his island, and how the students think he might solve them, e.g.
 - He will need a place to live. (*He might build a house. He might live in a cave.*)
 - He will need to get food to eat. (*He might make a weapon to hunt for food. He might go fishing. He might find fruits and vegetables to eat.*)
 - He will need a plan to get rescued. (*He might make signal fires. He might make designs on the rocks to get the attention of a passing ship.*)

Comprehension and Vocabulary

(Page 32—Student’s Book)

Exercise A

- Have students do Exercise A for homework or allow time in class for them to complete the exercise individually.

Answer Key

- | | | |
|-----------------------------|---------------------|-------------------------|
| 1. autumn; 1659 | 2. small; seventeen | 3. stormy |
| 4. crashed over; broke down | 5. went on/lasted | 6. in; lifeboat |
| 7. hard at the oars; worse | 8. harder; harder | 9. overturned |
| 10. sank; up | 11. drowned | 12. to |
| 13. on the rocks | 14. piece of rock | 15. tired/out of breath |
| 16. again and again | 17. shore; out of | 18. in front of; up |

- | | | |
|-------------|---------------------------------|--------------------|
| 19. below | 20. thirsty; had; from; nothing | 21. grew |
| 22. climbed | 23. with; off | 24. chewed; hungry |
| 25. among | | |

Exercise B

- Demonstrate the task by writing the following set of words on the board for students to arrange in some order: *today, yesterday, next Friday* (or any other future day of the week), *tomorrow*.
- Next have students work in pairs to arrange the words for the first item only. Discuss answers with the whole class. Note that the sequence may begin with different seasons (i.e. some pairs may begin with 'winter' as the first month of the year, January, represents the winter, while others may end with 'winter' as the first day of winter is in December, the last month of the year. The important consideration is the sequence rather than which word of the sequence is given first.
- Ask the students to do the remaining three items in pairs and then to compare answers with another pair. They should have a reason for their order.

Answer Key

(Accept any reasonable answer.)

1. winter, spring, summer, autumn
2. raft, lifeboat, sailing ship, steamer, ocean liner (ordered by size and means of propulsion)
3. tiny, little, big, great, very great (ordered from small to large; could be reversed)
4. calm, choppy (many small waves), rough (many big waves), stormy (large, strong waves and strong winds)

Exercise C

- Go through the list of words with the class as a whole then brainstorm possible opposites with the class, but do not allow them to write the words down, nor write them on the board. This is an awareness-raising task only.
- Have students work individually to complete the exercise as homework or in class in pairs or groups of three.
- Follow up by asking students to identify the sentence in the text where they found their answers. This will help to put the vocabulary in context.

Answer Key

- | | | | | |
|--------------|------------|-----------|-----------------|-----------|
| 1. ready | 2. small | 3. hard | 4. suddenly | 5. worse |
| 6. heavy | 7. high | 8. slowly | 9. near to | 10. rough |
| 11. stronger | 12. behind | 13. wild | 14. comfortable | |

Oral Exercises

(Pages 33 and 34— Student's Book)

Exercise A

- Ask students to look at Table 1.
- Point out that when we ask questions with *how many* in English, we always use a plural noun, so that the verb also has to be plural.

Exercise B

- Brainstorm with the class for a list of five other objects around the school or the classroom and five locations these might be found. Write these on the board.
- Have students form pairs and take turns asking and answering questions using the objects and locations you have written on the board.

Exercise C

- Ask students to look at Table 2.
- Elicit the rule for when to use the form *there is* or *there are* in column 1. (*There is* is used with singular nouns in column 3; *there are* is used with plural nouns.
- Next have students work in pairs as for Exercise A. Tell them to make logical sentences from the elements in the table rather than making all possible sentences or odd/strange sentences. For example, without a good imagination, none of the nouns makes very good sense with the phrase *under my chair* from column 4, and the sentence *There is one hat in the desk* is odd, but on the other hand the sentence, *There is one hat in the box* is quite logical and requires no imagination to make sense of.
- Ask a few pairs to report their sentences for the whole class.

Exercise D

- Conduct this exercise as in Exercise B by brainstorming possible substitutions for the words and phrases in columns 3 and 4 of Table 2.
- Ask a pair to demonstrate with one more object and location.
- Have students form pairs and take turns asking and answering questions, using the objects and locations you have written on the board.

Exercise E

- Have students look at Table 3.
- Ask them to find the word that is the opposite of the other ones in the top box of column 3. (The opposite word is *no*; all of the other words express a quantity, but *no* expresses the lack of a quantity. Point out that even with a lack of a quantity, the plural verb *are* is used.)
- Now ask students to look at the bottom box in column 1. How are the phrases there different from the one in the top box? (The phrase in the top box begins an affirmative statement, but the phrases in the bottom box begin a question and a negative statement.)
- Point out that the sentences, *There are no pens in my desk* and *There aren't any pens in my desk* have exactly the same meaning.)
- Next, have students work in pairs as for Exercises A and C. Tell them to make logical sentences from the elements in the table rather than making all possible sentences or odd/strange sentences. For example, without a good imagination, the sentence *There aren't any rulers near the window* is odd, but on the other hand the sentence, *There aren't any rulers on my desk* is quite logical and makes sense.
- Ask a few pairs to report their sentences for the whole class.

Exercise F

- Elicit from the class the two ways for making negative statements with *there are*. (*There aren't any....* or *There are no....*). Write these on the board.
- Next have the class look again at Table 1. Tell them they must answer the questions with a negative statement.
- Next ask a pair to demonstrate with one more object and location.
- Have students work in pairs for another minute or two.

Exercise G

- Draw the students' attention to Table 4.
- Make sure they know all of the pronouns in column 2.
- Next, ask them to look at the bottom box in column 1. How are the phrases there different from the one in the top box? (The phrase in the top box begins an affirmative statement, but the phrases in the bottom box begin a question and a negative statement.)

- Point out that the sentences like, *There is nobody outside the window* and *There isn't anyone outside the window* have exactly the same meaning.
- Finally, have students work in pairs to repeat all of the sentences.

Written Exercises

(Page 34—Student's Book)

Exercise A

- Have students work individually or in pairs to complete the exercise, in class or as homework.
- As the exercises require simple, mechanical substitutions, follow up with a fun adaptation: Have students form pairs or small groups, and tell them to think of silly or funny endings for five of the sentences, e.g. *A boat is in the tree*. Ask pairs to share their funniest sentences with the whole class.

Answer Key

- | | |
|---|--|
| 1. There is a kite in the box. | 2. There is a snake in the garden. |
| 3. There is a boat on the beach. | 4. There is a fly in my lemonade. |
| 5. There is an inspector in the school. | 6. There are no flies on the ceiling. |
| 7. There are three boys on the bicycle. | 8. There are a lot of cars on the road. |
| 9. There are several aeroplanes in the sky. | 10. There is only one ship in the picture. |
| 11. There are some birds in the tree. | 12. There are a few animals in the cage. |
| 13. There are no pupils in the class. | 14. There are a great many people outside. |
| 15. There are a large number of boys here. | |

Exercise B

- Have students read the examples silently.
- Write two more sentences on the board: *There is nobody here. There isn't anything to do.*
- Ask students for the opposites of these sentences. Point out that there may be more than one correct answer for some of the items.
- Have students work individually or in pairs to complete the exercise, in class or as homework.

Answer Key

- | | |
|--|--|
| 1. There is somebody here. | 2. There isn't anything there. |
| 3. There isn't anybody at the door. | 4. There aren't any sweets in my pocket. |
| 5. There are some ants here. | 6. There is someone in the house. |
| 7. There is someone at home. | 8. There is something in the cupboard. |
| 9. There is somebody in the driver's seat. | 10. There are some apples in the basket. |

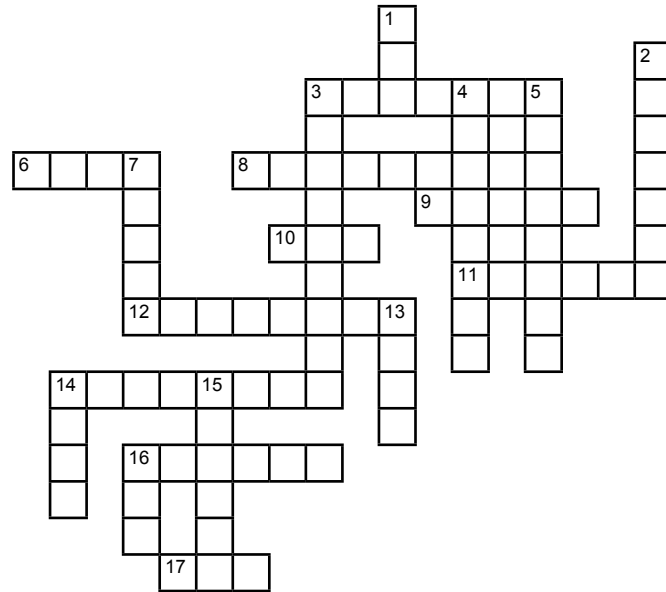
Composition

(Page 35—Student's Book)

- Assign the writing task as homework or allow time for in-class writing. If students write in class, circulate and monitor, providing assistance as needed.

Useful Words and Phrases—Numbers

(Page 35—Student's Book)



- Have students review the numbers at the top of the exercise. If possible, copy and provide worksheets containing the following crossword puzzle for spelling practice. Tell students to fill in the puzzle without looking at the list of words.

Across

- sixteen
- five
- seven
- three
- one
- eleven
- thirteen
- fourteen
- twenty
- ten

Down

- six
- fifteen
- seventeen
- eighteen
- nineteen
- eight
- nine
- four
- twelve
- two

- Next have students work in pairs to find the answers to the four items that follow. Allow them to use a dictionary if necessary.
- Have students work individually to write out the numbers in full. Point out the hyphen in the words for numbers from 21 to 99
- Ask volunteers to go to the board to write their answers.

Answer Key

- | | |
|-----------------------|---------------------|
| 1. a couple = two | 2. a dozen = twelve |
| 3. half a dozen = six | 4. a score = twenty |

22	twenty-two	
	39	thirty-nine
	150	one hundred and fifty
	278	two hundred and seventy-eight
	1264	one thousand two hundred and sixty-four
	9836	nine thousand eight hundred and thirty-six
	11,678	eleven thousand six hundred and seventy-eight
	2,500,611	two million five hundred thousand six hundred and eleven

Lesson SEVEN

USING A TELEPHONE

How to Use a Telephone—Intro

- Begin by asking two students to simulate a telephone conversation in the home language. While they do this, write down what they say on the board, e.g.
A: Hello?
B: Hello. May I speak to Farad?
- Ask students if there is a ‘right way’ and a ‘wrong way’ to conduct telephone conversations in their language.
- Next, have students read the introductory paragraph silently. Ask which of these three statements they think summarizes the main point of the introductory paragraph:
 - a) People do not like to use the telephone because callers are not polite when they phone.
 - b) People should learn how to have proper telephone conversations because many people do not do this correctly.
 - c) Science teachers do not care how to use the telephone; they only care about how it works.
- Finally, pre-teach the words *dial*, *tone*, *answer*, *ring (back)*, and *wrong number*. Going through these words will help students predict better the story they will read.

‘Using the Telephone’

- Before students begin to read, write the following mixed-up dialogue on the board:
 - Goodbye.
 - This is Mr. Ali. May I speak to Mr. Mahmud, please?
 - No, thank you. I’ll ring back later. I’m sorry to have troubled you.
 - This is 2238246.
 - I’m sorry, he is not in. Would you like to speak to Mrs. Mahmud?
 - Not at all.
 - Goodbye.
- Have students work in pairs to put the lines in the right order for a telephone conversation.
- Elicit a consensus of the order from the whole class and number the lines on the board to reflect the corrected order. Do not tell students to find the conversation in the reading—they will notice it when they reach the relevant section of the passage.

- Ask the class to read the first eleven lines silently, ending with, ‘Then you know that you will have to try again later.’
- Have students work in small groups of three to four to identify the three types of tones described in the text. Tell them to use their own words to write short definitions of each tone according to their personal experience—the sound of the tone and the message it gives. Tell students **not** to copy the wording from the text. (*Dialling tone: a continuous humming sound indicating that the line is open. Ringing tone: a series of short bell sounds indicating that the telephone at the receiving end of the call is ringing. Engaged tone: a series of short buzzing sounds indicating that the telephone at the receiving end is being used.*)
- Next have students read the next 18 lines silently, beginning with ‘Speaking,’ and ending with, ‘The conversation finished quickly.’
- Have the class discuss the following questions:

Do you think answering the telephone with ‘Hello’ is impolite? (Answers may vary, but in general this is an acceptable way to answer your cell phone or the phone at your home.)

 - Do you think there are differences between answering your personal phone and answering a phone where you work? If so, what are they? (The person who answers needs to say the name of the company and his/her name. Then the person who answers should ask how s/he can help the caller.)
 - What would you say to Mr. Ali if Mr. Mahmud is in? (The person who answers would say, ‘Just a moment, please.’ or something similar.)
 - What else might you say to a caller who asks to speak to someone who is not available? (The person who answers might offer to take a message, ‘May I give him/her a message?’ and might offer to have the call returned, ‘May I have him/her call you back?’)
- Finally, have students read the last lines silently, beginning with, ‘Points to remember.’
- Tell the class to suppose a caller needs to be clear and polite when s/he has to spell something. Have them discuss ways to do this. (One way is to indicate each letter being spelled with another word, such as the name of a country, e.g. ‘Fauzia: F as in *France*, A as in *Australia*, U as in *Uruguay*, Z as in *Zimbabwe*, I as in *Indonesia*, A as in *Australia*. Fauzia.)
- Follow up with a discussion on how to leave polite messages on an answering machine or voicemail system. What information should the caller include? Brainstorm a sample monologue of a voicemail message.

Comprehension and Vocabulary

(Page 37—Student’s Book)

Exercise A

- Have students do Exercise A for homework or allow time in class for them to complete the exercise individually.

Answer Key

...find the number of the person we are calling.
 ...telephone directory.
 ...alphabetical order.
 ...dial...
 ...lift the receiver and listen for the dial tone.
 ...engaged/busy
 ...answers the call...
 ...clearly; politely.

Exercise B

- Have students read the directions silently, then demonstrate the task by telling them to first imagine that their caller asks to speak to him (Nasir Ali). Brainstorm with the class two or three possible responses they can give to the caller, and write these on the board. (Four possible responses: *This is Nasir Ali./This is he./Nasir Ali speaking./Speaking.*)
- Tell students to do the four items in pairs and then to compare answers with another pair.

Answer Key

(Answers may vary; accept any sensible response.)

'This is 2234237.'

'I'm sorry, she's not in. I am her brother, Nasir. May I take a message?'

'Please hold on, I'll call her. Who should I say is calling?'

'Sorry, wrong number.'

Exercise C

- In order for students to get more practice, do this as pair work.
- Discuss a list of possible outcomes of a telephone call and write them on the board, i.e.
 - The caller wants to talk with the person who answers.
 - The caller wants to talk with someone who is not there.
 - The caller wants to talk with someone who is there.
 - The caller has the wrong number.
 - It is hard to hear/understand what is being said.
 - The person receiving the call answers the phone but is busy and cannot talk at the moment.
 - The person receiving the call takes a message with the caller spelling his/her name and giving a return phone number.
- Have students form pairs. Tell them to role-play the person making the call and the person answering the call.
- Make sure that they understand that their conversations should be complete telephone calls, beginning with answering the call and ending with saying goodbye.
- Tell them to try to practice all of the outcomes in the list on the board, but not to plan with their partner. This will make the conversations more realistic.

Oral Exercises

(Pages 37 and 38—Student's Book)

Pronunciation note

- In order to help students produce a 'short i' vowel, tell them first to make a sound like 'eeee' and then to relax their facial muscles as much as they can; they should relax their cheek muscles and their lip muscles, but should not change the position of their tongues in their mouths. The sound should change from a 'long i' sound to a 'short i' sound.
- Students should try this with a pair of words. Tell them to say the word 'teen' (the short form of 'teenager') with a 'long i'/tense vowel sound. Have them exaggerate the vowel so that it comes out as *teeeeen*. Then as they are saying it a second time, have them relax their muscles so that the word 'tin' (the metal commonly used for food storage containers) is produced with a 'short i'/relaxed vowel.
- Finally have students practise saying the words in the list. These come in pairs, with the first word of the pair using the 'short i' or 'relaxed' sound and the second word of the pair using the 'long i' or 'tense' sound.

- Words with ‘long i’ or ‘tense’ vowel sound: sheep, heap, seep, deed, cheap, these, ease, steel, teen.
- Words with ‘short i’ or ‘relaxed’ vowel sound: ship, hip, sip, did, chip, this, is, still, tin.
- Follow up by giving a definition of selected words and having a student produce the correctly pronounced words, e.g. ‘side of the body just below the waist’ (hip).

Uncountables

- Ask students to read the paragraph *Uncountables*. Then have them look at the words in column 3 of Table 1 to find at least three words that can be both countable and uncountable (*glass/glasses; tin/tins; paper/papers*).
- Have the class discuss the meaning differences between the words when they are used in countable and uncountable ways. (*Glasses* refers to an object we can count—corrective lenses to help people see, but *glass* refers to the material, which we cannot count, that the lenses are made of; *tins* refers to food storage containers that we can count made of the material called *tin* that we cannot count; *papers* refers to a collection of individual sheets that we can count made of the material called *paper* that we cannot count.
- Point out that the words in Table 1, column 1 are *countable*; that is, they can be used with the words *a/an* before them, e.g. *A box can be made of wood*.

Exercise A

- To get students to think about the meaning of what they are saying, ask them to work in pairs to form five sentences from each table that make sense to them using the elements in the three tables. For example, they may decide that, *My cup is made of cardboard* is a rather unlikely situation, but that *Her necklace is made of glass* is reasonable.
- Ask pairs to report their sentences for the whole class.

Exercise B

- Write the names of the objects on the board:

ruler	shirt/dress	floor
wallet/purse	shoes	books
- Brainstorm with the class several possible materials that each of these items can be made of, e.g. for *ruler* the material might be *wood* or *plastic*; for *floor* the material might be *cement* or *wood*.
- Have students look at Table 1 again.
- Demonstrate the task by saying what material your shoes are made of (e.g. *My shoes are made of leather*, or *My shoes are rubber*.)
- Next ask a student to demonstrate with one of the other items in the list.
- Have students form pairs and take turns making sentences about their possessions.
- Circulate and monitor, paying particular attention to the pronunciation of words with ‘short i’ vowels.

Exercise C

- Ask students to look at Tables 2 and 3.
- Elicit one question from Table 3 and write it on the board as students say it, e.g. *How much gold is there in the house?*
- Then ask students how much gold they have in *their* house. Use the quantity one student offers, for example, *not very much*, and write a complete answer to the question on the board, according to the pattern in Table 2, e.g. *There isn’t very much gold in my house*.
- Next have students work in pairs as for Exercise B. Remind them to make logical sentences from the elements in the tables rather than making odd/strange sentences.

- Ask several pairs to repeat one of their question/answer exchanges for the whole class.

Exercise D

- Have students change partners to form new pairs.
- Conduct this exercise as in Exercise C (questions in the pattern from Table 3/answers in the pattern from Table 2), but tell students to use the words in Table 2, column 3 in place of those in Table 3, column 2.

Written Exercises

(Pages 38, 39, and 40—Student’s Book)

Exercise A

- Have students work individually or in pairs to complete the exercise, either in class or as homework.

1. monkey	2. Ink	3. boy	4. vase of flowers
8. boat	9. coffee	10. grass	11. hat
12. jam	13. butter	14. lamp	15. paper

Answer Key

- | | |
|---|---|
| 1. There is a monkey in the bushes. | 2. There is some ink on my shirt. |
| 3. There is a boy up the tree. | 4. There is a vase of flowers on my desk. |
| 5. There is some water under my chair. | 6. There is some interesting news in the newspaper. |
| 7. There is some valuable information in the letter. | 8. There is a boat in the harbour. |
| 9. There is some coffee in the pot. | 10. There is some grass in front of the house. |
| 11. There is a hat on his head. | 12. There is some jam on the bread. |
| 13. There is some butter on the knife. | 14. There is a lamp on the table. |
| 15. There is a paper in the fire/There is some paper in the fire. | |

Exercise B

- Tell students to look at the example sentence (number 1). The first blank has been filled in for them; elicit completions for the remaining two blanks.
- Have students work individually or in pairs to complete the exercise, either in class or as homework.

Answer Key

- | | |
|---|--|
| 1. a pencil; a pen | 2. Cheese; butter; bread; an apple |
| 3. A table; wood; a window; glass; a knife; steel | 4. milk; lemonade; a glass; sugar; ice |
| 5. A newspaper; news; a poem; poetry | 6. Fruit; an orange; an apple |
| 7. rain; a storm; thunder; lightning; water | 8. food; chocolate; sleep; exercise |

Composition

(Page 40—Student’s Book)

- Ask the students to write both logical and silly sentences for parts A, B, and C of the composition task.
- Assign the writing task as homework or allow time for in-class writing. If students write in class, circulate and monitor, providing assistance as needed.

- Have students exchange papers and check each other's work for mistakes. Have them put a smiley face 😊 next to the best logical sentence and the best silly sentence. Give students time to revise the sentences before you collect them.

Useful Words and Phrases—One of etc.

(Page 40—Student's Book)

- Have students read the sentences at the top of the exercise. Tell them to underline the phrases with *of* (one of, some of, all of, most of, none of).
- Next have students work in pairs to complete the sentences. Have them compare answers with another pair.

Answer Key

(Answers will vary. Accept any reasonable response. Listen for possessive *s* and plural *s* if there is time for oral work.)

- | | |
|---|----------------------------------|
| 1. ... of yours? | 2. ... of my very close friends. |
| 3. ... of your paintings; of your daughter's? | 4. ... of the books; of them |
| 5. ... of my father's collection? | 6. ... of her classmates. |
| 7. ... of these outfits. | 8. ... of the young people |
| 9. ... of the books... | 10. ... of the bags. |

Lesson EIGHT

IN PRAISE OF FAMOUS MEN

'William Tell and the Apple'

- Begin by having students look at the illustration on page 42 of their books. Ask them where in the world they think the story might take place, judging by the picture. Elicit details such as the mountains and the style of the buildings. Do not confirm the place, but tell students to pay attention when reading to see if they guessed correctly.
- Next, have students look at the illustration on page 43 of the textbook. Ask them to describe the picture. Point out the boy in the foreground; elicit relevant details such as the apple and the ropes tying the boy to the post. Point out the man standing in front of the others; ask what he is holding, and what they think he is going to do. Again, do not confirm these guesses.
- Finally, write the following details in two columns and ask students to match the correct items as they read:

1. Swiss	2. Austria	3. Gessler
4. Altdorf	5. William Tell	

a) the hero of the story	b) a small town in the mountains
c) people from Switzerland	d) country that invaded Switzerland
e) An Austrian leader	
- Tell the class to read the first two paragraphs (fourteen lines) silently, ending with, 'This was to show that the Austrians were the masters of Switzerland.'
- Quickly elicit the answers to the matching task above.
(1. = c; 2. = d; 3. = e; 4 = b; 5. = a.)
- Ask the class what order Gessler made. (He forced the people of Altdorf to bow in front of a symbol of the king of Austria.)

- Discuss with the class how they think the Swiss people felt about Gessler’s order. Do they think all of the Swiss people obeyed the order? What do they think happened to a Swiss person who refused to obey?
- Ask the class to guess what is going to happen to William Tell when he goes into Altdorf.
- Next have students read the following 19 lines silently, beginning with ‘One day William Tell came into Altdorf from his farm,’ and ending with, ‘He was very brave too, wasn’t he?’
- As the students are reading, write the following events on the board with blanks.

The boy _____ was with his father.
 _____ arrested _____ for not bowing to the symbol of the king.
 _____ asked _____ why he had a bow and arrows.
 _____ laughed when he ordered the punishment.
 The _____ tied the boy _____ to a post and put an apple on his head.

- When they have finished reading the section, tell students to decide which one of the following four words and phrases goes in each blank to summarize the story so far:
 Gessler, William Tell, soldiers, William
- Students should read all but the last paragraph of the story silently, beginning with, ‘William Tell slowly took two arrows from his quiver,’ and ending with, ‘He escaped into the mountains and was a free man again.’
- As students read, write a series of sentences summarizing this part of the story, but include mistakes in each one:
 1. William Tell prepared three arrows.
 2. William Tell shot one arrow and wounded his son.
 3. The soldiers let William Tell go free because he succeeded.
 4. The soldiers put the boy William into a boat.
 5. They kept him tied up so that he could not escape.
 6. William Tell swam to shore when the boat sank during a storm in the lake.
 7. William Tell was captured and put into prison for a long time.
- Have students work in pairs or small groups to correct the mistakes. Ask them to compare answers with another group. Then elicit corrections from the whole class and write them on the board, as follows:
 1. William Tell prepared ~~three~~ *two* arrows.
 2. William Tell shot one arrow and ~~wounded his son~~ *split the apple in two*.
 3. The soldiers ~~let~~ made William Tell ~~go free~~ *prisoner* because he ~~succeeded~~. *planned to kill Gessler*.
 4. The soldiers put ~~the boy~~ *William Tell* into a boat.
 5. They ~~kept~~ untied him ~~tied up~~ so that he ~~could not escape~~ *could steer the boat past the rocks*.
 6. William Tell swam to shore when the boat ~~sank during a storm in~~ *was very near the edge of the lake*.
 7. William Tell ~~was captured and put into prison for a long time~~ *escaped into the mountains*.
- Finally, have the class read the last paragraph silently.
- Ask them:
 - What happened to Gessler in the end? (William Tell killed him.)
 - What happened to Switzerland in the end? (The country became free.)

- Follow up by getting groups to rehearse and act out the story from the sentence, ‘The Austrian soldiers arrested them immediately...’ to the sentence, ‘He escaped into the mountains and was a free man again.’ They can use the dialogue lines from the story, but they can also add new lines when needed, i.e. they can have William Tell say, ‘Please don’t make me try to hit the apple!’

Comprehension and Vocabulary

(Pages 44 and 45—Student’s Book)

Exercises A and B

- Have students do Exercises A and B for homework or allow time in class for them to complete the exercises individually.

ANSWER KEY, Exercise A

- | | |
|---------------------------|---------------------------------|
| 1. the middle of; next to | 2. passed; in front of |
| 3. about; before | 4. carrying; to hunt |
| 5. to; put an; on | 6. the; go free; the; hang |
| 7. stuck; into; put; into | 8. whizzed; the; the; in two |
| 9. up; into a; across | 10. the; of the; out of; before |

Exercise B

- | | | | | |
|--------------|-----------|--------------|----------|----------|
| 1. beautiful | 2. free | 3. cruel | 4. brave | 5. angry |
| 6. cruel | 7. afraid | 8. dangerous | 9. free | 10. glad |

Exercise C

- Begin by asking students if they know any of the words in the list. Elicit definitions.
- Next ask them to find unknown words in the reading text and to try to guess the meanings based on the context, e.g. the word *quiver* is probably unknown to students, but the context helps to guess that it is *a place to store arrows*.
- Guide students’ attempts to guess by asking leading questions, e.g. *What did William Tell take out of the quiver?* (Two arrows.) *So what do you think a quiver is for?* (For carrying arrows in.)
- Allow students to use dictionaries to check their answers, but discourage them from using dictionaries as the first step in finding the meanings of the words.

Answer Key

engineer = person who designs and builds engines, roads, buildings, machines, technology
 invade = to enter a place using force to take control
 badge = a small piece of cloth with a design of an organization
 arrest = to take someone who may have committed a crime to the police station....
 refuse = to say you will not do something that someone has asked you to do....
 quiver = a case for holding arrows

Oral Exercises

(Page 44—Student’s Book)

Exercise A

- Have students read Tables 1 and 2 silently.
- In order to help them focus on the meaning of what they are saying, have them play a game.
- Students sit in a circle and take turns selecting one of the adjectives in Table 1 and saying a sentence such as, *I am frightened now* while miming an action that indicates the adjective, such as making a frightened, facial expression.

- Next students only mime/make the expression indicating the adjectives while the others in the circle take turns saying what they see, using an appropriate phrase from column 1, e.g. *Ali is hungry now/He is hungry now/You are hungry now.*

Exercises B and C

- Review with students how to make contractions with the verb *be* and the negative *not*: *I am not/I'm not; is not/isn't/'s not; are not/aren't/'re not; was not/wasn't; were not/weren't.*
- Have students practise the drill in pairs.
- Circulate and monitor.

Exercise D

- With the whole class, quickly go through the substitutions indicated in the instructions. Accept any answer as long as it is grammatically correct. Remind students to pay attention to pronounce the verb *is* with a 'short i'/relaxed vowel sound.
- Continue with the game students played for Exercise A.
- This time, students mime/make expressions indicating an adjective and ask the question, *Am I happy now?* The expression and the adjective may or may not be the same! The other students answer accordingly.

Exercises E and F

- Combine these two exercises so that the resulting conversations look like this:
A: *Was Suriya here yesterday?*
B: *No, she wasn't.*
A: *When was she here?*
B: *She was here an hour ago.*
- Write the example above on the board for students to refer to.
- Tell the class that they may use any past time expressions they like in column 4, and any appropriate noun phrase in column 1.

Written Exercises

(Pages 45 and 46—Student's Book)

Exercises A, B and C

- Have students work individually or in pairs to complete the exercises, in class or as homework.

Answer Key, Exercise A

(Note the special case responses in 11 and 12.) The more common Yes answer is first.)

- | | |
|---|---|
| 1. Yes, it is./No, it isn't. | 2. Yes, they are./No, they're not. |
| 3. Yes, it is./No, it isn't. | 4. Yes, they are./No, they aren't. |
| 5. Yes they are. No, they aren't. | 6. Yes, you are./No, you aren't. |
| 7. Yes she is./No, she isn't. | 8. Yes, I am./No, I'm not. |
| 9. Yes, I am./No, I'm not. | 10. Yes, it is./No, it isn't. |
| 11. Yes, it is./Yes, he is./No, it's a woman. | 12. Yes, it is./Yes she is./No, it's a man. |

Exercise B

- | | |
|--|-------------------------------------|
| 1. Yes, it was/No, it wasn't. | 2. Yes, they were/No, they weren't. |
| 3. Yes, you were/No, you weren't. | 4. Yes, he was/No, he wasn't. |
| 5. Yes, she was/No, she wasn't. | 6. Yes, we were/No, we weren't. |
| 7. Yes, it was./Yes, she was/No, it was a man. | 8. Yes, they were/No, they weren't |

Exercise C

- | | |
|---------------------------------|-------------------------------------|
| 1. No, we haven't. | 2. Yes, it has/No, it hasn't. |
| 3. Yes, I have/No, I haven't. | 4. Yes, it has/No, it hasn't. |
| 5. Yes, she has/No, she hasn't. | 6. Yes, they have/No, they haven't. |
| 7. Yes, I have/No, I haven't. | 8. No, you haven't./Yes you have. |
| 9. Yes, we have/No, we haven't. | 10. Yes, we have. |

Punctuation Practice

(Page 47—Student's Book)

- Have students look carefully at the punctuation shown in the dialogue of the story (at the bottom of page 42 and top of page 43 of their books, for example). Ask:
 - How do we know that some words are direct quotations? (They have single quotation marks around them, e.g. 'Listen carefully.')
 - Where do question marks come in direct quotations? (They are placed before the single quotation mark at the end of the quotation, e.g. 'Didn't you hear my order?')
 - When do we replace a full stop/period with a comma at the end of a quotation? (When the sentence that the quotation is part of continues after the quotation, e.g. 'Don't answer me back,' roared Gessler.)
- Have students work individually to complete the exercise as homework or in class. When they have finished, ask them to compare answers in pairs and to check their answers against the text of the story.

Answer Key

Refer to the passage for answers.

Composition

(Page 47—Student's Book)

- Assign the writing task as homework or allow time for in-class writing. If students write in class, circulate and monitor, providing assistance as needed.

Useful Words and Phrases—Measuring

(Page 47—Student's Book)

- Have students read the examples and circle the words that refer to size (*long, wide, thick, tall, heavy*).
- Point out that the words *high* and *tall* are similar, but that *tall* measures distance from the ground up, while *high* measures altitude. So we always use *tall* to refer to people, and we can also use it for buildings, trees, bookcases, etc. However, we would always use *high* for the position of a shelf, a floor of a building, a branch of a tree, a mountain, an aeroplane in the sky, etc.
- Pair students and use rulers to complete the sentences with their true answers.
- Have them compare answers with another pair.

Answer Key

(Answers will vary. Accept reasonable answers.)

1. My ruler is fifteen/thirty centimetres (or six/twelve inches) long.
2. My wrist is five centimetres (or two and a half inches) wide.
3. This book is two centimetres (or three-fourths of an inch) thick.
4. I am one hundred twenty-five centimetres (or four feet two inches) tall.
5. I weigh thirty-three kilograms (or fifty-nine pounds.)
6. My teacher is one hundred sixty centimetres (or five feet four inches) tall.
7. My desk is ninety centimetres (or thirty-six inches/three feet) high.
8. My desktop is fifteen millimetres (or one-half inch) thick.

Lesson NINE

WRITING LETTERS

'Writing Letters'

- Begin by having students look at the illustration on page 49 of their books. Tell them that the writer is sending one informal letter and one formal letter. Have the class guess which is which. Elicit reasons.
- Next have students read the informal letter on page 48 of the textbook silently. As they are reading, write a series of True/False statements on the board:
 1. Hamid and Javed are friends. (True.)
 2. Javed is sick with measles and will miss ten days of school. (False. Javed's cousin is sick, but Javed must wait two weeks to make sure he doesn't get sick.)
 3. Javed is sad that he will miss the game, but he is happy that his holiday is longer. (False. He is sad to miss the game, and he also does not want to get behind in his schoolwork.)
 4. Javed asks Hamid to give Amir a message. (True.)
 5. Javed also asks Hamid to give a message to Mr. Ali. (False. Javed plans to write to Mr. Ali.)
- Ask students to work in pairs to correct any statement that is false.
- Next have students read the more formal letter. Ask the following questions:
 - What is Hamid sending to Mr. Ali in addition to his letter? (A note from the doctor.)
 - What are the three differences between Javed's letter to his friend and his letter to his teacher? (1-He uses first names only in his letter to Hamid, but he uses formal names his full name and Mr. Ali's surname in his letter to his teacher. 2-His letter to Hamid is longer and has more news and information in it, while his letter to Mr. Ali is brief and businesslike. 3-The closing for his letter to Hamid, *Yours*, is shorter, while the closing for his letter to Mr. Ali, *Yours sincerely*, is more formal and longer.)
- Finally, have students look again at the two envelopes, read the closing paragraph, and identify the parts of the letters that are mentioned: address, date, beginning, and ending.

Comprehension and Vocabulary

(Pages 49 and 50—Student’s Book)

Exercises A and B

- Explain that the exercises in this section are all about the **form** of the letters rather than their messages.
- Ask the students to do Exercises A and B for homework or allow time in class for them to complete the exercises individually.

Answer Key, Exercise A

- | | |
|--------------------------------------|--|
| 1. untrue | 2. untrue (for letter) ; true for envelope |
| 3. untrue | 4. untrue |
| 5. true | 6. untrue |
| 7. true (Teach verb <i>indent</i> .) | 8. true |
| 9. true | 10. untrue |

Exercise B

Boys’ High School,
36 Jinnah Road,
Karachi
8 September 2010
Dear Mr. Ali,

Yours sincerely,
(name of person writing the note)

Exercise C

- Tell students to do this task without looking back at the sample envelopes on page 49 of the textbook.
- Have them write their own addresses first, and then check the form with a classmate.
- Next have them ask a partner orally for his/her address, make note of it on a sheet of paper, and then transfer the information to the envelope.
- Students check answers by showing the address to their partner to make sure they have it written correctly.
- Point out to the students the indented lines to form a right margin for the address, Punctuation at the end of the lines is no longer necessary.

Oral Exercises

(Page 50—Student’s Book)

Pronunciation note

- Remind students that the most common way of linking forms of the verb *be* and their subjects when speaking is to use contractions, even if the words would not be written with contractions.
- Elicit the spoken contractions for the phrases in Table 1, column 1 and the appropriate form of the verb *be*. (I’m; He’s; My brother’s; the teacher’s; the girl’s; They’re; The two girls’re; All my friends’re; The other men’re.) Note that not all of these forms are used in the written form.

Exercise A

- Have students read Table 1 silently.
- Elicit the ending of the verbs in column 3, i.e. *-ing*. Point out that this table shows the structure of the present continuous verb form, and that this verb form is made up of two parts: the verb *be* + main verb *+ing*.
- Have students find the two parts of the present continuous verb form in Table 2. (The verb *be* is in column 2, and the verb *+ing* is in column 4.)
- Ask students what other form of the verb *be* can be placed in the last (empty) box in column 2 (*are*); ask them for suggestions for words and phrases to place in the last box in column 3 (*you, they, we, the boys, etc.*).

Exercise B

- Write the following conversation, combining sentences from Tables 1 and 2 on the board:
A: *What is Mr. Shah doing?*
B: *He is learning to drive a car.*
- Have students work in pairs to create similar conversations combining sentences from the two tables. Remind them to use the new language they suggested for the last row of boxes in Table 2 as well.

Exercise C

- On the board, write the following conversation:
A: *Are all of your friends watching the football match?* B: *Yes, they are.*
- Elicit from the class the structure for making questions from the statements in Table 1. (Begin with the verb from column 2; next put the subject from column 1, and then finish with the rest of the sentence from column 3.)
- Have students work in pairs to create similar conversations based on the sentences from Table 1.

Exercise D

- To encourage students to pay attention to the meaning of the sentences, draw or collect some visual aids that show people doing the activities listed in the directions (i.e. *running, riding, smoking, painting, helping, playing, building, carrying, singing, cleaning*). If you wish, you may add pictures showing other activities as well.

Written Exercises

(Page 51—Student's Book)

Exercises A and B

- Have students work individually or in pairs to complete the exercises, in class or as homework.
- To encourage students to think about the meaning of the sentences, have them redo Exercise B by changing all of the *and* conjunctions in the items to *but*. Students will need to complete the sentences with an alternate ending, e.g.
We often study in the library, but we are studying in the cafeteria today.
I often read exciting books, but I am reading a magazine now.
- Have students work in groups of three to create and repeat new sentences like the examples above.

Answer Key, Exercise A

(Answers will vary. Accept any reasonable answers.)

1. My teacher is writing on the board.
2. The pupils in my classroom are making diagrams.
3. I am colouring the diagram in my book.
4. My best friend is eating his lunch.
5. My parents are working in the kitchen.
6. The teacher in the next room is scolding some naughty children.

Exercise B

- | | | | |
|-----------------------|-----------------------|-----------------------|----------------------|
| 1. ...are working... | 2. ...am reading... | 3. ...are playing... | 4. ...are eating... |
| 5. ...is smiling... | 6. ...is coming... | 7. ...are watching... | 8. ...is shouting... |
| 9. ...is raining... | 10. ...are having... | 11. ...is ringing... | 12. ...is singing... |
| 13. ...am enjoying... | 14. ...is sleeping... | 15. ...is helping | |

Composition

(Page 51—Student's Book)

- Before assigning the writing task, brainstorm with the class a list of possible gifts that an aunt of theirs might give them for New Year.
- Elicit from the class the elements of a thank you note, i.e.
 - Begin with *Thank you for...*
 - Say what the gift was
 - Talk about how you will use the gift
 - If the gift is money, say how you plan to spend it
 - Add some other news you have
 - Repeat your thanks
 - End with a nice thought
 - Sign off with *Love*,
- Next, draft an example on the board, e.g.

Dear Aunt Miriam,
Thank you for the new digital camera. It was one of my best New Year's presents. I can not wait till I can take some pictures and send them to you!
I am working hard in school this year. My favourite subject is art, and guess what? We're going to study photography in the spring.
Thanks again for the great present. I can not wait to see you and Uncle Akbar in June.
Love,
Asif
- Assign the writing task as homework or allow time for in-class writing. If students write in class, circulate and monitor, providing assistance as needed.

