

A Course for Middle and
Secondary School

2

Teaching Guide

Guided English

For Pakistan

Marcia Fisk Ong
Jonathan D. Freedman

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TO THE TEACHER

Aims

Welcome to the Teaching Guide for *Guided English Book One*. *Guided English* has been a long-time favourite in the educational system for generations of Pakistani learners. 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' level of understanding and increase their own 'word bank' (vocabulary)

KEY SECTIONS AND TEACHING SUGGESTIONS

Reading Texts

The reading texts in the Student's 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 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 by 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 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 some variation in response is possible.

Language Structure

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.

Finally, it is always a good idea to dedicate time for additional fun and interactive communicative activities that will encourage more speaking. Learning grammar without applying what has been learned orally doesn't effectively improve language skills and is easily forgotten.

Teaching suggestions for oral grammar practice:

- Have students practise in groups or pairs rather than repetition by the whole class so that learners have more opportunity to speak.
- When students work on exercises in pairs or when they check their work with their neighbours, instruct them to read their sentences to each other.
- Ask them to make silly sentences, or to make ones that are entirely illogical. Have them explain why these sentences are silly or illogical.
- Have students make mistakes intentionally. When peer-checking, their partners should find the mistakes and offer solutions.
- In exercises where students are instructed to write full sentences, they could read their sentences to their partner or neighbour who should ask follow-up questions to encourage mini-conversations.
- Follow up with fun and interactive activities. Activities of this sort are available in supplementary texts and websites.

Spelling

The various spelling lessons found throughout the book are supplemented by a spelling rules appendix at the back of the book. Whenever new vocabulary or spelling rules are introduced, it is helpful for the students to have additional practice using the words in real communication as opposed to just memorizing rules. Students should always understand the meaning of the example vocabulary.

Teaching suggestions for the spelling practice:

- In pairs, have the students orally make complete sentences using the vocabulary.
- Have partners write what they hear.
- Prepare a written text with various spelling mistakes for students to edit.
- Instruct the students to, individually, find and correct these mistakes.
- Have students trade papers and discuss their different answers.

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 a note of the punctuation that is the focus of the exercise.
- Elicit explanations for the use of punctuation and write these on the board as punctuation rules.

- Have students complete the punctuation exercise, in pairs if it is done in class.
- Always have students self-correct their exercises.

Composition

The writing assignments give students an opportunity to practise their writing skills and apply the spelling and grammar lessons that have been learned. Since this is quite a time-consuming task, it is suggested that students complete at least some part of each writing assignment as homework.

Teaching suggestions for composition practice:

- Have students brainstorm their ideas in class in order to give them a starting point for their writing. Teachers can assist by giving some guidelines followed by walking around the room, giving assistance as necessary.
- Provide model compositions for students to emulate by writing them on the board. Depending on the topic, the teacher may simply provide a model and talk through it while writing it on the board, or the teacher may elicit ideas from the class and shape them coherently.
- Have students begin the writing task in class, and if time permits they may complete a rough draft during class, or they may complete it as homework.
- Have students engage in peer editing. 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.
- Have students revise their drafts as homework to submit in the next class.

Pronunciation

The exercises in this section present pronunciation contrasts through decontextualized words for repetition. Often the vowels are described as short or long. More useful descriptions of the sounds will point out differences in articulation that students can feel and see. Students must learn to recognize the sounds of English vowels as well as learn how to pronounce them.

Teaching suggestions for pronunciation practice:

- Help students understand tongue height for vowel pronunciation. The following sounds generally present few difficulties: /i/ as in ‘bee’, /e/ as in ‘bay’, /o/ as in ‘bow’, /u/ as in ‘boo’ and /a/ as in ‘bah’, so use these as a starting point.
- Have students pay attention to the position of their tongues in their mouths by saying a series of three words with only a difference in the vowel—use only words with the five vowels listed above, e.g. ‘bee, bay, bah’.
- Have students learn the articulation/pronunciation of the other vowels in relation to these five, e.g. the vowel /I/ as in ‘bit’ is between /i/ and /e/; the vowel /U/ as in ‘book’ is between /u/ and /o/; the vowel /ʊ/ is between /o/ and /a/.
- The positions of the tongue, teeth, and lips should also be described for problematic consonant pairs such as /w/ and /v/.
- Have students repeat the words after you as you model them.
- Create worksheets with pairs of words from the charts. Read the words randomly and have students identify on the worksheet which word you have read.
- Have students practise (in pairs) reading words and identify what word was intended.
- Have students read aloud, making the sounds correctly in the context of sentences. Follow these

steps for reading aloud:

- Have students read the paragraph silently.
- Read the paragraph aloud once to the students.
- Read the paragraph aloud a second time, but ask the students to mark the places where you make pauses. When they read the paragraph aloud themselves, they should read the pause groups in the same way and not read word-by-word.
- Read the paragraph aloud a third time, but have students repeat after you at the pauses.
- Have students practise reading aloud in pairs. Encourage them to listen to their partners carefully, and when they have finished reading, to comment on things they did right and what they can do to improve.

Dictation

The dictation exercises are designed to have students practise their spelling and listening comprehension. As such, it is important that the language be presented by the teacher in a way that allows students to write what they hear and to listen to connected speech.

Teaching suggestions for dictation practice:

- Read through the passage once at normal speed as students listen without writing.
- Break the passage up into segments of 5 to 9 words, following natural phrase breaks.
- Include punctuation (but not capital letters) as you read, saying, ‘Comma,’ ‘Period,’ etc. as indicated.
- Tell students to listen to each complete phrase group before they begin to write. If they start worrying about how to spell a particular word or where a comma goes in the middle of the spoken phrase group, they may miss listening to the words that follow. Have students follow a **look-up-and-listen** then **look-down-and-write** procedure. They listen and look up at you as you deliver each phrase group, and when you have finished speaking, they look down and write it.
- Read the passage a third time, at a normal pace, so that students can fill in any missing bits.
- Give students time to look over their dictation to correct any spelling mistakes and to check their punctuation.
- Have students check their dictations by comparing them to the model in the book.

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 authors 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 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 Book One 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 to cover the lessons 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 the first 15 minutes of the period to work with the material that requires the most in terms of 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

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, a teacher may 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 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 dedicate 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 3 has been used as a sample for dividing a typical lesson into six periods. Since schools generally have 6–9 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.

SAMPLE LESSON PLAN—LESSON 8 THE ANCIENT PEOPLE OF INDUS VALLEY

Class 1:

Opening activity: Indus Valley Civilization introduction as suggested in the teaching notes. (Interactive work.)

Reading: Indus Valley Civilization reading and discussion, through the 8th main bullet of the reading activity notes, i.e. the 8th bullet, reading the last 16 lines of the text. (Individual work interspersed with interactive tasks.)

Homework: Assign the reading of the end of the passage as homework.

Class 2:

Opening activity: Review students' thoughts about the reasons for the abandonment of towns and discuss the conclusion of the passage (i.e. the 8th and 9th bullets).

Follow-up Discussion: Conduct a class activity based on the theme of the reading in a real-life context following the 10th bullet of teaching notes for the reading. Consider asking volunteer groups to report to the whole class the main points of their discussion. (Interactive work.)

Comprehension exercise: Ask the students to complete Exercise A individually as suggested and correct in pairs or groups. (Individual/group work.) Have students discuss their answers to Exercise B in groups, orally, and not write them down. Do not correct. Make sure to give enough time for discussion but not so much that groups can write their answers. Tell them that if they do try to write answers, they will not have time to discuss all of the questions. (Group work.)

Homework: Ask the students to write their answers for Exercise B as homework and come back to class prepared to discuss their answers for the next class. (Individual work.)

Class 3:

Opening activity: Ask the students to form groups to go over their answers for Exercise B. Follow up by getting feedback from students regarding difficulties, and asking other students to provide insights as to how they decided on their answers. (Individual work followed by interactive task.)