Useful Words and Phrases—Ordinal numbers

(Page 52—Student's Book)

Have students review the numbers at the top of the exercise. If possible, copy and provide worksheets containing the following word search puzzle for spelling practice. Tell students to find 17 ordinal numbers (e.g. *first*, *second*, etc.) in the puzzle. Words can go from right to left, left to right, top to bottom, bottom to top, or diagonally in any direction.

X A L T J T W E L F T H I T H
 P A C H N U N E Q H W T L T L
 A P O N Y W A J O P E N N H F
 M X W X Q W F Y X E N E U I F
 A K L V M G H O M F T E F O E
 B A C S Y L T J U V I T U O E
 N Q Q E R A H M Q R E R P S F
 C J C C Z A G T C E T I S V O
 M M J O Y P I K N E H H B T O
 P H T N I N E T E E N T H G O
 G D W D C V H N E Q V N F J T
 R T N B W I T L P D V E J I O
 T Y J Y R H X S A Q U V L H F
 E S F D L P I V W M P E X E U
 U Y I C C J S M L W Z S A I X

+ + + + + T W E ; F T J + + H
 + + + + + + + + + W T + T +
 + + + + + + + + + E N N + F
 + + + + + + F + + + N E + I F
 + + + + + + H O + F T E F O +
 + + + S + + T + U + I T U + +
 + + + E + + H + + R E R + + +
 + + + C + + G T + E T I S + +
 + + + O + + I + N E H H + T +
 + H T N I N E T E E N T H + +
 + + + D + + H N + + V N F + +
 + + + + + I T + + + + E + I +
 + + + + R H X + + + + V L + F
 + + + D + + I + + + + E + E +
 + + + + + S + + + + S + + +

Solution:

- | | | |
|-------------------|-------------------|--|
| <i>first</i> | <i>second</i> | <i>third</i> |
| <i>fourth</i> | <i>fifth</i> | <i>sixth</i> |
| <i>seventh</i> | <i>eighth</i> | <i>ninth</i> |
| <i>tenth</i> | <i>eleventh</i> | <i>twelfth</i> |
| <i>thirteenth</i> | <i>fourteenth</i> | <i>fifteenth, nineteenth twentieth</i> |

Exercise A

- Have students work individually to write out the numbers in full.

Answer Key

1. first	2. second	3. third	4. fourth
5. fifth	6. seventeenth	7. forty-eighth	8. eighty-sixth
9. twentieth	10. twenty-third	11. ninety-ninth	

Exercise B

- Have students work in pairs to decide what number to write in each blank.

Answer Key

1. first; second; third	2. fourth	3. eighth
4. fifth	5. eighteenth	6. hundredth

Lesson TEN

GOOD MANNERS

'Good Manners'

- Begin by reminding the students of the writing task for Lesson 9—a thank you letter. Ask them why it is important to do things like writing thank you letters. Encourage them to come up with the notion that it is polite to do things like this and impolite not to. Tell them that this is called 'manners.' People have 'good manners' when they are polite and respectful, and 'bad manners' when they are not.
- Next, have students look at the illustration on page 53 of the textbook. Tell them that it shows an example of good manners. Ask them if they can guess why. Do not confirm or reject any suggestions offered, but do repeat them as they are given.
- Ask the students to silently read the first three paragraphs of the article, on page 53.
- When the class is ready, discuss whether their guesses about the illustration were correct.
- Then elicit two examples given in the article of different customs in different countries. (Taking off or wearing shoes inside people's homes; a guest leaving some or finishing food or a drink.)
- Before going on, ask whether the class thinks the following actions are polite and show good manners or are impolite and show bad manners. Write their reactions on the board:
 - Laughing if a person slips and falls. (Bad.)
 - Calling an overweight person 'Fatso.' (Bad.)
 - Helping a person who has fallen, to get up. (Good.)
 - Giving up your seat on a bus to a man with a cane. (Good.)
 - Pushing in front of other people to call a taxi. (Bad.)
 - Bringing a 'hostess gift' when invited to someone's home for a meal. (Good.)
 - Kicking the neighbour's cat when it comes in your garden. (Bad.)
 - Standing up when introduced to someone for the first time. (Good.)

- Have students read the next nine lines, from, ‘We must find out the customs of other people...’ to ‘He does not talk too much.’
- Finally, tell students to read to the end of the article, from the line, ‘Some people do not know what to say...’
- After they have finished, form groups of three to role-play the scene. Then have them stand, party-style, to introduce one another to other students in the class. Mingle with the students yourself and have them introduce each other to you.

Comprehension and Vocabulary

(Pages 54 and 55—Student’s Book)

Exercise A

- Have students work individually to complete the exercise as homework or in class. When they have finished, ask them to compare answers in pairs.
- Have students change the UNTRUE statements so that they are TRUE.

Answer Key

1. true	2. untrue	3. true	4. untrue	5. untrue
6. untrue	7. untrue	8. untrue	9. true	10. true
11. untrue	12. untrue	13. untrue	14. untrue	15. true
16. untrue	17. untrue	18. untrue		

Exercise B

- Have students work individually or in pairs to complete the exercise as homework or in class.
- Tell them to first write definitions of the words they know and then to check their definitions in a dictionary.
- Follow up by pointing out the relationship between the words *courtesy*, *courteous*, and *discourteous*. Elicit words with similar relationships for the word *politely* from the first line of the reading (politeness, polite, impolite).

Answer Key

courtesy	politeness that shows respect
courteous	well-mannered, polite
discourteous	rude, impolite, not showing respect
custom	the way people do something in their group, family, country
queue	line of people waiting for something
request	to ask for very politely
introduce	to tell two or more people who have not met each other what each other’s name is
introduction	the process of meeting each other for the first time

Exercise C

- Ask the students to do this task from memory, without looking back at the text on page 54 of their books.
- Have students do the exercise individually and then compare answers in pairs before checking their work against the text.
- Accept any reasonable answer, e.g. *Miss Naz was introduced to Hameeda’s mother/ Mrs. Abbas...*

Answer Key

- | | |
|------------------------|--------------------------------|
| 1. Mrs. Abbas; Hameeda | 2. Hameeda; Miss Naz; Niloufer |
| 3. Hameeda | 4. 'How do you do?' |

Oral Exercises

(Pages 55 and 56—Student's Book)

Exercise A

- Have students read Tables 1, 2, and 3 silently.
- Elicit the main difference between Tables 1 and 2. (Table 1 shows the structure of statements with frequency adverbs. Table 2 shows the structure of *yes/no* questions with frequency adverbs.)
- Point out that *never* is not generally used in questions, and that the adverb *ever* is used instead.
- To get students to think about the meaning of what they are saying, ask them to look at columns 2 and 3 of Table 1 again:
 - for each of the activities in column 3, they should think of a person they know.
 - for each person they should decide how often the person does the activity.
- Finally, have students work in small groups of three or four to repeat as many sentences based on Table 1, using the people they thought of above as memory aids.

Exercise B

- Write the following example conversations combining sentences from Tables 1 + 2 and from Tables 2 + 3 on the board:

A: Do your friends play tennis?
B: No, they hardly ever play tennis.
A: Does the teacher usually lend you books?
B: Yes, he does. He often lends me books.
- Have students work in pairs to create similar conversations that combine sentences from the three tables.

Exercise C

- Have students work in pairs to write eight completions to replace those in Table 1, Column 3.
- Monitor as students write the new completions.
- Have students form new pairs to read the chart to each other, using complete sentences with the new Column 3 items.

Exercise D

- Have students work in pairs to write eight completions to replace those in Table 2, Column 4.
- Have students form new pairs to read the chart to each other, using complete sentences with the new Column 4 items.

Exercise E

- Have students work in pairs to write eight completions to replace those in Table 3, Column 3.
- Have students form new pairs to read the chart to each other, using complete sentences with the new Column 3 items.

Exercise F

- Draw two grids on the board as shown, or you may change the cues in the boxes:

Questions

ever	your parents	get home at midnight
often	go to the movies	your cousin
eat Chinese food	always	you

Answers

they	go to sleep at about 11	hardly ever
usually	like Hollywood films	go to the (name) restaurant
he/she	I	sometimes

- Divide the class into two groups.
- Tell them that one group will make a question using the words from ONLY ONE of the boxes in the grid. Explain that any other words can be used to complete the questions. You may need to demonstrate by selecting one box of the grid to make a question, e.g. 'often': *Does your sister often go to the beach?*
- If the question is a properly formed sentence, put an X in the box to cross it out. If the sentence has mistakes in it, do not cross it out, but elicit the correct form by having students review Table 2.
- Then the other group makes a logical answer using words from ONLY ONE of the boxes in the grid. Explain that other words can be used to complete the answers. You may need to demonstrate by selecting one box of the grid to make a logical answer, e.g. 'she': *Yes, she does. She loves to swim in the ocean.*
- If the answer is a properly formed sentence, put an X in the box to cross it out. If the sentence has mistakes in it do not cross it out, but elicit the correct form by having students review Tables 1 and 3.
- Have the class play the game until all of the boxes are crossed out of one of the grids. The group using this grid wins.
- Repeat the game by having the second group make questions from the first grid and the first group make answers from the second grid.

Written Exercises

(Pages 56 and 57—Student's Book)

Exercises A, B, and C

- Have students work individually or in pairs to complete the exercises, either in class or as homework.
- To encourage students to think about the meaning of the sentences, have them redo Exercise B by thinking of situations for which the sentences given can be provided, e.g. *What does your grandmother do when she wants to explain how to be polite? (She sometimes tells me a story.) What do your classmates do when you have a birthday? (They often come to see me.)*
- Have students work in groups of three to create and repeat new questions like the examples above.

Answer Key, Exercise A

- | | | | |
|------------------|-----------------|-------------------|--------------------|
| 1. comes | 2. clean | 3. arrives | 4. goes |
| 5. watch | 6. loses | 7. go | 8. wait |
| 9. does not live | 10. do not work | 11. do not play | 12. does not speak |
| 13. do not help | 14. visits | 15. does not stay | |

Exercise B

(Answers may vary. Accept reasonable questions.)

1. ...
2. Do they come to see you?
3. Does he explain clearly?/How does he explain?
4. Where does your brother live?
5. Where does your sister sit?
6. Do people like listening to music?
7. Do you read a book in the evenings?/What do you do in the evening?
8. Where does your father work?
9. Who gives you badminton lessons?
10. At what time do the workmen go home?

Exercise C

- | | | |
|------------------------|------------------------|-----------------------|
| 1. (given in the SB) | 2. work; are working | 3. enjoy; am enjoying |
| 4. speaks; is speaking | 5. goes; is going | 6. go; are going |
| 7. plays; is playing | 8. drinks; is drinking | 9. stays; is staying |
| 10. write; are writing | | |

Punctuation Practice

(Page 57—Student's Book)

- Have students review the punctuation shown in the short letters from Lesson 9 (page 48 of their books). Ask:
 - Where do you see commas in the letter on page 48? (At the ends of the lines in the address; in the date before the number of the year; after the beginning greeting, e.g. 'Dear Hamid,'; after the ending greeting, e.g. 'Yours,')
 - Where do periods/full stops come in sentences? (At the end of a complete sentence, e.g. subject + verb + object, when the sentence is a statement.)
- Have students work individually to complete the exercise as homework or in class. When they have finished, ask them to compare answers in pairs.
- Follow up by asking students why they think this short note is included in a lesson on good manners. (It is polite in Western countries to write thank you notes for gifts and to accept formal, written invitations.) Discuss how to accept invitations politely.

Answer Key

20, Ghalib Road,
Hafizpur,
Peshawar
2nd May 2005

Dear Monika,

Thank you for inviting me to your birthday party. I should like to come very much.

Yours,
Gulshan

Composition

(Page 57—Student’s Book)

- Before assigning the writing task, discuss with the class how their routines are different on different days. For example, on a school day as compared to a weekend; on a day during Ramadan as opposed to an ordinary day, etc.
- Brainstorm with the class the activities that they do *usually, sometimes, hardly ever, often, never* on a particular day e.g. *I never get up early on Saturday. I usually sleep until about 10 a.m.*
- As students make suggestions, and write the sentences on the board. When you think the class is ready, erase everything and ask them to choose a different typical day in their lives and to describe their routines. Remind them to use frequency adverbs in some of their sentences.
- Assign the writing task as homework or allow time for in-class writing. If students write in class, circulate and monitor, providing assistance as needed.

Useful Words and Phrases—Wh- question words

(Page 57—Student’s Book)

- Begin by eliciting a list of *wh-* question words from the class, e.g. *who, where, what, when, how, why, what time, what kind of, how many, how long*, etc.
- Next have students do the activity according to the example. Have them compare answers (see answer key).
- As students work, write the following on the board:
 - name of the company?
 - cooking and cleaning?
 - your favourite story is about?
 - books in a month?
 - street?
 - on your bookshelf?
 - lunch?
 - transportation?
 - naps?
 - swimming pool?
- Follow up by asking students to have conversations in which one student begins with the statement in the exercise, the other student asks a question using the cues above, and the first student answers the question logically. Students take turns beginning the conversation. Example:

A: I keep my books in my desk.
 B: Why don’t you keep them on your bookshelf?
 A: Because I have my CD player on my bookshelf and there is no room for books!

Answer Key (Optional)

(Questions may vary. Accept reasonable questions.)

1. (given in SB)
2. What does your mother do?
3. What does your teacher do?
4. What do you do in the evenings?
5. Where do you live?
6. Where do you keep your books?/What do you keep in your desk?
7. When do you go home?
8. When does your father come home?
9. What do people do at night?/When do people sleep?
10. When do you go for a swim?/What do you do on Saturdays?

Lesson ELEVEN

IN PRAISE OF FAMOUS MEN

Saint Francis of Assisi—Intro

- Begin by asking students what they know about Hazrat Mahdo Lal Hussein. Make a chart on the board and elicit the following information for Hazrat Mahdo Lal Hussein:

	Hazrat Mahdo Lal Hussein
When did he live?	In the 1500's (1538–1599)
Where is his tomb?	<i>At Baghbanpura, Lahore.</i>
When is his <i>urs</i> /feast day?	<i>The last Sunday of March</i>
What is he most known for?	<i>His poetry (Kafiyān).</i>

- Next add a column alongside the information about Mahdo Lal Hussein, labelled 'Saint Francis of Assisi,' as follows:

	Hazrat Mahdo Lal Hussein	Saint Francis of Assisi
When did he live?	In the late 1500's (1538–1599)	
Where is his tomb?	<i>At Baghbanpura, Lahore.</i>	
When is his <i>ur</i> /feast day?	<i>The last Sunday of March— Mela Chiraghan</i>	
What is he most known for?	<i>His poetry (Kafiyān).</i>	

- Tell students that Islamic leaders like Mahdo Lal Hussein are similar to saints in Christianity. Fill in the column for Saint Francis as you talk about each point:
 - He lived *around the year 1200 (1181–1226)*. He was from a town called Assisi in Italy.
 - His tomb is in a church called *Basilica de San Francesco, in Assisi*.
 - His feast day is *October 4th every year*.
 - He is best known for *his kindness to lepers and love of animals*. Saint Francis also wrote poetry. His most famous poem is called 'Canticle of the Creatures.'
- The finished chart should look like this:

	Hazrat Mahdo Lal Hussein	Saint Francis of Assisi
When did he live?	<i>In the late 1500's (1538–1599)</i>	<i>Around the year 1200 (1181–1226)</i>
Where is his tomb?	<i>At Baghbanpura, Lahore.</i>	<i>Basilica de San Francesco, in Assisi, Italy.</i>

When is his <i>urs</i> /feast day?	<i>The last Sunday of March— Mela Chiraghan</i>	<i>October 4th, every year.</i>
What is he most known for?	<i>His poetry (Kafiyān).</i>	<i>His kindness to lepers and love of animals.</i>

‘Saint Francis of Assisi’

- Before students begin to read, pre-teach the following vocabulary that has to do with people’s occupations:
cloth merchant – person who sells fabric; soldier – person who protects the country, sometimes by fighting; priest – person who performs religious duties and ceremonies
Ask students which one they think Saint Francis was before he became a religious man. Tell them to find the answer as they read.
- Ask the class to read the first two paragraphs (nine lines) silently, ending with, “What can I do to help?”
- Follow up by asking students what Saint Francis’ occupation was before he became a religious man. Ask the class to recall the following:
 - Why did Francis have so much time to think? (*He had been very ill.*)
 - Who did Francis want to help after he heard the priest teach? (*The sick and the poor.*)
 - What does the class think Francis decided to do? (Answers will vary. Do not tell the class the answer, but do ask them to check their guesses as they read.)
- Copy and enlarge the image below to use with the reading text.
- Show this illustration to the students and ask them to describe what they think is happening. Discuss the wrappings on one man and the clothing on the other. Elicit or pre-teach these words from the reading text as you discuss the illustration: *robe, leper.*
- Ask:
 - Which figure do you think is Saint Francis? (*The one at the back*)
 - What is covering the man in front? (*Bandages, wrappings*)
 - Why do you think the man is wrapped in bandages? (*He is sick and hurt. He is a leper.*)
 - Describe Saint Francis’ clothing—is it plain or fancy? What colour do you think it is? (*It’s very a plain robe, and it is not a bright colour—it is a very modest colour like grey.*)
- Next have students read the following 14 lines silently, beginning with ‘He decided to live among poor people...’ and ending with, ‘That was a very kind and brave thing to do.’
- As students read, write these True and False statements on the board:
 - Saint Francis lived with his father and went to visit poor people.
 - Saint Francis took care of sick people.



- Saint Francis did his work with no help from anyone else.
- Saint Francis taught people to be kind to animals.
- Saint Francis gave money to the leper but did not touch him.
- When students have finished reading the section, have them work in pairs to discuss the five statements to decide whether they are true or not. Ask them to underline the part of the text where they can find the answer.
- Copy and enlarge the image of the monk.
- Ask students to identify the things the man is wearing:
robe, cord girdle, sandals.
- Discuss why the class thinks Saint Francis decided to wear such kind of clothing. (*He wanted to dress very simply and not like a rich man.*)
- Next, have students look at the illustration on page 58 of their textbook. Ask them to describe the picture. Point out the wolf in the foreground and the bone on the ground. Ask students to guess why the bone is there. Ask them if the wolf looks *fierce* to them. Elicit details such as the wolf lying down in front of Saint Francis, with its head on its *paws*. Ask students to guess what Saint Francis is doing with the wolf. Again, do not confirm these guesses.
- Then have students read all but the last paragraph of the story silently, beginning with, ‘Another story is about Francis and the wolf of Gubbio,’ and ending with, ‘That is the story of the wolf of Gubbio.’
- As students are reading, write the following events on the board in this mixed up order.

A fierce wolf lived in the hills above the village of Gubbio.

 - Saint Francis found the wolf in the forest.
 - The wolf followed Saint Francis into the village.
 - It killed many farm animals.
 - It was hungry.
 - The villagers began to give food to the wolf.
 - The wolf put its paw in Saint Francis’ hand.
 - The wolf lived peacefully in the village for many years afterwards.
- Explain that the events written on the board are mixed up. Have them work in pairs to put them in the right order. Tell them to compare answers with another pair.
- Finally, have the class read the last paragraph silently.
- Elicit the answers to these two questions:
 - How do Franciscans dress now? (In the same way as they did when Saint Francis lived.)
 - What do Franciscans do at the present time? (They still help poor and sick people.)
- Follow up by asking students what they know about the care of lepers in Pakistan. Some students may know about the following:
 - Government KMC hospital at Yaqoob Shah Basti
 - Franciscan hospital and rehabilitation centre, Marie Adelaide Leprosy Centre
- Consider printing an article about the work of these hospitals. You will find examples of many such articles online



- Have students think about making zakat donations to the Marie Adelaide Leprosy Centre. You can go on their website <http://www.malc.org.pk> and print their brochure explaining zakat for MALC.

Comprehension and Vocabulary

(Pages 59 and 60—Student's Book)

Exercises A and B

- Have students do Exercises A and B for homework or allow time in class for them to complete the exercises individually.

Answer Key, Exercise A

- | | | |
|-----------------------------|-------------------------------|------------------------------|
| 1. lived | 2. was; grew; became | 3. had; decided |
| 4. left; put on; tied; wore | 5. wanted; helped; cared for | 6. went; taught |
| 7. jumped off; put; kissed | 8. went; spoke; put; followed | 9. lived; looked after; used |
| 10. died; live; help | | |

Exercise B

rich	wealthy	pray	say prayers
skilful	able to do something well	leper	person suffering from leprosy
sick	ill	disease	illness
		terrified	very frightened

Exercise C

- Begin by asking the students if they know any of the words in the list. Elicit definitions.
- Guide students' attempts to guess by asking leading questions, e.g. *What did Saint Francis wear?* (A grey robe, a cord, and sandals.) *What did the other men wear?* (A grey robe, a girdle, and sandals.) *So what do you think a girdle is?* (A cord to tie the robe.)
- Allow students to use dictionaries to check their answers, but discourage them from using dictionaries as the first step in finding the meanings of the words.

Answer Key

merchant	a person who buys and sells; a trader
robe	a long, loose, outer piece of clothing
sandals	open shoes with bands that attach the sole to your foot
girdle	(old fashioned) a belt or thick string tied around the waist
leper	a person suffering from leprosy
purse	a small pouch or bag for carrying money
preach	to teach about religion in a public place
leprosy	an infectious disease with painful areas on the skin

Oral Exercises

(Pages 60 and 61—Student's Book)

Exercise A

- Have students read Tables 1 through 4 silently.
- Next have them look at Table 1 and circle groups of words that can be said quickly together. Usually these word groups will have one word ending and the next beginning with a similar sound, or they will link one word ending in a consonant with another word beginning with a vowel. Model the phrases with the bold sounds linking the words. Ask students to repeat each phrase, and then say the entire sentence aloud chorally:

borrowed^othe ball (He borrowed the ball yesterday.)
discovered^othe secret
two days^oago
bought^oa bicycle
spent^oa^olot^oof money a week^oago
home^oa^okitten
my^oelder brother

Exercise B

- Have students form pairs and take turns reading sentences aloud from the chart.
- Tell one student to make a sentence using the language in the chart. The other student then repeats the sentence, but begins it with the language from Column 4. For example, *John posted the letter yesterday. Yesterday John posted the letter.*
- In order to help students focus on the meaning of what they are saying, have them play a game.
 - Students form groups of three.
 - One student reads a sentence from Table 1.
 - The second student says, ‘And then what happened?’
 - The third student continues the story with a logical sentence, e.g.
 A: My sister brought home a kitten last night.
 B: And then what happened?
 C: We decided to name it Fluffy.
 - The second student then makes a sentence from Table 1, and the other students continue the story.

Exercises C

- Using Table 2 as a reference, review how *yes/no* questions are structured. (The verb *do* comes first—column 1, then the subject of the sentence—column 2, and then the main verb and object—column 3, and finally the rest of the sentence—column 4.)
- The goal is not for all students to have the same set of five sentences, but to encourage them to think about the meanings of the sentences and not only the forms.

Exercises D and E

- Combine these two exercises.
- Begin by using Table 4 as a reference to go over how *wh-* questions are structured. (The *wh-* question word and the verb *do* come first—column 1, then the subject comes next—column 2, the main verb comes after the subject—column 3, and finally the rest of the sentence—column 4. Point out that the verb *do* in column 3 is a main verb in this chart. The same structure can be used for different questions, e.g. *Where did + your friends + go + last Wednesday?*)
- Then ask students which of the tables, 1, 2, or 3 gives examples of the kinds of answers we expect from questions like those in Table 4. (Table 1.)
- Next ask students how they would make the questions in Table 4 negative. (They would change Column 1 so that it would be, *What didn’t.*)
- Have the class provide several examples using the language in the table.
- Then ask the students which of the tables, 1, 2, or 3, gives examples of the kinds of answers we would expect from negative questions. (Table 3.)
- Finally, write an example dialogue combining Tables 1, 3, and 4 on the board, e.g.
 A: *What did your family do in 2004?*
 B: *My brother got married that year, so in 2004 they had the wedding.*

A: What **didn't** your family do in 2004?

B: They **didn't** go for Haj in 2004.

- Tell the class to work in pairs to make up similar conversations. Remind them that they may use any past time expressions they like, in the last column, and any appropriate event for the language in Table 3, Column 3.

Written Exercise

(Pages 60 and 61—Student's Book)

Exercise

- Ask the students to review the sentence completions in the last columns of the Tables on pages 60–61.
- Next have them look at the first example sentence of the exercise. Elicit different logical endings to the sentence, e.g. *She smiled at me before school began*. Ask if there are endings that would **not** make much sense in the real world, e.g. *She smiled at me in 2004*. Remind students to think about the meanings of the sentences they make.
- Assign the exercise for homework or provide class time for them to complete it. As this is a very long exercise, it would be useful to do half in class and then assign the other half as homework.

Answer Key

Answers will vary. Accept any logical response.

1. ...
2. ...
3. They waited for me yesterday/the other day.
4. He talked to the class last week/a month ago.
5. The little boy liked the orange this morning.
6. We finished our work last night.
7. She walked to school yesterday.
8. I shut the door half an hour ago.
9. They brought rice two days ago.
10. My brother tried hard yesterday.
11. Mr. Ali gave us a lesson before school began.
12. We went there yesterday morning.
13. He left early two days ago/yesterday afternoon.
14. She sang to me last night/yesterday evening.
15. That man took away the bottles at breakfast time.
16. My brother threw the ball a long way last Wednesday.
17. She wore pretty clothes this morning.
18. I understood you yesterday.
19. He tore his trousers two days ago.
20. They kept pets in 2004.
21. She lost her books a month ago.
22. We did exercises yesterday.
23. My sister cooked the food last week.
24. I got good marks last Monday.
25. We drank tea at breakfast time.
26. She ate sweets in class early this morning.
27. The man burnt the paper last Wednesday.

28. The dog bit some strangers last week.
29. The weather grew cold a week ago.
30. He hid his money carefully two days ago.
31. The man came yesterday evening/morning.
32. He built houses for the government in 2004.
33. This cloth cost a lot of money a month ago.
34. We saw my mother early this morning.
35. She sat under a tree half an hour ago.
36. He dug the garden yesterday evening/early this morning.
37. I slept well last night/yesterday.
38. Someone stole bicycles in this town a month ago.
39. She read many books last week/a month ago.
40. He gave me fifty rupees yesterday afternoon/last week.
41. The bell rang before school began.
42. That tree shook in the wind last night.
43. She caught a cold two days ago.
44. He broke some records in 2004.
45. The wind blew the trees down this morning.
46. She chose presents carefully the other day.
47. The snail crept along slowly this morning.
48. The coconuts fell from the trees two days ago.
49. Some birds flew high yesterday.
50. She heard everything yesterday.
51. That hen laid a lot of eggs last month.
52. He taught us well last week.
53. He lit the lamp last night.
54. Father wound the clock last night.
55. She swam well last Monday.
56. A boat sank two days ago.

Composition

(Page 63—Student’s Book)

- Ask the students to think about their day yesterday. Encourage them to find a part of the day that they can describe in detail so that it makes an interesting composition. For example, a student who went to a riding lesson might describe everything he or she did in preparation and afterwards. Remind the students that routine is not particularly interesting.
- Assign the writing task as homework or allow time for in-class writing. If students write in class, circulate and monitor, providing assistance as needed.

Useful Words and Phrases—Days and Dates

(Page 63—Student’s Book)

- Have students read the two examples silently. Then read them aloud as follows:
 - *Wednesday, August seventeenth, two thousand eleven*
 - *Wednesday, August the seventeenth, two thousand and eleven*
 - *Wednesday the seventeenth of August, twenty-eleven*
- As you say the dates aloud, write them on the board, as above. Tell the students that there are many correct ways to pronounce dates, including combinations of these, e.g. *Wednesday, the seventeenth of August, two thousand and eleven*.

- If the students ask, let them know that it is also correct to **write** dates without the *th* ordinal, e.g. *Wednesday, August 17, 2011* or *Tuesday, 18 August, 2011*, but that we always use the *th* when we speak.
- Next have students look at the calendar page. Have them circle ‘today’s’ date (August 17). Then ask them to put a square box around ‘yesterday’s’ date (August 16) and a triangle around ‘tomorrow’s’ date (August 18). This will help them to see that the weeks in this calendar page run vertically rather than horizontally as is standard on most calendars.
- Ask students to form pairs and to complete both Exercises A and B with answers based on the calendar page for August 2011.

Answer Key

A.

1. ...
2. Thursday, 18th August, 2011
3. Friday, August 19th 2011
4. Monday, 15th August 2011
5. Tuesday, 23rd August 2011
6. Saturday, August 13th 2011

B.

1. ...
2. The day after tomorrow.
3. The day before yesterday.
4. Next Friday
5. Last Wednesday
7. Thursday, August 25th 2011

Lesson TWELVE

JANE EYRE

Jane Eyre—Intro

- Begin by asking students to read the first paragraph silently. Discuss Jane’s situation:
 - How can a child have no parents?
 - Who usually cares for a child who has lost its parents?
 - What happens to a child who has no family at all to live with?
 - What do you think schools for orphan children are like? Where do the children sleep? What do they eat? What is their clothing like?

Allow students to express their own views, and encourage them to pay attention to the details of the last question as they read the passage.
- If possible, show them a video of the passage before continuing. There is an excellent BBC version online called *Jane Eyre 1983 Episode 2 Part 1*. You may want to try www.youtube.com to find the segment.
- Next have students look at the illustration on page 64 of the textbook. Ask them what they think is happening in the picture. (The girls are studying.) If you showed the video, ask if they remember what happened in this room in the film version. (The girls were having breakfast.) Ask them what detail of the drawing shows that the story takes place a long time ago. (Candles instead of electric lights).

'Lowood School'

- Now have students read the first eleven lines of the passage silently, to the end of page 64.
- Ask the class to imagine how a small, ten-year-old child would feel in this situation. Prompt students with the following questions, if necessary:
 - *How did she travel to Lowood School? Was it a long trip? Did anyone go with her?* (She travelled all day by coach, alone.)
 - *When did she arrive?* (It was night—there were lights in the windows of the house.)
 - *How many people did she see at the school? Do you think she knew any of them? Did the teacher introduce her to anybody?* (There were eighty girls and some teachers. She was told to sit on a bench near the door.)

At the end of the discussion ask students to imagine how Jane must have felt when she first arrived at Lowood.

- Have students read the next eight lines, from, 'Monitors, collect the lesson books!' to '...and then we went to bed.'
- Ask them to discuss the atmosphere at the school. Would they like to attend a school like that one? Why? If necessary, prompt students with questions like these:
 - *Does the school seem friendly and relaxed or strict?* (Rather strict. Orders given and obeyed, and there are monitors.)
 - *What about the food?* (It is very simple food—pancakes made of oatmeal, and water. There is not much food for the evening meal.)
- Finally, ask students to read to the end of the passage from the line, 'The bedroom was very long...'
- As students read, put these sentences on the board in random order, as shown, and ask them to work in groups to put them in the correct order. Have them work without looking back at the passage. When they have finished, ask them to refer to the passage.
 - Jane went to sleep. (3)
 - A loud bell rang. (4)
 - The girls put on their night clothes. (1)
 - The girls said their prayers. (6)
 - The lights were turned out. (2)
 - The girls were given porridge to eat. (7)
 - The girls changed their clothes. (5)
- Finish by asking students to discuss this sentence from the last paragraph: *My first days at Lowood passed slowly.* Why would time pass slowly for a person? (Time seems to pass slowly when we are unhappy.) Ask students if they think the rest of the story of *Jane Eyre* will be happier. Suggest that students might like to read the rest of the book and/or watch the entire film.

Comprehension and Vocabulary

(Pages 65 and 66—Student's Book)

Exercise A

- Have students close their books. Work through the first three items orally, and then ask them to open their books and write the answers in their own words. Allow them to look back at the text briefly.
- Follow the same procedure for the next four items (4–7), followed by 8–11, and finally 12–14.

Answer Key

1. It was a cold morning in January.
2. It was dark when the coach stopped.
3. The house was very big. It had many windows.
4. Jane told Miss Miller that she was just a little tired (to be polite), but when she told about the supper, she said she was too tired to eat.
5. There were eighty girls in the large room.
6. There were four tables.
7. Jane sat on a bench.
8. Small pieces of oatcake were on the trays along with mugs of water.
9. The mugs contained water.
10. The bedroom was long. It was crowded with beds placed close to each other.
11. There were two girls in each bed.
12. They had prayers and a Bible lesson.
13. The basins contained porridge.
14. The weather was very cold.

Exercise B

- Have students work individually or in pairs to complete the exercise as homework or in class.
- Tell them to first write definitions of the words they know and then to check their definitions in a dictionary.

Answer Key

coach	a horse-drawn carriage
frock	(old-fashioned) a plain, loose-fitting dress (Now a frock is often a party dress.)
apron	a piece of clothing worn to cover the front of a dress, tied at the waist
monitor	a student appointed, usually by a teacher, to help the others or the teacher
porridge	food made of oatmeal or other grain cooked in liquid until it is thick

Exercise C

- Ask the students to look at item number 3 in the exercise. Show them that there are three blanks and that one word goes in each blank.
- Have them look at the list of phrases in the second and third lines of the exercise instructions. Ask them to find a phrase with three words that makes a logical completion to the sentence. They should identify *do your homework*.

Answer Key

- | | | |
|---------------------------------|-----------------------------|---------------------------|
| 1. ...make a journey. | 2. ...puts her to bed. | 3. ...do our homework. |
| 4. ...hand round drinks. | 5. ...take off our clothes. | 6. ...put on our clothes. |
| 7. ...shared her bed with Jane. | 8. said their prayers. | |

Oral Exercises

(Pages 66 and 67—Student’s Book)

Exercise A

- Draw a time line on the board with arrows at both ends and a vertical line in the middle labelled ‘now,’ ‘past,’ and ‘future.’
- Ask the students what part of the time line the sentences in Table 1 refer to. (Past) Ask how they know this. (The verb *did* is the past form of *do*.)

- To help students think about the meanings of the short answers in Tables 1a through 1e:
 - have them find three words that indicate past time (*yesterday, last, ago*)
 - have them compare the first items in Tables 1b and 1e—*last Monday* and *on Tuesday*. Point out that these are two ways of saying the same thing.
 - have students look for other phrases in the tables that could refer to similar time frames, e.g. *at the beginning of the year/last winter*
 - have them think of new expressions that follow the same pattern, e.g. *early yesterday morning, a few minutes ago*.
- Have students form pairs to practice questions and answers using the language in the six tables.
- Follow up by playing a circle game.
 - Elicit a list of people from the class, similar to Table 1, Column 2, and write it on the board.
 - Elicit a list of fun events and write it on the board—ask students to use their imaginations. For example, *ride on a roller coaster, wear red shoes, paint her fingernails blue*, etc.

Exercise B

- In order to focus students' attention on the meanings of the sentences, ask them which sentences in Table 2a do not make much sense as answers to certain questions in Table 1a. For example, *How long did your sister sleep? For two months*.
- Ask students to form pairs and practise making logical conversations.

Written Exercises

(Pages 67 and 66—Student's Book)

Exercise A

- Ask the students to circle all of the verbs in Tables 1 and 2. Then elicit the past tense forms of each of them. Write these on the board.
- Next elicit other verbs students used in the follow-up phases of the two oral exercises above. Elicit the past tense forms of these verbs and write them on the board.
- Have students work individually to complete the exercise, either in class or as homework. If you give students time to do the task in class, circulate and help with the past tense forms of the verbs they need to complete the sentences.

Answer Key

Sentences will vary. Accept any reasonable sentence.

- | | |
|---|--|
| 1. ... | 2. ... |
| 3. I got a letter from my aunt two days ago. | 4. My dog was hurt last week. |
| 5. I forgot my schoolbooks last Monday morning. | 6. I helped in the classroom the day before yesterday. |
| 7. I studied for a test on Tuesday afternoon. | 8. My dog ran away several weeks ago. |
| 9. The thunder was frightening last night. | 10. I woke up early on Monday morning. |
| 11. Sara turned three last January. | 12. I stopped going to music classes sometime ago. |
| 13. My father retired many years ago. | |
| 14. There was an explosion in the park last Saturday night. | |
| 15. I went to the mosque on Friday afternoon. | |
| 16. She bought my uniform at the beginning of the year. | |
| 17. She had an accident early this morning. | |
| 18. My car broke down a few days ago. | |
| 19. The doorbell rang a moment ago. | |
| 20. I finished my lesson half an hour ago. | |

Exercise B

- Assign the exercise as homework or allow for time in class to complete it.
- Have students compare answers and check each other's work for mistakes.

Answer Key

Sentences will vary. Accept any reasonable sentence.

- | | |
|---|--|
| 1. I last brushed my teeth this morning. | 2. I first went to school three years ago. |
| 3. I had my breakfast early this morning. | 4. I did my homework last night. |
| 5. I had my hair cut last month. | |

Punctuation Practice

(Pages 68—Student's Book)

- Have students review the punctuation in the first six lines of the reading passage on page 65 of the textbook. Ask:
 - Where do you see quotation marks in the text? (Before and after something that someone said.)
 - Where do you see special end marks such as exclamation marks and question marks in quoted speech? (Inside the quotation marks.)
 - Where do you see commas? (Where there are pauses in the sentence.)
 - Where do periods/full stops come in sentences? (At the end of a complete sentence, e.g. subject + verb + object, when the sentence is a statement.)
- Have students work individually to complete the exercise as homework or in class.

Answer Key

See the beginning of the reading passage.

Composition

(Page 68—Student's Book)

- Before assigning the writing task, brainstorm with the class a list of events that have taken place at the school. These could be things like parents' days, school plays, cultural celebrations, new students arriving, sports events and tournaments, etc. Ask the students to use these and other ideas in their writing. Remind them to use time expressions to say when these events happened.
- Assign the writing task as homework or allow time for in-class writing.

Useful Words and Phrases—The Time

(Page 68—Student's Book)

The wording of time information can be confusing. See the explanation at http://www.wordiq.com/definition/12-hour_clock Point out that 12:00 p.m. is Noon because 12:01 is p.m. 12:00 a.m. is midnight.

- Begin by telling students that there are two ways to show time—an analogue clock (numbers on a circular clock face with hands pointing to the numbers) and a digital clock/24-hour clock (with a display of numbers only). There are also usually at least two different ways to express clock time. Ask the students to look at the examples to figure out the answers to as many of these questions as they can:

On a clock with hands

- What range of numbers do we say to talk about minutes *past*? (From 1 to 29.)
- What range of numbers do we say to talk about minutes *to*? (Also from 1 to 29.)
- Do we ever say 2:30 as *two and a half*? (No. English speakers say, *two thirty* or *half past two*.)

- Do we ever say *noon fifteen* or *half past midnight*? (No, but we do say a *quarter past noon* and *half past twelve*.)
- What range of numbers do we use immediately after the hour, without using *to* or *past*, especially when reading digital clocks? (From 1 to 59.)
- How can we be clear if we want to talk about 2:00 or 14:00? (We can say, *two in the morning/two in the afternoon* or *two am/two pm* or we can use the 24-hour clock. If we use it, we can choose whether to say hours or not. *0200 Oh*, *two hundred (hours)* or *fourteen hundred (hours)*.)
- Have students work in pairs to write the clock times in words. You might limit them to writing two analogue clock phrases and encourage trying the variations. Then, for homework, have them convert and write the words for the 24-hour clock. Tell them to check their spelling carefully, especially things like hyphens in numbers.

Answer Key

Note that only the first few possible answers show more than two possibilities.