Language Structure presentation: As a warm-up to the following activities here is a great activity that is fun and helps the students form the indirect statements.

Prepare a series of cards each with a different sentence. Here are some examples.

- Have we met?
- This is a lovely wedding, isn't it?
- Do you have the time?
- I'm so full...the food is delicious.
- Etc.

Ideally make enough different cards for at least a group of 12 and then you could make duplicates for each group.

Form groups of up to 12 and hand out the cards. Explain that they are all attending a wedding and that they need to circulate and talk to each other. Most importantly, say as little as possible other than what is on their cards and then move onto another guest and repeat.

Once they are finished, have them sit down and ask them to report back what other people told them at the wedding using indirect statements.

Language Structure practice: Ask the students to complete the exercises as suggested in the teaching notes. If time permits, put the students into pairs of threes and have them write down as many of the indirect statements from the opening activity that they can remember and change them into direct statements.

Homework: If time does not permit completion it in class, you could assign the previous activity as homework.

Class 4:

Opening activity: Prepare in advance two or three of the composition options listed on page 51 of the Student's Book and read to the class. Provide them with copies of the compositions that you just read and discuss the way you organized them and what makes you feel that it is a well written composition.

Composition: Following the opening activity, ask the students to think of an idea for their composition. Since this is a creative writing activity, provide time for the students to create a mind map to generate ideas. Once they have had time to do this, have them start their outline based on the ideas they have already generated. Circulate as students write, in order to monitor their work and provide assistance as needed.

Homework: Assign the first draft for homework. Remind students that they will carry out peer-editing in the next class. Also tell them that they should refer to the peer-editing checklist for self-correction while doing their own 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.

Class 5:

Dictation: Write the passage for dictation on the board and read it aloud to the students. Ask comprehension questions such as *What did humans use for shelter long ago? etc.*

Erase a few words and once again read the text, but this time pause and have the students say aloud the missing words.

Erase a few more words and repeat. Continue until there is nothing or little remaining.

Finally, ask the students to write as much of the passage as possible from their memory. When they have finished, read the passage once again allowing them to fill-in anything that they may have missed.

Punctuation: Point out that there are four sentences in the passage and four commas. Ask the students to add the commas to their passage and review as a class.

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

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

Class 6:

Opening activity: Ask the students to put their creative compositions on the class bulletin board for others to read, along with a sheet for reader responses. Give the class time to browse the entries and write comments on the reader-response sheets.

Useful Words and Phrases: Conduct the activity as outlined in the teaching notes.

Workbook: Ask the students to complete the workbook activities in pairs. The workbook is a review of the language structure from class 3. Ask the pairs to compare their answers with neighboring pairs. Review as a class and help where needed.

Homework: Ask the students to study the vocabulary on page 48 of the textbook for a quiz to start the next class.

Lesson ONE

HERCULES

Hercules—Intro

- Ask students if they know the *qissa* of Shirin and Farhad. Elicit key aspects of the story from the class. When students mention the impossible task that Farhad is given by the king, focus on that aspect and get students to discuss why they think the king gave Farhad this task.
- Explain that the reading text for this lesson is about a hero of ancient Greek stories named Hercules. Tell the class that the story in the reading is about an impossible task a king gives to Hercules.
- Ask the students to read the opening paragraph above the illustration.
- Then elicit the name of the story, and ask students what they think the impossible task is going to be.
- Next have them look at the illustration and say which of the two figures they think is Hercules. Who do they think the other one is?
- Tell them to keep their predictions in mind as they read the story.