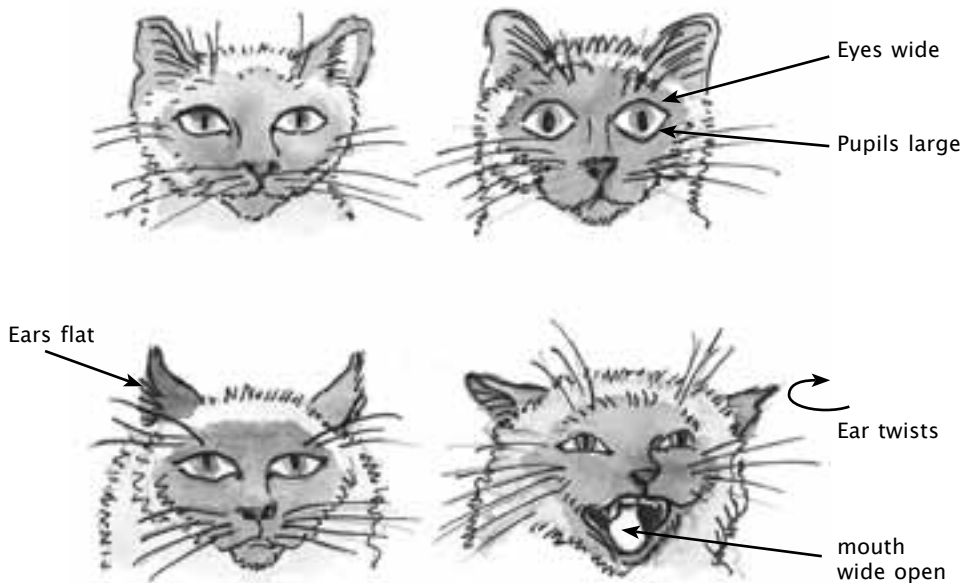
1:00	one o'clock/one a.m./one p.m. oh-one-hundred (0100) (if in the morning) thirteen hundred hours (if in the afternoon)
3:15	three fifteen (in the morning/in the afternoon) a quarter past three fifteen fifteen/fifteen fifteen hours (if 3:15 pm/1515 hrs)
6:30	six thirty/six thirty am/six thirty pm half past six eighteen thirty/eighteen thirty hours
9:40	nine forty forty past nine twenty to ten oh nine forth/twenty-one forty hours
11:50	eleven fifty fifty past eleven ten to twelve eleven fifty hours
2:10	two ten ten past two
5:25	five twenty-five twenty-five past five
7:35	seven thirty-five thirty-five past seven twenty-five to eight
10:45	ten forty-five quarter to eleven forty-five past ten
12:00 p.m.	twelve o'clock noon twelve hundred hours

Lesson THIRTEEN

THE GIFT OF LANGUAGE

The Gift of Language—Intro

- Copy the image below (or find one of your own), and enlarge it or transfer it to an overhead projector transparency so you can show it to the entire class. Ask students:
 - What do you think the cat is trying to ‘say’ in each of these poses?
 - Do you think the cat is using ‘language’ through these facial expressions?
 - How are ‘language’ and ‘communication’ linked?
 - What situations can you think of when people use language but cannot communicate?



(Top left: *normal expression—the cat is ‘saying’ it is relaxed and happy.*

Top right: *paying attention expression—the cat is ‘saying’ it is interested in something.*

Bottom left: *upset defensive expression—the cat is ‘saying’ it is frightened or angry.*

Bottom right: *ready-to-act offensive expression—the cat is ‘saying’ it is preparing to attack something.*

- Through this short discussion, students should conclude that
 1. The cat is communicating something, but is not speaking the way humans do.
 2. Language is one form of communication.
 3. People can use language in general, but if they do not have a specific language in common with the person they want to communicate with, such as Urdu or English or Chinese, they will not be able to communicate through spoken language. Instead they might use signals which we call body language, or gestures. Mention that these signals are just like spoken language; the same gesture might have a different meaning in another language. As an example, in the USA, the gesture for ‘come here’ is the index finger pointed first at the

person and then curled back to point to the speaker. The other three fingers are loosely closed into the palm. The gesture is repeated two or three times.

‘The Gift of Language’

Vocabulary and Comprehension

(Pages 71—Student’s Book)

- Merge these two tasks in this lesson to help the students to find the vocabulary words in Exercise A easily.
- Begin by having the class read the first item in Comprehension and Vocabulary Exercise A. Tell them that they can find the answer in the title of the reading passage. Elicit the answer (*gift*).
- Next, have them read the following five items silently (numbers 2–6). Ask them to circle the following words:
 2. *signal*
 3. *tail*
 5. *cobra*
 6. *dance*
- Ask them to quickly look through the three paragraphs for these words—without reading carefully, in order to find the vocabulary they need to complete the sentences.
- Elicit the answers. Note that for item 4, students may offer several different answers, such as, *danger, seeing an enemy, running away*. All are possible.
- Ask them to read the first three paragraphs of the text, ending with, ‘This tells the bees where the food is.’
- Ask the students if they know of other examples of animal communication. For example, some may know that ants have a system of communication, or that horses put their ears down when they are irritated, or that whales sing songs.
- Next have students read the following five items in Exercise A (numbers 7–11) and circle the words:
 7. *animals*
 8. *dog, cat*
 9. *different*
 10. *words*
 11. *send, keep*
- Ask the students to quickly look through the next two paragraphs for these words and to find the vocabulary to complete the sentences. They should look in the part of the text beginning with, ‘Some animals say things....’ and ending with, ‘...wonderful gift of language.’
- Elicit the answers.
- Then have them read the two paragraphs silently.
- Ask the students if they know any spoken commands that people give to animals, such as horses or elephants. Make a short list on the board. Then ask them what they think would happen if a horse trainer or an elephant trainer spoke two or three different commands together. Would the horse/elephant obey all of them? Ask how this compares to giving other people a series of instructions.
- Students should now read the following five items of Exercise A silently (numbers 12–16).
- Elicit the answers to numbers 13, 14, 15, and 16, without having them look at the text, but allowing students to use a dictionary if necessary.

- Then have them guess which word in number 12, they should look for to find the answer (*heavy*), and then elicit the answer.
- Next have them read the following two paragraphs silently, beginning with, ‘No one knows...’ and ending with, ‘...learn only a few thousand more.’
- Ask the students how well they speak the other national languages of Pakistan, in addition to their own languages. How many words do they think they know in those languages? What kinds of words do they know best, e.g. numbers? words for food? clothing? polite expressions?
- Finally, have students read the last two items of Exercise A. Elicit guesses for the answers, writing them on the board, and then ask them to read the last paragraph to find the words used in the text.
- Follow up with a discussion of reading easy books as a way to improve vocabulary. Ask students if any of them found the Graded Reader version of *Jane Eyre*, from the previous lesson, in the school or public library. If they do not have such books available to them, discuss how they might form a class library of easy books.

Comprehension and Vocabulary

(Page 71—Student’s Book)

Exercise A

- Integrate Exercise A with the reading task as described above.

Answer Key

- | | |
|---------------------------|--|
| 1. gift | 2. sends; tail |
| 3. white | 4. danger (Discuss the meaning of <i>it</i> at beginning of sentence.—‘It means ‘the white tail going up and down.’) |
| 5. hood; angry | 6. kind; food |
| 7. sounds. | 8. barks; purrs |
| 9. several | 10. information |
| 11. messages; record | 12. grunt |
| 13. hundred | 14. twenty first |
| 15. thousand five hundred | 16. dictionary |
| 17. vocabulary | 18. useful |

Exercise B

- Have students work individually or in pairs the complete the exercise as homework or in class.
- Ask them to first write the definitions of the words they know and then to check their definitions in a dictionary.

Answer Key

- | | |
|-----------|--|
| signal | a movement or sound that is made to give information |
| fierce | angry, frightening/ready to fight |
| record | something written down so someone can keep it and remember it |
| wonderful | great, marvellous |
| message | something written or spoken that you send to somebody when you cannot speak to them yourself |

Exercise C

- Make this task into a contest between two halves of the class.
- Teams take turns naming and spelling the names of different languages. Each team nominates one member to go to the board as the ‘speller/writer’ while the other members call out language names.

- Encourage participation by as many team members as possible by allowing each member to add only one language name to the list. Once a team member has spoken, s/he cannot offer another language name.
- Allow the entire team to assist in spelling the name of the language. Do not allow them to use dictionaries at this point.
- When both teams have run out of ideas, you, the teacher, should award points: one point for each language name and one additional point for each name spelled correctly. For example, if the team offers *Germanish* instead of *German*, no points can be awarded, but if they offer *German* and spell it *Germen*, or *Jerman* or *German*, the team receives one point.
- Award a small prize to the team with the most points.

Answer Key

- | | | | | |
|--------------------|-----------|-----------|-----------|------------|
| • Urdu | • Sindhi | • Punjabi | • Pushto | • Gujarati |
| • Bengali | • English | • French | • Italian | • German |
| • Mandarin Chinese | • Arabic | • Etc. | | |

Oral Exercises

(Pages 71 and 72—Student’s Book)

Exercise A

- Have students read Table 1 silently.
- Draw a time line on the board with arrows at both ends and a vertical line in the middle labelled ‘now,’ ‘past,’ and ‘future.’



- Ask students what part of the time line the sentences in Table 1 refer to. (Future) Ask how they know this. (Words like *soon*, *tomorrow*, and *next week* in column 3.)
- Elicit the rule for using *will* and *shall* in the examples in the table. (*Shall* is used with the pronouns *I* and *we*; *will* is used with all other pronouns.)

Exercises B, C, and D

- Have students form groups of three.
- Student A reads the first sentence as it appears in the table. Student B changes the sentence to the negative by adding *not*. Student C changes the negative sentence by making a contraction of *shall + not = shan’t* and *will + not = won’t*.
- Student B reads the second sentence as it appears; Student C makes the negative; and Student A makes the negative contraction.
- Students continue to take turns until they can make all of the sentences and the variations without mistakes.

Exercise E

- Ask the students to remain in their groups of three.
- Elicit the structure of *yes/no* questions using the sentences in Table 1. What must happen to the words in Column 1 to make a question of these sentences? (The word *shall* or *will* has to come before the pronoun or the noun, e.g. *Will you...? Shall we...? Will the girls...?*)

- Ask the students to take turns making questions of the sentences in Table 1. The other two students supply short answers, one with *yes* and one with *no*. Tell students to pay attention to the answer their classmate gives so that they can give the opposite one.

Exercises F

- Write the following on the board: *He will do it tomorrow*. Then write *What ...?* and elicit the structure of a *wh-* question based on the example, i.e. *What will he do tomorrow?* Elicit the statement that the verb *will* comes before the subject *he* and that the main verb *do* comes after the subject.
- Ask them to read all of the sentences aloud so they can hear themselves. The object is to get the 'feel' of making these questions. After a minute or so, stop them, and then have them say the same questions faster so that the beginning becomes contracted to *what'll*.

Exercise G

- Ask students to form pairs and take turns asking the questions in Table 2, but substituting real people for the pronouns *he*, *she*, and *they*, e.g. *What will Amina do next week?* The other student should answer with real information.

Exercise H

- Elicit from the class their understanding of the difference between making future sentences with *will/shall* and making them with *going to*. After you have listened to the responses, tell students that *going to* is the most common way of talking about actions in the future. *Going to* is used when we talk about our future plans. *Will* is used when we make a promise or express a decision, and also when we talk about facts. Students can use *going to* for almost all situations.
- Ask them to read all of the sentences aloud so they can hear themselves. The objective is to get the 'feel' of making these questions. Afterwards, have them say the same sentences faster so that the pronouns and the verb *be* are contracted to *I'm*, *You're*, *He's*, etc.

Exercise I

- Have students form groups of three.
- Elicit the structure of *yes/no* questions, using the sentences in Table 3. What must happen to the words in Column 1 to make a question of these sentences? (The verb *be* has to come before the pronoun or the noun, e.g. *Are you...? Is he...? Are they...?*)
- Ask the students to take turns making questions of the sentences in Table 1. The other two students supply short answers, one with *yes* and one with *no*. Tell them to pay attention to the answer that their classmate gives so that they can give the opposite one.

Exercise J

- Have students read Table 4 silently. Elicit other words that can go in column 1, e.g. *How*, *Why*, *Who*, etc.
- Then have students think of different *wh-* question words to put in column 4 that make sense with these other question words, e.g. *Why is Mrs. Ali going to go to Peshawar?*

Exercise K

- Begin by quickly eliciting a series of sentences from individual students, e.g. *What am I going to do? What is she going to do?*
- After each student offers a sentence, encourage them to practice similar exchange of dialogue with each other where they change *you* in the question to *he/she/I* and so on.

Written Exercises

(Pages 72 and 73—Student's Book)

Exercise A

- Have students work individually or in pairs to complete the exercise, in class or as homework.

Answer Key

A. The exercise asks for shall or will. 'to be going to' is shown for quick information.

- | | | |
|-----------------------------|---------------------------------------|---------------------------|
| 1. shall/am going to | 2. will/are going to | 3. will/is going to |
| 4. will/is going to | 5. will are not going to (be able to) | 6. shall/will |
| 7. will/are never going to | 8. will/are going to | 9. shall/will/am going to |
| 10. shall/will/are going to | | |

Exercise B

- Ask the students to look at the example sentence (number 1). The first blank has been filled in for them; elicit completions for the remaining two blanks.
- Have them work individually or in pairs to complete the exercise, in class or as homework.

Answer Key

1. ...
2. I am going to tell you a secret.
3. I am going to call on my grandfather tomorrow.
4. We are all going to buy a present for Ashraf.
5. Look out! That tree is going to fall any minute.
6. I don't know what is going to happen to me.
7. Mr. and Mrs. Hussain are going to give a party for their daughter.
8. What are you going to do if he says no?
9. The Governor is going to pay a visit to our school soon.
10. Paul says that it is going to rain this afternoon.
11. Mary is going to sing to us later in the evening.
12. They say that they are going to join the Debating Society next year.
13. My father is going to give me a present next month.
14. There is going to be trouble when his father finds out.

Exercise C

- Ask students to write true answers for each of the questions. (They will need to think of a real person for item number 3.)
- Have students work individually or in pairs to complete the exercise, in class or as homework.

Answer Key

(While 'will' or 'to be going to' can be used in all of these sentences, the more usual response is shown.)

1. I *am going to*/have my hair cut day after tomorrow.
2. I *am going to* do some more exercises right now.
3. He *is going to*/clean his shoes once he gets home.
4. My teacher *is going to* scold me when he sees my book.
5. I *will* study engineering when I leave school. (plan or promise)
6. It *will* rain next week. (prediction)
7. I *am going to go to* Switzerland in the holidays.
8. I *am going to* learn to play the piano in the holidays.

Composition

(Page 74—Student’s Book)

- Demonstrate this task by writing a short account of your own plans for the next school holiday on the board as you talk about them. Make sure to use a variety of different ways of expressing the future, e.g.

During the summer school holidays I am going to travel to the seaside. I am going to learn to scuba dive. First I will find a good instructor and take a course, then I shall be ready to go diving in the sea.

- Assign the writing task as homework or allow time for in-class writing. If students write in class, circulate and monitor, providing assistance as needed.

Useful Words and Phrases—Polite Phrases

(Page 74—Student’s Book)

- Have students read the short dialogue silently while you copy it out on the board. Then ask two confident students to role-play it.
- Erase certain key parts of the dialogue:

A: Excuse me, _____. Did you _____?

B: I beg your pardon?

A: I said, ‘Did you _____.’ Is it yours, _____?

B: I beg your pardon?

A: I have found _____. Is it yours, _____?

B: I’m sorry. _____. I couldn’t hear what you were saying. _____? _____

! I _____. Thank you _____.

A: Not at all, _____. It’s a pleasure.

- Give the class a different scenario, for example, someone has found an umbrella on a café table. Ask them to recreate the dialogue orally, e.g.

A: Excuse me, madam. Did you forget your umbrella?

B: I beg your pardon?

A: I said, ‘Did you forget your umbrella.’ Is it yours, ma’am?

B: I beg your pardon?

A: I have found an umbrella. Is it yours, ma’am?

B: I’m sorry. I was on the phone. I couldn’t hear what you were saying. An umbrella? Why, no. I wasn’t carrying an umbrella. Thank you anyway.

A: Not at all, madam. It’s a pleasure.

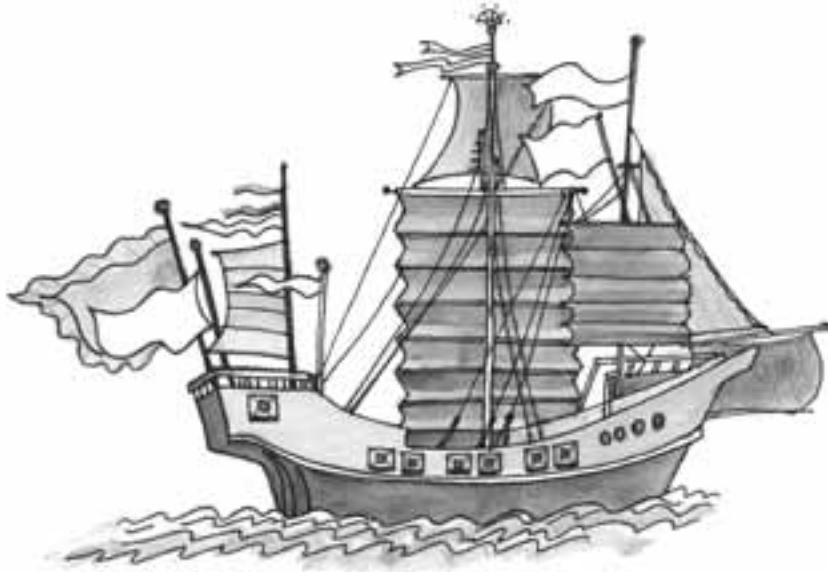
- Erase the completions and ask a confident student to role-play this dialogue with you, the student taking the role of speaker B while you play speaker A.
- Without writing ideas on the board, brainstorm with the class to come up with several new scenarios, e.g. a customer forgets his/her change at the supermarket; a small child being carried by an adult loses a shoe on the sidewalk/footpath; a man’s cap blows off his head when he rides past on his motorbike, etc.
- Have students use one of the brainstormed suggestions or think of a situation themselves to role-play the dialogue.

Lesson FOURTEEN

THE STONE JUNK

The Stone Junk—Intro

- Begin by showing students an illustration of a Chinese junk (old sailing ship), such as this one:



- Ask students:
 - What is this a drawing of? (An old boat.)
 - What country/culture do you think it comes from? (China/Asia.)
 - What is it made of? (Wood.)
 - What if it were made of stone? (It would sink/it would not float.)
- Draw the students' attention to the title of the lesson, *The Stone Junk*. Explain that 'junk' is the name of the kind of boat in the illustration, and that a *stone junk* would be impossible to sail, except by magic. So the title of the lesson, *The Stone Junk* shows that the story is something fantastic, not real, but magical. Tell the students that this story was first written the nearly 2000 years ago in China.
- Next, have students read the first paragraph. Ask if they have ever heard stories about ghosts. Elicit brief descriptions, and talk about various places in their towns that people believe to be 'haunted.'

'Ghost for Sale'

- Have students look at the comprehension exercise on page 76 of the textbook. Ask them to find the item they think is the beginning of the story.
- Next have students preview the story line by finding four 'pairs' of items that seem to match, e.g. the first item, *The ghost changed into a sheep./Sung Ting-po spat at the sheep....* (The other three

pairs are: *The ghost said.../Sung Ting-po replied...; The ghost crossed the stream.../Sung Ting-po made a tremendous splashing...; The ghost carried Sung Ting-po.../Then Sung Ting-po carried...*

- Have students read the first fourteen lines, to, ‘...there was no weight to the ghost at all.’
- Discuss with the class how ghosts are supposed to be different from living people and whether they think the ghost in the story is unusual in any way, e.g:
 - The ghost in the story can talk—is that usual or unusual for a ghost?
 - How heavy is the ghost? Is that usual or unusual?
 - Does a ghost usually have any other special qualities, for example, can they step through walls or move without making noise? Can people carry a ghost or hold on to one tightly? Can ghosts change shape?
- Next have students read the following ten lines, beginning from the line, ‘So they continued...’ to the line, ‘We new ghosts have so much to learn!’
- Ask the class to think about who is smarter and cleverer, the ghost or Sung Ting-po. Ask for three examples of how Sung tricks the ghost. If necessary, prompt the students by asking:
 - What does Sung say when the ghost complains that he is heavy?
 - How does Sung find out what the ghost is afraid of?
 - Why does Sung say he splashes the water in the stream?
 - (Sung is cleverer. He tricks the ghost first when he explains why he is heavy, then when he gets the ghost to say what it is afraid of, and the third time when he explains why he is noisy when he moves.)
- Before going on to the final paragraph, ask students to think about the title of the passage, *Ghost for Sale*. What do they think is going to happen? (Sung will catch the ghost and sell it.) Have a brief discussion of how the class thinks Sung is going to capture the ghost to sell him. Do not confirm guesses at this point.
- Finally, tell students to read the last paragraph of the passage from the line, ‘It was early morning when they entered the marketplace.’
- Elicit from the class a summary of how the ghost tried to get away from Sung Ting-Po. (It turned into a sheep.) Then ask the class whether they think sheep are smart animals or stupid ones. Was it smart or stupid of the ghost to choose to turn into a sheep? What other animal would have been a better choice?
- Finish by asking the students to decide which statement best expresses that the lesson that the story is trying to teach:
 1. Ghosts are evil but very stupid.
 2. Clever people should not be afraid of ghosts.
 3. Ghosts are lonely spirits and people should be kind to them.

Comprehension and Vocabulary

(Page 76—Student’s Book)

Exercise A

- Remind students that they matched up pairs of these items as they began to read the story. (Or if you did not ask students to do this earlier, have them do it before going on.)
- Ask the students to work in pairs to put the statements in order and then to check their answers with another pair.

Answer Key

1. The ghost changed into a sheep. 10
2. The ghost said, 'I'm a ghost.' 2
3. They walked on together for a while. 4
4. The ghost crossed the stream without making any noise. 7
5. Sung Ting-po met a ghost. 1
6. The ghost carried Sung Ting-po on his back. 5
7. Sung Ting-po made a tremendous splashing as he crossed the stream. 8
8. Sung Ting-po replied, 'I'm a ghost too.' 3
9. Sung Ting-po gripped the ghost and would not let go. 9
10. Then Sung Ting-po carried the ghost. 6
11. Sung Ting-po spat at the sheep and sold it to a butcher. 11

Exercise B

- Ask students to read the directions silently and to look at the first item, given as an example. Have them underline the answer in the introductory paragraph of the reading text. (First sentence.)
- Then have students work individually to complete the exercise as homework or in class.
- Have students compare answers with one or two classmates.

Answer Key

- | | | | |
|------------|----------|-----------|----------------|
| 1. ... | 2. early | 3. bold | 4. heavy |
| 5. satisfy | 6. new | 7. losing | 8. remembering |

Exercise C

- Ask students to read the directions silently and to look at the first item. Have them find the answer and underline it in the introductory paragraph of the reading text. Elicit the answer. (*enjoy*, second sentence.)
- Then have them work individually to complete the exercise as homework or in class.

Answer Key

- | | | | |
|--------------|------------|---------------|------------|
| 1. enjoy | 2. amusing | 3. replied | 4. satisfy |
| 5. continued | 6. wade | 7. tremendous | 8. gripped |

Oral Exercises

(Pages 76 and 77—Student's Book)

Pronunciation note

- In order to help students produce a 'short e' vowel, ask them to first make a sound like 'ey' such as in the word 'they' and then to relax their facial muscles as much as they can; they should relax their cheek muscles and their lip muscles, but should not change the position of their tongues in their mouths. The sound should change from a 'long a' sound to a 'short e' sound.
- Next have students try this with a pair of words. Tell them to say the word 'pain' with a 'long a'/tense vowel sound. Have them exaggerate the vowel so that it comes out as *paiiin*. Then as they are saying it a second time, have them relax their muscles so that the word 'pen' is produced with a 'short e'/relaxed vowel.
- Then ask the students to make the 'short e' sound in 'pen' but to stretch their lips and open their mouths a little more. This will produce the word 'pan' with a 'short a' sound.

- Finally, have students practice saying the words in the list. These come in pairs, with the first word of the pair using the ‘short e’ and the second word of the pair using the ‘short a’ sound.
 - *Words with ‘short e’ vowel sound:* met, bet, bed, beg, set, send, kettle, lend, guess, ten.
 - *Words with ‘short a’ vowel sound:* mat, bat, bad, bag, sat, sand, cattle, land, gas, tan.
- Follow up by giving a definition of selected words and having a student produce the correctly pronounced words, e.g. ‘light brown colour’ (tan).

Exercises A and B

- Draw a time line on the board with arrows at both ends and a vertical line in the middle labelled ‘now,’ ‘past,’ and ‘future.’



- Ask students what part of the time line the phrases in Table 1, column 3 refer to. (Past)
- Point out the phrases in column 4 and ask what part of the time line these phrases refer to (Now). Explain that when past actions have some impact or relevance to the present (or future) we use the present perfect verb form.
- Next, elicit the structure of the present perfect. (*have* + past form of main verb).
- Elicit several sentences based on Table 1 from individual class members; then elicit the negative of each sentence from other class members. Make sure to elicit contracted forms as well, e.g. *We haven't read the newspaper. Mary hasn't bought a new pen.*
- Elicit the *yes/no* question pattern, i.e. *have* + subject + past form of main verb + rest of the sentence. Elicit several questions from the class based on the language in the table.
- Lead the class through some example conversations based on the language in Table 1:
- Ask for a student volunteer to make a sentence from Table 1, e.g. ‘We have made out a list, and here it is.’ Write it on the board.
- Respond with a follow-up question that creates a context, e.g. ‘Have you invited everybody on the list?’ Write this on the board.
- Finally, gesture for an answer, e.g. ‘Yes, we have’ or ‘No, we haven’t.’ And write this on the board.
- Go through several examples, without writing them on the board, until students understand the task, and then ask them to work in pairs to create similar short conversations using the language in Table 1.

Exercises C and D

- Have students read through Table 2 silently.
- Point out the adverbs in column 3. Explain that these adverbs all mean something like ‘up to now’ or ‘at this moment’ or ‘not until now,’ and that this focus on ‘now’ means the action in the past is important at the present time. Remind students that when past actions have some impact or relevance to the present (or future) we use the present perfect verb form.
- Next, elicit the structure of the present perfect when it is used with a frequency adverb. (*have* + adverb + past form of main verb).
- Elicit the *yes/no* question pattern, i.e. *have* + subject + adverb + past form of main verb + rest of the sentence. Elicit several questions from the class based on the language in the table.
- Lead the class through some example conversations based on the language in Table 2:

- Ask for a student volunteer to make a sentence from Table 2, e.g. ‘The boys have never heard the story.’ Write it on the board.
- Respond with a follow up question that creates a context, e.g. ‘Has Rabiah already heard it?’ Write this on the board.
- Finally, gesture for an answer, e.g. ‘Yes, she has’ or ‘No, she hasn’t.’ And write this on the board.
- Go through several examples, without writing them on the board, until students understand the task, and then ask them to work in pairs to create similar short conversations using the language in Table 2.

Exercise E

- Have students read through Table 3 silently.
- Ask two pairs of confident students to demonstrate the example conversations for the class.
- Have students work in pairs to make up new conversations using the language in the table and their own answers. Tell them to make logical answers that are true.

Written Exercises

(Pages 77 and 78—Student’s Book)

Exercise A

- Have students work individually to complete the exercise, in class or as homework.

Answer Key

- | | | |
|-------------------------|--------------------------|------------------------------|
| 1. ... | 2. ...has just arrived | 3. ...have just remembered |
| 4. ...has just struck | 5. ...have often watched | 6. ...have known |
| 7. ...has not written | 8. ...have had | 9. ...has not spoken (to me) |
| 10. ...has not been | 11. ...have already told | 12. ...has not had |
| 13. ...have not seen | 14. ...has just received | 15. ...has stopped |
| 16. ...have never flown | 17. ...have cut | 18. ...has not said |
| 19. ...have brought | 20. Has anyone taken... | 21. Have the men found... |
| 22. Have I ever told... | 23. Have we reached... | 24. Has she ever given... |
| 25. ...have you put | | |

Exercise B

- Go through the first item as an example. The first blank of the first item has been done, but continue with the remainder to show students that they should think carefully about what verb form to use in each case. Remind students that in this and other lessons they have practiced present perfect, simple past, present, and future verb forms.
- Assign the exercise as homework or allow for time in class to complete it.

Answer Key

1. am going; have never been; have been; went; goes
2. have just read; read; have never read; borrowed
3. are studying; have; start; finish; have already had
4. have just finished; clean; have had; have looked; am going; shall/will buy
5. have now reached; are doing; have spoken are writing; have finished

Punctuation Practice

(Pages 78 and 79—Student’s Book)

- Tell students that this is taken directly from the reading passage. Have them look through the exercise and try to find:
 1. the places where a question mark is needed, e.g. the last line, **Why** do you make such a noise is clearly a question, so students should begin by putting question marks where they are needed.
 2. which parts are quotations that need quotation marks surrounding them. Students should look for verbs like *said, asked, replied, remarked*, etc. For example, in the first line of the exercise ...*Sung Ting-po remarked*... Being... clearly introduces a quotation and signals the need for quotation marks.
 3. other missing punctuation, specifically commas and periods/full stops. It should be clear by the use of capital letters when periods are needed. For example, in the second line of the exercise we see, ...*I don’t know much about it yet* **What** is it...
 4. places where quoted material needs to be separated from the rest of the text by using commas. For example, in the last line of the exercise we see, ...*made the ghost ask* **Why**...
- Have students work individually to complete the exercise as homework or in class. When they have finished, ask them to compare answers in pairs and then to check their punctuation with the reading text.

Answer Key

So they continued, carrying and being carried in turn. At last Sung Ting-Po remarked, ‘Being a very new ghost, I don’t know much about it, yet. What is it that we ghosts are most afraid of?’
‘There’s only one thing a ghost has to fear,’ came the reply, ‘and that is to have a living man spit at him.’

Composition

(Page 79—Student’s Book)

- Before assigning the writing task, have a short discussion with the class about the ghost in the story. Ask probing questions such as,
 - What did the ghost do that was bad or evil?
 - What kind of information did the ghost give? Lies or the truth?
 - When the ghost changed to a sheep, what did it want to do?
 - In the end, what happened to the ghost? Was it fair to him?
- Have students read the directions for the task silently.
- Assign the writing task as homework or allow time for in-class writing. If students write in class, circulate and monitor, providing assistance as needed.
- Have students exchange their finished work to check for mistakes.

Useful Words and Phrases—Greetings

(Page 79—Student’s Book)

- Begin by having students read through the dialogue and underlining all of the different ways the speakers use to greet one another. (*Hello. How are you? Good morning.*)
- Next, have them underline with a double line all of the answers to those greetings. (*Good morning. Very well, thank you. I’m very well, thank you.*)
- Then have students add other greetings they know to the lists. For example, to say ‘hello,’ students might say *Hi, Good afternoon*, or even *Hey*. To answer the greetings, students might say, *How are you doing? How’s it going?* or even *What’s up?*

- Have students role-play the conversation in groups of three, changing any parts they like. For example, one speaker could ask about another's brother instead of his father, or a speaker could say he had broken his arm instead of that he had a cold. Encourage students to use real information as much as possible.

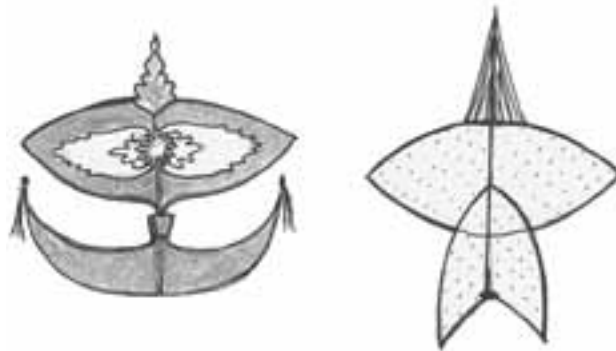
Lesson FIFTEEN

HOW TO MAKE AND FLY A KITE

How to Make and Fly a Kite—Intro

- Begin by discussing the celebration of Basant in Pakistan. Have a discussion about different Basant traditions, including kite flying. Ask if the people in their families participate in kite flying activities.
- Do they know the other meaning of the word 'kite' in English. You may wish to allow them to check a dictionary. Explain that kites are hunting birds that spend a lot of time flying high in the air. Discuss if the word for kite has more than one meaning in their home language.
- Get a student to go to the board and draw the shape of a traditional Pakistani kite (*patang*). Elicit other shapes that kites can have. (Kites can be diamond-shaped, triangular, and other more elaborate shapes.) If possible, get some photographs of interesting kites from around the world for the class to look at and describe.

Two examples: Malaysian *Wau Bulan* (moon kite) and Thai *Chula* (star kite).



'How to Make and Fly a Kite'

- Before students begin to read, tell them to highlight, underline, or take notes of information for making two lists:
 1. Materials needed to make the first kite, e.g. *two sticks of bamboo, thin strong paper, silk, or light cloth, (strong) string/cord.*
 2. Steps involved in making the first kite, e.g. *fasten the sticks in the shape of a cross...*
- Tell the class read the first fourteen lines silently, ending with, '...the tail may be made shorter or longer.'

- Have students work in small groups of three to four to write clear lists, e.g. for the ‘Materials’ list, they might end up with, *two sticks of bamboo, one longer than the other*. Elicit items from the list and write them on the board.
- Next have students read the next eleven lines silently, beginning with ‘Another simple kind of kite...’ to the end of the reading passage.
- Discuss the following questions:
 - In what ways are box kites and diamond-shaped kites different? (Box kites do not have a tail and they are open instead of flat.)
 - Which of these steps were not listed in the instructions for flying a kite? (2 and 5.)
 1. *Go to a high place on a day with wind.*
 2. *Get a friend to toss the kite up for you.*
 3. *Unwind the cord as the kite goes up.*
 4. *Wind up the cord as the kite goes down.*
 5. *Pull the cord sharply to make the kite dance.*
 - What does the last paragraph describe? (3.)
 1. *Traditional kite design in Pakistan.*
 2. *Traditional kite flying celebrations in Pakistan.*
 3. *Traditional kite flying contest in Pakistan.*
- Follow-up with a discussion of how to fly kites safely. What information should be included in a paragraph about safety? Have students brainstorm ideas in groups and then consolidate these in two common lists on the board, labelled *NEVER* and *ALWAYS*.
- Circulate and monitor as groups work. You may want to prompt individual groups with topics, such as:
 - What locations are safe or unsafe? Near streets? Near power lines? On a beach? In a park? On a rooftop? Near trees?
 - What sort of weather is safe or unsafe? Rainstorms? Very windy weather?
 - How can a kite flyer prevent injuries to himself/herself? On fingers/hands? To eyes? To legs and arms when running with the kite?
 - What are unsafe ways of keeping a kite line tight? Tying it to yourself? Letting extra line pile up on the ground around your feet?
 - What sort of line is safe and what sort is unsafe? Wire? Cotton string with ground glass? Nylon fishing line?
 - What about going after a kite that has crashed? Power lines? Trees?

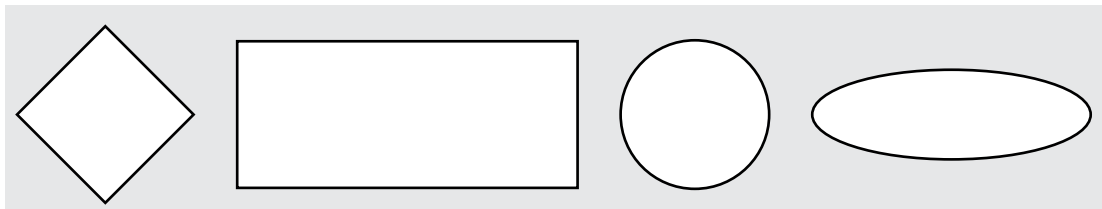
Comprehension and Vocabulary

(Pages 80 and 81—Student’s Book)

Exercise A

- Have students do Exercise A for homework or allow time in class for them to complete the exercise individually.

Answer Key



Exercise B

- Before beginning this exercise, ask the students to go back to the first paragraph of reading and underline all of the times they find the verb *be* + past tense form of another verb.
- Next ask them to work individually or in pairs to complete the exercise, but that they should **not** look back at the text until they have filled in all of the blanks.

Answer Key

- | | | | |
|--------------|------------|-----------------|---------------|
| 1. is shaped | 2. is made | 3. are fastened | 4. is tied |
| 5. is | 6. placed | 7. are folded | 8. are gummed |

Exercise C

- Ask the students to answer briefly. Complete sentences are not necessary.
- Have students complete the exercise as homework or in class.
- Ask students to compare answers in pairs or small groups. Clarify any issues that come up with the entire class.

Answer Key

1. The 'bridle' is little longer than the longer of the two sticks that are in the centre of the kite.
2. The ends of the bridle are fastened near the ends of the longer stick.
3. The flying cord is the cord held by the person flying the kite.
4. If the kite does not fly well make the tail shorter or longer.
5. Both the kites are made of the same materials, e.g. light sticks, paper or cloth. Both use string. for a bridle and a flying cord.
6. When flying a kite, the day should be windy and the kite should be flown from a high place.

Oral Exercises

(Pages 81 and 82—Student's Book)

Exercise A

- Have students read through Table 1 silently.
- Next ask them to form pairs and divide the words in column 3 into categories:
 1. positive points
 2. negative points
 3. neutral (neither positive nor negative) points

There may be some differences between pairs on a few words, especially neutral ones that may have negative connotations for some students, but most should end with lists something like this:

positive: *liked, admired, respected*
 negative: *hurt, blamed, disliked*
 neutral: *known, forgotten, needed*
- Have students work in pairs to go through the possible sentences in the table. Tell them to think about the meanings and to make note of sentences they think are strange. For example, you might point out that the word *forgotten* does not usually make much sense when used with present tense verbs, so it should be used more often with *was and were*.

Exercise B

- Have students look at Table 1 again.
- Demonstrate the task by eliciting a few negative sentences based on the language in the table (e.g. *The two girls were not hurt.*)
- Next have students work in pairs to go through the possible negative sentences in the table.
- Elicit examples of both good and strange sentences from the class.

Exercises C and D

- Ask students to look at Table 2.
- Have them compare the structure of Tables 1 and 2. Ask them why Table 2 has 5 columns and Table 1 only three? (Table 2 has two columns for a *by* phrase.)
- Elicit a sentence from Table 2, e.g. *The strangers will be stopped by the police.* Have the class imagine a situation in which this can happen, and then have them describe it. Point out that in sentences like this the ‘doer’ of the action is either not important (such as in Table 1) and so is not named, or is given in a *by* phrase at the end of the sentence (such as in Table 2).
- Have students work in pairs to go through both the affirmative sentences in Table 2 and the negative forms of these sentences.
- Elicit examples of both good and odd sentences from the class.

Exercises E and F

- Elicit a sentence based on the language in Table 1 and write it on the board. Then elicit the *yes/no* question form of the sentence, e.g. *The young man was blamed/Was the young man blamed?*
- Follow the same procedure for a sentence from Table 2, e.g. *They have been seen by my father/Have they been seen by my father?*
- Have students form groups of four, taking turns to make a good, logical sentence from either Table 1 or Table 2. Another group member offers the question form, and the remaining two group members offer the short answers with *No* or with *Yes*.

Written Exercises

(Pages 82 and 83—Student’s Book)

Exercise A

- Provide students with a reference that they can use to look up the past participle forms of irregular verbs. This can be a table in a grammar reference or a handout that you ask them to keep in their notebooks.
- Have students work individually or in pairs to complete the exercise, either in class or as homework.

Answer Key

1. ...	2. ...	3. eaten	4. awakened	5. begun
6. known	7. sung	8. rung	9. worn	10. written
11. stolen	12. fastened	13. grown	14. bitten	15. chosen
16. torn	17. dug	18. wanted	19. taken	20. thrown
21. hidden	22. ridden	23. done	24. sunk	25. thrown
26. drawn	27. seen	28. forgotten	29. understood	30. fought

Exercise B

- Have students go back to Exercise B on page 81 of the textbook and read their answers again.
- Remind them that most of the time the ‘doer’ of the activity is not given in descriptions of this kind, sometimes because we don’t know or do not want to say who did the action in the sentence. This is the case for the sentences in Exercise B.
- Have students work individually or in pairs to complete the exercise, in class or as homework.