‘Holding up the Sky’—Reading

- Write the word ‘superhuman’ on the board. Ask the class to brainstorm a list of words and phrases that would describe someone who is superhuman, e.g. *very strong, as tall as a giant, doesn’t get tired easily*, etc.
- Ask them how they would react if they saw someone in their town who was superhuman.
- Then tell them to read the first 26 lines of the story silently, beginning after the title *Holding up the Sky* and ending with the line, ‘*Where is the garden of the singing maidens?*’ Tell them to pay attention to what Hercules is like and how people react to him.
- When they have finished reading, elicit descriptions of Hercules from the class. Then have them look again at the drawing and decide which of the two figures is Hercules.
- Have a short discussion of people’s reactions to Hercules. How did the king react to him? How did ordinary people react to him?
- Refer to the illustration again. Ask students what it shows the giant doing. Ask them whether the giant’s task seems like an interesting one and why or why not.
- Write the following questions on the board and ask the students to find the answers to them as they read:
 - Who is the giant and what does he do?
 - What does the giant offer to do for Hercules?
 - What does Hercules agree to do for the giant?
- Next ask the students to read the following 25 lines silently, beginning with, *Hercules went on walking*, and ending with the line, *He soon found the sky very, very heavy.*
- When they have finished reading, discuss the answers to the three questions.
- Then have a short class discussion about why Hercules agreed to hold the sky. What is going to happen next?
- Now have students read the last 23 lines silently; beginning with the line, *After a long wait, Hercules saw Atlas....*
- Ask students,
 - *Why was Atlas happy and laughing when he returned to Hercules?*

- *How did Hercules manage to give the sky back to Atlas?*
- *What did the king do with the golden apples? Why?*
- Wrap up by having a short discussion on letting one's pride interfere when making decisions. How did Hercules' pride cause him a problem in the story? How did Atlas' pride cause him a similar problem?

Comprehension and Vocabulary

(Page 3 – Student's Book)

Exercise A

- Tell students that this exercise asks them to give synonyms of vocabulary items from the story. The words in the list are in the same order that they appear in the text.

Answer Key

again and again	repeatedly
keep (him) safe	protect
waste places	deserts/wilderness

Exercise B

- Have students work independently or in pairs to discuss the meanings of the word in each item and to find the synonyms.
- Allow the 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

served /worked for	meadow/piece of grassland
errands/journeys taken in order to obtain something	shifted/moved
fetch/bring	enormous/huge
guard/protect	horrified/filled with horror

Exercise C

- The questions in this section ask students to recall details from the story and say whether the statements are true or not.

Answer Key

1. true	2. untrue	3. untrue	4. true
5. untrue	6. true	7. untrue	8. untrue

Language Structure

(Pages 4, 5, and 6 – Student's Book)

Countable and Uncountable Nouns

Exercise A

- Make two columns on the board (countable and uncountable)
- Explain to the students that you are going to decide if the words in the list are countable or uncountable. Tell them if it is countable to put up their right hand. If it is uncountable to put up their left hand. Have them demonstrate by saying countable then uncountable.
- Read the words one at a time and add to the appropriate column.
- If some students raise the wrong hand you need to explain why it is countable or uncountable. For example, if it is a liquid, such as ink, it is uncountable.

- Ask for more nouns to add to the lists. These will be used in Exercise B, so make sure you get plenty.
- Once you complete the lists put the students into groups of three or four.
- Have them use the word orally in a sentence.
- Students decide which sentence is best and have 'the secretary' of the group write them down.
- Groups review answers with other groups.