Answer Key Exercise B

- | | |
|--------------------------------------|---|
| 1. ... | 2. The police have been told. |
| 3. It has not been done before. | 4. He was blamed for the accident. |
| 5. She was not given any help. | 6. He has not been seen since that day. |
| 7. Something has been done about it. | 8. It was picked up from the road. |
| 9. She was asked a lot of questions. | 10. My bicycle has been stolen. |
| 11. English is spoken here. | 12. A stone was thrown. |
| 13. The animals are caught in traps. | 14. He was not given any advice. |

Composition

(Page 83—Student's Book)

- Have students think of some paper folding toys they used to make as young children, for example a paper boat, paper aeroplane, or paper hat. Ask them to describe how to make one of these items, in their composition. If they do not remember how to make these things, they can ask friends or family members; alternatively, they may prefer to describe how to make a paper cover for a book.
- Next ask the students to think about the two lists they made while reading how to make a diamond-shaped kite—the materials and steps.
- Ask the class to write similar lists before they begin to write their compositions.
- Assign the writing task as homework or allow time for in-class writing. If students write in class, circulate and monitor, providing assistance as needed.

Useful Words and Phrases—Question Tags with *is* and *are*

(Page 83—Student's Book)

- Have students look at the six example sentences. Tell them to do the following:
 1. Draw a slash (/) to divide the main part of the sentence from the tag, e.g. *It's hot today/isn't it?*
 2. Circle the verbs in both the main part of the sentence and the tag, e.g.
It's hot today/isn't it?
I'm not wrong/am I?
 3. Elicit the difference between the verb in the main part of the sentence and in the tag. (One is affirmative and the other is negative.)
- Have students complete the exercise individually or in pairs, and then to check their answers with other classmates.

Answer Key

- | | | | |
|-------------------|------------------|--------------------|-----------------|
| 1. ... | 2. ...is it? | 3. ...isn't he? | 4. ...is she? |
| 5. ...aren't you? | 6. ...are you? | 7. ...aren't they? | 8. ...are they? |
| 9. ...am I? | 10. ...isn't it? | | |

Lesson SIXTEEN

THE STORY OF WRITING

The Story of Writing—Intro

Vrede	سلام	Խաղաղություն	Sülh	Bakea	
Свет	Мира	Pau	和平	Mir	Fred
Rahu	Караяраан	Rauha	Paix	Paz	ပိဗ်ဒိဝုဇ္ဇာ
Frieden	Ειρήνη	Lapè	שלום	शांति	Béke
Friður	Perdamaian	Síochána	Pace	平和	
평화	Pax	Mieru	Taikos	Мир	Keamanan
Paći	Freden	صلح	Pokoju	A Paz	Păcii
Миром	Mier	Mir	La paz	Amani	Fredspris
အဘယဇာတိ	Bariş	Світ	امن	Hòa bình	
Heddwch	דְּרִיט				

- Before you begin the reading text, find some pictures of different writing scripts around the world, such as the one below:
- Give students a moment or two to take a good look at the illustration, and then ask:
 - What do you see in this illustration? (How to say ‘peace’ in many languages.)
 - How many of the languages do you recognize? (Answers vary.)
 - Can you find the following languages in the illustration?
 - Korean
 - Chinese
 - Thai
 - Russian
 - Arabic
 - Greek
 - Hindi
 - What makes all of these languages different from one another? (They use a different writing system.)
- Wrap up the introduction by discussing different kinds of writing systems: picture-based (such as Chinese, where the characters have no relationship to the sound of the word), syllabic (such as Arabic, where the consonants are written but the vowels are usually not written), and Alphabetic (such as English, where both consonants and vowels are always written). Have them categorize their own home language as one of these three.

‘The Story of Writing’

Vocabulary and Comprehension

- Merge these two tasks in this lesson since the answers to all questions in Exercise A are found in the first half of the reading text.
- Begin by having the class read the example item in Comprehension and Vocabulary Exercise A. Have them underline the words ‘speak to each other’ in the example question, and then have them look at the beginning of the reading text to find these words, and circle them. Next have the class look at the answer in the example; then tell them to underline the part of the text where the answer is given. They should notice that the exact words are used in both places.
- Next have students read items 1-7 silently (tell them not to read number 8 yet). Then have them work in pairs to find words in the questions that are repeated in the text, circling them in both places. They will probably find:
 1. *one way*
 2. *still done*
 3. *warning of danger*
 4. *beacons/be seen*
 5. *smoke signals*
 6. *sent messages/North American Indians*
 7. *picture writing*
- Tell the students that as they read, the answers to the questions will be near the circled words in the text, either before or after the circled words.
- Then have them read the first fifteen lines of the text, ending with, ‘...a record of things that happened.’
- After reading this part of the text, give the students time to complete Exercise A. Allow them to compare answers with one or two classmates.
- Next have students read the final item (number 8) in Exercise A. Lead a discussion on how they think that picture writing changes. Write their ideas on the board.
- Then have them read the rest of the passage silently, underlining the answer to item 8.
- After the students have finished reading, ask the class which of their ideas was closest to the answer given in the text.

Comprehension and Vocabulary

(Page 85—Student’s Book)

Exercise A

- Integrate Exercise A with the reading task as described above.

Answer Key

Answers may vary. Accept any reasonable answers.

1. One way was by beating drums which could be heard at a distance.
2. This is still done in Africa.
3. In many countries fires were lit at night on hills.
4. They could be seen at a great distance.
5. They were made by moving a blanket over a fire.
6. The North American Indians also sent messages to each other by drawing pictures.
7. Men could send messages to each other. They could also keep a record of things that had happened.
8. The pictures became easier to draw but harder to understand.

Exercise B

- Tell students that the answers to this exercise are a mixture of symbols and words.
- Write the following words and symbols on the board:



ideas



mouth



sounds



things



water

- Have students work individually or in pairs to complete the exercise as homework or in class using the symbols and words on the board (some words may be used more than once).
- Ask them students to compare answers with their classmates.

Answer Key

1. objects; ideas; sounds
2. (student copies figure from textbook/board) it was first written to represent child.
3. (student copies figure from textbook/board) once represented sun.
4. (student copies figure from textbook/board) Mountain
5. (student copies figure from textbook board water; (student copies figure from textbook board) mouth
6. ideas; objects; sounds

Exercise C

- Draw the students' attention to the word *striking*.
- Have a student look this word up in a dictionary and read the definition, which might be something like, *to hit very hard, to stop work and demand more money or better working conditions*.
- Ask the class which definition matches the context of the reading passage best (*to hit very hard*), and then have them look in the beginning of the text for a word with a similar meaning. At the end of the second line of text, we see the word *beating*, which the context (*drums*) tells us is the matching word.
- Assign the remainder of the exercise as homework or to do in class.

Answer Key

The phrases in parentheses define the word in more detail and correspond with the meaning in the reading.)

striking	beating (hitting something hard)
peril	(great) danger
illustrations	drawings or pictures that explain something
easy	simple, (not difficult)
instances	(particular) examples (of something)
symbol	(a sign, number, letter), character (that has a fixed meaning)
very old	ancient (belonging to thousands of years in the past)

Oral Exercises

(Pages 85 and 86—Student's Book)

Exercise A

- Write the seven auxiliaries on the board in one column of a chart:

will/won't	
can/can't	
must/mustn't	
did/didn't	
should/shouldn't	
may/may not	
need not	

- Next ask the students which one of the auxiliaries indicates the **past tense** (*did*). Write this in the adjoining cell in the chart. Then elicit the auxiliary for **future**, writing it in the corresponding cell.
- Tell students that the remaining auxiliaries add a different sort of meaning to sentences. They may indicate **permitted (or not permitted)**, **able (or unable)**, **required (or prohibited)**, **advisable (or unadvisable)** or **unnecessary**.
- Elicit the correspondences between the auxiliaries and the meanings, using examples from Table 1 to illustrate. Make sure to provide additional context to make the meanings clear, e.g.. *The children **mustn't** play football when there is a thunderstorm*, to illustrate that they are **prohibited** from playing football.

will/won't	future
can/can't	able/unable
must/mustn't	required/prohibited
did/didn't	past
should/shouldn't	advisable/unadvisable
may/may not	permitted/not permitted
need not	unnecessary

- Ask the students to work in pairs to make up one logical sentence for each of the words/phrases in column 2. This will help them focus on the meaning as well as on the structure.

Exercises B

- Have students form pairs and use the sentences and contexts they created in Exercise A as a basis for their questions. Partners answer with short answers.

Exercise C

- Have students work in pairs taking turns making new sentences and replying to them.
- Student A makes a sentence substituting a new word or phrase in Column 1. Student B asks, ‘Why?’ or ‘Why not?’ Student A then gives a logical reason, e.g.
 A: Kareem can help the others.
 B: Why?
 A: Because he has Thursday off from work and has the time.

Written Exercises

(Pages 86, 87, and 88—Student’s Book)

Exercises A, B, and C

- Have students work individually or in pairs to complete the exercise, in class or as homework.

Answer Key

Exercise A

- | | |
|---|--|
| <p>1. ...</p> <p>3. Must the other girls wait outside?
The other girls must not wait outside.</p> <p>5. Should he tell her what you said?
He should not tell her what you said.</p> <p>7. Should he do that again?
He should not do that again.</p> <p>9. Has he finished the work?
He has not finished the work.</p> <p>11. Is he sure that he is right?
He is not sure that he is right.</p> <p>13. Are we sorry that he is going?
We are not sorry that he is going.</p> | <p>2. Will the class monitor collect the homework?
The class monitor will not collect the homework.</p> <p>4. Can your brother tell us the answer?
Your brother cannot tell us the answer.</p> <p>6. May he take the football home?
He may not take the football home.</p> <p>8. Can she win the match?
She cannot win the match.</p> <p>10. Was he glad to see you again?
He was not glad to see you again.</p> <p>12. Have I read the book before?
I have not read the book before.</p> <p>14. Were they the ones we wanted?
They were not the ones we wanted.</p> |
|---|--|

Exercise B

1. ...
2. Does his brother know how to play chess?
She does not think that you are very clever.
3. Does she think that you are very clever?
His brother does not know how to play chess.
4. Do you write a long essay once a week?
I do not write a long essay once a week.
5. Do they want us to visit them next weekend?
They do not want us to visit them next weekend.
6. Do you believe that he is telling the truth?
I do not believe that he is telling the truth
7. Does your little brother understand everything you say?
My little brother does not understand everything I say.
8. Do you play badminton or tennis in the evenings?
We do not play badminton or tennis in the evenings.

Exercise C

1. Did your father travel to Peshawar last month?
My father did not travel to Peshawar last month.
2. Did he drink all the lemonade?
He did not drink all the lemonade.
3. Did you ring him up last Monday?
I did not ring him up last Monday.
4. Did David answer correctly the first time?
David did not answer correctly the first time.
5. Did the teacher pick up your exercise book?
The teacher did not pick up my exercise book.
6. Did you go to the cinema on Saturday?
I did not go to the cinema on Saturday.
7. Did she write to you last year?
She did not write to me last year.
8. Did they leave for Hyderabad early this morning?
They did not leave for Hyderabad early this morning.

Punctuation Practice

(Page 88—Student’s Book)

- Write the following words from Table 1 on the board:
shouldn’t can’t didn’t
Elicit the two words that each is made of two words, e.g. *did + not*.
- Ask the students what they think the **apostrophe** stands for in each word. (It stands for the dropped letter, e.g. from *did + not*, we dropped ‘o’ to make *didn’t*.)
- Next write the following on the board:
he’s we’re they’re
Elicit the two words that each of these is made of, e.g. *they + are*.
- Next write these two words on the board: *it’s* and *its*.
- Tell students that while these words sound alike and look almost alike, the apostrophe shows that one of them is made of *it + a verb* with letters that have been dropped. In this case, *it’s* can be one of two different words: *it + is* or *it + has*.
- Next go through the first two lines of the exercise with the group to make sure they understand the task.
- Assign the exercise as homework or allow for time in class to complete it.
- Have students compare answers in pairs.

Answer Key

1. It’s nice to see you again.
2. It’s been a long time since I saw you.
3. Yes, it’s a week since I saw you last.
4. It’s hurt its foot.
5. It’s giving it a lot of pain.
6. It’s not far to the vet’s house.
7. It’s just at the end of the road.
8. It’s cool now and I’d like a walk.
9. It’s kind of you to come with me.
10. Its foot is so swollen that it can hardly bear to put it on the ground.

Composition

(Page 88—Student’s Book)

- Ask the students to turn to page 48 of the textbook and review the format for letter writing shown in the reading text. Have them use this as a model.

- As quickly as possible, brainstorm a list of interesting things that have happened in the past day or two. Write these on the board, e.g. *Mansoor—went for a picnic; Fatima—saw a new film*, etc. Tell students that they do not need to use these activities, but that this may help them think of things to write about.
- Assign the writing task as homework or allow time for in-class writing. If students write in class, circulate and monitor, providing assistance as needed.

Useful Words and Phrases—Yes, I would/No, wouldn't

(Page 88—Student's Book)

- Have students read the short dialogue silently then ask two confident students to role-play it from memory (glancing at the original in the book if necessary).
- Give the class a different scenario, for example that student A is doing homework, and recreate the dialogue orally, with suggestions from the class, e.g.

A: Do you like doing homework, Mariam?

B: No, of course I don't like doing homework. I would like to stop doing homework now.

A: What would you like to do? Would you like to watch television?

B: No, I wouldn't, thank you. I don't like watching television. I'll tell you what I would like to do. I would like to go and see a movie. Would you like to go and see a movie with me now?

A: Yes, I would.

B: Good!
- Brainstorm with the class to come up with several new scenarios, e.g. student A is preparing food for her family, running errands for his mother, etc.
- Have students use one of the brainstormed suggestions or think of a situation themselves to role-play the dialogue.
- Ask for one or two volunteers to role-play their scene for the entire class.

Lesson SEVENTEEN

PROVERBS

Proverbs—Intro

- Tell students that the theme of this lesson is Proverbs. Explain that a proverb is a traditional and well-known saying that expresses a piece of wisdom.
- In English, ask students if they know of a Pashto proverb that can be translated into English something like, 'With too many butchers, the sheep becomes unfit to eat.' Elicit the exact proverb in the students' home language; then ask what the proverb means. (When there are too many people trying to do something, they make a mess of it.)
- Make every effort to keep these discussions in English rather than in the home language.

'Proverbs'

- Have students look at the illustration at the top of page 89 of the Student's Book and describe it. Tell them that this drawing shows the English language version of the proverb the class has just discussed.

- Next have students look at the other illustration on page 89 and describe what they see. What do they think is going to happen to the man? Ask them to look for the English proverb that the picture illustrates as they read the text.
- When they have finished reading the text ask,
 - *What proverb does the picture at the bottom of page 89 illustrate?* (Look before you leap.)
 - *What is the opposite proverb?* (He who hesitates is lost.)
 - *Which of these two proverbs do you agree with? Why?*
- Finally, have students read the list of nine proverbs at the end of the passage.
- When students have finished reading, tell the class that you are going to give a rough translation of a few local proverbs and that they should find the matching English proverbs in the list at the top of page 90 of the textbook.
 - *Although the cloud is black, white water falls from it.*
(Every cloud has a silver lining.)
 - *Sowing your crops is easy; growing them is difficult.*
(Don't count your chickens before they are hatched.)
 - *May you not eat that lark which will rise up in your throat.*
(People who live in glass houses should not throw stones.)
- Discuss how the English and the local proverbs offer similar wisdom.
- Go on to discuss, in English, the meanings of the other five proverbs.

Comprehension and Vocabulary

(Pages 90 and 91—Student's Book)

Exercises A and B

- These two exercises are linked since the proverbs listed in Exercise A are needed to complete Exercise B.
- Have students work in pairs to use a dictionary to look up and discuss the proverbs listed in Exercise A.
- Then have them decide which proverb to use in each item of Exercise B.
- Ask students to check their answers with another pair.

Answer Key, Exercise A and B

- | | |
|--|---|
| 1. ... | 2. Waste not, want not. |
| 3. Make haste, less speed. | 4. Look before you leap. |
| 5. It's no use crying over spilt milk. | 6. A rolling stone gathers no moss. |
| 7. He who hesitates is lost. | 8. The proof of the pudding is in the eating. |

Exercise C

- Ask the students to look back at the third paragraph of the reading text where an example of two proverbs with opposite meanings is given.
- Then have students work in pairs or groups to look up the meanings of the six proverbs listed in the exercise and decide which ones are opposites.
- Elicit the answers from the class.

Answer Key

- | | |
|--------------------------------------|--|
| Absence makes the heart grow fonder. | Out of sight out of mind. |
| Too many cooks spoil the broth. | Many hands make light work. |
| Nothing ventured, nothing won. | A bird in hand is worth two in the bush. |

Exercise D

- Ask students to try to come up with definitions or explanations of their own for the English proverbs listed in the Exercise.
- Next elicit a brief explanation, in one sentence, of the proverb, e.g. *part nothing: Getting part of something you want is better than getting nothing at all.*
- Have students work in groups of four to discuss the meaning of each proverb and to write down some key words they think should go in an explanation.

Oral Exercises

(Pages 91 and 92—Student's Book)

Exercises A, B, and C

- Elicit from the class the modal auxiliaries from Lesson 16 that add these meanings to sentences:
'requirement' (*must*)
'advice' (*should*)
'necessity' (*need*)
- Then add other modals to the same lists:
'requirement'—*must, have to*
'advice'—*should, ought to*
'necessity'—*need*
- Have students read Table 1 silently. Then have them draw a single line under the verbs that mean 'advice' and a double line under those that mean 'requirement.' Tell them that the double line will remind them that these two verbs express a stronger need than the ones with a single line.
- Have students work in pairs to practise brief conversations in which they take turns 'rethinking' what needs to be done, using sentences they can make with Table 1, e.g.
A: *I have to return the book today.*
B: *Do you have to return it today? I thought it was due tomorrow.*
A: *You're right! I don't have to return the book today. It's not due until tomorrow.*
B: *The children should do it at once.*
A: *Should they do it at once? Can they finish it later? It's lunch time now.*
B: *You're right; it **is** lunch time. No, they shouldn't do it right now—they should have lunch first.*

NOTE: It is uncommon to say or hear questions like *Have I to go there now?* In today's English, the structure most commonly used is *Do I have to go there now?*

Exercise D

- Explain that the auxiliary *need* is only used in the negative in modern English. Compare the affirmative where *need* becomes the main verb of the sentence followed by *to* and a verb word. (e.g. He need not go, but you need to go.)
- Ask the students to change partners and to have similar conversations as above (Exercises A, B, and C), but this time using *need not/needn't* in place of the negative auxiliary they originally used, e.g.
B: *The children should do it at once.*
A: *Do you think so? It's lunch time now.*
B: *You're right; it **is** lunch time. No, they need not do it right now—they should have lunch first.*

NOTE: *need to* is often used with the same meaning and same structure as *have to*.

Examples: *My friends have/need to go there now.*

*My friends don't have/need to go there now.
Do my friends have/need to go there now?*

Exercises E, F, and G

- Ask which verb from Table 1, column 2 corresponds with the verb in this table. (*have to*)
- Draw students' attention to column 3 and elicit the main difference between column 3 Table 2 and column 3 Table 1. (In Table 2 the times are all in the past—*yesterday, last January, yesterday evening, last week.*)
- Elicit or point out that Table 2 shows the structure of the auxiliary *have to* when it is used to talk about past events.
- Tell students to change partners and to have conversations similar to those for the exercises above, e.g.

A: I had to return the book last week.

B: Did you have to return it last week? I thought you were going to keep it longer for your project.

A: No, I didn't have/need to use it any more, and it was due last week.

Exercises H, I, J, and K

- Elicit the meaning the auxiliaries in column 2 add to the meaning of the sentences. (advice).
- Draw students' attention to column 5. Then ask whether the advice was followed. (No. The use of this kind of auxiliary and the past tense together shows that the advice was not followed.)
- Brainstorm with the class a list of other substitutions for column 3. Encourage students to use their imaginations, e.g. *worn better shoes when s/he/they went hiking*
- Have students work in pairs, practising short conversations using the new sentences and making follow-up comments.
- Demonstrate by using one of the suggestions to create a sample dialogue on the board, e.g.
 - A: Malik should have worn better shoes when he went hiking. He shouldn't have worn sandals.*
 - B: Why? What happened?*
 - A: He got blisters on his feet and now he can't play in the football match.*
 - B: Ought he to have worn sneakers?*
 - A: Yes, he ought to have, but he didn't.*
- Underline the substitution (*worn better shoes...*) and elicit what other bits of the conversation link to the substitution, underlining those parts as well (*worn sandals, got blisters...match, worn sneakers*).
- Tell students that they can use the model conversation, changing the underlined parts to match the new substitutions.

Exercises L and M

- Explain to the students that auxiliaries in column 2 add to the meaning of the sentences. (lack of necessity).
- Draw students' attention to column 4. Then ask whether the event took place, even though it wasn't necessary. (Yes, it did. The use of a negative 'necessity' auxiliary and the past together shows that even though there was no reason for the event to happen, it did anyway.)
- Brainstorm with the class a list of other substitutions for column 3. Encourage students to use their imaginations, e.g.
 - *taken me to dinner on my birthday*
 - *driven all the way across town to talk to her*
 - *thrown his shirt away because it had an ink stain on it*

- *got all dressed up for a picnic in the park*
- Elicit a number of substitutions, making sure students use full sentences when they offer them. Have the class vote on the funniest, most interesting, etc.

Written Exercises

(Pages 92 and 93—Student's Book)

Exercise A

- Ask students to look at the example sentences and to name the two auxiliaries used (*must* and *had to*).
- Have students work individually to complete the exercise as homework or in class. Remind them to change the time expressions as needed. When they have finished, ask them to compare answers in pairs.

Answer Key

1. ...
2. I had to help him yesterday.
3. We all had to work hard last term.
4. School rules had to be obeyed when I was a child.
5. All pupils had to return to school last Saturday morning.
6. They had to stay in Islamabad last year.
7. The men had to start work yesterday morning.

Exercise B

- Ask students to look at the example sentences. Elicit the two ways of expressing necessity with auxiliary *need* when talking about past events. (*needn't have/need not have* and *didn't need to*)
- Have students work individually to complete the exercise as homework or in class. When they have finished, ask them to compare answers in pairs.

Answer Key

1. b. You did not need to tell me what she said because I knew already.
c. You need not have told me what she said, but I am glad that you did.
2. b. We did not need to give him one because he has one already.
c. We need not have given him one, but he was very grateful for it.
3. b. We did not need to help her because she could do it easily.
c. We need not have helped her, but she was glad that we did.
4. b. We did not need to leave, so we spent some more time there.
c. We need not have left, but we did.
5. b. We did not need to take any food because there were plenty of shops.
c. We need not have taken any food, but we did.
6. b. You did not need to pay me the money because I did not want it.
c. You need not have paid me the money, and you can have it back again.

Composition

(Page 93—Student's Book)

- Give the class a few minutes to look up the two new proverbs, then discuss their meanings briefly. (*Pride goes before a fall* means that overconfidence leads to mistakes/accidents; *Do unto others as you would have others do unto you* is a proverb and it means that if you want to be treated fairly, you must treat others fairly.)

- Ask students if they have any personal experiences that prove the wisdom of one of these proverbs. Listen to suggestions, and then make one of your own, writing it on the board in a few sentences, e.g.

Pride comes before a fall

I had a friend who was a very good badminton player. She was the best in our town and always won. Once she was in a tournament and didn't train much for it because she thought she was so good that nobody could beat her. She lost her first match. She should have been more humble and trained for the competition, but she did not.

- Point out the use of the auxiliary verb in the past, and remind students to use one in their compositions if they can.
- Assign the composition writing for homework or allow time in class for writing.

Useful Words and Phrases—Do

(Pages 93 and 94—Student's Book)

- Elicit from the class the meaning of the verb *do* (to perform an action). If students offer a definition in their home language, recast it in English.
- Explain that *do* is one of the most basic verbs in English. *Do* is often found in set phrases which can be learned, e.g.

do homework

do someone a favour

do the dishes

do one's job

do the laundry

do a crossword puzzle

do one's hair

do one's best

do business

Exercise

- Remind them that they must use the correct form of the verb in each blank.

Answer Key

- | | | | | |
|----------------|-------|-------|---------|-------------|
| 1. do | 2. do | 3. do | 4. done | 5. done; do |
| 6. do; do; did | 7. do | 8. do | 9. do | 10. done |

Lesson EIGHTEEN

OLIVER TWIST

Oliver Twist—Intro

- Tell the students that the story of Oliver Twist has been very popular since it was first published about 170 years ago. Ask them if they have heard of the story of Oliver Twist before. Have them guess the following:
 - How many cinema films have been made of the story?
 - How many television films have been made?
 - How many television series (broadcast in episodes)?
 - How many theatre productions (plays and musicals)?

Tell them that in English there have been at least five feature films, two television films, three television series, a musical, and a movie of the musical, all based on this story, and that the musical is still playing in London.

- If possible, show students a video of the passage before continuing. You may find a corresponding clip on www.youtube.com
- Next have students look at the illustration on page 95 of the textbook. Ask them what they think is happening in the picture. (A boy is holding a dish and talking to a man.) If you showed the video, ask if students remember what happened after the boy talked to the man in the film version. (The boy dropped his bowl and began to run away.)

‘Oliver Asks for More’

- Now have students read the first ten lines of the passage silently, to the sentence, ‘It was Oliver Twist who was to do this fearful thing!’
- Elicit from the class the situation as the story begins. Prompt students with the following questions, if necessary:
 - *What was the children’s biggest problem?* (They didn’t get enough to eat.)
 - *What kind of crazy things did one boy say?* (That he might eat another boy at night.)
 - *What did Oliver Twist have to do?* (Ask the master for more food.)

At the end of the discussion, ask students to imagine how Oliver must have felt before he walked up to talk to the master.

- Have students read the next nine lines, from, ‘The evening came,’ to ‘...caught the boy in his arms and shouted for the beadle, Mr. Bumble.’
- Ask students to discuss how they think Oliver feels knowing what he has to do. If necessary, prompt students with questions like these:

- *Would you feel proud to be chosen to talk to the master if you were Oliver or would you be afraid? Why?*
- *What do you think is going to happen next?*

- Finally, before the concluding part, explain that a Board is a group of people who decide about the business of the school. Tell students to read to the end of the passage from the line, ‘The Board were sitting solemnly...’

- As students read, put these sentences on the board. Ask them to work in pairs to decide whether they are true or false, and to correct the false statements. Allow them to look back at the passage for details. When they have finished, ask them to check their answers with another pair.

- Mr. Bumble made Oliver go to the Board and explain his behaviour.
- One gentleman on the Board said, ‘That boy must be given more food.’
- The Board decided it was time for Oliver to leave the workhouse and go to a school.

- Circulate and monitor as students work. Note that all of the statements are false. Students should correct them in a way similar to this:

- Mr. Bumble ~~made Oliver go~~ **went** to the Board to talk about ~~his~~ **Oliver’s** behaviour.
- One gentleman on the Board said, ‘That boy ~~must be given more food~~ **will be hanged.**’
- The Board decided it was time for Oliver to leave the workhouse and go to ~~a school~~ **work as an apprentice.**

- Finish by asking students to discuss this sentence from the last section: *That boy will be hanged.* What does the class think the gentleman means? (He means that any boy who disrespects the rules of the school is sure to become a criminal, and at some time in the future will be punished by hanging for his crimes.) Ask students if they think the rest of the story of Oliver Twist will be happier. Suggest that students might like to read the rest of the book or watch the entire film.

Comprehension and Vocabulary

(Pages 96 and 97—Student’s Book)

Exercise A

- Because there can be various ‘correct’ answers to this exercise (for example, the first blank in the first sentence can be either *in* or *at*, and the answer to the second sentence can be *very*, *always*, *quite*, etc.), write the following list of words and phrases on the board. Explain that each word or phrase is only used once, and have the students use these to complete the exercise:
 ‘Please, sir, I want some more.’
 always
 but
 cleaned them with their fingers and spoons
 excited
 for
 from
 from
 in
 look
 might eat the boy who slept next to him
 Mr. Bumble
 on
 struck
 towards
 up
 used to
 used to
 with
 with
- Work through the first two items with the class orally, and then ask students to complete the exercise individually.
- When they have finished, ask them to compare answers in pairs.

Answer Key

- in; for
- always
- ...cleaned them with spoon and fingers till they shone.
- used; from; used; look; with
- ...might eat the boy who slept next to him one night out of hunger.
- but
- up from; towards; ‘Please, sir, I want some more!’
- struck; on; with
- Mr. Bumble
- angry/shocked

Exercise B

- Have students work independently to complete the exercise and then compare answers in pairs.
- Follow up by asking students which of the words in each list can be grouped by similar meanings. For example, in the first item, the words *cup*, *basin* and *bucket* are all large containers, so they are similar, and the words *cup* and *egg cup* are small containers. If students do not know the meaning of one or more words in each list, allow them to look the words up in a dictionary.
 Words that can be grouped by similar meaning:
 - basin* + *bucket* (large containers); *cup* + *egg cup* (small containers)
 - overfed* + *well fed* (having enough to eat); *hungry* + *starving* (not having enough to eat)
 - fat* + *plump* + *well-built* + *huge* (big); *slender* + *thin* (small)
 - touched* + *tapped* (light contact) + *knocked* + *struck* (forceful contact)
 - shouted* + *called* + *yelled* (raised voice); *whispered* + *spoke* (quiet voice)

Answer Key

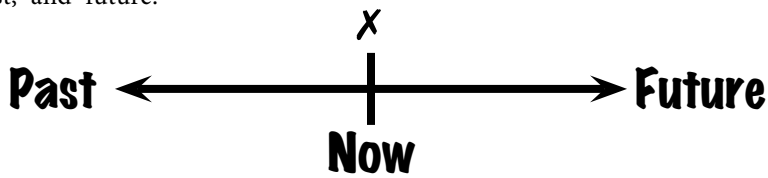
1. basin, bucket, cup, egg cup hungry, overfed, starving, well-fed
2. fat, huge, plump, slender, thin, well-built
3. knocked, struck, tapped, touched
4. called, shouted, spoke, whispered, yelled

Oral Exercises

(Page 97—Student’s Book)

Exercise A

- Draw a timeline on the board with arrows at both ends and a vertical line in the middle labelled ‘now,’ ‘past,’ and ‘future.’



- Ask students what part of the timeline the sentences in Table 1 refer to. (Past) Ask how they know this. (Columns 4 and 5 show this is not true for the present, *but...not now.*) You can reinforce this idea by putting a large X over the line marked ‘now’ in the timeline, as shown above.
- There are 125 possible sentences for this table, and rather than have students make all of them without thinking about the meanings, tell them to make funny or silly sentences from the elements in the table. For example, sentences like, *The postman used to tell me ghost stories, but that was a long time ago,* or *My father’s friend used to wear a green hat, but my mother told him not to,* both require a lot of imagination to think of a situation in which they make sense.
- Have students work in pairs to make up silly sentences, and then have them share their favourites with the whole class.

Exercises B and C

- Have students work in groups to brainstorm more completions for columns 1 and 3 of the table. They can make silly sentences or logical ones.
- Elicit examples from each group before going on to the next exercise.

Exercise D

- Divide the class into two teams. If the class is large, divide each team into groups of four or five for brainstorming.
- Tell each group to brainstorm a list of at least three original completions for column 3.
- Next have the groups join together to form their teams and face one another across the classroom. Have a member of one team stand and begin with *I used to*
- When a member of the opposite team has a completion, s/he should stand up and offer it. If it makes sense, the team gets a point. If it does NOT make sense or if the team does not have a completion within five seconds, the other team gets a point.
- Award a small prize to the members of the winning team, such as a small candy, a bookmark, or other such award.

Written Exercise

(Pages 97 and 98—Student’s Book)

Exercise A

- Tell students that for this exercise they must use true information from their own lives or from history. They can ask their family members for details, if they need to.
- Give a true example from your own past, e.g. here is an example from the author’s past: *When we were in primary school, the children used to do chores to keep the school clean.*
- Have students work individually to complete the exercise, in class or as homework. If you give students time to do the task in class, circulate and help with vocabulary and verb forms as needed.
- When students have finished, have them check each others’ work for mistakes in grammar and punctuation.
- As you monitor the pair activity, note down nine different but interesting sentences to make a ‘Find Someone Who Answered’ game. Alternatively, collect the homework and create the game to use as a review on another day.
 - Make a noughts and crosses grid
 - In each box write one of the phrases you collected, e.g. *used to play oonch neech in primary school*

Example grid:

who used to play ‘oonch neech’ in primary school	whose mother used to be a student at the University of Karachi	who used to take a nap every afternoon before he began to go to school
whose father used to play cricket when he was a boy	who used to be called ‘moo’ when he was a baby	who used to love to eat peas when she was a child
whose family used to go on train trips a long time ago	who used to share a bedroom with his brother when he was a child	whose favourite subject used to be science when she was in primary school

- Have students copy the grid from the board (or give them its printed copy.) Before the game begins, elicit the proper question for each of the items. Write the question on the board. Then tell them to stand up and circulate around the room trying to find people who gave that answer in their homework, writing the name of the student in the corresponding box. Remind them to *ask the complete question before they collect the name. If you want, you can allow them to answer with ‘No, but I used to..... for another point on the grid.*

Questions:

1. Did you use to play ‘oonch neech’ in primary school?
2. Did your mother use to be a student at the University of Karachi?
3. Did you use to take a nap every afternoon before you began to go to school?
4. Did your father use to play cricket when he was a boy?
5. Did you use to be called ‘moo’ when you were a baby?
6. Did you use to love to eat peas when you were a child?
7. Did your family use to go on train trips a long time ago?
8. Did you use to share a bedroom with your brother when you were a child?

9. Was your favourite subject science when you were in primary school?
- The first student to find nine different names for all the boxes wins the game. Have him/her say the names of the nine classmates, and ask them to stand and say what they did, e.g. *Nadia used to love to eat peas when she was a child.*

Answer Key

Answers will vary. Accept any reasonable answer.

1. ...
2. ...I used to ride a tricycle but I don't any longer.
3. ...we used to have a lot of time to play but we don't any longer.
4. ...I used to play all day but I don't any longer.
5. ...my parents used to go to school but they don't any longer.
6. ...she used to be afraid of the dark but she isn't any longer.
7. ...he used to be very naughty, but he isn't any longer.
8. ...there used to be no cars but it isn't so any longer.
9. ...machines used to be very simple but they aren't any longer.
10. ...we travelled in a cart pulled by an animal, but we don't any longer.

Punctuation Practice

(Page 98—Student's Book)

- Have students look at page 96 of their textbook and review the punctuation in lines 9 through 12 of the reading passage.
Ask:
 - Where do you see quotation marks in the text? (Before and after something that someone said.)
 - Where do you see special end marks such as exclamation marks and question marks in quoted speech? (Inside the quotation marks.)
 - Where do you see commas? (Where there are pauses in the sentence.)
 - Where do periods/full stops come in sentences? (At the end of a complete sentence, e.g. subject + verb + object, when the sentence is a statement.)
- Have students work individually to complete the exercise either as homework or in class.

Answer Key

In great excitement he cried to the gentleman in the high chair, 'Mr. Limbkins, I beg your pardon, sir, Oliver Twist has asked for more.' Everyone was shocked. On every face was a look of astonishment.

'For more!' said Mr. Limbkins. 'Be calm, Bumble, and answer me plainly. Do I understand that he asked for more after he had eaten the supper allowed each boy?'

'He did, sir,' replied Bumble.

'That boy will be hanged,' said the gentleman who had called Oliver a fool.

Composition

(Page 98—Student's Book)

- Before assigning the writing task, brainstorm with the class a list of different things primary school children routinely do, e.g. *walk to school, play cricket, drink juice and eat crisps*, etc. Do not write these on the board, but do encourage students to think of as many as they can.
- Ask the students to use these and other ideas in their writing. Remind them to use *used to* to show that they do not do these things any longer.

- Assign the writing task as homework or allow time for in-class writing. If students write in class, circulate and monitor, providing assistance as needed.

Lesson NINETEEN

ANTS AND THEIR WAYS

Ants and their Ways—Intro

- Enlarge the illustration below to poster size for the students.



- Ask students to describe what they see in the illustration. Do not worry about vocabulary at this point, but do focus on the activities of the ants in the picture, e.g. the ant at the top right is carrying food to the nest, while the large ant in the centre is producing eggs. Also elicit the fact that ants live in cooperation with one another; each ant in the drawing has a special role in the community.
- Next ask students what facts they know about ants, and write these down on the board as they are offered.
- For example:
 - Ants are very strong and can carry very heavy things.*
 - Some ants bite.*
 - You can keep an ant city in your home and watch the ants live in it.*
- Have students read the introductory paragraph. Have a brief discussion of the different jobs that

ant communities and human communities have in common. (They have leaders, families, homes, workers, hunters, soldiers, farmers, and even criminals.)

‘Ant Families’

- Write the following list of types or stages of ants on the board:

<i>grubs</i>	<i>hunter</i>	<i>nurse</i>	<i>queen</i>
<i>soldiers</i>	<i>worker</i>	<i>young ant</i>	
- Next, have students read the article silently, one section at a time. Have them read the first two paragraphs of the main part of the text, beginning with ‘The ants in a nest...’ and ending with ‘as well as for themselves.’
- Ask the students what the main difference is between ants and most other insects. (Ants hunt for food for the whole nest; most insects only hunt for food for themselves.)
- Follow the same procedure for the next section, beginning with ‘Every morning...’ and ending with ‘All these workers have to be fed by the hunters.’ Ask students to summarize the main point of this section. (The ants all help each other.) If necessary, prompt students with questions like, *What happens if an ant finds some food but it is too big for the ant to carry back to the nest?*
- Once again, follow the same procedure for the last section, beginning with ‘Some kinds of ants...’ and reading to the end of the passage. Ask students to summarize the main point of this section. (The ants in a nest only take care of their brothers and sisters from the same nest.) If necessary, prompt students with questions like, *What happens if an ant from a different nest comes near?*
- End by going through the illustration again and eliciting the words to describe each kind of ant. As you do this, also get students to summarize the role these ants play in the colony.

Comprehension and Vocabulary

(Page 100—Student’s Book)

Exercise A

- Have students work individually or in pairs to complete the exercise as homework or in class.
- Ask them to first write definitions of the words they know and then to check their definitions in a dictionary.

Answer Key

criminal	a person who commits a crime
cocoon	a soft covering that forms a protection around insects before they become adults
nurse	someone who cares for those who are unwell, or cannot take care of themselves
grub	the young form of an insect that looks like a small fat worm

Exercise B

- Ask students to put the words in alphabetical order to look them up in the dictionary (they should use the word *lot* to alphabetize the phrase *a lot*).
- Next ask them to read through the text very quickly to find words with the same meaning.
- Allow students to collaborate, helping one another find the words and confirming their findings.

Answer Key

labour	work
searching	hunting (looking in many places for something that is needed or wanted)
repairing	mending (to change something that is torn or broken so it can be used again)
earth	soil (the top layer of the earth where plants grow)
defend	protect (to keep someone away from violent danger)
look out for	watch for to be careful about something dangerous[informal for protect]
odour	smell (something you notice when you breathe in through your nose)
a lot	plenty (many, usually more than are needed)

Exercise C

- Elicit from the class one key word or phrase in the question that can help them find the answer in the text. (*lazy*)
- Elicit the meaning of *lazy*, and if students do not know the word, allow them to look it up in a dictionary (it means *not wanting to work*).
- Now have the students find the place in the text where the answer is given. Ask them to underline the part of the text that gives the answer. (*Every ant seems to have its own work to do, and it does its work well.*)
- Have students work in pairs or individually to help them find the answers to the questions in the text. (2. nurses 3. leave the nest 4. insects + food 5. ants + food 6. running about 7. worker ants 8. soldier ants)
- Have students compare answers in groups, and clear up any questions that remain before moving on.

Answer Key

1. ...
2. The nurses are generally the very young ants that have just come out of their cocoons.
3. The nurses leave the nest when they are older and their skins are harder.
4. When most insects find food they eat it or drink it up themselves.
5. When ants find food they bring it in for their entire nest and for themselves.
6. They are looking for food.
7. The worker ants make passages or mend holes in their nests.
8. Soldier ants protect their nests from enemies.

Exercise D

- Bring in copies of encyclopaedia articles for students to refer to. One good source of information in English is Simple English Wikipedia, available online and written to be accessible to children and learners of English. Below are three web addresses (URLs) of information you can print and use in class.
 1. <http://simple.wikipedia.org/wiki/Insect>
 2. http://simple.wikipedia.org/wiki/Insect#Kinds_of_insects
 3. <http://simple.wikipedia.org/wiki/Worm>
- Elicit from the class a few details they know about insects, e.g. *Insects have six legs.*
- Next have students read and take notes on (or underline) information from the encyclopaedia articles that they would like to include in their answers. You may want to assign this task as homework or allow for time in class to do it.
- Finally, have students collaborate on writing their answers. Elicit answers from different groups in the class and discuss why they gave the answers they did, e.g. have them explain why they said

a worm is not an insect. You might also discuss various worm-like phases of insects, such as the caterpillar phase of butterflies.

Answer Key

1. Insect: a small creature whose body is divided into three parts. It has six legs and usually two pairs of wings.
2. Yes, an ant is an insect.
3. Yes, a bee is an insect too.
4. No, a worm is not an insect.

Oral Exercises

(Pages 100 and 101—Student’s Book)

Exercises A and B

- Ask students to look at Table 1 and say what kind of words they see in Column 1 (verbs). Then ask them what the **subject** of these verbs is—that is, **who** is doing the action of the verbs.
- Explain that this is one way to tell or ask somebody to do something; it is a direct request/command. Mention that the form is very direct so that it can be understood clearly. It is important to speak with an appropriate voice—firm, polite, teasing, pleading, or laughing.
- Choose a sentence and have the class practise showing different emotions with their voices.
- Elicit the form for telling somebody **not** to do something. (Simply add *don’t* or *do not* to the beginning of the sentence, e.g. **Don’t** take all of them.)
- Follow up by having students practise mini-dialogues using the language from Table 1. Write the following on the board:
 - A, speaking to C: Have a bar of chocolate.
 - B, speaking to C: No, don’t have a bar of chocolate—have an apple instead!
 - C: Okay. I think I’ll have a
- Demonstrate with two student volunteers, then have students practise in groups of three for several minutes.

Exercises C and D

- Ask students if they can think of just ONE SINGLE word that they can add to the sentences in Table 1 to make them softer, less direct, and more polite. Elicit ideas, and when some student says *Please*, write this word on the board.
- Explain that the word *please* can come either at the beginning of the request or at the end, e.g. *Please have a bar of chocolate* or *Have a bar of chocolate, please*.
- Elicit a few more sentences from Table 1, telling students to use *please* at either the beginning or at the end of the sentence.
- Next, have students look at Table 2. Ask students to group the phrases in column 1 into two groups: one group for requests that the speaker is asking of the listener, and a second group for requests that include the speaker and one or more listeners. (The first two items are requests that do *not* include the speaker and the last three are requests that *do* include the speaker.)
- Follow-up by having students practise mini-dialogues using the language from Tables 1 and 2. Remind them that *please* can come either in the beginning of the request, as shown in Table 2 column 1, or at the end, after column 3.
- Write the following on the board:
 - A, speaking to C: Let’s wait for your brother.
 - B, speaking to C: No, let’s not wait for your brother—let’s call him and tell him we’ll meet him at school.

C: Okay. I think I'll call him and see if he's coming now....

- Demonstrate with two student volunteers, then have students practise in groups of three for several minutes.

Exercises E, F, G, and H

- Have students look at Table 3. Elicit the main difference between the requests in this table and those in Tables 1 and 2. (Table 3 has only questions.)
- Explain the meaning differences between the tables:
 - The 'direct' requests in Table 1 are like instructions or orders. (Demonstrate the level of politeness by giving this kind of request one star—★)
 - By adding *please* or saying *let's* as in Table 2, these instructions are softer, less direct, and more polite. (★★)
 - Making a polite suggestion into a question as in Table 3 makes it even softer, less direct, and even more polite. (★★★)
 - Using *will* in a question-request is polite; using *would* is even more polite. (★★★★)
 - Adding *please* to request-questions like the ones in Table 3 adds another layer of politeness. (★★★★★)
- Elicit from the class where the word *please* can come in sentences made from Table 3. (Either after *you* in column 1 or at the end of column 3.)
- Have students practice mini-dialogues in pairs. Write the following on the board:

A: Would you please help your mother?
B: Of course. Where is she?
- Ask students to make polite requests using the language in Table 3 and to continue the conversation with a logical response.
- After a few minutes, have students change partners and continue the mini-dialogues, this time using language from Table 2, columns 2 and 3, but making the requests very polite (politeness levels ★★★★★ and ★★★★★★).

Written Exercise

(Pages 101 and 102—Student's Book)

- Prepare for the written exercise by playing a game with the prompts (sentence starters) orally before assigning the exercise as individual work.
- Create index cards with one of the following prompts written on one side and the number written on the back.
 1. You cannot read your classmate's handwriting. Ask her to write neatly and clearly.
 2. Your little cousin has thrown a candy paper in the street. Ask him to pick up the litter.
 3. You need to tell your mother the name of a book you want her to buy. Ask her to listen carefully to what you say.
 4. Your friend's sister is having trouble with her homework. Suggest that she help her little sister.
 5. Your family is going to an open house. Suggest that your sister take out her clothing for the evening.
 6. You are helping your mother set the table for dinner, and your brother is at the table studying. Tell him to put his books away.
 7. You are at your uncle's house for dinner, but your brother has taken a lot of food and doesn't want to finish. Tell him to eat up all the food on his plate.
 8. You have hurt yourself playing dodge ball and you want your classmate to go get some Panadol from the nurse.

9. Your friend's brother wants to learn how to swim, and you can teach him. Tell your friend to send his brother to you.
10. You are shopping with a friend and you are thinking of buying a shirt, but you don't know if the colour is right for you. You want your friend to tell you the truth.
11. A classmate is upset because a girl has said some mean things. Tell your classmate not to listen to the girl's rubbish.
12. Your friend's neighbour has a rooster that wakes you up early every morning, and your friend is furious. Tell him not to talk to the neighbour just yet.
13. Your friend is in a bad mood during an open house party. Tell her not to be the one to spoil the party.
14. Your mother is planning a surprise for her brother but she wants to keep it a secret. Ask your cousin not to tell her father.
15. One of your friends loves to play practical jokes. When he asks you to come with him, you think it might be a joke. Tell him not to try to trick you; you know him very well.
16. It's a very hot day and your classmates are getting ready to run a race. Tell them not to drink too much water before the race.
17. You borrowed your brother's shoes, but they got grease on them from a bicycle chain. When you told him, he seemed angry. Ask him not to look at you like that.
18. You are walking down the street with your father when you see an old soldier with only one leg, begging on the corner of the street. Ask your father to give the beggar some money.
19. You are at a mountain resort with a group of boy scouts you help with. They have just had a skiing lesson, and you need to tell them to be careful when they are skiing down the mountain.
20. It's your grandmother's birthday tomorrow, and you want to remind your brother to call her.
21. Your friend's mother wants to know how to get a visa to visit Malaysia, and since you have just done this, she would like to talk to you about it. Ask your friend for her mother's cell phone number.
22. Some friends are staying with you for the weekend in a guest room of your house. You don't have a maid to help with housework, so you need to ask your friends to make their beds before they leave the house.
23. There is a boy at school who always teases your friend, and she gets sad. Talk to the boy to ask him not to make your friend cry.
24. It's raining out and you and four friends want to take a taxi. A taxi stops, but there is only room for four passengers. Tell them not to worry about you—you'll be okay.
25. Some neighbourhood kids are playing cricket in the street in front of your house. Tell them not to break the window with their ball.
26. You are on a picnic with some friends and two of them go for a walk, but it is nearly dark. Ask them not to go too far into the woods.
27. You are in class and your teacher is talking, but two boys behind you are telling jokes and laughing. Ask them to listen to the teacher.
28. You, a friend, and her sister are at a swimming pool, and your friend wants to go get dressed, but you want to swim for a while longer. Ask your friend to take her sister when she goes.
29. You have bought a box of holiday greeting cards from your friend's mother who is selling them for a charity. You want to give the money to your friend to give to her mother.
30. Your uncle is going to Switzerland and wants to know what you want him to bring back to give to you. Ask him to give you a box of chocolates.

31. Your birthday is coming up and you really want a new cell phone. Ask your father if he will buy you a birthday present.
 32. One of your friends is a very good singer, and you want to have a karaoke party for your birthday. Ask this friend to come to your birthday party.
 33. You and a friend are going to a cricket match, and your brother is also going. You think it would be fun if your friend's brother went too.
 34. You are organizing a group to go to an MHB concert. You need to know if your friend is coming.
 35. Your friend plays in a band on an electric keyboard. You would like her to jam with a group of friends. You are planning to get together, so you want to ask her to bring her keyboard along.
 36. You and a friend are at the railway station waiting to board a train. But it is delayed and you want your friend to ask what time it is departing.
 37. Your friend has been at your house studying and has stayed for dinner. He wants to know what he can do, so you ask him to help you with the dishes.
 38. You need your friend's address to send a thank you card for a birthday gift, but you can't remember what she tells you, so you want her to write it her address down for you.
 39. Your class is having a middle-of-term celebration and the food is stored in a box in the teacher's room. You want your classmate to get the food for the party.
 40. You have bought a cake for dessert and taken it home. But you don't want anyone to eat the cake before dinner, so you ask your brother to put the cake on the shelf.
 41. There are men in the garden spraying chemicals to kill mosquitoes, and it gives you a headache. Ask your sister to shut her window.
 42. You missed class all last week because you had the flu. You want to borrow your friend's book to see what you need to study.
 43. Your family has gone away for the weekend and you are at home alone. You don't like being alone at night, so you ask your friend to spend the night with you.
 44. The battery of your cell phone has died, and you don't wear a watch. Your class starts soon, but you don't know exactly what time it is, so you ask somebody who is nearby.
 45. You have been invited to a fancy reception so you have decided to get a new dress. Ask the shopkeeper to sew a dress for you by tomorrow.
 46. Someone has called your house and wants to speak with your brother. Ask the caller to hold the line.
- Put slips of paper with the numbers 1 through 46 into a container such as a clear plastic bag.
 - Have students take turns drawing a number..
 - Using that information, the student must find the sentence opening in the exercise and complete the sentence according to the cue, e.g. if the student picks #15, she reads the card that says, *One of your friends loves to play practical jokes. When he asks you to come with him, you think it might be a joke. Tell him not to try to trick you; you know him very well*, looks at #15 in the exercise, sees that it begins with *Don't try to* and completes it as *Don't try to trick me! I know you very well!*
 - Continue until all of the cues are used. Do not allow students to write these answers in their books.
 - Assign the exercise as homework or allow class time to do it. Tell students that they should write original sentences to complete the task (they should not try to remember the sentences from the game).

Answer Key

Answers will vary. Accept any reasonable answer.

- | | |
|---|---|
| 1. ...neatly and clearly, please. | 2. ...the litter immediately. |
| 3. ...carefully to what I say. | 4. ...help your little sister, please. |
| 5. ...your clothes for the evening. | 6. ...your books at once. |
| 7. ...everything from your plate. | 8. ...the nurse and get me a Panadol, please. |
| 9. ...him to me. | 10. ...me the truth. |
| 11. ...her rubbish. | 12. ...your neighbour just yet. |
| 13. ...the one to spoil the party. | 14. ...your father, please. |
| 15. ...trick me – I know you very well. | 16. ...too much water before the race. |
| 17. ...at me like that. | 18. ...the beggar some money. |
| 19. ...careful when you are skiing
down the mountain. | 20. ...to call her today. |
| 21. ...me your mother's cell number. | 22. ...to make your beds before you leave. |
| 23. ...her cry anymore. | 24. ...about me; I will be fine. |
| 25. ...the window pane with the cricket ball. | 26. ...too far into the woods. |
| 27. ...to what your teacher is saying? | 28. ...your sister with you? |
| 29. ...to give your mother the money? | 30. ...me a box of chocolates? |
| 31. ...me a birthday present? | 32. ...to my birthday party? |
| 33. ...to convince your brother to come too? | 34. ...know if you are coming? |
| 35. ...your keyboard along? | 36. ...what time the train is departing? |
| 37. ...me with the dishes, please? | 38. ...down your address for me, please? |
| 39. ...the food for the party, please?
your room window, please? | 40. ...the cake on the shelf, please? 41. ... |
| 43. ...with me for the night, please? | 42. ...me your book, please? |
| 45. ...me a dress by tomorrow, please? | 44. ...me what time it is, please? |
| | 46. ...the line, please? |

Composition

(Page 102—Student's Book)

- Ask the students to read the instructions and the two scenarios silently. Elicit what sentence structure from the three tables is most useful in this situation. (Table 1).
- Have students work individually to write a paragraph giving directions. They can choose either option A or B, and within each option, they can choose one of the two routes. Assign the writing task as homework or allow time for in-class writing.

Useful Words and Phrases—Useful Phrases

(Page 102—Student's Book)

- Have students read through the conversation and the two columns of phrases.
- Then pass out a handout below. This is a 'double puzzle.' Tell students that it uses language from the exercise.
- Let students work alone or in pairs. Have them compare answers with one or two classmates.

EMCO ON! TAIW A MIUTEN.
8

EAKW UP!
9

ERHE HE CESMO!
3

HAWT'S HTE MRETTA?
10 11

NOD'T EB LEAT,
2

DNO'T OUY MEEREMBR?
2 12 5

TAWI FRO ME,
1

I OGOFRT
7

I WNO'T BE A ITNUEM,
4

1 2 2 3 4 5 6 7 8 2 9 10 11 12

Unscramble each of the clue words.
Copy the letters in the numbered cells to other cells with the same number.

Answer Key

Clues:

- Come on!
- Wait a minute.
- Wake up!
- Here he comes!
- What's the matter?
- Don't be late.

Don't you remember?

- Wait for me.
- I forgot.
- I won't be a minute.

Phrase:

I'll see you later

Lesson TWENTY

THE JACKAL AND THE PARTRIDGE: A STORY FROM PAKISTAN

The Jackal and the Partridge—Intro



- Show students the two illustrations—the jackal and the partridge. Ask them to identify which is which.
- In English, ask students if they know the Punjabi fable about these two animals' friendship. If the story is familiar to students, elicit a summary of the story, writing down key words and information on the board.
- Tell students that this English version of the story, by Flora Annie Steel, was published in 1894. Like Aesop's stories (Lesson 2), it teaches a life lesson, or 'moral.' Ask them if they know the moral of this story. (Some people are so tricky that even their friends don't trust them). If they don't know the moral, tell them to think about the lesson the fable teaches as they read.
- Make every effort to have these discussions in English rather than in the home language.
- Write two pre-reading questions on the board:
 - What four tasks does the jackal say the partridge must do to prove that she is a great friend?
 - What promise does the partridge make?
- Have students read the first eight lines of the passage and look for the answers to the questions. [The jackal says that the partridge must (1) make him laugh, (2) make him cry, (3) get him a good meal, and (4) save his life. The partridge promises to do these four things, and if she fails, she will let the jackal eat her.]

'The Jackal and the Partridge'

- Show the class the illustration below, of the next part of the reading passage.



- Ask students to describe the illustration orally. Have them find the jackal, and the partridge, and to observe the men and what they are carrying, etc. Elicit key vocabulary that comes up in the beginning of the story: *stick, shoes, light as a feather, turban.*
- Have students read the next 16 lines silently, beginning with 'The partridge flew on...' and ending with, 'The jackal laughed so much that he nearly died.'
- Ask students,
 - *Did the man with the stick know that the partridge was sitting on it?* (No, he didn't.)
 - *How did the other man try to kill the partridge?* (He threw his shoes at it.)
 - *What happened to the partridge?* (She flew away.)
 - *Why did the men fight?* (Because the shoes hit the man on the head and he became angry.)
 - *Which of the tasks did the partridge complete?* (She made the jackal laugh.)
 - *Which task do you think she will complete next?* (Answers may vary, but if students know the story, they will say that she will make the jackal cry.)
- Now have students read the following 15 lines, beginning with, 'Well, are you satisfied?' and ending with the sentence, 'He lay there, licking his wounds.'
- Ask students,
 - *How did the dogs find the tree where the jackal was hiding?* (The partridge flew around until she got their attention and they chased her to the tree.)
 - *How did the huntsman catch the jackal?* (The jackal was trapped in a hollow tree and had nowhere to escape to.)
 - *What happened to the jackal?* (It was badly hurt.)
 - *Who did the partridge trick when she did this task?* (She tricked the jackal.)
 - *Which of the tasks did the partridge complete?* (She made the jackal cry.)
 - *Which task do you think she will complete next?* (Answers may vary, but if students know the story, they will say that she will get the jackal a meal.)

- Next have students read the following 11 lines silently, beginning with the line, ‘After a little time, he became hungry.’ and ending with, ‘...stole a good dinner from the bundles the women had left behind.’
- Ask students,
 - *Why did the partridge play a trick on the women?* (Because she wanted to steal the food they were taking to their husbands.)
 - *How did she trick them?* (She pretended to be injured so that they would try to catch her.)
 - *When did the jackal get the food?* (When the women put their bundles down to chase the partridge.)
 - *Which of the tasks did the partridge complete?* (She got the jackal a good meal.)
 - *Which task is left for her to complete?* (She has to save the jackal’s life.)
- Next have students read the following 23 lines silently, beginning with the line, ‘Now are you satisfied?’ and ending with, ‘...he carried the jackal safely to the other bank.’
- Ask students,
 - *Why was it important that it was late?* (Because it would take a long time to go to the bridge to cross the river.)
 - *How did they decide to get across the river?* (On the crocodile’s back.)
 - *Why was that dangerous for the jackal?* (Because the crocodile might drop him into the water and eat him up.)
 - *Why does the crocodile take the jackal to the other side safely?* (Because the partridge lied and tricked him, saying that the jackal had left his life at home, so he wouldn’t be a good meal.)
 - *Did the partridge prove she was a great friend by saving the jackal’s life? Why?* (No. She put the jackal’s life in danger only to prove how clever she was.)
- Finally have students read the last 5 lines silently, beginning with the line, ‘Well! Are you satisfied at last?’
- Ask students,
 - *What lesson does this story teach?* (Some people are so tricky that even their friends don’t trust them.)

Comprehension and Vocabulary

(Page 106—Student’s Book)

Exercise A

- Ask the students to look at the list of details given in Exercise A about the story.
- Have students work in pairs to put the details in the order they appear in the story.
- Elicit the answers quickly.
- Circulate and monitor as students work.

Answer Key

1. The crocodile agreed to carry the jackal and the partridge across the river. 8
2. The noses of the two men were bleeding. 10
3. The partridge saw two travellers walking along. 3
4. The jackal never went near the partridge again. 4
5. The jackal was a very jealous creature. 1
6. The dogs smelt the jackal. 6
7. ‘The jackal’ said the partridge, ‘leaves his life at home.’ 2
8. The second man threw his shoes at the partridge. 5
9. The jackal saw the partridge sitting on the branch above him. 7
10. The partridge played a thousand tricks on the women. 9

Exercise B

- Have students read the instructions silently. Elicit one word that many or most students already know, such as *impossible*.
- Elicit an explanation of what the word means—for example, students may say something like, *when there is no way to do a thing* rather than providing a formal ‘dictionary’ definition. Accept this sort of answer.
- Next have students look at the list of definitions at the end of the exercise to find the ones that come closest to their understanding of the word *impossible*. (Something that cannot happen.) Have them write this on the line next to the word.
- Have students work individually to complete the exercise. Tell them to do as much as they can without checking a dictionary.
- Allow students to look up any words they are unsure of, and then have them compare answers with another classmate.

Answer Key

(The parenthetical additions to the answers are for clarification during discussion of the correct answers.)

1. (feeling unhappy because you) want something of someone else’s
2. something that cannot happen
3. lose colour in one’s cheeks
4. acting
5. greatly surprised
6. clever at deceiving (getting what you want by tricking or cheating)
7. intends to
8. painful when touched (or moved)
9. (show and explain) how to behave (politely) with others
10. empty
11. arrived at
12. in the end
13. made contented
14. took his chance

Oral Exercises

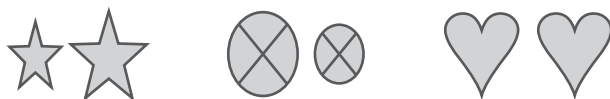
(Pages 106 and 107—Student’s Book)

Pronunciation note

- In order to help students produce a ‘short i’ vowel, tell them first to make a sound like ‘eeee’ and then to relax their facial muscles as much as they can; they should relax their cheek muscles and their lip muscles, but should not change the position of their tongues in their mouths. The sound should change from a ‘long i’ sound to a ‘short i’ sound in words like *bigger*, and *quicker*.
- Next, have students try this with a pair of words. Tell them to say the word ‘these’ (the plural form of ‘this’) with a ‘long i’/tense vowel sound. Have them exaggerate the vowel so that it comes out as *theeeeeese*. Then as they are saying it a second time, have them relax their muscles so that the word ‘this’ (the singular form) is produced with a ‘short i’/relaxed vowel.
- Finally have students practise linking the words in the columns:
Columns 1 + 2 + 3: *These+are+as* and Columns 5 + 6 *good+as*.

Exercises A and B

- Draw three sets of figures on the board, similar to those below:



- Ask students to look at Table 1. Ask them which pair can be described by the sentence pattern in the table, i.e. *This one is as big as that one.* (The heart shown, on the right.)
- Have students form pairs and tell them they have three minutes to make as many sentences as they can from Table 1.
- Ask them to stop at the end of three minutes and ask pairs how many sentences they were able to form.
- Go over the exercise by asking several pairs to say one of their sentences aloud, paying attention to the pronunciation of the short vowel /i/ in the word *this* as well as other words with the short *i* sound.
- Next point to an unequal pair of figures on the board, e.g. like the pair of stars above. Ask, 'Is this one as big as that one?'
- Elicit the sentence, *No, this one is not as big as that one.*
- Have students take turns with their partners to make negative sentences using the language in Table 1.

Exercises C, D, and E

- Use the same pair of drawings you used for Exercise B, e.g. the stars in the illustration above. Say, *This one is not as big as that one. It is smaller than that one, and that one is bigger than this one.*
- Have students read through Table 2 and list two differences in structure that they can find:
 - The adjective changes form. It gets an *-er* ending on it.
 - the word *than* is used instead of *as ... as*
- Have students remain in their pairs. Ask them to make ten sentences with the language in the table, and then to make ten completely different sentences, adding the word *much* before the adjective in column 3. Explain that adding *much* is a way of saying that the differences are large.
- Replace Exercise D with the 'fun activity' below.

Exercises F, G, and H

- Elicit the adjectives from Table 1 and write them on the board in a column.
- Ask the class how many syllables each of these adjectives has. (They all have one syllable, except for *heavy*, which has two.)
- Next elicit the adjectives from Table 2 and write them on the board in a column next to the list already on the board. Circle the words *good* and *better*.
- Elicit the base forms of all of the adjectives from Table 2 except for *better*, i.e. *slow, easy, small, quick, dirty*.
- Ask the class how many syllables each of the base form adjectives have. (*Slow, small, quick* = 1 syllable; *easy, dirty* = 2 syllables.)
- Next have students look at Table 3. Elicit the adjectives and write them in a third column on the board.
- Ask the class how many syllables in these words. (They all have two or more syllables.)
- Explain that when an adjective has one or two syllables, we usually add the ending *-er* when we want to make comparisons. When an adjective has more than two syllables, we do not add the

ending. Instead we use the structure given in Table 3. Check to see if students understand by giving them a few adjectives and asking them which ones can have an *-er* ending:

happy (yes—*happier*)

dangerous (no)

smart (yes—*smarter*)

tall (yes—*taller*)

hungry (yes—*hungrier*)

important (no)

- Next have students look at Table 3. Elicit the way that comparisons are made with adjectives that cannot have *-er* endings. (We use the word *more* in front of the adjective.)
- Using the two examples above, *dangerous* and *important*, elicit the form for making comparisons for these two adjectives. (*more dangerous*, *more important*)
- Finally, go back to the words you circled, *good* and *better*. Explain that these words have a special form and that students simply need to remember them.
- Have students work in pairs to make five sentences with *more* and five with *less* using the language in the table.
- End by telling students that the three expressions, *much more/less*, *a lot more/less*, and *a great deal more/less* mean that the differences are large. If you like, you can also tell them that the opposite is *a little more/less*.
- Ask them to work in their pairs to make one sentence for each option (six new sentences).

Activity

- Follow-up with a fun activity to practice comparatives. Ask the students to draw pictures of either each other or other real/imaginary people.
- Ask them to name the figures. They can give them any names they like.
- Have the class describe each figure, writing key nouns and adjectives in a list under the name of the figure, e.g. IMRAN—*short hair*, *small eyes*, *bushy eyebrows*, etc.
- Elicit one comparison and write it on the board, e.g. *Omar's hair is longer than Imran's*.
- Then have students work in pairs to compare each other's drawn figures. Remind them to use phrases like *much* or *a lot* to add emphasis to their comparisons, e.g. *Omar's hair is a lot longer than Imran's*.

Written Exercises

(Pages 107 and 108—Student's Book)

Exercise A

- Note that the exercise practices forms that are not presented in the grammar tables. Point this out to students, telling them that the third column in Exercise A is meant for forms that compare more than two things.
- Explain that the rule is the same. The only difference is the use of the ending *-est* when comparing more than two (the use of the ending *-er* is for comparing only two things).
- Ask the students to circle numbers 27, 28, 29, 30, and 31. Tell them that these are all irregular (cannot be made by using the rule), and that if they are not sure of the forms that they should ask other students or look them up in a reference book.
- Have students work individually to complete the exercises as homework or in class. When they have finished, ask them to compare answers in pairs.
- Clear up any questions students have before moving on.

Answer Key

1. ...	2. slower	3. fastest
4. later, latest	5. bigger	6. wettest
7. greyer	8. driest	9. tinier
10. dirtier, dirtiest	11. politest	12. kinder
13. merrier, merriest	14. sunniest	15. pleasantest
16. shallower	17. humbler	18. cleverest
19. most beautiful	20. more hopeful, most hopeful	21. most helpful
22. more sorrowful, most sorrowful	23. most intelligent	24. easier, easiest
25. loveier, loveliest	26. more amazing, most amazing	27. best
28. worst	29. less	30. more
31. farthest/furthest	32. oldest	

Exercise B

- Before assigning this exercise, go through the prompts with the class to help them decide what adjective to use in their comparisons.
- Item number 7 does not have an adjective, so students will have to think of an appropriate one. Elicit ideas from the class, e.g. *long, thick, fat, thin, short*. Tell them to use any appropriate adjective in their sentence. Similarly, students need to use words like *heavy, thin, fat, light* in their answers for item number 8.
- Have students work individually to complete the exercises as homework or in class. When they have finished, ask them to compare answers in pairs.

Answer Key

1. ...	2. ...
3. My pen is longer than yours.	4. This lamp is brighter than that.
5. Habib's knife is as sharp as Peter's.	6. My book is less interesting than yours.
7. My book has as many pages as yours.	8. I weigh as much as my sister.
9. The car is less fast than the aeroplane.	10. My mother is as old as my father.

Exercise C

- Note that this exercise provides a slightly different wording for the comparison of two like things than what is presented in the chart. In items 1 and 2, given as examples, have students cross out the word *so* and write in *as* in its place. Tell them that a negative comparison using *so...as* is correct, but to keep things simple, they should use the form *as...as* which they practiced in the oral exercises.
- Have students work individually to complete the exercises as homework or in class. When they have finished, ask them to compare answers in pairs.

Answer Key

1. ...	2. ...
3. He is not as helpful as his father.	4. Australia is less populated than Pakistan.
5. Some dogs are not as friendly as others.	6. She is less happy than her sister.
7. He is not as cheerful as his brother.	8. The necklace is less valuable than the ring.
9. This drawing is not as beautiful as that painting.	10. His younger brother is less troublesome than mine.

Punctuation Practice

(Page 109—Student’s Book)

- Ask:
 - Where do you see quotation marks in the text? (Before and after something that someone said.)
 - Where do you see special end marks such as exclamation marks and question marks in quoted speech? (Inside the quotation marks.)
 - Where do you see commas? (Where there are pauses in the sentence.)
 - Where do periods/full stops come in sentences? (At the end of a complete sentence, e.g. subject + verb + object, when the sentence is a statement.)
- Tell students that this punctuation exercise is different from previous ones because it was not taken from the reading text..
- Have students work individually to complete the exercise as homework or in class.
- Correct the exercise by writing it on the board as it appears in the textbook and then calling students to come forward to insert the missing punctuation.

Answer Key

Once upon a time, even though it was the rainy season, no rain fell. A herd of elephants being tormented by thirst, said to their leader, ‘Sir, there seems to be no way for us to save our lives. Here there is only a tiny pond fit for small creatures. We are almost blind for want of a bath. Where shall we go? What shall we do?’

At this the leader of the herd went a short distance away and showed them a lake full of clear water.

Composition

(Page 109—Student’s Book)

Exercise A

- Begin by having the whole class contribute to making a paragraph on the board. You may choose two well-known personalities, such as television stars, sports figures, etc. Bring in magazine photos of the two.
- Elicit about five sentences comparing the two people. Prompt students to go beyond physical characteristics and make other kinds of comments, such as *[Name A] is not as famous as [Name B]*.
- Ask students to go to the board one at a time as their classmates suggest sentences. Encourage them to offer corrections of spelling, grammar, and punctuation as the student at the board writes.

Exercise B

- Tell students that they should choose between option 1 and option 2 for in-class writing.
- First have them write down a list of characteristics they want to compare and then, using this list, have them write their sentences.
- Ask the students to exchange papers with a partner and check to
 - see that the comparisons are formed correctly.
 - make sure that the words are spelled correctly.
 - see that all of the punctuation is correct.
- Ask a volunteer for each topic to read his/her sentences to the class.
- Assign the remaining topic for homework.

Useful Words and Phrases—On

(Page 109—Student’s Book)

- Have students read through the list of sentences that use the preposition *on* in different ways.
- Ask students to identify which sentences use *on* to refer to a physical place, e.g. *on the table*.
- Later, they should identify sentences that use *on* to refer to a time, e.g. *on Monday*.
- Finally, have them identify sentences where *on* is part of a word cluster, e.g. *go on*.
- Have students work individually or in pairs to think of completions for the eight sentence stems in the Exercise. Circulate and monitor, providing assistance as needed, while students work.
- Follow-up by having pairs compare answers.

Answer Key

- | | |
|--|---------------------------------|
| 1. ...on the desk and come here. | 2. ...on Saturdays and Sundays. |
| 3. ...on 20th December. | 4. ...on the first of April. |
| 5. ...on Hasan; he was with me all the time. | 6. ...on purpose. |
| 7. ...on Thursdays and Fridays. | 8. on; on/Rehana; on |

Lesson TWENTY-ONE

THE CARE OF ANIMALS

The Care of Animals—Intro

- Begin by having students fill out a questionnaire about their thoughts and experiences about companion animals.
 1. Name any five animals that are kept as pets.
 2. Which ones are the most popular?
 3. Are pets more common in the city or in the countryside? Why?
 4. Do you have a pet? If so, what kind?
 5. Do you think it is expensive to have a pet?
 6. Do you think a snake makes a good pet? What about a mouse?
 7. Do you think a goat or a sheep makes a good pet?
 8. Do you know anyone who keeps pigeons? What about a *mitho* (Alexandrine parakeet)?
 9. Have you heard of PAWS (Pakistan Animal Welfare Society)? What about SPCA (Society for the Prevention of Cruelty to Animals)?
- When students have finished, read each question aloud and do a poll of the results. For the first question, elicit the names of animals and put a + 1 (or +2, +3, etc.) after each one that gets more than one ‘vote.’
- Allow students to give reasons for their answers if they like, e.g. if they think snakes make good pets, find out why!

‘Care of Animals’

- Make handouts of the following ‘outline’ of the reading passage. Leave large, underlined gaps so that students know where the information is missing.

- Have students read the section of the outline labelled **I**, turning it face down when they have finished.
- Then have them read the first three paragraphs of the passage to the illustration, silently.

I. What people know and don't know about animal care

A. SPCA

1. How to _____
2. _____ injured animals

B. Street animals

1. May be _____ or sick
2. Left by their owners when _____ any longer
3. Lost when owners _____

II. Pets

C. Different _____

D. Care of _____

1. Food
 - a. Two meals
 - b. Meat and fish
 - c. No _____ from the table
 - d. Water
 - e. No _____ bones
 - f. Biscuits

2. Place to _____

3. Exercise

4. Brushing and _____

E. Care of _____

1. Two _____
2. Meat and _____
3. Vegetables
4. _____ and milk

F. Care of other _____

1. Read an encyclopedia or a _____ about pets
2. Right kind of _____ and care

G. Choosing a _____

1. Size
2. No _____ animals or wild _____

- Have them close their books and fill in what they can of the outline, then allow them to look for the information they cannot recall. Explain that they do not have to use the same words as they find in the text, but they may.
- Elicit answers from the class to make sure students understand what to do.
- Next have students read section **II** of the outline; then have them turn the outline face down and read the passage silently.
- Tell students to close their books and try to recall the information before going back to the text to confirm their answers.
- Elicit answers quickly. Accept all reasonable answers, e.g. if some students answer *animal* and others answer *pet* for the same missing information, accept both answers.

- Follow-up by having a discussion about keeping wild and endangered (rare) animals as pets. For example, the *mitho* is a rare bird that is illegal to buy and sell in Pakistan, and still it is easy to buy them. Is it wrong to keep these birds as pets?
- For any students interested in animal welfare in Pakistan, let them know that PAWS has a page on facebook where they can find information and ask questions.

Comprehension and Vocabulary

(Page 111—Student's Book)

Exercise A

- Give students a minute to recall the words that the acronym SPCA is made of.
- Call a student to the board to write the answer with help from the whole class.

Answer Key

The Society for the Prevention of Cruelty to Animals

Exercise B

- Ask the students to refer to their completed outline from the Intro to the reading for help in recalling the details of the passage.
- Have students work individually to complete the exercise as homework or in class. When they have finished, ask them to compare answers in pairs.
- Have students change the UNTRUE and SOMETIMES TRUE statements so that they are TRUE. Discuss the use of such words as *always* and *don't* which are definite, and *should* and *should not* which are very strong but not definite.

Answer Key, Exercise B

1. untrue
2. sometimes true
3. untrue (because it is a generalization – Some people do care.)
4. sometimes true (–We don't know, especially whether it's many – over 50%, or some – below 50%.)
5. sometimes true
6. sometimes true
7. true
8. untrue (according to the reading.)
9. untrue (not always)
10. true
11. untrue
12. true
13. sometimes true
14. untrue
15. untrue

Oral Exercises

(Pages 111 and 112—Student's Book)

Exercises A and B

- Draw a set of three or more figures on the board, similar to those below:



- Draw a circle around two of the stars and write a sentence comparing them, e.g. *This star is smaller than that one* and draw an arrow pointing to the smaller one.
- Next draw a circle around all three stars and write a sentence comparing them, e.g. *This star is the smallest of all of them*, drawing a double arrow pointing at the smallest one.
- Ask students to look at Table 1 on page 111, and also to look back to Table 2 on page 106 of their textbook.
- Form pairs and tell them to make ten sentences with the language in Table 1. They may also use the adjectives in Table 2 on page 106 of the textbook.
- To help students focus on meaning, tell them to draw an extra column between columns 3 and 4, in Table 1. Have them improve the ten sentences they made by adding a noun, such as *building* in this new column and in the sentence, e.g. *It is the worst building I have ever seen*.
- Elicit several of these new sentences from pairs to share with the class.

Exercises C and D

- Elicit the base forms of the adjectives from Table 1 except for *best* and *worst*, i.e. *big, fine, small, tall*. Write these in a column on the board.
- Ask the class how many syllables each of the base form adjectives has. (1 syllable.)
- Ask students if these are **short** or **long** adjectives. (Short.)
- Next have students look at Table 2. Elicit the adjectives and write them in a second column on the board.
- Ask the class how many syllables in these words. (They all have two or more syllables.)
- Ask students if these are **short** or **long** adjectives. (Long.)
- Explain that for **short** adjectives, we usually add the ending *-est* when we want to make comparisons among three or more things. With **long** adjectives, we do not add the ending. Instead we use the structure given in Table 2. Check to see if students understand by giving them a few adjectives and asking them which ones can have an *-est* ending:
 - *pretty* (yes—*prettier*)
 - *intelligent* (no)
 - *nice* (yes—*nicer*)
 - *quiet* (yes—*quieter*)
 - *sleepy* (yes—*sleepier*)
 - *exciting* (no)
- Next have students look at Table 2. Elicit the way that comparisons are made with **long** adjectives. (We use the phrase *the most* in front of the adjective.)
- Using the two examples above, *intelligent* and *exciting*, elicit the form for making comparisons for these two adjectives. (*the most intelligent, the most exciting*)
- Finally, go back to the words *best* and *worst*. Explain that these are irregular (don't follow a rule) and that students simply need to remember them. They are forms of *good* (as is *better*) and *bad* (as is *worse*).
- Put students into pairs to make five sentences each, using the language in the table, and then five sentences each with other words in place of those in columns 4 and 5.

Activity

- Follow-up with a fun activity to practice superlatives. Copy the drawing below or find a similar drawing, which makes comparisons easy.
- Ask students to give any name to each one of the three figures.
- Have the class describe each figure, writing key adjectives in a list under the name of the figure, e.g. LUBNA—*young, intelligent, small, etc.*

- Elicit one comparison and write it on
Lubna is the most intelligent of all of th
- Then have students work in pairs to con
figures.
- Circulate and monitor as students prac

Written Exercise

(Page 112—Student's Book)

Exercise A

- Have students work individually
or in pairs to complete the
exercises, either in class or as
homework.



Answer Key

1. ...
2. the hottest
3. the best
4. the largest
5. the cleverest (also common – more clever and the most clever)
6. the most creative
7. the biggest
8. the most polite (also common – politer and the most polite)
9. the highest
10. the hardest
11. the worst
12. the eldest
13. the most interesting
14. the easiest
15. the deepest

Composition

(Page 112—Student's Book)

Exercise A

- Begin by finding out what the most common pet among students is and write a composition about the way they care for that animal.
- Elicit about five sentences about what the pet eats, what has to be done to keep it healthy, where it sleeps, what it drinks, how it gets exercise, etc. Prompt students to go beyond the physical needs of the pet and get them to make other kinds of comments, such as *My cat is playful, so I always give her little paper balls to chase.*
- Ask one student to go to the board and write the composition as their classmates suggest sentences. Encourage the whole class to offer corrections of spelling, grammar, and punctuation as the student writes on the board.

Exercise B

- Tell students that they should go online or visit the offices of PAWS, the Pakistan Animal Welfare Society, to learn what it does. There are websites and a facebook page in English. If internet service is difficult, try to obtain a number of brochures for PAWS and let students use the information in them to write their compositions.
- Assign the writing task as homework or allow time in class for writing.
- Ask the students to exchange papers with a partner to
 - check that there are not grammar mistakes
 - make sure that the words are spelled correctly
 - see that all of the punctuation is correct.

Useful Words and Phrases—For

(Pages 112 and 113—Student’s Book)

- Explain that the preposition *for* is a very small word that is used in many, many ways. Because of this, it is one of the most common words in English (there are only 11 other words that are more frequently used).
- Have students look in one or two dictionaries to see how many meanings they find for *for*. Most dictionaries list between 10 and 20 meanings! Too many to learn by studying a dictionary!
- Tell students that words like *for* usually come ‘bundled’ with other words in somewhat fixed expressions, and that they should try to learn the whole expression or word group instead of trying to learn so many meanings.
- Write the example sentence, *Thank you for coming* on the board. Circle *Thank you for*. Tell students that when we thank someone, the word *for* commonly comes after *thank* [*you, him, them, etc.*], so students should learn the entire ‘word bundle’ *Thank [someone] for*.
- Write the example sentence, *I have been here for two hours* on the board. Circle *for two hours*. Tell students that other bundles are with a concept or an ‘idea’ rather than a specific word. In this case, the bundle is *for [a length of time]*.
- Have students look at the example sentences on page 112 of the textbook. Tell them to find the words that ‘go together’ with *for* to make word/idea bundles. They can write these down in their notebooks or circle them in their books.
- Elicit the bundles, e.g.
 - *for [a period of time]*, (for two hours)
 - *for [an amount of money]* (for five rupees)
 - *give [an amount of money] for* (gave five rupees for)
 - *for [some person]* (for her brother)
 - *thank [someone] for*
 - *for [a distance]* (for miles)
 - *leave for*
 - *ask for*
 - *go [somewhere] for* (go back for)
- Have students work individually or in pairs to think of completions for the eight sentence stems in the Exercise.
- Follow up by having pairs compare answers.