Answer Key

- scenery (uncountable) The beautiful scenery took my breath away.
- honesty (uncountable) His honesty at returning the jewellery he found, despite his poverty, is truly creditable.
- lamp (countable) The lamp burns all night to show the way to travellers.
- apple (countable) My friend takes an apple to school every day.
- chimney (countable) During the earthquake the chimney of our house was the first to topple over.
- newspaper (countable) The newspaper was lying on the kitchen counter and I accidentally spilled tea on it.
- cigarette (countable) Smoking cigarettes is a very dangerous habit.
- ink (uncountable) The ink from my pen splashed all over my exam paper when I gave it a slight jerk.
- shouting (uncountable) Shouting for help, the little girl ran out of her burning house.
- sugar (uncountable) Sugar prices have been increasing continuously over the past year.
- luggage (countable) Her luggage was so heavy that it took three porters to carry it.
- clothing (uncountable) Winter clothing in those areas where it snows is very different from clothing used in areas where it does not snow.
- grass (uncountable) Grass does not grow well in the shade of a tree.
- fruit (uncountable) The fruit was lying on the table but no one ate any.
- smoke (uncountable) The smoke from the fire could be seen miles away.
- news (uncountable) The news of her victory in the Olympics made the nation proud.
- tobacco (uncountable) Tobacco is bad for health.
- joke (countable) The joke she played on her younger brother was a very cruel one.
- box (countable) One of the boys gave me a box on my ear when I tried to intervene in the fight/The box contains some of my favourite chocolates.
- strength (uncountable) Strength is not what is required to open the lock – it is skill that is needed.
- advice (uncountable) My teacher always gives sound advice.
- cost (countable) The cost of the pen is far more than my pocket money.
- poetry (uncountable) Not everyone has the art of writing poetry.
- rain (uncountable) The sudden rain ruined my garden party.
- writing paper (countable) The writing paper turned yellow after two years.
- steel (uncountable) Steel is a very strong metal.
- pen (countable) The pen I got on my birthday is very expensive.
- laughter (uncountable) Her insulting laughter at my mistake rang in my ears.
- cardboard (uncountable) Cardboard boxes were used to transport our crockery to our new house.
- bread (countable) I normally have a slice of bread with some butter for breakfast.

Exercise B

- Review the words and phrases preceding exercise B with the students.
- Check for understanding by giving several example sentences and elicit examples from the students and write on the board.

- Have students complete the activity in pairs by picking nouns from the list on the board. This should be fun because some of the nouns used will make silly sentences. We only want to ensure that they are making the correct choice between countable or uncountable nouns.
- Students compare answers with their neighbours.
- Review answers as a class and only correct when the wrong type of noun is used.

Answer Key

(Answers will vary)

- food; drinks
- water
- grass; trees
- cakes; oranges; mangoes, sugar, melons, water
- helpers; supporters
- pages; text
- work
- money; jewels
- chocolates; biscuits
- tea; coffee
- bananas; soup
- money; coins

Exercise C

- Review the rules for a, an, the, some.
- Have students complete the activity individually, in pairs or groups. Depending on the activity choose the method you feel is best.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

John's mother gave him **a** banana. He ate it and dropped **the** skin on **the** floor.

'You must not throw banana skins on **the** floor,' said his mother. 'It is easy to slip on **a** banana skin.'

John picked **the** skin up and, with **an** angry face, threw it into **the/a** dustbin. Just then there was **a** knock at **the** door. John's mother went to **the** door. John picked up **a** second banana from **the** bunch on **the** table and began to eat it.

'Come here,' called his mother. '**A** friend of yours has come to see if you can go on **a** picnic.'

John ran out, carelessly dropping **the** banana skin on **the** floor. His mother said he could go on **the** picnic and John rushed up to **the** room where he slept. He took **a** big bag and in it he packed **some** food, **a** clean shirt, **a** first-aid kit, **some** fruit and **a** bottle of water. Then he ran downstairs, jumping **the** last three in excitement. He did not see **the** banana skin by **the** kitchen door. John's mother and John's friend heard **a** bump and **a** loud crash. They turned round and saw John lying by **the** bottom step. **The** bottle of water was broken and **the** food was on **the** floor. **The** only thing of some use was **the** first-aid kit.

So instead of going on **the** picnic, John went to **the/a** hospital. 'I'll pick up banana skins in future,' he told **the** doctor.

WORKBOOK ANSWER KEY

- Ask the students to complete the exercises individually at home
- If time permits, review together in class. Alternatively, correct and hand back for review.