Answer Key

Answers will vary. Accept reasonable and/or clever answers that are appropriate in meaning and use.

1. ...for an hour, and then we left.
2. ...for the gardener's services?
3. ...for the lovely flowers.
4. ...for fifteen minutes.
5. ...for London to attend a conference.
6. ...for one thousand rupees.
7. ...for a bottle of olive oil.
8. ...for his mobile phone.

Lesson TWENTY-TWO

THE BOTTLE IMP

The Bottle Imp—Intro

- Write the name *Keawe* on the board. Ask students to guess what culture this name comes from. Play 'cold, warm, hot' with the class to help them zero in on the location. Keep in mind that 'warm' would be places like New Zealand, Tahiti, and Samoa where the native people are culturally related.
- Make an overhead transparency of the adjacent image or enlarge it enough so that the whole class can see it.
- Tell students that this is a picture of the cover of a book that has the story in it.
- Ask them to describe the picture and the bottle. Can they see the face in the bottle? Why would a face be in the bottle? Remind them of the story of Aladdin and the magic lamp and encourage them to guess that the face in the bottle is an evil spirit of some kind.
- Finally, have students read the introductory section above the story 'Keawe Buys Back the Bottle' silently.
- Before class prepare handouts or an overhead transparency with the following 'story frame' with information missing.



Keawe was a poor, brave, Hawaiian. One day he met an old man who wanted to sell Keawe _____ **WHAT?** _____.

_____ **WHO?** _____ lived in the bottle.

The imp would _____ **DO WHAT?** _____

The man wanted to sell the bottle because _____ **WHY?** _____.

The problem was that when a person wanted to sell the bottle, the price must be less than _____ **HOW MUCH** _____.

Keawe bought the bottle. After he had become rich, he sold the bottle to _____ **WHOM?** _____.

Soon Keawe met a beautiful girl called _____ **WHAT?** _____.

He wanted to marry her, but he could not because _____ **WHY?** _____.

Now he wanted to get the bottle back so that _____ **WHY?** _____.

Keawe looked for the bottle until he found it.

- Have students work in pairs or small groups to discuss and fill in the story frame.

‘Keawe Buys Back the Bottle’

- Have students read the story silently, in two sections. For the first section, have them read the first 14 lines silently, beginning with, ‘So at last he was told...’ and ending with, ‘Is there anything wrong about the price?’
- Lead the class in a discussion of the following questions. Allow students to draw their own conclusions and hold their own opinions, but make sure to keep the discussion in English. If students offer their views in the home language, recast them in English and carry on with the discussion.
 1. *Did the house look nice and welcoming? Why? (Yes. It was new, had a nice garden and electric lighting.)*
 2. *Did the young man seem healthy and happy? Why? (No. He looked ill and seemed frightened.)*
 3. *Can a person really be happy if their luck comes from evil?*
 4. *What do you think is the problem with the price?*
- Next have students read the last 12 lines, beginning with the line, ‘It has dropped a great deal...’ and ending with, ‘Here is a five-cent piece.’
- Ask students who said these lines, Keawe or the young man:
 - ‘How much did it cost you?’
 - ‘Two cents? Why then you can only sell it for one.’
 - ‘For Heaven’s sake, buy it!’
 - ‘I should have had to go to prison.’
 - ‘Poor creature.’
 - ‘Here is a five-cent piece.’

(‘How much...?’ = Keawe; ‘Two cents? Why then ...?’ = Keawe; ‘For Heaven’s sake ...?’ = young man; ‘I should have ...?’ = young man; ‘Poor creature.’ = Keawe; ‘Here is a five-cent piece.’ = Keawe.

- Have a short discussion with the class about Keawe’s dilemma. He will not be happy if he cannot be cured of his disease, but he will also not be happy if he dies and cannot sell the bottle.
- Have the class predict how they think the story ends. Write the guesses on the board, e.g.
 - *Keawe cannot sell the bottle. He dies and goes to hell.*
 - *Keawe sells the bottle, but is still unhappy because he knows the next person will never be able to sell it.*
 - *Keawe sells the bottle, and the person who buys it doesn’t care about what will happen after he dies.*
- Have the class predict how they think the story ends. Write the guesses on the board, e.g.
- Ask the class how many of them want to find out the ending. Try to make sure that there is a copy of the story in the school or class library. There are easy readers for this story. From the internet, you may download a free or inexpensive mp3 recording (from a collection called *Scary Stories for Kids: The Bottle Imp*), and you can access an e-text version of the original story at www.gaslight.mtroyal.ca.

Comprehension and Vocabulary

(Page 115—Student’s Book)

Exercise A

- Have students review the ‘story frame’ activity you used to introduce the reading.
- Tell students to work individually to put the sentences in order.
- Have students check answers in pairs.

Answer Key

1. He got what he wanted, a beautiful house. 3
2. He searched for the man who now owned the bottle. 7
3. Keawe asked what the price of the bottle was. 9
4. Keawe met an old man who owned a bottle in which lived an imp. 1
5. Lopaka sold the bottle to someone else. 5
6. Keawe discovered that he had leprosy. 6
7. The man was overjoyed to see Keawe and took him inside. 8
8. Keawe bought the bottle from the old man for fifty dollars. 2
9. The young man told him that the price was now only one cent. 10
10. He sold the bottle to his friend Lopaka. 4
11. Keawe agreed to buy the bottle. 11

Exercise B

- Have students work individually to complete the exercise as homework or in class. When they have finished, ask them to compare answers in pairs and look in the reading passage to resolve any uncertainties.

Answer Key

Words that should be crossed out:

- | | |
|------------------------|---|
| 1. Lusitania/Britannia | 2. morning/afternoon |
| 3. lamps/candles | 4. glad/afraid |
| 5. milk | 6. three cents/two cents/one dollar(the price of the bottle was one cent) |

Exercise C

- Ask the students to use the sentences in the exercise as models and to write their own sentences in the same way. They should think of some real object they have bought recently, e.g. *new sneakers, a magazine, postage stamps*, etc.
- Have students write their sentences as homework or provide class time to do so.

Oral Exercises

(Pages 115 and 116—Student’s Book)

Pronunciation note:

- The vowel sound in *says* is a relaxed vowel. An easy way to help students produce this vowel is to get them to say the vowel in the word *say* (pronounced like *ey* in *they*), and then relax the muscles in the face, without moving the position of the jaw or tongue. This will produce the vowel sound in *says, head, bet*, etc.
- Have students begin by saying a very exaggerated and long *eyyyyyyyyy*, and while they are saying it, relax so that it becomes *eehhhhhhh*. Do this several times: *eyyyyyyeeehhhh*.
- Then have students say the word *says* several times. Use several flashcards reading *says, said, say*. Hold up one or another in a random order as students say the words with the correct vowel.

Exercises A and B

- The grammar exercises in this lesson focus on ‘sentences-within-sentences’ (noun clauses) formally known as *dependent clauses*.
- Ask students to look at Table 1. Have them cover columns 2 and 3 with a slip of paper and focus only on column 1 for now. Ask students if these are complete sentences, and elicit what kind of information is needed to complete them.
- Demonstrate by writing on the board that we can take all of these sentence starters and complete the sentences with the word *something*, e.g. *He says something. She thinks something. They hope something.*
- Now have students move their paper so that it covers columns 1 and 2, leaving only column 3 visible.
- Ask if these are complete sentences. With some guidance, they will see that everything in column 3 could be a whole sentence by itself. You may want to prompt students by writing these clauses on the board, capitalizing the first words.
- Next have students look at column 2. Elicit the fact that there is only one word in that column. This word is the only word we use to signal the beginning of this type of sentence-within-a-sentence. However, this word is commonly omitted in both speech and writing, e.g. *Someone tells me (that) he will visit the school soon. She says (that) you are going to leave.*
- Finally the students drill each other on the sentences for one minute to try to remember them.

Exercises C and D

- Write the following example on the board: *This is very interesting. Do you like science fiction films?*
- Ask students what they think the word *this* refers to. Because the context is so brief, there are different possibilities, e.g. *a movie review in the paper, a DVD from a collection, an ad on television for a cinema*, etc. The important thing is to establish that whatever replaces *this* can be made up of more than one word.
- Draw students’ attention to Table 2. Have them look at the sentence starters in column 1. Point out that these clauses are good replacements for the word *this* in the example you have on the board, e.g. *What he says*

- Next have students look at the language in column 2. Write one of the phrases on the board, e.g. *is possible*. Ask whether this could be a full sentence as it is. (No.) Elicit what is missing from it for it to be a complete sentence. (A subject.)
- Then add the word *it* at the beginning of the example. Ask if it is now a complete sentence. (Yes.)
- Have students work in pairs to use the language in Table 2, column 2 to replace the language in Table 1, column 3 to practice making new sentences.

Exercise E

- Without a context to draw on, Exercise E is difficult and time consuming. Therefore, replace it with the task below.
- Ask students to find an example of the structure presented in Table 1 in the introduction section of the reading passage. (You may think that it would be easy to use the bottle.)
- Next play a chanting game. Write the following sentence frame on the board: *You may think.... but you would be wrong.*
- You begin the game by pointing to the sentence opener and saying something true about yourself, e.g. 'You may think I like watermelon, but you would be wrong!'
- Then write on the board, '...she likes watermelon...' and signal for the class to repeat the entire sentence chorally, e.g. *You may think she likes watermelon, but you would be wrong.*
- Next, point to the sentence opening and ask a strong student to complete the sentence with some true information, e.g. *You may think I'm shy, but you would be wrong.*
- Continue by leading the class in a choral response, *You may think he's shy but you would be wrong.*
- After a few cycles, students should understand the process. Ask students to volunteer to complete the sentence frame, followed by choral responses, until everybody has had a chance to participate or until you feel the task has gone on long enough.

Exercise F

- Have students look at Table 3 and read the directions for the exercise silently.
- Ask them to find the past forms of all of the verbs. Which columns of the table have past verbs? (Column 1 has simple past and column 3 has past perfect). Unless students ask, do not attempt to teach the past perfect at this point.
- Repeat the scrambled sentences exercise above, but with the whole class participating at once.
- Encourage the students to unscramble the sentences as quickly as they can either in pairs or individually.
- Answers:
 - He said that he had finished.
 - He said that they had gone away.
 - I believed that she was speaking the truth.
 - It seems that I have made a big mistake.
 - She thought that our team would win.
 - They hoped that he was better.
 - We heard that you were going to leave.
 - We understand that the price has gone up.
 - What he says is possible.
 - What they suggest has surprised him.

Written Exercises

(Pages 116, 117, and 118—Student’s Book)

Exercise A

- In this exercise students must create completions for the sentences. The instructions tell them to make sentences like those in Table 1. However, Table 1 does not give any examples of questions. So before assigning this task, begin with an example question from Table 3, e.g. *Did you think our team would win?* then have them rephrase it in the present tense, i.e. *Do you think our team will win?*
- Next remind students that they will find it easier to create sentences that have some real-world meaning for them, e.g. *Everyone says that it’s fun to watch a movie like Avatar in 3D.* Also tell them that they are free to use their imaginations, e.g. *We all hope that we don’t get any homework today.*
- Assign the exercise as homework or allow time in class to complete it.

Answer Key

Answers will vary. Encourage sentence completions with real-life meaning.

- | | |
|--|--|
| 1. ...that it is going to rain tomorrow. | 2. ...that you can come to the party on Friday. |
| 3. ...that she has become taller than me? | 4. ...that she is going to leave us soon. |
| 5. ...that you are unhappy with your marks. | 6. ...that school will be shut tomorrow? |
| 7. ...that boy is bleeding. | 8. ...that you are being transferred to Singapore? |
| 9. ...that she will visit me before leaving the country. | 10. ...that we should use water carefully. |
| 11. ...that the play will begin at 8 o’clock. | 12. ...that you are angry with what he has done? |
| 13. ...that he was involved in the robbery. | 14. ...that he should be forgiven. |
| 15. ...that he is sorry for what he has done. | |

Exercises B, C, D, and E

- Follow the same general procedure as above.
- For each exercise, write an example based on the pattern students are expected to produce.
- For **Exercise B**, write the following pair of sentences on the board:
The teacher said that we have to use capital letters for people’s names.
The teacher taught us that we have to use capital letters for people’s names.
 Point out that these sentences have similar meanings, but that sentences with verbs like *taught* always say *who* was taught.
- For **Exercise C**, simply elicit an example to remind students of the structure.
- For **Exercise D**, write examples contrasting present and past forms of the pattern, e.g.
*The minister **hopes** that people going for Hajj this year **will have** a good trip.*
*The minister **stated** that the number of Hajj applicants **would break** records.*
- For **Exercise E**, write examples of contrasting verbs that require only direct objects and those that require both direct and indirect objects, e.g.
*The minister **stated** that the number of Hajj applicants **would break** records.*
*The minister **informed** us that the new Hajj policies **would be announced** soon.*
- Assign the exercises as homework or allow time in class to complete them.

Answer Keys

Answers will vary. Encourage sentence completions with real-life meaning.

Exercise B

1. ...
2. ...the teacher that she will miss class tomorrow.
3. ...us that we should do our homework carefully.
4. ...her father that she will pull up her grades this term.
5. ...my driver that he has to be more careful.
6. ...us that giving is better than taking.
7. ...all his friends that he is leaving tomorrow.
8. ...my brother that politeness is useful!

Exercise C

1. ...is difficult to get.
2. ...is quite true.
3. ...is untrue.
4. ...is important!
5. ...is amusing.
6. ...is very interesting.
7. ...is just not possible.
8. ...is not important.

Exercise D

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. ...that he was at home. 3. ...that he took my bicycle. 5. ...that he should take the picture. 7. ...that everyone should be interested in education. 9. ...that the book had good pictures. | <ol style="list-style-type: none"> 2. ...that he was sick 4. ...that it would not rain. 6. ...that their parents would find out. 8. ...that he should go to boarding school. 10. ...that the school would close for one month for repairs. |
|--|---|

Exercise E

1. ...us that her father had fallen.
2. ...us that we were going the wrong way.
3. ...the students that hard work is necessary for success.
4. ...the sick man that he needed to see the doctor again.
5. ...her friends that she would invite them to her birthday party.

Punctuation Practice

(Page 118—Student’s Book)

- Have students examine the first paragraph of the reading text and make a list of the words that are capitalized.
- Elicit these words, writing them on the board. Have students suggest groupings for the words, e.g. first word of a sentence (*In, It, One, This, But*), name of a book or story (*Treasure Island, The Bottle Imp*), name of a person (*Robert Louis Stevenson, Keawe*), name of a place (*Hawaii*).
- Have students work individually to complete the exercise, and then to check their answers in pairs.

Answer Key

Two books written by **Robert Louis Stevenson** are **Treasure Island** and **The Bottle Imp**. In **The Bottle Imp** we have characters called **Keawe**, **Lopaka** and **Kokua**. There is also a young man who lives in a street called **Beritania Street**.

Composition

(Page 118—Student’s Book)

- Before you announce the composition topic, begin by asking a student what happened to him/her earlier today. Write several sentences on the board based on the student’s story, making sure to use the word *I* and also using sequence words such as *First, then, next* as well as time expressions like *yesterday, last week, at 4 o’clock*, etc. If you prefer, you can write a sample paragraph based on your own experiences.

- Ask them to use the information in the story frame to make a first-person account, i.e. using the word *I* when telling the story.
- Assign the writing task as homework or allow time for in-class writing.

Lesson TWENTY-THREE

THE STONE JUNK

The Stone Junk—Intro

- Begin by showing students an illustration of a hare, such as the one on the right.
- Ask students:
 - What is this a drawing of? (A hare.)
 - How would you describe this animal? (Gets scared easily. Thumps the ground with its feet when it's scared. Runs fast to escape from danger.)
 - What would this animal do if there were an earthquake? (Thump its feet to tell the other hares that there was danger, and then run.)
- Next ask students what three things they are most afraid of—what would make them panic? What if they thought there was an earthquake? Also discuss the idea of mass panic—if they saw a lot of people running for their lives, how do they think they would react?



'The Earthquake'

- Begin by telling students that this is another fable, similar to the two they have already studied—'The Man who Tried to Please Everybody' and 'Ghost for Sale.' Tell them that fables often use animals and their 'personalities' to teach moral lessons.
- Ask the students to read the first two lines of the text to see if they can learn what the lesson in this story is.
- Elicit the answer. (The lesson is not given.) Then tell students to think about what the lesson might be as they read.
- Have students read the first 20 lines of the story silently, from 'Once upon a time...' to, '...a distance of about three miles.'
- Ask the class to discuss the hare's personality. Is he
 - the type who makes a lot of plans?
 - the type who lives carefree from day to day?
 - the type who worries about everything?
- Ask students to discuss the actions of a herd of animals. Does each animal
 - work together with other animals to carry out a plan?
 - act together but without direction or goal?
 - act alone without cooperating with other animals?
- Draw the students' attention to the word *stampede*. Elicit a definition (a rush of frightened

animals). Then discuss how to control a herd that is stampeding, e.g. make a noise to get the herd turn back, move the animals to a large open area where they can spread out and become less panicked, etc.

- Next have students read the following twenty-four lines, from the line, ‘Then a great lion appeared...’ to the line, ‘This one told us.’
- Ask the class to discuss the lion’s personality. Is he
 - the type who acts according to his feelings, without thinking?
 - the type who believes whatever he is told?
 - the type who uses reason and judgment to solve a problem?
- Ask students to discuss rumours (unverified accounts repeated from person to person).
 - How do they start?
 - How do they spread?
 - How do they die?
- Next have students read the following twenty-eight lines, from the line, ‘So the lion asked him...’ to the line, ‘... there was no sign of an earthquake.’
- Ask the students to name four techniques the lion used to investigate the rumour. You may have to prompt students with questions like
 - Why did the lion talk to so many different animals?
 - Why did he talk to the hare?
 - Why did he think there was a problem with the hare’s story?
 - Why did he have the hare take him to the hare’s palm shrub?

[1] The lion tried to find the source of the rumour. 2) The lion asked the hare questions to learn the details of the event. 3) The lion used reasoning to guess what probably happened. 4) The lion went to the place to check if his guess was right.]
- Before going on, ask students to think about what lesson they believe this story teaches. Then tell students to read the last five lines of the passage from the line, ‘After this, he put the hare on his back...’
- Finish by asking students to decide which statement they think expresses best lesson the story is trying to teach:
 4. Lions are very wise and are the natural leaders of the jungle.
 5. We should try to understand things instead of being afraid and panicking.
 6. We should not listen when people warn us to run away from danger.

Comprehension and Vocabulary

(Page 121—Student’s Book)

Exercise A

- Have students close their books. Work through the first three items orally, and then ask students to open their books and write the answers in their own words. Allow them to look back at the text briefly.
- Follow the same procedure for the next three items (4–6), and finally 7–10.

Answer Key

Answers will vary as they will be in the students’ own words. The phrases in (t) are directly from the text. The students will probably not understand all the grammar, but they will understand the meaning.

1. ...the earth broke. (the earth were to fall to pieces.)
2. ...the earth was breaking. (the earth was indeed falling to pieces around him.)
3. ...he was running so fast and looked so frightened. (he was fleeing away madly looking scared to death.)

4. ...ran, too. (too started running after him.)
5. ...asked what was happening (asked why they were running.)
6. ...roared three times. (roared his lion's roar three times.)
7. ...he saw the earth falling, and he heard the crash of an earthquake (he had seen the earth falling to pieces around him) .
8. ...see if there was an earthquake (go and find the exact truth about the earthquake.
9. ...saw a ripe coconut on the palm shrub./didn't see an earthquake. (saw that a ripe coconut had fallen on top of the palm shrub under which the hare had been.)
10. ...they didn't need to worry. (they need not have any fear of the earth falling down.

Exercise B

- Ask the students to read the directions silently and to look at the five phrases. Make sure that they understand the meanings of each one. For example, 'the foot of' doesn't have anything to do with feet, but means *the lowest part of something, such as a mountain*.
- Then have students work individually to complete the exercise as homework or in class.
- Have students compare answers with one or two classmates.

Answer Key

- | | | |
|--------------|----------------|----------------|
| 1. to pieces | 2. in front of | 3. the foot of |
| 4. on top of | 5. the foot of | 6. close to |

Exercise C

- Begin by asking students if they know any of the words in the list. Elicit definitions.
- Next ask them to find unknown words in the reading text and to try to guess the meanings based on the context, e.g. the word *stampede* is probably unknown to students, but the context helps to guess that it is *a panicked crowd running*.
- Allow students to use dictionaries to check their answers, but discourage them from using dictionaries as the first step in finding the meanings of the words.

Answer Key

stampede	frightened or excited people or animals suddenly running in one direction
reassurance	to give advice or help to take away fear
assembly	a group that is together for some reason
dismissed	sent somebody away or let them leave

Oral Exercises

(Pages 121 and 122—Student's Book)

- The grammar exercises in this lesson focus again on 'sentences-within-sentences' formally known as *dependent clauses*. The kinds of clauses in this lesson, adverb clauses, explain some aspect of the action of the verb, and they are typically signalled by words like *because, when, where*, etc.

Exercise A

- Ask students to look at Table 1. Have them cover columns 3, 4, and 5 with a slip of paper and focus only on columns 1 and 2 for now. Ask students if these are complete sentences (yes).
- Next have students move the paper so that it covers columns 1, 2, and 3, leaving columns 4, and 5 uncovered. Again ask if these are complete sentences (yes).
- Elicit from the class what the link between the two sentences halves in the table can be. (Columns 4 and 5 are the **reason** or **cause** for the actions in columns 1 and 2.)

- Explain that the linking word *because* signals that a reason or cause will be given.
- Have students work in pairs to make at least 10 sentences (of the over 60 possible sentences) using the language in Table 1. Have them write their sentences down so they don't forget them.
- In order to focus the students' attention on the meaning as well as the form, ask them also think of a logical context for each of the ten sentences and make note of it, e.g. *John ran to indoors because he was very angry. His brother borrowed his bicycle and left it with a flat tire.*

Exercise B

- Next, ask students what kind of question we can ask to find out the reason or cause for an action. (Why?)
- Have students change partners to make up short conversations based on the ten sentences and contexts they created for Exercise A. (They will now have a total of twenty sentences/contexts.)
- Write the following model conversation on the board:
 - A: *John ran inside.*
 - B: *Why did he do that?*
 - A: *Because he was very angry. His brother borrowed his bicycle and left it with a flat tire.*
- Tell students to take turns as speakers A and B.

Exercises C and D

- Have students look at Table 2. Ask how many subject + verb combinations they can find. (Two groups.) Elicit which columns the groups are found in. (Column 1 and column 3.)
- Elicit from the class what the link between the two sentences halves in the table can be. (Column 3 is the **place** or **location** for the actions in column 1.)
- Explain that the linking words *where* and *wherever* signal that a place or location will be given.
- Elicit the difference in meaning between *where* and *wherever*. (*Wherever* is similar to *anywhere*, i.e. the sentences, *They sell their goods wherever the law allows*, and *They sell their goods anywhere the law allows* have the same meaning.)
- Next, ask students what kind of question we can ask to find out the place or location of an action. (Where?)
- Write the following conversation on the board as a model:
 - A: *I feel like having some jalebis. We can get them at the street vendors.*
 - B: *Where do the street vendors sell their goods?*
 - A: *Wherever the law allows.*

Exercises E and F

- Have students look at Table 3. Ask how many subject + verb combinations they can find. (Two groups.) Elicit which columns the groups are found in. (Columns 1 + 2 and columns 4 + 5. Note that there is a subject + modal + main verb combination in columns 4 and 5.)
- Elicit from the class what the link between the two sentences halves in the table can be. (Column 3 is the **purpose** or **intention** for the actions in column 2.)
- Explain that the linking words *so that* and *in order that* signal that a purpose or intention will be given. These can be used to give the same meaning, but *so that* is more common than *in order that*. In addition, *so that* is often shortened to *so* when used informally.
- Next, ask students what kind of question we can ask to find out the purpose or intention of an action. (Why?)
- Write the following conversation on the board as a model:
 - A: *The old man switched off the light.*
 - B: *Why did he do that?*

A: He hates birthday parties, and he thinks his daughters are planning one for him. He switched off the light so that he might hear their plans.

Exercises G and H

- Have students look at Table 4. Ask how many subject + verb combinations they can find. (Two groups.) Elicit which columns the groups are found in. (Columns 1 + 2 + 3 and column 5.)
- Elicit from the class what the link between the two sentences halves in the table can be. (Column 5 is the **stimulus** or **cause of reaction** for the actions in column 3.)
- Explain that the linking words *in case* signal that a circumstance will be given.
- Next, ask students what kind of question we can ask to find out the stimulus of an action. (Why?)
- Write the following conversation on the board as a model:

A: We'll be out of the house all afternoon. We ought to close the windows.
 B: Why should we do that?
 A: In case the storm comes.

Follow-up activity

- Follow-up with a fun activity using 'line ups' to practice the structure and meanings of adverb clauses.
- Create sentences containing adverbial clauses that you can break up into ten pieces, e.g.

I'm	going to buy	the	paperback book	because
the	hard cover	is	too	expensive.

- Cut sheets of A4 paper into thirds, and write one piece of sentence on each strip. Collect the set of strips for each sentence, mix them in random order, and put them in an envelope. Assign each set a number that you write on the back of every strip in a set and on the envelope in case the sets get mixed up!
- Make enough sets so that each group of ten students in class can use the sets at the same time.
- Give each group of ten students an envelope with a set of sentence pieces and tell students to each take one word from the set.
- Students stand and arrange themselves in the correct word order to make a good sentence.
- When they think they know the correct order, the group should call you over to confirm their work. If it is correct, give them another set of sentence pieces to work out.
- Demonstrate with an example set.
 - Call a group of ten students to the front of the class and hand out the strips.
 - Ask the students who have 'subject' words to identify themselves; then ask the students who have 'verb' words to identify themselves.
 - The subjects and verbs can then decide which subject goes with which verb.
 - Next have the student with the linking word identify him/herself and stand between the two sets of subject + verb words.
 - Then the other students can find their positions.
 - Once the words are in an initial order, students may find they want to make adjustments. For example, perhaps they have initially arranged themselves like this: *I'm going to buy... because paperback book is ... expensive.* When they try to make a logical sentence with the adjective *expensive*, they will find that they have chosen the wrong word to be the subject of *is*.

- Suggested sentences:

I will give you a map so that you can find your way to my house.

We should leave home early in case there is a lot of traffic.

He didn't get the part in the play because he was nervous during the audition.

She spoke loudly and clearly in order that everyone might understand her.

We have enough time and money to go wherever we want.

They want to build their house where there are lots of trees.

Written Exercises

(Pages 122, 123, and 124—Student's Book)

Exercises A

- Ask students to read the instructions silently.
- Ask them to decide which sentence is the reason and which is the result. They must use the linking word *because* to make an adverb clause of the sentence which is the reason.
- Go through the first item as an example.
- Assign the exercise as homework or allow for time in class to complete it.

Answer Key

- ...
- He could not buy the shirt because he had no money.
- She took the dress back because it was too small for her.
- The car was half an hour late because it had had a puncture.
- They sat down for a while because they felt tired.
- She stopped writing because she could not think of anything more to say.
- We had to turn back because the gate was locked.
- The detective moved closer because he wanted to hear what the men were saying.

Exercise B

- Ask students to read the instructions silently.
- Go through the first item as an example. Ask which words are italicized in the example. Point out that when the two sentences are combined, the word *where* replaces the italicized words.
- Assign the exercise as homework or allow for time in class to complete it.

Answer Key

- ...
- Flowers only grow *where* there is light.
- He liked to swim *where* the water was cool and deep.
- They found the purse *where* she had dropped it.
- She put the money away *where* no one would find it.
- The papers lay *where* the wind had blown them.
- She put the flowers on the table *where* everyone could see them.
- The box of sweets lay *where* Mary could easily reach them.

Exercise C

- Ask students to read the instructions silently.
- Go through the first item as an example. In this exercise, the students are told they may choose which linking words they prefer, *so that* or *in order that*, *but* the phrase *in order that* is not commonly used in this type of informal sentence.)
- Assign the exercise as homework or allow for time in class to complete it.

Answer Key

1. ...
2. She made a cover for the book so that the book would not tear. (might is illogical in this structure.)
3. The driver stopped the car so that we might see the lovely view.
4. She held out her hand so that we might see the ring.
5. The policeman stopped the traffic so that we might cross the street.
6. They waited for a while so that the others might catch up.
7. They travelled to Bangkok by air so that they might have more time there.

Exercise D

- In this exercise, students complete the sentences with logical conclusions. Point out that some of the sentences are in the past tense and some are in the present tense.
- Assign the exercise as homework or allow for time in class to complete it.

Answer Key

Answers will vary. Accept reasonable answers.

- | | |
|--|---|
| 1. ...in case it rains in the evening. | 2. ...in case she comes along. |
| 3. ...in case it starts pouring. | 4. ...in case the neighbour plays loud music. |
| 5. ...in case a dust storm began suddenly. | 6. ...in case we meet a lot of traffic. |
| 7. ...in case parking was difficult. | 8. ...in case he had spelling and grammatical errors. |
| 9. ...in case it attracts bugs. | 10. ...in case she had made a mistake. |

Composition

(Page 124—Student's Book)

- Before assigning the writing task, have students reread the paragraph on page 120 of the textbook that begins, 'Oh sir, among some palm trees...'
- Ask the students to continue from this point to tell the rest of the story from the hare's point of view.
- If you wish, you can get the class started by brainstorming the next part of the story, e.g. *Everybody asked me why I was running, and when I told them, they began to run too.*
- Assign the writing task as homework or allow time for in-class writing. If students write in class, circulate and monitor, providing assistance as needed.

Useful Words and Phrases—With

(Page 124—Student's Book)

- Ask the students that words like *with* often come 'bundled' with other words in somewhat fixed expressions, and that they should try to learn the whole expression or word group instead of trying to learn so many meanings.
- Have students look at the example sentences on page 124 of their textbooks. Tell them to find the words that 'go together' with *with* to make word/idea bundles. They can write these down in their notebooks or circle them in their books.
- Elicit the bundles, e.g.
 - ◉ *with [someone]*, (accompany)

- *with [something]* (using)
 - *with [an opponent]* (against, opposing)
 - *agree with*
 - *with [food or drink]* (added to)
- Have students work individually or in pairs to complete the sentences.

Answer Key

Answers will vary.

- | | |
|---|--|
| 1. ...with her at all. | 2. ...with jam for breakfast. |
| 3. ...with your football. | 4. ...with everybody over little things. |
| 5. ...with cement and bricks. | 6. ...with my driving? |
| 7. ...with her little sister in the evenings. | 8. ...with my parents last evening. |

Lesson TWENTY-FOUR

TALES OF CRIME AND DETECTION

Tales of Crime and Detection—Intro

- Begin by asking students what they know about Pakistani author Ibne Safi. Ask what kind of stories he is famous for writing. (Ibn-e-Safi was the pen name of Asrar Ahmed, a best-selling and prolific writer, novelist, and poet of Urdu. He was most famous for writing detective stories, named *Jasoosi Dunya* (The spy world) and another spy novel series, named *Imran Series*.)
- Write the following headings on the board in a column:

TITLE? WHO? WHERE? PROBLEM? SOLUTION?

Elicit

- the name of one of Ibne Safi’s stories that many students are familiar with
- who the story is about
- where the story takes place
- what ‘problem’ the story describes
- how the problem gets resolved

(Following is the synopsis of three of his famous books for your reference:

1. *Smokewater/Panee ka dhwan*: Prominent industrialist Sir Fayyaz Ahmad disappears en route to his vacation home, and returns several days later in a strange delusional state. His granddaughter, the young and beautiful Shakila, approaches Colonel Faridi and Captain Hameed for help. The investigation leads the two detectives through the corrupt, twisted world of the super-rich—their stately mansions, white yachts, and platinum mines—and smack into the middle of a deadly game being played by the notorious American criminal Doctor Dread.
2. *The Laughing Corpse/Lash ka qahqaha*: The beautiful Saeeda Rahman, a typist at the firm of James & Bartley, learns that her long-lost uncle has died in Jamaica and named her as the sole inheritor of his huge estate. Suddenly all the city’s richest young men are competing for her attention. But when she’s kidnapped during a scuffle at a popular restaurant, it’s up to Colonel Faridi and Captain Hameed to find out who’s responsible. Meanwhile, the American arch-criminal Doctor Dread is still at large in the city and so is his nemesis, the mysterious killer named Finch.

3. Doctor Dread: The wealthy widow Begum Irshad is being blackmailed by a mysterious foreigner. Crime reporter and freelance investigator Shamim Anwar is hired to go undercover and find out who he is. Meanwhile, Captain Hameed and Colonel Faridi are trying to figure out why a mentally deranged man who thinks he's an angel is being kept imprisoned in a five-story building. As bullets fly and the bodycount rises, it begins to look as though both cases may be related to the ongoing feud between the killer named Finch and the American arch-criminal Doctor Dread.)
 - Next have students look at the illustration on page 125 of the textbook. Explain that this story was written over 150 years ago, and ask them to find details in the drawing that reflect this.
 - Ask students to guess by looking at the picture
 - where the story takes place
 - who the story is about
 - Finally, have students think about the title of the story. Brainstorm ways in which a bed might be 'strange.' Then ask them to look up the word 'terribly' in a dictionary. Discuss how the title can be thought of in two ways, depending on the meaning of 'terribly.' (dreadfully/horribly or very/extremely)
 - Ask students to guess, based on the title of the story
 - what problem the story presents
 - how the problem will get resolved
 - Have students read the introduction of the reading passage, to the illustration. Ask the class which of the questions the introduction answers (WHO, WHERE, PROBLEM). Then ask them what question the rest of the reading text is going to be about. (It will tell how the problem is resolved.)

'A Terribly Strange Bed'

- Begin by having students look at Comprehension and Vocabulary Exercise A on page 126. Have them separate the statements into three groups
 - statements about the picture
 - statements about the top of the bed
 - other statements

Do not discuss the order of the statements since this can spoil the pleasure of reading the story.
- Tell students to read the first seventeen lines of the story, below the title, from the line, 'The feathers were very long...' to the line, '... the picture had completely gone.'
- Ask students if they can relate to the man's emotions:
 - Why was the man awake? How well do they sleep when they are in a strange place?
 - Why did the man keep looking at the picture? Have they lain awake at night imagining bad things?
 - How is their reaction to their imaginations now as compared to when they were children? That is, perhaps when they were children they would look under the bed with a light—would they still do this now?
- Ask students what they think is going to happen to the man.
- Next, ask them to read to the end of the passage from the line, 'I am not a coward...'
- Ask students to recall the reaction of the animals in the story 'The Earthquake' in the previous lesson. (The animals ran without thinking.) Have students compare the reaction of the man in this story to the reaction of the animals. (He froze without being able to react.) Have a brief discussion of these two reactions to fear. Have students ever experienced either?

Comprehension and Vocabulary

(Pages 126 and 127—Student's Book)

Exercise A

- Have students work in pairs to discuss and decide on the order of the statements.

- When students have finished, ask them to compare answers with another pair.

Answer Key

- The hat in the picture disappeared. 2
- He thought that the top of the bed was moving down on top of him. 4
- The whole picture disappeared. 7
- He watched the moonlight and thought of England. 1
- He watched the picture to see if the top of the bed was really moving. 5
- He was so frightened that he could not move. 8
- He turned on his back and looked at the top of the bed. 3
- He rolled sideways off the bed. 10
- The face of the man in the picture disappeared. 6
- The bed-top came down until he could smell it. 9
- The edge of the border touched him on the shoulder. 11

Exercise B

- Have students work individually to complete the exercise as homework or in class. When they have finished, ask them to compare answers in pairs.
- Go through the questions with the whole class. Elicit explanations for any questions the class answered *no*, asking them to elaborate on why the answer is *no*.

Answer Key

- | | | | | |
|-------|-------|-------|-------|--------|
| 1. No | 2. No | 3. No | 4. No | 5. Yes |
| 6. No | 7. No | 8. No | 9. No | 10. No |

Exercise C

- First have students collaborate to find the part of the text where each of the target words is found.
- Go through the first item as an example. Elicit the context for the vocabulary item, i.e. *The moonlight coming in the window made my mind wander*. Ask students what is doing the wandering (the man's mind), and whether a mind can physically move or not (of course not). They should be able to eliminate two answer options: *walk* and *go* which are both physical, leaving them with the correct answer, *stray*.
- Have students complete the exercise individually and then discuss their answers in pairs or small groups.

Answer Key

- stray (wander - to walk around slowly, without purpose or direction; stray – to go away from a place where you should be, without intending to)
- thing
- at a steady speed (in an even way)
- noiselessly
- sufficient (what is needed)
- without stopping

Oral Exercises

(Pages 127 and 128—Student's Book)

- The grammar exercises in this lesson focus again on 'sentences-within-sentences' formally known as *dependent clauses*. The kinds of clauses in this lesson, adverb clauses, explain some aspect of the action of the verb. One function of adverb clauses is to say when two events happened in relation to one another.

Exercise A

- Ask students to look at Table 1. Have them focus only on columns 1 and 2 for now. Ask students if these are complete sentences (yes).
- Next, have them look at column 4. Again ask if these are complete sentences (yes).
- Elicit from the class what the link between the two sentences halves in the table is. (Column 4 gives a **time reference** for the actions in columns 1 and 2.)
- Ask students to focus on the linking words *when*, *before*, *after* and *as soon as*. Ask which one means ‘earlier than’ (*before*), which means ‘later than’ (*after*), which means ‘immediately following’ (*as soon as*), and which means ‘at the same time as’ (*when*).
- Have students work in pairs to make at least 10 sentences (of the over 500 possible sentences) using the language in Table 1. Have them write their sentences down so they don’t forget them. Remind them to make logical sentences. (Sentences like *John clapped before supper was ready* are nonsense and should not be accepted.)
- In order to focus students’ attention on the meaning as well as the form, tell them that they must also think of a logical context for each of the ten sentences and make note of it, e.g. *This is the championship game. Everyone will stand up when the team enters.*
- Have students rehearse their sentence groups orally until they feel comfortable saying them.

Exercise B

- Next, ask students what kind of question we can ask to find out the relative time that an action took place. (When?)
- Have students change partners to make up short conversations based on the ten sentences and contexts they created for Exercise A. (They will now have a total of twenty sentences/contexts.)
- Write the following model conversation on the board:
A: Everyone will stand up.
B: When will they do that?
A: When the team enters. It’s the championship game.
- Ask the students to take turns as speakers A and B.

Exercises C and D

- Have students look at Table 2. Ask how many subject + verb combinations they can find. (Two groups.) Elicit which columns the groups are found in. (Column 1 and column 3.)
- Elicit from the class what the linking word between the two sentences halves tells us. (The word *until* means that the action in column 1 **stopped at the time** of the action in column 3.)
- Next, ask students what kind of question we can ask to find out the length of time an event takes place. (How long?)
- Write the following conversation on the board as a model:
A: He kept the house clean. It wasn’t easy for him though.
B: How long did he keep it that way?
A: Until his mother came home.

Exercises E and F

- Have students look at Table 3. Ask how many subject + verb combinations they can find. (Two groups.) Elicit which columns the groups are found in. (Column 1 and column 3.)
- Elicit from the class what the linking word between the two sentences halves tells us. (The word *while* means that the action in column 1 **happened at the same time** as the action in column 3.)
- Have students make pairs and create context sentences.

Written Exercises

(Pages 128 and 129—Student's Book)

Exercise A

- Go through one or two sentences as examples with the whole class.
- Assign the exercise as homework or allow for time in class to complete it.

Answer Key

1. ended	2. ends	3. was	4. is	5. were
6. have	7. had	8. have	9. has	10. answers
11. grows	12. grew	13. come	14. came	15. closes
16. closed	17. return	18. give	19. finished	20. have
21. cooked	22. get	23. mended	24. are	25. arrives

Exercise B

- Ask the students to try to use their imaginations and write interesting sentences for this exercise.
- As you monitor the pair activity, mark with a star any especially interesting sentences you see. Encourage students to point out the most interesting sentences their partners have written.

Answer Key

Answers will vary. Accept reasonable or logically imaginative answers.

- | | |
|--------------------------------------|---------------------------------------|
| 1. ...until my father comes. | 2. ...I barbequed chicken. |
| 3. ...the principal entered. | 4. ...I screamed. |
| 5. ...the guests arrived. | 6. ...I have a bath. |
| 7. ...the clock struck twelve. | 8. ...his mother returned home. |
| 9. ...the servants leave. | 10. ...they were tired. |
| 11. ...the boys were singing. | 12. ...his mother put him on the bed. |
| 13. ...you want something. | 14. ...preparing or eating food. |
| 15. ...one o'clock. | 16. ...going to bed. |
| 17. ...it was shiny. | 18. ...the robbers had escaped. |
| 19. ...the teacher gives permission. | 20. ...the fish pulled at his line. |

Punctuation Practice

(Page 129—Student's Book)

- Have students turn to page 126 of the Student's Book and study lines 3 through 7, paying special attention to the punctuation. Give them one minute, and then have them turn back to the exercise.
- Ask the students to work individually to complete the exercise as homework or in class. When they have finished, ask them to compare answers in pairs and then to check their punctuation against the passage itself.

Answer Key

I found myself look at the picture again – then I looked hard. What was I looking for? Good heavens! Has the man pulled his hat down? No! The hat itself was gone! Where were the feathers – three white, two green? Not there! In place of the hat and feathers, what dark object was it that now hid half the man's face? Was the bed moving?

Composition

(Page 129—Student’s Book)

- Before assigning the writing task, review with students the main elements of a story: *whom* it happens to, *where* it takes place, the *problem* the story presents, and how the problem gets *resolved*.

- Model a short paragraph on the board based on a local folk tale, such as the story of Wali Dad, e.g. WHO?

Wali Dad was a poor old farmer who lived very simply and happily in a small mud house.

WHERE?

His house was in the countryside between the lands of a lovely young queen and a handsome young king.

PROBLEM:

Wali Dad lived so simply that he saved a whole pot of money and didn’t know what to do with it. He thought about it, and finally decided to buy a jewel for the beautiful queen, which he sent to her. She was so happy that she gave him an even richer gift in return. But Wali Dad didn’t need anything more than he had, so he sent the queen’s gift to the handsome young king. This king was so happy that he also gave Wali Dad a yet richer gift in return, which of course, Wali Dad did not need, and so sent to the queen.

RESOLUTION:

This went on for some time until the king and the queen each decided to pay Wali Dad a visit to meet this generous man. When they saw one another, they fell instantly in love and Wali Dad was able to go back to his simple and happy life as a farmer.

- Brainstorm a few ideas for folk stories to retell and write the list on the board. Tell students they are free to choose any story they like.
- Assign the writing task as homework.

Useful Words and Phrases—Make

(Page 130—Student’s Book)

- Elicit from the class the meaning of the verb *make* (to build or create or produce or cause). If students offer a definition in their home language, recast it in English, as above.
- Explain that *make* is one of the most common verbs in English. *Do* is often found in set phrases which can be learned, e.g.

make a mistake

make a bed

make a promise

make food

make a dress make noise

make a speech

make believe

etc.

Exercise

- Have students read the directions silently. Remind them that they must use the correct form of the verb in each blank.
- Tell students to compare answers. Clear up any questions the class may have.

Answer Key

1. make

2. make

3. make (made)

4. make

5. made

6. makes (made)

7. made

8. make

Lesson TWENTY-FIVE

THE LIBRARY

The Library—Intro

- Begin by showing a picture of a famous library building in Pakistan, such as the one in this illustration:
- Ask the students if they know what building this is and where it is. (It is the Central National Library in Bahawalpur. The library is featured on one of Pakistan's postage stamps.)
- Ask the students if they know of the JHandeer Library near Mailsi. Ask them to describe the special features of this library. (It is a privately financed library with an important collection of hand-written religious texts.)
- Elicit the names and special features of other libraries students know of.
- Have a short discussion on students' library use:
 - How often do they go to the library?
 - Are there certain times when they go more often, e.g. at exam time?
 - What library do they most often use? School library? Library near their home? Big public library?
 - What do they do when they are at the library? Study? Find books for pleasure reading? Find books for academic reading?



'The Library'

- Ask the class to read the first seventeen lines silently, ending with, 'The books must be taken back to the library by this date.'
- Ask students to find the detail about how many books the Liaquat Memorial Library has. (Approximately one hundred and fifty thousand—150,000)
- Next ask students what other kinds of materials they might be able to find at a library. If students offer answers such as *dictionary*, prompt them by asking them to think of other kinds of reading materials that are NOT books (magazines, newspapers). Explain that many libraries also have audio and video recordings, photographs, maps, and other materials that library users can access.
- Ask students how many are members of the library association of their state. Encourage membership by providing membership applications for everyone in the class. If possible, arrange for a representative of the library association to visit the class and give a 'virtual tour' of the library. Students can download membership forms of the following from their website.
 - Pakistan Library Association Sindh Branch <http://pla-sindhbranch.weebly.com>
 - Pakistan Library Association Punjab Branch <http://plapunjab.org>
- Next, have students read to the end of the text, from, 'How to find a book.'
- While they are reading, write a list of ten or more fiction and non-fiction books found in the school or community library.
- When students have finished reading the text, ask them to say whether they think these works are found in the fiction (F) or non-fiction parts of the library.

- Ask the students if the library they use most often has a card catalogue of the sort described in the reading. Tell them that more and more libraries all over the world are now using electronic computer-based catalogues.
- Ask which students have used electronic catalogues in their library visits. Elicit experiences and comparisons between the two systems, e.g. *electronic catalogues are easier and faster; there are sometimes not enough computer stations for all library users*, etc.
- Ask students if they have ever used online internet catalogue searches through the Pakistan Library Association website. They can visit this website and look for materials at this web address: <http://www.nlp.gov.pk/ASP/Searchlarge.htm>
The Liaquat Memorial Library also has a web-based online search function at this address: <http://www.lml.edu.pk>
- If your school has a library, consider setting up a 'library treasure hunt' activity with the help of the librarian. Students receive instructions to use the catalogue to find a particular book and open the book to a certain page. At that page they will find new instructions to go to specific pages of different books. After five to ten 'stops' of the treasure hunt, they will come to the end of the race. Provide prizes to those students who successfully complete the game.

Comprehension and Vocabulary

(Page 132—Student's Book)

Exercise A

- Assign the exercise as homework or allow time in class for students to complete the exercise individually.

Answer Key

- | | | | | |
|--------------|----------|--------------|------------------|----------------|
| 1. ... | 2. actor | 3. advisor | 4. author/writer | 5. liar |
| 6. assistant | 7. poet | 8. scientist | 9. historian | 10. geographer |

Exercise B

- Students are to find words in the text with contrasting meanings to those listed. However, the contrasts are not always precise.
- Have students brainstorm in groups of three or four to come up with a list of possible words for each cue, e.g. in contrast to the cue *very small*, students might suggest *huge, big, enormous, large*, etc. Allow them to use a dictionary to help them create the list.
- Then have the students scan the reading text for instances where those words are used and circle the ones in their lists that appear in the text.
- Suggestions for contrasting words that students might list:
 1. *huge, big, enormous, large, gigantic*
 2. *fortunate, lucky, happy*
 3. *public, shared, community, common, municipal*
 4. *joined, combined, unified, multiplied*
 5. *biography, history, non-fiction, truth*
 6. *simple, uncomplicated, easy, plain*

Answer Key

- | | | | | | |
|----------|----------|-----------|------------|----------------|---------|
| 1. large | 2. lucky | 3. public | 4. divided | 5. non-fiction | 6. easy |
|----------|----------|-----------|------------|----------------|---------|

Exercise C

- Start out by telling students that we alphabetize the titles of books by the first letter of the first main word. We do not use the words *A* or *The* as the first word. Thus, *A Tale of Two Cities* is NOT the first book in the list.
- Have students work individually to write an alphabetical list of the book titles.

Answer Key

1. Around the world in Eighty Days by Jules Verne
2. Man Against Mancaters by Jim Corbett
3. The Hemoirs of Sherlock Holmes by Sir Arthur Conan Dogle
4. Pride and Prejudice by Jane Austen
5. A Tale of Two Cities by Charles Dickens
6. Treasure Island by R.L. Stevenson

Oral Exercises

(Pages 132 and 133—Student’s Book)

- The grammar exercises in this lesson focus again on ‘sentences-within-sentences’ formally known as *dependent clauses*. The kinds of clauses in this lesson, adjective clauses, describe a noun from the sentence. An adjective clause can answer the question *Which?*

Exercise A

- Ask students to look at Table 1. Have them cover columns 3 and 4 with a slip of paper and focus only on columns 1 and 2 for now.
Ask students if these are complete sentences (Yes).
- Next have students move the paper so that it covers columns 1, 2, and 3, leaving column 4 uncovered. Again ask if these are complete sentences (yes).
- Elicit from the class what part of the event in columns 1 and 2 the information in column 4 describes. (It describes the noun in column 2; it tells us *which* town/place.)
- Draw students’ attention to the last phrase in column 1. Ask them what kind of sentence they will make when they use this phrase. (A question.)
- Have students practice in pairs to make as many sentences as they can in 3 minutes. Have them take turns saying the sentences and keep a tally of how many they made, just for fun. Ask pairs for their count.
- In order to focus students’ attention on the meaning as well as the form, tell students to make mini-conversations using the language in the tables. They should begin with the one question in the table, i.e. *Do you know....where ...?* and answer in any way they like.
- Write the following on the board as a model:
 - A: Do you now the town where the accident happened?
 - B: Yes. Its seven miles from here. (No. I only know it’s in Sindh somewhere.)
- Have students take turns as speaker A and B.

Exercises B and C

- Students change partners and repeat the exercise using the substitutions listed in the instructions for Column 1 and the language in Table 2, Column 3 in place of Table 1 Column 4, i.e.

1	2	3	4
---	---	---	---

I wonder if this is I would like to find He took me to Do you know the name of	the place the town	where	we once lived. he wrote the book. he found the money. John stayed last year.
---	-----------------------	-------	---

- Have students practise as for Exercise A.
 - Students make as many sentences as they can in three minutes.
 - Students use the question substitution, *Do you know the name of...* to start a mini-conversation.
 - Students reply with either *Yes* or *No* answers, along with a continuation.

Exercises D and E

- Have students look at Table 2. Have them cover columns 2 and 3 with a slip of paper. Ask students what the result is of combining columns 1 and 4. (It makes one complete sentence.)
- Elicit from the class what the information in columns 2 and 3 describes. (It describes the noun in column 1; it tells us *which* place/house.)
- Have students work in pairs to form at least four logical sentences using the language in Table 2. Tell them that they must also write another sentence for each of the four sentences to make the context clear, e.g. *The place where he found the money is seven miles away. The police think he stole it and hid it there himself.*
- Have students change partners and read their sentences to one another.
- With the new partner, have them repeat the exercise using the language in Table 1, column 4 in place of Table 2 column 3, i.e.

1	2	3	4
The place The house	where	he was born she learned to dance the accident happened he bought the car she lost her handbag	is seven miles away. has been made into a shop. was closed to visitors. will be rebuilt.

Exercises F, G, and H

- Have students look at Table 3. Ask how many subject + verb combinations they can find. (Two groups.) Elicit which columns the groups are found in. (Column 1 and column 4.)
- Elicit from the class what the information in columns 3 and 4 describes. (It describes the noun in column 2; it tells us *which* day/moment/time.)
- Have students form groups of three. Tell them to take turns making sentences using the language in the chart for three minutes.
- Next have students use their own original sentence beginnings (column 1) and endings (column 4) to make new sentences, but with one student starting the sentence, another adding the linking words, and the third completing it. Ask them to use their imaginations to make interesting sentences, e.g.

A: I spilled coffee on my shirt...

B: ...at the exact moment when....

C: ...the most beautiful girl in the school walked by.

Exercises I and J

- Draw Table 4 on the board, but with some changes to the placement of the columns, i.e.

1	2	3	4
He told me Jane asked him Do you know I don't understand The teacher explained	the reason	why	he could not come. the war started. the bus was late. there will be no holiday. there was no food left.

- Have students look at the table. Ask how many subject + verb combinations they can find. (Two groups.) Elicit which columns the groups are found in. (the first and last columns.)
- Elicit from the class what the information in the last column describes. (It describes the noun in column 2; it tells us *which* reason.)
- Have students make five logical sentences using the language in the table. Then have them make other sentences that provide a context for each one of them, e.g. *He told me the reason why there was no food left. He had his whole cricket team come to the house after practice, and they ate everything up.*

Written Exercises

(Pages 133 and 134—Student's Book)

Exercise A

- Go through the first item as an example. Ask which words are italicized in the example. Point out that when the two sentences are combined, the word *where* replaces the italicized words.
- Assign the exercise as homework or allow for time in class to complete it.

Answer Key

1. ...
2. He left the town where he had been brought up.
3. This is the school where I was educated.
4. Have you found the spot where I left the basket?
5. He stayed at a small hotel where he had stayed before.
6. The dog ran to where he had buried his bone.

Exercise B

- Ask students to read the instructions silently.
- Point out that when the two sentences are combined, the word *when* replaces the italicized words.
- Assign the exercise as homework or allow for time in class to complete it.

Answer Key

1. I like walking in the monsoon when the weather is cooler.
2. Do you remember that day last year when you won the prize?
3. I like to work in the evenings when it is cooler.
4. It will soon be the hottest part of the year when there is no rain.
5. The ghost appeared at the very moment when we did not expect it.
6. This is the most exciting part of the film when the hero fights three cobras.

Exercise C

- Tell the students that for this exercise they should try to use their imaginations and write interesting sentences.
- Give an interesting example, e.g. *They camped out in a spot where they could see the fireworks at midnight.*
- Have students work individually to complete the exercise, in class or as homework. If you give students time to do the task in class, circulate and help with vocabulary and phrasing as needed.
- When students have finished or come back to class, have them check each others' work for mistakes in grammar and punctuation. Clarify any questions with the whole class before going on.

Answer Key

Answers will vary. Accept any reasonable answer.

1. ...where they could see the mountains.
2. ...when I was celebrating my sixteenth birthday.
3. ...when she will see the doctor.
4. ...where you had the car accident ...when you have eaten your lunch.
5. ...when he saw it last night. ...where I was born.
6. ...when they noticed the beautiful sky. ...where the butterfly was resting.
7. ...when I stepped out of the aircraft.
8. ...where the car had overturned. ...when the cyclist screamed.
9. ...when they will come.
10. ...when Aurangzeb was ruling over India.
11. ...when there was a drought.
12. ...when he had no money to feed his family.
13. ...where tractors are no longer used. ...when we have more time.
14. ...where she cannot find it.
15. ...when he gave her the book.
16. ...when we have finished studying for our exams. ...where his brother is the librarian.
17. ...when she asked me. ...where I could have taken off my ring.
18. ...where Quaid-e-Azam spent his last days. ...when they were not in town.
19. ...when the country was controlled by Darius the Great.
20. ...where she lived with her aunt. ...when she had not come to school for a few days.

Composition

(Pages 135—Student's Book)

- Begin by telling about a small library that you have researched. Write a sample paragraph on the board about using this particular library. For example:
The library at Rangoonwala Community Centre in Karachi is open to the public. Anyone can use the library to read newspapers and magazines, as well as to consult reference books, such as dictionaries and encyclopaedias. Books can be borrowed against depositing caution money. The library is open weekdays from 9 a.m. to 7 p.m. and is closed on Sundays. The library closes for lunch from 1 p.m. to 2 p.m. daily and for prayer break on Fridays from 1 p.m. to 3 p.m. There is also a study centre that is open around-the-clock for students who need a quiet place to work.
- Assign the writing task as homework or allow time for in-class writing.

Useful Words and Phrases—By

(Page 135—Student’s Book)

- Tell students that words like *by* often come ‘bundled’ with other words in somewhat fixed expressions, and that they should try to learn the whole expression or word group instead of trying to learn so many meanings.
- Have students look at the example sentences on page 135 of their textbook. Tell them to find the words that ‘go together’ with *by* to make word/idea bundles. They can write these down in their notebooks or circle them in their books.
- Elicit the bundles, e.g.
 - *by [someone/something]*, (near, beside)
 - *by [way of travel]* (through the use or means of)
 - *by [a mathematical or measurement quantity]* (measuring or totalling)
 - *by [something or someone]* (doer of the action)
 - *by [a reference object/book]* (according to)
 - *by [a specific time]* (no later than)
 - *one by one* (one at a time)
- Have students work individually or in pairs to complete the sentences.

Answer Key

- | | | |
|-------------------------------|--------------------------------|---------------------------------|
| 1. ...by sea? | 2. ...by seven in the morning. | 3. ...by day and hunt by night. |
| 4. ...by the neighbour’s son. | 5. ...by the storm. | 6. ...by twenty-four inches. |
| 7. ...by the school building. | 8. ...by mine. | |

Lesson TWENTY-SIX

THE TROUBLESOME FRIEND: A TALE FROM KASHMIR

The Troublesome Friend—Intro

- Show students the illustration. Ask them what they think is going on in the picture, e.g. is one man selling something to the other? Is one man a guest at another’s home?
- In English, ask students if they know the Kashmiri story about this friendship that has become a problem. If the story is familiar to students, elicit a summary of the story, writing down key words and information on the board.
- Tell students that this English version of the story is a simplified retelling of the one



published by J. H. Knowles in 1888. (The original can be found online at <http://www.archive.org>)

- Make every effort to keep these discussions in English rather than in the home language.
- Lead students through a brief discussion of the role of hospitality in Pakistani and Kashmiri culture. Ask:
 - What is the customary practice when a person comes to your home at mealtime?
 - Is it polite for a person to call on a friend at meal times?
 - If you are invited to a meal at someone's home, how do you thank the host and hostess? How do you repay their kindness?
 - What would you do if someone called on you frequently at mealtime?

'The Troublesome Friend'

- Have students read the first 18 lines silently, ending with, '...come back again at some other time when the chief is in.'
- Ask students,
 - In the original story, the title of the village chief is *muqaddam*. What was the traditional role of a muqaddam in village life? Were these officials typically kind or abusive? Were the peasants they supervised treated with generosity?
 - In the culture of the region, is it acceptable for a man to enter a home when a woman is there alone? Was the chief's wife correct or rude when she asked the man to return later?
- Next have students read the following 22 lines, beginning with, 'However, the man was not so easily put off.' and ending with the sentence, '...he was only wasting his breath.'
- Ask students,
 - Traditionally, women could be expected to obey their husbands, but would they be required to obey men who were not their husband? Why did the chief's wife do as the man told her? How are things the same or different these days?
 - Which kind of pot is nicer, a copper one or a clay one? Why would the chief serve his guest in the copper pot? Why would the man refuse to eat from a copper pot while his chief ate from a clay pot?
 - Which of the two men were behaving in a less polite way in this episode of the story?
- Next have students read the last 13 lines silently; beginning with the line, 'Seeing what had happened...'
- Ask students,
 - What kind of unspoken communication can a wife and a husband have? Can a wife know what her husband wants just by the way he looks at her? Do you know what your mother or father is going to say just by the way they look at you?
 - Why did the chief's wife put out the lamp? What did the chief want his guest to think?
 - Why did the guest begin to beat the hand that was trying to take the clay pot? Did he really think it was a spirit?
 - Do you think the muqaddam deserved to be punished by the villager? Why or why not? Could you understand a villager trying to 'take advantage' of a muqaddam?
 - What would be the lesson of this story? (Treat others as you would like to be treated. If the muqaddam was taking advantage of the poor villagers, he should expect the villagers to try to take advantage of him.)

Comprehension and Vocabulary

(Pages 137 and 138—Student's Book)

Exercise A

- Elicit the instructions in students' own words. Make sure that they understand that there are three answer choices.
- Have students work individually to complete the exercise as homework or in class. When they have finished, ask them to compare answers in pairs.
- As you go through the questions, ask students how to change the UNTRUE statements so that they are TRUE.

Answer Key

1. ...	2. ...	3. ...	4. Untrue	5. Untrue
6. True	7. True	8. True	9. Untrue	10. True
11. Untrue	12. Untrue	13. Untrue	14. Untrue	15. Untrue
16. Untrue	17. True	18. Untrue	19. Untrue	20. True

Exercise B

- Point out that the list of phrases students are to write in the blanks is found at the bottom of the exercise.
- Demonstrate by going through the first item with the class. Have them find *easier said than done* in the text and reread the surrounding sentences; then ask students what the context tells them about the friendship between the village chief and the man. (That they had been friends for many years.) Then ask if it is a simple thing to break an old friendship. (No, it is difficult.) Therefore, the correct matching phrase for *easier said than done* is *difficult to do*.
- Have students work in pairs to find the remaining phrases in the text and to discuss what they think each means according to the context.
- Get students to compare answers with another pair.

Answer Key

1. difficult to do	2. his own business	3. certainly	4. difficult to refuse
5. I cannot allow this	6. it did not have any effect	7. a few times	8. look out!

Oral Exercises

(Page 138—Student's Book)

Pronunciation note

- In order to help students produce the 'short' and 'long' vowels, tell them first to make a sound like 'aaahhhh' (as in *father*) and then to make their lips round while they are making the sound. The sound should change from a vowel like the one in *tot* to one like in *taught*.
- Next have students try this with a pair of words. Tell them to say the word 'cot' (a small bed) with a 'short'/unrounded vowel sound. Have them exaggerate the vowel so that it comes out as *caaahhhht*. Then as they are saying it a second time, have them round their lips so that the word 'caught' (the past form of the verb *catch*) is produced with a 'long'/rounded vowel.

Exercise A

- Ask students to look at Table 1. Have them cover columns 3 and 4 with a slip of paper and focus only on columns 1 and 2 for now. Ask students if these are complete sentences (Yes).

- Next have students move the paper so that it covers columns 1 and 3, leaving columns 2 and 4 uncovered. Again ask if these are complete sentences (Yes).
- Elicit from the class what part of the event in columns 1 and 2 the information in column 4 describes. (It describes the noun in column 2; it tells us *which* person.)
- Now ask students to look at the three linking words in column 3. Elicit how the word in the bottom part of the column is different from the two in the top part. (It shows possession or ownership.)
- Point out that the two words in the top part of column 3 can be used interchangeably with no difference in meaning.
- Draw students' attention to the first phrase in column 1. Ask them what kind of sentence they will make when they use this phrase. (A question.)
- Have students practice in pairs to make as many sentences as they can in 3 minutes. Have them take turns saying the sentences and keep a tally of how many they made, just for fun. Ask pairs for their count.
- In order to focus students' attention on the meaning as well as the form, tell students to make mini-conversations using the language in the tables. They should begin with the one question in the table, i.e. *Who was the who?* and answer in any way they like.
- *Write the following on the board as a model:*
 - A: *Who was the man whose boat was found drifting?*
 - B: *Oh, he was a villager from Kotri who didn't tie his boat up very well.*
- Have students take turns as speaker A and B.

Exercise B

- Have students call out the numbers 1, 2, 3, 4, and 5 around the room and tell them to remember what number they are. Then have them join with other students who have the same number in order to form groups of 3 or 4.
- Students who have the number 1 will work with the first item in column 1; those with the number 2 will work with the second item in column 1, and so on.
- Tell students to brainstorm as many new endings for column 4 as they can, using their phrase from column 1 and any of the choices from columns 2 and 3.
- Give students four minutes to make as many sentences as they can.
- Then have groups share their favourite sentences with the whole class.

Exercise C

- Have students remain in the same groups as for Exercise B. This time assign one number 1, 2, or 3 to each group.
- Have students repeat the steps as for Exercise B, except have them begin their sentences with their item from column 2, (i.e. group 1 works with *the person*, group 2 with *the man*, and group 3 with *the woman*), using any information from columns 3 and 4, and completing the sentences with their own ideas.
- Let students practise for 4 minutes, and then invite them to share their favourite sentences.

Exercise D

- Table 2 contains two odd points that you will want students to pay attention to as they practise, so use these when creating examples with the language from the table, and point out the following:
 - In column 1, the last option, *She told me*, can only combine with one option from column 2, *something*.

- In column 1, the first option, *Please give me*, cannot be combined with a past tense completion as it is a request for a future action. This means that the options from column 4, *cost a lot of money* and *came from abroad* are not grammatical completions for this option.
- Have students look at Table 2. Ask them which two columns contain items that can combine to make complete sentences. (Columns 1 and 2.)
- Elicit from the class what part of the event in columns 1 and 2 the information in column 4 describes. (It describes the noun in column 2; it tells us *what* thing is being described.)
- Have students work in pairs to form at least five logical sentences using the language in Table 2. Ask them to also write another sentence for each of the four sentences to make the context clear, e.g. *For my graduation, John bought me a pen that came from abroad. It's a Mont Blanc; have you ever heard of it?*

Exercise E

- Have students call out the numbers 1, 2, 3, 4, and 5 around the room and tell them to remember what number they are. Then have them join with other students who have the same number in order to form groups of 3 or 4.
- Students who have the number 1 will work with the first item in column 1; those with the number 2 will work with the second item in column 1, and so on.
- Ask the students to brainstorm as many new completions for column 2 as they can, using their phrase from column 1 and any of the choices from columns 3 and 4.
- Give students four minutes to make as many sentences as they can.
- Then have groups share their favourite sentences with the whole class.

Written Exercises

(Pages 138 and 139—Student's Book)

Exercise A

- Have students work individually to complete the exercises as homework or in class. When they have finished, ask them to compare answers in pairs.

Answer Key

1. who	2. that/which	3. whose	4. that/which
5. who/that	6. whose	7. that/which	8. whose
9. that	10. that/which	11. whose	12. who
13. whose	14. that/which	15. who	

Exercise B

- Ask the students that for this exercise they should try to use their imaginations and write interesting sentences.
- Give an interesting example, e.g. *He gave Mary all of the red jellybeans that he could find in the dish.*
- Have students work individually to complete the exercise, in class or as homework.

Answer Key

(Answers will vary. Accept any reasonable answer.)

1. ...that I have ever read.
2. ...that is red.
3. ...that he had earned.
4. ...that your children have outgrown.

5. ...who respects his elders.
6. ...that was available.
7. ...whose wife tried to help him/who was very greedy.
8. ...who was scared of ants/whose friends left him because of his dishonesty.

Exercise C

- Go through the first item as an example. Ask what the word *it* from the second sentence refers to. (*wallet*) Point out that this word will be replaced by a linking word when the two sentences are joined. Elicit which of the four linking words students think is best. (*that* or *which*.) If students suggest *who* or *whose* spend a little time going over the meanings of the linking words.
- Assign the exercise as homework or allow for time in class to complete it.

Answer Key

1. He picked up a wallet that/which contained a ten dollar note.
2. We once had a dog whose coat was completely white.
3. She gave me the umbrella that/which had been standing in the corner.
4. The man whose car had broken down asked us for help.
5. The bowl of rice that/which I put on the table has vanished.
6. You can see the man who has won the race.
7. I have found the necklace that/which you lost.
8. The child whose toy car was broken was crying.
9. You can see the mountains that/which we climbed in the distance.
10. The boy whose marks were the highest won the scholarship.

Punctuation Practice

(Page 140—Student's Book)

- Have students review the punctuation in lines 12 through 18 of the reading passage on page 136 of their textbook. Ask:
 - Where do you see quotation marks in the text? (Before and after something that someone said.)
 - Where do you see special end marks such as exclamation marks and question marks in quoted speech? (Inside the quotation marks.)
 - Where do you see commas? (Where there are pauses in the sentence.)
 - Where do periods/full stops come in sentences? (At the end of a complete sentence, e.g. subject + verb + object, when the sentence is a statement.)
- Have students work individually to complete the exercise as homework or in class. Tell them to try not to look back at the text as they work.

Composition

(Page 140—Student's Book)

Exercise A

- Begin by having the whole class contribute to making a paragraph on the board. Use a similar prompt to the one in the exercise, but for the model paragraph, describe the weather as it actually appears.
- Elicit about five sentences describing the weather.
- Once you have five basic observations about the weather, prompt students to go beyond physical characteristics and make other kinds of comments, such as, *It looks like a good day to go for a walk along the beach*, or *This kind of weather always makes me feel like having an ice-cream cone!*

- Ask students to go to the board one at a time as their classmates suggest sentences. Encourage them to offer corrections of spelling, grammar, and punctuation as the student at the board writes.
- Assign the task as instructed in the text (an imaginary rainy day) as homework or provide time in class to complete it.

Exercise B

- Tell students that for this task they must use their imaginations to make an interesting story by filling in the missing bits.
- Ask them to rewrite the story as if it happened to them (they will need to replace the word *you* with *I* or *me* to do this).
- Ask the students to exchange papers with a partner and to check
 - to see that the sentences are formed correctly
 - to make sure that the words are spelled correctly
 - to see that all of the punctuation is correct.
- Ask volunteers to read their stories to the class.

Lesson TWENTY–SEVEN

FIRST AID

First Aid—Intro

- Begin by having students discuss their experiences with first aid. How many students have taken a first-aid class? How many have ever needed first aid treatments? (Note: it is likely that most students have needed first aid, but they may not be aware of it. Ask the question again at the end of the discussion.)
- Brainstorm a list of injuries for which first aid treatment is needed and write the injuries on the board using as much vocabulary as possible from the reading, e.g. (incomplete list—do not insist on all of these or limit the list to only these),
 - Animal bites
 - Blisters
 - Choking and suffocation
 - Eye injuries
 - Heat cramps
 - Motion sickness
 - Poisoning
 - Sprains and fractures/broken bones
 - Toothache
 - Black eyes and bruises
 - Burns and scalds
 - Cuts, scrapes, and bleeding
 - Fainting
 - Insect bites
 - Nosebleeds
 - Snakebites
 - Sunburn
- Ask students which of the injuries on the list they know a good first-aid treatment for; put a check mark next to those, but do not elicit responses at this point. Ask again whether students have ever needed first-aid treatments, for these or other minor injuries.

- Discuss briefly the difference between first aid and CPR. (First aid is specifically treatment of minor injuries. Most people know basic first aid remedies, such as washing and bandaging a wound, and a first aid class can improve their knowledge and techniques. CPR training is a life-saving technique used when a person's heart and/or breathing has stopped. Training is recommended so that the technique can be effective.)

'First Aid'

- Write the following 'outline' of the beginning of the reading passage on the board. Leave large, underlined gaps so that students know where the information is missing.
- Allow students to read the outline, and then cover it with a large sheet of paper (or a pull-down screen, etc.).
- Tell students to read the first nine lines of the passage silently (including the paragraph titled *Shock*.)
- Have them close their books; then uncover the outline.
- Elicit completions for the missing information in the outline, with a student volunteer filling in the blanks on the board. Explain that they do not have to use the same words as they find in the text, but they may.
- When they are ready, allow them to look back at the text for confirmation of their answers.

<p>I. Definition of <i>first aid</i></p> <p>A. When</p> <ol style="list-style-type: none"> 1. _____ 2. _____ help arrives <p>B. Professional emergency medical care</p> <ol style="list-style-type: none"> 1. Phone for _____ immediately 2. Quick _____ can save a life 3. We can _____ while we wait for professionals <p>II. Types of injuries/conditions</p> <p>A. Shock</p> <ol style="list-style-type: none"> 1. Signs <ol style="list-style-type: none"> a. grey _____ b. skin _____ c. _____ breathing 2. First aid <ol style="list-style-type: none"> a. _____ them with a blanket b. give a _____ drink

- Next have students suggest continuations of the outline. Write the letter **B** in line with **A** in the outline, and elicit the heading. (Broken bones.) Then write the letter **C** and elicit the heading (Bleeding.)
- Ask the students to continue reading and constructing the outline section by section until they reach the paragraph at the end beginning with, '*In general*.'
- Point out that they may need to add numbers and small letters for details, similar to those in section **A**.
- Give students time to read and take outline notes.

- Have students compare outlines in pairs or small groups and to make adjustments.
- Circulate and monitor as students work. One possible continuation of the outline:

- B. Broken Bones
 1. Don't move the patient
 2. Call for help
 3. Treat for shock
- C. Bleeding
 1. Use pressure to stop bleeding
 2. Wash with clean water
 3. Cover with a bandage
- D. Minor burns and scalds
 1. Cool with water
 2. Cover with sterile cloth
 3. Don't use ointment
- E. Poisoning
 1. Get medical help
 2. Do not make me patient vomit
 3. Find out details of the poison
- F. Animal bites
 1. Wash and bandage like cuts
 2. Get medical advice
- G. Snakebites
 1. Go to hospital
 2. Remember the type of snake
- H. Suffocation
 1. Drowning: lie down
 2. Choking: hit on the back
 3. Artificial respiration: get help

- To complete the reading, have students read the last paragraph and finish their outlines with information under the heading *III. General advice* and with sub-headings for the specific information contained in the paragraph.
- Follow-up by having a discussion about the kinds of first aid items that every home, school and office should have on hand. Brainstorm a list of items in a good first aid kit. If you wish, download a picture that labels many of the items in a first-aid kit, such as the one above.
- Finally, if possible, get some first aid posters to distribute to the class.



Comprehension and Vocabulary

(Page 142—Student’s Book)

Exercise A

- Have students work individually to complete the exercise as homework or in class. When they have finished, ask them to compare answers in pairs.
- As you go through the questions, ask students how to change the UNTRUE statements so that they are TRUE.

Answer Key

1. ...	2. Untrue	3. True	4. Untrue	5. Untrue
6. True	7. Untrue	8. Untrue	9. True	10. Untrue
11. True	12. True	13. Untrue	14. Untrue	

Exercise B

- If possible have a class set of dictionaries available for students to use or share.
- Ask the students to open the dictionary to page X (say the page number on which the word *patient* appears).
- Ask students whether the word they are looking for is the noun ‘patient’ or the adjective.
- Have students find the word ‘patient’ and read the definition. Ask whether they will choose the definition of the noun or the adjective. (They should choose the noun since it is listed with the article ‘a’ in the exercise.)

Answer Key

<i>a patient</i>	a person being treated for an injury or illness
<i>concussion</i>	an injury to the brain from a fall or other shock
<i>fracture</i>	a break in a bone
<i>artery</i>	a blood vessel that carries blood from the heart to the rest of the body
<i>vein</i>	a blood vessel that carries blood to the heart from other parts of the body
<i>scald</i>	to burn with hot liquid or steam
<i>antiseptic</i>	a substance that helps prevent infection
<i>bruise</i>	a blue, brown or purple mark on the skin with broken blood vessels under the skin (but not broken skin) after someone has fallen or been hit

Exercise C

- Ask the students to refer to their completed outline from the Intro to the reading for help in recalling the details of first-aid treatment.

Answer Key

1. The face of the person suffering from shock turns grey, the skin becomes damp and cold, and breathing is faster.
2. It is dangerous to do so because if the poison is acid it will burn the throat once again as it comes out.
3. It is important to find out because the doctor can be told and the patient can then be treated correctly.
4. So that the water he/she has swallowed can drain out.

Oral Exercises

(Pages 142 and 143—Student's Book)

Exercise A

- The grammar topic practised in this lesson involves the use of infinitives (the *to* form of verbs, e.g. to go, to order, to open, etc.) after a main verb. The verbs in column 2 of Table 1 are always followed by infinitives. The best way to learn which verbs are followed by infinitives is to simply memorize them.
- Have students look at Table 1 and find the verbs in columns 2 and 3. Ask them where the subject of the verb *promised* is listed (in column 1). Then ask them where the subject of the verb *go* is listed (also in column 1). They should be able to see that the same person performs the actions in both Columns 2 and 3.
- Ask the students to form pairs and to make as many sentences as they can in **four minutes** from the options in Table 1.

Exercise B

- Brainstorm with the class a list of at least ten new phrases to replace those in column 3 of Table 1 and write them on the board. Be creative, e.g. *make banana pancakes, stay up all night, etc.*
- Using these new sentence endings, have students make logical sentences with the language in Table 1. Tell them to think of contexts for each sentence, e.g. *It was raining outside and everybody was bored, so she offered to make banana pancakes.*
- Have students work in pairs to make one sentence for each new ending.

Exercise C

- Have students read the instructions and examples silently.
- Ask them to use the new sentences and contexts they created in Exercise B to make short dialogues for Exercise C.
- Have students change partners so that each pair now has at least 20 new situations to practise with.
- Write the following model conversation on the board for students to use in their own mini-conversations:

A: *What did she offer to make?*
 B: *Banana pancakes.*
 A: *Why did she offer to make banana pancakes?*
 B: *Because it was raining and everybody was bored.*

Exercise D

- Have students look at Table 2. Ask them where the subject of the verb *told* is listed (in column 1). Then ask them where the subject of the verb *work* is listed (in column 3). Point out that the verbs in column 5 are infinitives (along with the word *to* in column 4). When there is an *indirect object* (like those in column 3) acting as the subject of a verb, the verb has to be in the infinitive form.
- Follow the same procedure as for Exercise A above with students working in pairs and to make as many sentences as they can in **four minutes** from the options in Table 2.

Exercise E

- Brainstorm with the class a list of at least five new words or phrases to replace those in column 3 of Table 2 and write them on the board. Be creative, e.g. *all her girl cousins, the neighbours across the street, etc.*

- Do the same for the completions in column 5: create at least 5 new completions for this column, stressing creative contributions, e.g. *string fairy lights in the trees, get red hair extensions, etc.*
- Using these new sentence elements, have students make logical sentences with the language in Table 2. Tell them to think of contexts for each sentence, e.g. *My friend's brother is getting married next week, and she has persuaded all of her girl cousins to get red hair extensions for their dance at the wedding party.*
- Have students work in pairs to make one sentence for each new sentence ending.

Exercise F

- Ask the students to use the new sentences and contexts they created in Exercise E to make short dialogues for Exercise F.
- Have students change partners so that each pair now has at least 10 new situations to practise with.
- Write the following model conversation on the board for students to use in their own mini-conversations:

A: What did she persuade her girl cousins to do?

B: To get red hair extensions.

A: Why did she want them to get red hair extensions?

B: Because she thought it would be fun for the dance at her brother's wedding party.

Exercise G

- Have students look at Table 3. Tell students that this table is only a little different from Table 2. Elicit the difference. (There is no *to* before the verb in Column 4.) Explain that a few verbs, like the small group in column 2 are exceptions to the infinitive rule shown by Table 2. In the case of these verbs, the *to* is dropped.
- Follow the same procedure as for Exercise D above with students working in pairs and to make as many sentences as they can in **four minutes** from the options in Table 3.
- Find out which pair made the most sentences.

Exercise H

- Tell students they can use the same new words and phrases for Table 3, column 3 that they made up (and wrote on the board) in Exercise E.
- Brainstorm with the class a list of at least five new completions in column 5: create at least five new completions for this column, stressing creative contributions, e.g. *try for an audition for Pakistan Idol, take a pottery class, etc.*
- Using these new sentence elements, have students make logical sentences with the language in Table 3. Tell them to think of contexts for each sentence, e.g. *They watched a 13-year-old Thai golfer win a tournament. They say he's going to be the next Tiger Woods.*
- Have students work in pairs to make one sentence for each new sentence ending.

Written Exercise

(Pages 143, 144, and 145—Student's Book)

Exercises A, B, C, and D

- The four exercises in this section are similar. The only difference among them is the structure.
 - Exercise A follows the pattern of Table 1.
 - Exercise B follows the pattern of Table 2.
 - Exercise C follows the pattern of Table 3.
 - Exercise D mixes the three patterns.

- Tell students that for these exercises they should try to use their imaginations and write interesting sentences. Give an interesting example, e.g. *She promised to teach me how to belly dance.*

Answer Key, Exercise A

(Answers will vary. Accept any reasonable answer.)

- | | |
|---|---|
| 1. ... | 2. ...to catch fresh fish for lunch. |
| 3. ...to switch off the lights. | 4. ...to get very warm in the room. |
| 5. ...to close the tap? | 6. ...to be asleep. |
| 7. ...to pick up the litter. | 8. ...to help me with the heavy box. |
| 9. ...to shout and scream. | 10. ...to speak in a loud voice. |
| 11. ...to sit in front of the television. | 12. ...to catch the eight o'clock flight. |
| 13. ...to come over to our house. | |

Exercise B

(Answers will vary. Accept any reasonable answer.)

- | | |
|--|--|
| 1. ... | 8. ...us to apply to a good university. |
| 2. ...the driver to stop the car. | 9. ...my parents to let me go to the restaurant with them. |
| 3. ...Adam to share his book with his neighbour. | 10. ...me pick up my books. |
| 4. ...my sister to go on a holiday. | 11. ...her to wash your clothes for you? |
| 5. ...me to drive them to the cinema. | 12. ...Maleeha to come first in the race. |
| 6. ...him to stay out of the house till late. | |
| 7. ...me to swim. | |

Exercise C

(Answers will vary. Accept any reasonable answer.)

1. ...
2. ...him sleep?
3. ...us a straw hut.
4. ...him cycling in the park.
5. ...the cyclist scream.
6. ...him smash the last ball for a six.
7. ...the teacher know that you are going home early.
8. ...the kite fly but him.
9. ...my parents down.
10. ...him slap the little boy.
11. ...the match till the very end.
12. ...the patient go home.
13. ...us some cakes and cookies.
14. ...the dog out of his kennel.
15. ...the shooting star in the sky?

Exercise D

(Answers will vary. Accept any reasonable answer.)

1. ...for a longer break.
2. ...to give us homework.
3. ...the paper tower stand.
4. ...to have some coffee?
5. ...to let me see my dog.
6. ...the exhibition banners?
7. ...me to wash your car for you.
8. ...the driver into the house.
9. ...the same mistake again.
10. ...to start a fight.
11. ...her to close the window before she sleeps.
12. ...me ask him for help.
13. ...a beggar into the house.
14. ...the old lady carry her heavy luggage.
15. ...the rude driver apologise to me.

Composition

(Page 145—Student's Book)

- Have students refer to the outlines they made for the reading text, and if you provided first-aid posters or pamphlets from the Red Crescent allow students to refer to these as well.
- Ask the students to first make notes about each of the four cases, including key vocabulary, and then have them do their writing based on the notes. This will help prevent them from simply

- copying material from the reading text or elsewhere.
- Assign the writing task as homework or allow time in class for writing.
- Ask the students to exchange papers with a partner and to check
 - to check that there are not grammar mistakes.
 - to make sure that the words are spelled correctly.
 - to see that all of the punctuation is correct.
- Call four volunteers to the board, each writing one of their answers, so that the rest of the class can discuss whether they included the same or different information.

Useful Words and Phrases—Shopping

(Page 145—Student’s Book)

- Have students read through the conversation and the two columns of phrases.
- Then pass out a handout below. This is a ‘letter tiles’ puzzle. Tell students that it uses language from the exercise.
- Let students work alone or in pairs to put the tiles in the correct order to form a paragraph. Have them compare answers with one or two classmates.
- As homework, tell students to write a similar paragraph about their own experience in going shopping.

Answer Key

I bought a new shirt. I asked how much it was, and the shopkeeper said it cost Rs 600. I told him it was too dear, so he sold it to me for Rs 500. I also bought a belt, but it was very cheap, only Rs 100, so all together I paid Rs 600 for my new clothes.

0 . I	O B O	. I	A N	S 6 0	A P .
I P	O B O	D H O	T O G E	E E P E	D I T
A L L	H O P K	R S	U G H T	O O F	W M U
A S K E	S 5 0	T O O	O R M	R S A	R S 6
O H E	B U T	T O L	I T	S . A	O N L Y
O R R	S O L	R . S	W C L	N D T	0 . I
T O	T C O	O B O	U G H T	H I R T	O T H E
E W S	C H E	D E A	I O O .	I D I	S .
M I T	A I D	S O	V E R Y	S T R	W A S
M E F	Y N E	T H E R	W A S	H E S	D H I
C H I	T W A	A B	A L S		

Jafar happy that Scheherazade would marry the king? (No, because he believed that she would be killed the next day.)

- Ask students to copy down the list and mark off which details they find in the story and which ones they do not find.

‘The Arabian Nights’

- Before class prepare handouts or an overhead transparencies with the following ‘story frames’ with information missing. Put each part of the story frame on a separate handout/transparency.

<p>Shahryar was a powerful Persian king. One day he learned that his beautiful wife _____ WHAT? _____, and he _____ WHAT? _____. After that, the king believed he could never again trust _____ WHOM? _____</p> <p>so he decided to _____ DO WHAT? _____ every night and _____ DO WHAT? _____ the next morning. One day _____ WHO? _____ was married to the king. She was very clever, and she had a _____ WHAT? _____.</p> <p>On her wedding night she began to tell the king a _____ WHAT? _____. But she could not finish before morning. The king let her live _____ WHY? _____ the next night. And she finished the story, but she also started to tell him _____ WHAT? _____ which of course she did not finish that night. Night after night, for _____ HOW LONG? _____, the young woman _____ DID WHAT? _____. By this time, the king no longer wanted to _____ DO WHAT? _____ because _____? _____.</p> <p>The young woman’s name was Scheherazade.</p>

- Have students read the story frame for the first half of the story.
- Then tell them to read the first half of the story (the first 19 lines) silently, ending with, ‘...waited for the right moment.’
- Ask students to fill in the story frame without checking back to the story.
- If they have been unable to fill in all of the blanks, have them turn their papers over and reread the first half of the story and complete the story frame.
- Next, have students read the second-half of the story, beginning with the line, ‘The king tried to sleep...’ to the end of the story
- Ask students to fill in the story frame for the second-half without checking back to the story.
- If they have been unable to fill in all of the blanks, have them turn their papers over and reread the second half of the story and complete the story frame.
- If time permits, download *The Rajshri Media* animated film versions of *The Arabian Nights* available free online at: www.youtube.com

Comprehension and Vocabulary

(Pages 147 and 148—Student’s Book)

Exercise A

- Have students close their books. Work through the first four items orally, and then ask students to open their books and write the answers in their own words. Allow them to look back at the text briefly.
- Follow the same procedure for the next five items (5–9), followed by 10–14, and finally 15–18.
- When students have finished, ask them to compare answers in pairs.

Answer Key

1. ...had a beautiful wife.
2. ...he discovered she was a wicked woman.
3. ...he thought all women were wicked.
4. ...to provide him with a new wife everyday.
5. ...was very beautiful and intelligent/had read many books and knew all the stories of the world.
6. ...she wanted to marry the king and stop him from killing women.
7. ...he should tell the king she wished to marry him.
8. ...marry the king.
9. ...his chief minister told him that his daughter wanted to marry him.
10. ...if she could call for her sister.
11. ...she noticed that the king could not sleep.
12. ...she reached the most exciting part of the story.
13. ...the next part of the story was better.
14. ...he wanted to hear the end of the story.
15. ...they had been married for a whole year.
16. ... like men not all women were bad.
17. ...to kill no more women.
18. ...who saved the city'. (The exact wording of the answers will vary. Accept all reasonable answers.)

Exercise B

- Point out the list of vocabulary which the students should use.
- Demonstrate by going through the first item with the class. Have them find *discovered* in the text and reread the surrounding sentences; then ask students what the context tells them about what happened. (The king unexpectedly learned something he didn't know before.) Therefore, the correct matching phrase for *discovered* is *found out*.

Answer Key

- | | | | |
|------------------------|-----------------------|--------------------|-------------------|
| 1. found out | 2. made up his mind | 3. take a wife | 4. it may be |
| 5. gave his permission | 6. came to the end of | 7. made a start on | 8. came to an end |
| 9. took place | 10. full of gratitude | | |

Oral Exercises

(Pages 148 and 149—Student's Book)

Exercises A and B

- Have students look at Table 1. Elicit one example sentence from the class and write it on the board, e.g. *They were too ill to eat a big meal*.
- Ask them where the subject of the verb *were* is listed (in column 1). Then ask them where the subject of the verb *eat* is listed (also in column 1). They should be able to see that the same person is the subject of the verb in both columns 1 and 5.
- Ask students a leading question to make sure they understand the meaning of this structure, i.e. *Could they eat a big meal?* (No, they couldn't because they were ill.)
- Elicit one or two other examples and ask similar questions. Point out that the structure *too + adjective* has a negative meaning.
- Next ask a series of questions based on the language of the Table and elicit answers from the class e.g.
 - *Is Peter going to cycle to school?* (No, he's too small to cycle to school.)

- *Did they go into town?* (No, they're too lazy to go into town.)
- *Did he want to come on the picnic?* (No, he's too tired to come on the picnic.)
- Have students form pairs and have similar conversations based on the language of the table.

Exercise C

- Have students remain in their pairs. Tell them to use the language in column 5 of Table 2 in place of those in Table 1 column 5 to make new questions and answers as they did for Exercises A and B above.
- This time, tell students to mix up their *yes* and *no* answers, e.g. *Can Peter win the match? No, he can't; he's too tired to win./Yes, he can; he's not too tired to win.*

Exercises D, E, and F

- Write all of the adjectives from column 3 Table 1 and column 2 Table 2 on the board: *tired, ill, small, lazy, big, strong, healthy, old.*
- Ask students to make opposite pairs of some and to suggest opposites for the rest, e.g. *tired—strong; small—big; ill—healthy; lazy—active; old—young.*
- Using the same example you wrote on the board for Exercise A, i.e. *They were too ill to eat a big meal,* write a companion sentence, *They were not healthy enough to eat a big meal.* Tell students that these two sentences are two ways of saying the same thing.
- Elicit one or two other examples of sentences formed from Table 1 and write a corresponding sentence using the structure in Table 2 that would mean the same thing.
- Next ask a series of questions based on the language of Table 2 and elicit answers from the class e.g.
 - *Is he going to play basketball?* (No, he's not big enough to play basketball./Yes, he's big enough to play basketball)
 - *Did the boy join the army?* (No, he's not old enough to join the army./Yes, he's old enough now to join the army.)
 - *Is he planning to be a policeman?* (No, he's not healthy enough to be a policeman./Yes, he's healthy enough to be a policeman.)
- Have students form pairs and have similar conversations based on the language of the table.
- Ask them to include the phrases from Table 1 Column 5 in their questions and answers.

Exercises G, H, and I

- Have students compare Tables 1 and 3. Elicit the difference. (Table 3 has two more columns—one with the word *for* and one with a reference to a person.)
- Elicit one sentence based on the language in Table 3, e.g. *It will be too dark for you to play badminton.*
- Ask students where the subject of the verb *will be* is listed (in column 1). Then ask them where the subject of the verb *play* is listed (in column 5). They should be able to see that the subjects of the verbs are not the same, and that this is the main difference between the sentences in Table 3 and those in Table 1.
- Have students look at column 3 in Table 3. Brainstorm with the class alternatives for the words in that column and write them on the board, e.g. *rainy, early, sunny, windy, hot, stormy, humid, foggy,* etc.
- Using these adjectives, brainstorm with the class activities that cannot be done when these conditions are present, e.g. *go on a picnic, catch a bus, play golf, fly a kite, walk on the beach,* etc.
- Write a sample conversation on the board like the one below:
 - A: Are you going to fly your kite today?
 - B: No, it's too stormy for me to fly a kite.

- Have students practise similar conversations in pairs, using the options in Table 3 and also the options you wrote on the board.

Exercise J

- Have students compare tables 2 and 4. Elicit the difference. (Table 4 has the word *for* and a reference to a person.)
- Elicit one sentence based on the language in Table 4, e.g. *They were not good enough for Mary to take home.*
- Ask students where the subject of the verb *were* is listed (in column 1). Then ask them where the subject of the verb *take* is listed (in column 5). They should be able to see that the subjects of the verbs are not the same, and that this is the main difference between the sentences in Table 3 and those in Table 1.
- Have students work in pairs to make logical sentences from Table 4. Tell them to make an additional sentence to create a context for each sentence they form, e.g. *All of the mangoes in the market were bruised and rotting. They were not good enough for Mary to take home.*

Written Exercises

(Pages 149 and 150—Student’s Book)

Exercises A, B, C, and D

- The four exercises in this section are similar. The only difference among them is the structure.
 - Exercise A follows the pattern of Table 1.
 - Exercise B follows the pattern of Table 2.
 - Exercise C follows the pattern of Table 3.
 - Exercise D follows the pattern of Table 4.
- Tell students that for these exercises they need to combine two sentences. The first answer of each exercise is given as an example.
- Have students work individually to complete the exercises, in class or as homework.

Answer Key, Exercise A

1. ...
2. John was too lazy to finish his homework.
3. She was too kind to scold the crying child.
4. The boat is too late to reach Karachi by Monday.
5. Mary was too happy to sleep./Mary was too happy to be able to sleep.
6. The bell was too quiet to be heard.
7. Ali Mardan is too fat to wear his brother’s clothes.

Exercise B

1. ...
2. John was tall enough to reach the shelf.
3. The policeman was kind enough to tell me where you lived.
4. I am thirsty enough to drink ten bottles of lemonade.
5. She was big enough to wear her mother’s dresses.
6. The fence was high enough to stop anyone climbing over it.
7. The box was large enough to hold ten bottles.

Exercise C

1. ...
2. The night was too dark for them to see.
3. The dress is too pretty for you to wear to school.
4. It is too windy for us to play badminton.
5. This rice is too hot for the children to eat.
6. The subject is too difficult for me to explain quickly.
7. The fruit is too green for you to eat yet.

Exercise D

1. ...
2. The sea is calm enough for us to go for a sail.
3. The set of books was cheap enough for John to buy.
4. The letters were large enough for Mary to read clearly.
5. The boat floated near enough for him to catch hold of it easily.
6. The piece of cloth was large enough for mother to make two dresses from it.

Punctuation Practice

(Page 150—Student's Book)

- Have students review the punctuation in the first ten lines of the reading passage on page 147 of their textbook (this is the second page of the reading text). Ask:
 - Where do you see quotation marks in the text? (Before and after something that someone said.)
 - Where do you see special end marks such as exclamation marks and question marks in quoted speech? (Inside the quotation marks.)
 - Where do you see commas? (Where there are pauses in the sentence.)
 - Where do periods/full stops come in sentences? (At the end of a complete sentence, e.g. subject + verb + object, when the sentence is a statement.)
 - Where do you see new paragraph indentations? (When another person begins to speak.)
- Have students work individually to complete the exercise as homework or in class. Tell them to try not to look back at the text as they work.
- When students have finished, ask them to compare answers in pairs before they check their work against the text.

Answer Key

Refer to the reading text.

Composition

(Pages 151—Student's Book)

- Before assigning the writing task, review with students the main elements of a story: *whom* it happens to, *where* it takes place, the *problem* the story presents, and how the problem gets *resolved*.
- Model a short paragraph on the board based on a local folk tale, such as the story of Heer and Ranjha, e.g.
 - WHO?
 - Heer was a daughter of a rich landlord. Ranjha was the son of a farmer.*
 - WHERE?

Heer's family lived in Punjab and Ranjha was a servant of the family who took care of their cattle.

PROBLEM:

Heer and Ranjha fell in love, but Heer's family does not accept Ranjha as an appropriate son-in-law. They force Heer to marry her cousin instead and send her off to live in another town.

RESOLUTION: *Ranjha becomes a yogi and travels around begging until he finds Heer. Then they run away together and live a happy life as husband and wife.*

- Brainstorm a few ideas for stories to retell and write the list on the board. Tell students they are free to choose any story they like, including stories from recent movies or television programmes.
- Assign the writing task as homework or allow time for in-class writing. If students write in class, circulate and monitor, providing assistance as needed.
- Have students exchange their finished work to check for mistakes.

Useful Words and Phrases—Of

(Page 151—Student's Book)

- Tell students that words like *with* often come 'bundled' with other words in somewhat fixed expressions, and that they should try to learn the whole expression or word group instead of trying to learn so many meanings.
- Have students look at the example sentences on page 151. Tell them to find the words that 'go together' with *of* to make word/idea bundles. They can write these down in their notebooks or circle them in their books.
- Elicit the bundles, e.g.
 - *of [someone/something], (belong to)*
 - *price of [something]*
 - *die of [an illness or condition]*
 - *made of [a material]*
 - *full of [a substance]*
- Have students work individually or in pairs to complete the sentences.

Answer Key

(Answers will vary. Accept any reasonable response.)

- | | | |
|--|------------------------|--------------------------------------|
| 1. ...of leather. | 2. ...of typhoid. | 3. ...of the bag lying on the shelf? |
| 4. ...of the town? | 5. ...of paper. | 6. ...of air. |
| 7. ...of man who visited us yesterday? | 8. ...of the exercise. | |

Lesson TWENTY-NINE

THE ROAD SAFETY CODE

The Road Safety Code—Intro

- Begin by having students conduct a little survey of their classmates. Have each student ask at least 10 other members of the class to fill in the chart below, making a mark for each thing they do:

	Walk	Ride a motorbike	Take a bus/train	Ride a bicycle
1. How do you get to school?				
	[Insert names]	[of some]	[busy roads]	[in the area.]
2. What busy road do you cross?				
	Ignore the red light.	Rush across the road.	Use the wrong side of the road.	Do texting on the phone.
3. What unsafe things do you sometimes do in the street?				

- Tally the results on the board. Which items were the most frequent?
- Next, have a discussion of item 3 of the chart. Are these unsafe practices worse for walkers, for people riding motorbikes and bicycles or for people on buses or trains?
- Have students read the introductory paragraph silently. Then ask a few questions about it:
 - Why is it important to know about road safety? (Many people die from road accidents.)
 - What part of the Road Safety Code will the passage discuss? (Pedestrian safety.)
 - What is a *pedestrian*? (A person who is walking along a street or road.)
 - Why do you think young people should pay special attention to pedestrian safety? (Because they are not old enough to drive, so they are often pedestrians.)
- Brainstorm with the class safe and unsafe practices that pedestrians (people walking on streets and roads) should pay attention to (in addition to the ones in the chart). Write all ideas on the board, in any order at all.
- Once you have a list of 15 or 20 ideas, get the class to group them in some way, e.g. what pedestrians should/shouldn't do when they are crossing a street.
- Tell students that as they read they should remember which of the items in the list on the board are discussed in the reading and which ones are in the reading but not on the list.

'The Road User on Foot'

- Tell students to look at the text and note that there are headings in it, e.g. *Walking along*, *Kerb drill*, etc. Have students read **all** of the headings before they read the details.
- Discuss what students expect to see in the different sections—make sure they understand the headings. Spend a little time on the difference between *Crossing the road* and *Crossroads*, between *Signal-controlled crossings* and *Police-controlled crossings*. Encourage discussion in English; if students offer translations or discussion in their home language, recast their comments in English.
- Next have students read through the entire text. Tell them to make note of any new words they don't know and can't guess the meanings of from the context.
- Go back to the list you made on the board. Elicit new items to add to the list based on the information from the reading text. Discuss items from the list that are not found in the reading text. And finally, add any new ideas students may have.

Comprehension and Vocabulary

(Pages 153 and 154—Student's Book)

Exercise A

- Have students read through the list of words at the beginning of the exercise. Tell them to make a list of the words they are not sure of the meanings of and another list of the words they are confident that they do know.
- Using the list of the words they do know, have them find the correct sentence in the exercise where they fit, e.g. if the first word they know is *pedestrian* tell them to find the sentence it fits in, which is number 2.
- Then, using their individual lists of unknown words, tell them to find each word in the reading text and guess what it might mean, e.g. if one of the unknown words is *loiter*, they should first find the part of the text it appears in (item 5 of the text), and then use the context (walking along the road) to guess that it means *to go on slowly*
- Once they have found the word and guessed the meaning, they should then find the sentence it best fits in, i.e. number 3 of the exercise.

Answer Key

- | | | |
|-------------------|--|-----------------|
| 1. code | 2. pedestrian | 3. loiter |
| 4. blind crossing | 5. kerb | 6. crossing |
| 7. refuge | 8. subway | 9. footbridge |
| 10. stationary | 11. vehicles | 12. plenty of |
| 13. stop | 14. crossroads (join the two words in the options) | 15. controlling |

Exercise B

- In this task, students are expected to remember or find details of the pedestrian safety rules from the reading text.
- Encourage students not to copy directly from the text but to try to remember what they have read. If they cannot recall the answer, have them go back to the text and reread the corresponding section, then turn the book face down and write the answer only from memory.

Answer Key

1. ...footpath.
2. ...walk on the extreme right of the road to face oncoming traffic.
3. When crossing the road you should first look right, then look left, and then look right again.
4. ...ensuring that it is safe to do so.
5. ...pedestrian crossing ...
6. ...do not step out from behind it without making sure the road is clear.
7. ...it has stopped completely at a regular stopping place.

Exercise C

- Ask the students to look at the picture. Tell them that every person in the picture is making a mistake.
- Have students work in groups of three or four to describe all of the mistakes.
- After a few minutes, bring the class together and share the answers.
- If time permits, extend the exercise and the topic to include safety while on a motor scooter. Develop with the class a list of five to ten safety tips and then collaborate on a class project of a poster depicting the mistakes, e.g. riding with more than one person on pillion, talking on a cell phone while riding, riding along the shoulder of the road in the wrong direction, blocking the

head light with objects in a basket, failing to wear a helmet, etc. Students could take photos of problems they see in their towns, print them and use them on a poster, or they could simply draw funny, exaggerated pictures.

Answer Key

From left to right:

1. Stepping out from behind a stationary vehicle
2. Climbing over the barrier into the street
3. Crossing the intersection diagonally
4. Crossing on the zebra crossing when traffic is turning the corner
5. Crossing near the zebra crossing, but not waiting at the central refuge
6. Crossing in the middle of the block instead of at the corner
7. Crossing at the corner, but not at the zebra crossing

Oral Exercises

(Pages 154 and 155—Student's Book)

Exercises A and first half of D

- Have students look at Table 1 and identify the column with the verb (Column 2). Then ask them which column they can find the subject of the verb in. (Column 1). Finally, ask them what comes in column 3 (the direct object of the verb). This is the typical pattern for sentences in English: Subject + Verb + Object.
- Some verbs in English involve not only a subject and a direct object, but also a third participant, generally someone who benefits from the action described by the verb or receives something as a result of it. In Table 1, this third participant is found in column 5.
- Next have students look at Table 3 and compare it to Table 1. Students will find that the structure is exactly the same. The main difference is that the preposition *for* is used in Table 3 while the preposition *to* is used in Table 1.
- Elicit the meanings of these two prepositions as used in the tables. (*To* shows that the person receives *an object or a kindness*; *for* shows that the person receives *a benefit or service*.)
- Have students add a few more verbs to column 2 of Table 3: *made, bought, fixed*.
- Ask the students to make at least 10 sentences using the language in Table 1 and 10 more using the language in Table 3. To encourage students to focus on the meanings of the sentences they form, ask them to write another sentence along with each one they form from the tables to provide the context, e.g. *My uncle owed a lot of money to his elder sister. The reason was that he bought her share of the family business from her.*

Exercises B and second half of D

- Have students compare Tables 1 and 2. Tell them that the sentences produced from Table 1 have the same meaning as the corresponding sentences from Table 2, i.e. *Mr. Nazir promised twenty rupees to his younger brother* and *Mr. Nazir promised his younger brother twenty rupees* mean the same thing.
- Next have students compare Tables 3 and 4. Tell them that these sentences also have the same meaning, i.e. *Rana cooked a dish of fried rice for her mother*, and *Rana cooked her mother a dish of fried rice* mean the same thing.
- Point out that Tables 2 and 4 have exactly the same structure.
- Have students change partners and make at least 10 sentences from each Table, adding another sentence to each one for context, e.g. *Rana's mother was in a rush to go pick up her sister from the train station, and so she didn't have time to eat lunch. When she got back, Rana cooked her mother a dish of fried rice.*

Exercises C and E

- Using the sentences they created for Exercises A, B, and D, have students rephrase their sentences in the shorter form shown in Tables 2 and 4.
- Circulate and monitor as students practice.

Written Exercise

(Pages 155, 156, and 157—Student's Book)

- The four sections of this exercise follow the patterns of the Tables in the presentation:
 - The first section follows the pattern of Table 1.
 - The second section follows the pattern of Table 2.
 - The third section follows the pattern of Table 3.
 - The last section follows the pattern of Table 4.

Exercise A

- Go over the examples in each section with the class and answer any questions.
- Have students work individually to complete the task in class or as homework.
- Have students check answers with a partner.

Answer Key

1. He owes them money.
 2. The headmaster promised everyone a holiday.
 3. She sent her friend a photograph.
 4. The captain gave them ten days holiday.
 5. The old man said that the charm brought the wearer good luck.
 6. He taught them history.
-
7. Write a letter to your brother in England.
 8. He offered help to two of his companions.
 9. She paid the money to a dressmaker in town.
 10. His father told the story to his young son.
 11. She showed her prize to the rest of the family.
 12. The referee awarded a free kick to the visiting team.
-
13. She cooked them a meal.
 14. In the garden he built them a little house.
 15. He brought an ice cream for her.
 16. I tried to get him a copy of 'Treasure Island'.
 17. She made her sisters new dresses.
 18. Please leave the others some.
 19. They bought her a present.
-
20. His mother bought a bicycle for her eldest son aged twelve.
 21. She made tea for all her guests.
 22. Will you please get some pencils for everybody at the meeting?
 23. He painted a beautiful picture for the art master who had praised him.
 24. Could you spare a few rupees for that old, blind beggar?
 25. She made little handbags for her mother and aunt.

Composition

(Pages 157—Student’s Book)

Give students a choice of completing Exercise A or Exercise B.

- Assign the writing task as homework or allow time for in-class writing.
- Have students exchange their finished work to check for mistakes.

Exercise A

- Ask students what sorts of pedestrian crossings are typical where they live. Have them describe the crossings in whatever detail they choose. If you like, you may show students examples of crossings in various parts of the world and describe how to use them as you write a model set of instructions on the board.

To use a pedestrian crossing like this one. Step to the edge of the kerb. Look right, then left, then right. Listen for vehicles that you may not see, such as motorbikes. When the road is clear, cross the street. Don’t run or rush, but don’t go too slowly either. When you reach the other side, place the flag in the container nearby.



Exercise B

- Ask the students to review the drawing they described on page 154 of their textbook. Have them imagine the situation described in the instructions, but using a real crossroads that they are very familiar with. If they cannot imagine, tell them to observe a busy intersection near their school or home and then to describe what they saw.

Useful Words and Phrases—From

(Page 157—Student’s Book)

- Tell students that words like *from* often come ‘bundled’ with other words in somewhat fixed expressions, and that they should try to learn the whole expression or word group instead of trying to learn so many meanings.
- Have students look at the example sentences on page 157. Tell them to find the words that ‘go together’ with *from* to make word/idea bundles. They can write these down in their notebooks or circle them in their books.
- Elicit the bundles, e.g.
 - *come from [somewhere]*, (place of origin, birth, or home)
 - *from [someplace]*
 - *[remove or block something] from [another thing]*
 - *made of [a material]*
 - *different from [someone/something]* (comparison)
- Have students work individually or in pairs to think of completions for the six sentence stems in the Exercise.

Answer Key

(Answers will vary. Accept any reasonable response.)

- | | | |
|-----------------------|------------------------------|----------------------------|
| 1. ...from Hyderabad. | 2. ...from Lahore? | 3. ...from the drawer. |
| 4. ...from sixteen. | 5. ...from the previous one. | 6. ...from tenth position. |

Lesson THIRTY

SINDBAD THE SAILOR

Sindbad The Sailor—Intro

- In English, ask students if they know any of the stories of Sindbad, the merchant sailor.
- As students offer answers, write details of the story on the board.
- If students provide details in their home language, recast these in English and say them aloud as you write them on the board.
- Here are some of the details students may give you (not all of these details appear in this version of the story):
 - The stories are part of the Kitab ‘alf laila wa-laila (Thousand and one nights) stories that Scheherazade told her king.
 - The Arabic name of Sindbad is *as-Sindhibad al-Bahri*
 - Sindbad had made seven voyages.
 - Giant birds called *rocs* feature in many stories.
 - Sindbad is often shipwrecked or left behind during his adventures.
- You may wish to prompt students to elicit some of the details; for example, you may ask, ‘What kinds of animals do you remember from the stories?’
- Ask students if they recall the story of the second voyage. (If necessary, remind them that the second voyage is the one in which Sindbad finds diamonds on an island.)
- Make notes on the board of all details the students can remember of this voyage. These might include: *roc bird’s egg, finding diamonds in a valley, tying himself to the leg of a bird, tying himself to a piece of meat, ending up in the bird’s nest, being rescued by a merchant, etc.*
- Tell students to copy down the list and mark off which details they find in the story and which ones they do not find.

‘The Second Voyage’

- Before class prepare handouts or an overhead transparencies with the following ‘story frames’ with information missing. Put each part of the story frame on a separate handout/transparency.

Sindbad was a rich merchant sailor from _____ **WHERE?** _____. One day he decided to buy some _____ **WHAT?** _____, and to go on another _____ **WHAT?** _____. Everything went well until he was left behind _____ **WHERE?** _____, Sindbad found the nest of a roc bird decided to _____ **DO WHAT?** _____ so that _____ **WHY?** _____. When the bird landed, it left him _____ **WHERE?** _____ Sindbad saw that the valley floor was _____ **WHAT?** _____. The cliffs were very high, and nobody could _____ **DO WHAT?** _____. So merchants would throw down _____ **WHAT?** _____. Then, some very large _____ **WHAT?** _____ would carry the food _____ **WHERE?** _____ to feed their babies. And the merchants would be able to collect the _____ **WHAT?** _____ that had stuck to the _____ **WHAT?** _____. This gave Sindbad an idea. He decided to _____ **DO WHAT?** _____. One of the merchants found him and was frightened and angry until Sindbad _____ **DID WHAT?** _____.

- Have students read the story frame for the first part of the story.
- Then ask them to read the first 17 lines of the main part of the story silently (under the heading *The Second Voyage*), ending with, ‘...the bird flew off.’
- Ask students to fill in the story frame without checking back to the story.
- If they have been unable to fill in all of the blanks, have them turn their papers over and re-read the first half of the story and complete the story frame.
- Next have students read the next 17 lines of the story, beginning with the line, ‘The valley was surrounded...’ and ending with the line, ‘He thought that I was taking his diamonds.’
- Ask students to fill in the story frame for the second part without checking back to the story.
- If they have been unable to fill in all of the blanks, have them turn their papers over and re-read the second half of the story and complete the story frame.
- Allow students to compare answers in small groups and to refer to the story to resolve any disagreements.
- Before going on to finish reading the story, have students guess what is going to happen next. Elicit as many guesses as the class can think of. If you wish, you may take a poll of the class to see which ending most of the class favours.
- Then ask the students to read the last two paragraphs of the story.
- Have a class discussion about whether the class guessed correctly.
- Wrap up with a short discussion about what Sindbad did with his money. Ask the students what they would do if they suddenly had a lot of money. Would they give some to charity? Would they stop working or keep working? Would they get bored with a life of leisure? Do they think Sindbad will get bored and undertake a third journey?

Comprehension and Vocabulary

(Pages 159 and 160—Student's Book)

Exercise A

- Have students close their books. Work through the first four items orally, and then ask students to open their books and write the answers in their own words. Allow them to look back at the text briefly.
- Follow the same procedure for the next three items (5–7), followed by 8–12, and finally 13–15.
- When students have finished, ask them to compare answers in pairs.

Answer Key

(The exact wording of the answers may vary. Accept all reasonable answers.)

1. off for trading in a good ship with some other merchants.
2. ...from island to island.
3. ...had flowers and fruit trees but no people.
4. ...lay down and went to sleep.
5. ...see what he could see.
6. ...a bird of the most extraordinary size was flying towards him.
7. ...the bird would carry him away from the island.
8. ...was surrounded by very high mountains.
9. ...the floor of the valley was covered with diamonds.
10. ...the cliffs were too high.
11. ...were carried by large, strong eagles to their nests.
12. ...their young ones are waiting.
13. ...he thought that he was taking his diamonds.
14. ...Sinbad offered him his diamonds.
15. ...gave a large amount of money to the poor and enjoyed the rest of his wealth himself. 9. ...the floor of the valley was covered with diamonds.
10. ...the cliffs were too high.
11. ...were carried by large, strong eagles to their nests.
12. ...their young ones are waiting.
13. ...he thought that he was taking his diamonds.
14. ...Sinbad offered him his diamonds.
15. ...gave a large amount of money to the poor and enjoyed the rest of his wealth himself.

Exercise B

- Have students turn to the text on page 158 of their textbook, and re-read the first paragraph of the main story (*After my first voyage....*).
- Elicit all of the prepositions that can be found in that paragraph. (*rest of my life, in Baghdad, tired of a lazy life, for trading, in a good ship, with some other merchants*)
- Students may also offer words that sometimes function as prepositions, but in these particular cases function as verbal particles: i.e. *made up my mind, set off in a good ship*. Acknowledge these as well.
- Demonstrate by going through the first item with the class. Have students suggest a completion. If several different prepositions are suggested, ask for a consensus from the class. Confirm the correct answer
- Make sure that they know to use prepositions and verbal particles to fill in the blanks.

- Have students work in pairs to complete the remaining sentences and to compare answers with another pair.

Answer Key

(When more than one answer is possible, the preposition used in the text is preferred; alternatives are given in parentheses and should also be accepted as correct.)

1. in	2. in; of	3. of (about)	4. of
5. for; off (out)	6. on	7. around	8. towards (above, over)
9. near (next to)	10. off; to; of	11. off (away)	12. by
13. with	14. down	15. of (about)	

Oral Exercises

(Pages 160 and 161—Student's Book)

Exercise A

- Write the following example sentence on the board: *She read the books on Pakistan.*
- Ask students to identify the verb in the sentence (*read*); then ask them to identify the object of the verb (*the books on Pakistan*).
- Have students look at Table 1.
- Ask them where the verb and verbal particles are listed (in columns 2 + 3). Then ask them where the objects of the verbs are listed (in Column 4). Make clear to the students that sentences like, *She read the books on Pakistan* and *She put out the books on Pakistan* have the same structure. The only difference is that the first sentence contains single-word a verb while the second contains a two-word verb.
- Next point out that while the table makes it appear that all of the verbs can be combined with all of the particles and with all of the object, which is not actually the case. Write a list of the board of the verb + particle combinations that are possible using the language in the table, and discuss with the class their meanings (provided here in parentheses) as they relate to the objects of the verbs in Column 4:
 - *put out* (place something where it can be seen)
 - *put away* (place something where it is stored or kept)
 - *take out* (remove something from within something else)
 - *take in* (various meanings, but none that can combine with the objects in the table, i.e. absorb information, make clothes smaller, deceive)
 - *take back* (retract a statement; return an object)
 - *take away* (remove something from a place)
 - *give out* (distribute)
 - *give in* (submit, but makes little sense with an object like *flag* and most sense with *examination papers*)
 - *give back* (return something borrowed or lost)
 - *give away* (distribute something for free/without payment)
 - *send out* (mail/transmit something to a lot of people at the same time)
 - *send in* (mail/transmit something to an organization)
 - *send back* (return something by way of another person/means)
 - *send away* (make someone leave, but makes no sense with the objects listed in the table)
- As you discuss each two-word verb, elicit from the class an example sentence from the language in the table along with a possible context for each one, e.g. *Miss Ali gave out the old magazines so that the children could cut pictures out of them for their artwork.*

Exercise B

- Brainstorm with the class a list of possible substitutions for the language in column 4, based on the definitions you developed while going through Exercise A.
- Write them on the board, and develop a model conversation based on one of them, e.g.
A: My sister sent back the new flags.
B: Why did she do that?
A: Because the star was printed in the wrong position.
- Have students practise in pairs, using the model to make conversations that include a context.

Exercises C and D

- Have students compare Tables 1 and 2 and state the difference. (Table 2 has a pronoun between the two parts of the verb.)
- Explain that with some two-word verbs, a pronoun object **must** be placed between the two parts of the verb.
- Ask students to change partners, and using the language/contexts they developed for Exercise B, have conversations like this one:
A: My sister got some new flags, but she sent them back.
B: Why did she do that?
A: Because the star was printed in the wrong position.

Exercise E

- Go through the two word verbs and make sure that students understand the meaning of each one. You can find a good online resource for phrasal verbs with definitions and example sentences at <http://www.usingenglish.com>.
- Have students work in small groups to make up their sentences. Then have them exchange papers with another group.
- Have groups check their classmates' work by making sure that the object is in the correct position (between the verb and particle if it is a pronoun), and checking to make sure that the sentence is logical. If the logic escapes the readers, they should ask the group that made the sentence for a context to clarify that it is logical.
- At the end of the exercise, ask each group to read aloud the sentence that they liked the best from their classmate's work.

Written Exercise

(Pages 161—Student's Book)

- Have students read the directions silently; then have them look at the example.
- Tell them that they should replace **all** of the words in italics with the words provided in parentheses after each sentence.
- Write the following on the board and tell students that they are equivalent:
The telephone operator looked up the name in her computer.
The telephone operator looked the name up in her computer.
The telephone operator looked it up in her computer.
- Point out that while pronouns **must** come between the two parts of verbs like this, short noun phrases can come either after both parts of the verb or between the two parts. In this exercise, they will be asked at times to put nouns between the two parts.
- Have students work individually to complete the exercise, in class or as homework.

Answer Key

- | | |
|--|---|
| 1. Will you please bring them back? | 2. He took it off. |
| 3. He put some clothes on. | 4. Throw that box away. |
| 5. One day she picked a purse up. | 6. Please wipe it up. |
| 7. Put away the books you have been reading. | 8. They packed away the cups, saucers and plates. |
| 9. Every night he wound up the old valuable clock. | 10. He took out his wallet full of money. |
| 11. She put down the tall glass of lemonade. | 12. They threw away the empty bottles. |

Composition

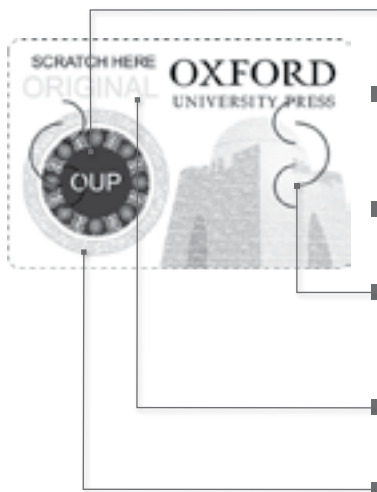
(Pages 161—Student's Book)

- Before assigning the writing task, have students reread the three paragraphs near the end of the text on page 159 of their textbook that begin with, 'I had heard about this custom,' and end with '...which we reached safely.'
- Brainstorm with the class to generate ideas of the kinds of things they might include in a retelling of the story from the merchant's point of view. Remind them to tell the story using the pronoun *I*.
 - *What I was doing.* (rolling meat down the rocks, watching a bird take the meat to its nest, climbing the tree to the nest, etc.)
 - *What I saw when I looked in the nest.* (a man sitting in the nest along with a piece of meat)
 - *What I felt at first.* (very surprised to see the man)
 - *What I thought was happening.* (the man was trying to steal my diamonds)
 - *What explanation the man gave me.* (a story about being left behind and carried to the valley by a roc)
 - *What he offered me.* (his bag was full of large diamonds and he said to take what I wanted)
 - *What I did next.* (took only one diamond, which was enough)
 - *What happened after we left the island.* (the man came along to the nearest port)
- Assign the writing task as homework or allow time for in-class writing. If students write in class, circulate and monitor, providing assistance as needed.
- Have students exchange their finished work to check for mistakes.

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