WORDS INTRODUCING COUNTABLE AND UNCOUNTABLE NOUNS (Pages 2 and 3)

- | | | |
|----------------------------|------------------------|----------------------------|
| 1. families/people/animals | 2. juice/work/rice | 3. oranges/apples |
| 4. chicken/rice/juice | 5. mangoes | 6. cents/clothes |
| 7. books/sights | 8. tea/rice | 9. biscuits |
| 10. books/jeans/sweaters | 11. glasses/vases/mugs | 12. coffee/water/ice |
| 13. jelly/juice | 14. traffic/smoke | 15. shops/houses |
| 16. material | 17. sugar/milk | 18. markers/pencils/papers |
| 19. eraser/book/pencil-box | 20. sugar/milk/water | 21. tea/bread/rice |

- | | | |
|-----------------------------|------------------------------------|-----------------------|
| 22. coffee/juice/cake | 23. salt/chillies/cream | 24. time |
| 25. answers | 26. glue/water/money | 27. boxes/cartons |
| 28. cement/rice/bags/bricks | 29. juice, drink | 30. tea, coffee |
| 31. fried fish, nuggets | 32. magazines/books, variety/money | 33. plants, paintings |
| 34. mugs, doll | 35. smoke, buses | 36. rest, sleep |
| 37. people, noise | 38. flour/ blankets | 39. tarts, cupcakes |
| 40. rice, bread | | |

A, AN, SOME AND THE (Pages 4 and 5)

the, a

the, some

A, the

The, a, the, the

The, some

a, a

a, some, some

The, ---, ---

a, a

the, The

an, a, ---, a, the, the, ---

The, an, a, ---

The, the, a, the, ---, the, ---, the

a, the, an, the, an

Some, ---, A, a

a, the, the, a, the, the, the, the, the, the, ---

a, the, the, the, the, an

Spelling

(Page 6 – Student’s Book)

- This is a good opportunity to have students get some practice with dictionaries.
- Make sure that each pair has a dictionary to complete this exercise.
- If the students do not know the missing letters, have them look in the dictionary to find the words.
- Have students complete the activity in pairs.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

- | | | | |
|--------------|-----------------|---------------|-----------------|
| • addition | • subtraction | • cylinder | • arc |
| • adjacent | • complimentary | • denominator | • diameter |
| • oblique | • parallelogram | • vertical | • radius |
| • dividing | • quotient | • error | • perpendicular |
| • horizontal | | | |

Composition

(Page 6– Student’s Book)

- Ask – *Who is a hero?*
- Write their answers on the board and continue until you have a good description.
- Ask – Can you name any heroes from our history? They can also name modern day heroes or fictional heroes if they wish.

- Ask them to choose one person and make a list of the things that he/she did to be considered a hero.
- Decide together or make suggestions on how the composition can be organized.
- For homework, have the students write a story about the hero.
- Follow the composition section in the To the Teacher, for instructions on peer evaluation.

Useful Words and Phrases – Suffixes

(Page 6 – Student’s Book)

- Have students complete the activity in pairs and use a dictionary if necessary.
- Point out that there are some irregularities.
- Compare with other pairs.

Answer Key

A.	B.
departure	firmness
pressure	softness
exposure	kindness
mixture	citizenship
furniture	humanity
creature	membership
pleasure	neatness
signature	partnership
fixture	sickness
	ability
	brutality
	legality
	readiness
	equality

Pronunciation and Reading Practice – Nip and Nib

(Page 7 – Student’s Book)

- Have students repeat the word lists after you.
- Clearly demonstrate the difference in sounds.
- Read the paragraph aloud to the students, breaking it into shorter parts while having the students repeat after you.
- Have students continue practicing aloud in pairs.

Lesson TWO

NICHOLAS NICKLEBY

Nicholas Nickleby—Intro

- Ask students what they know about the *Apna Ghar* centres of the Edhi Foundation. How do children come to live in these centres? What sort of life do the children living here have? What is their schooling like?

- Explain that the reading text for this lesson is a story about a home for unwanted children in England about 175 years ago. The story was not about a real-life school, but there were schools like this one at the time, and the author, Charles Dickens, used his story to make everyday people think about social problems in England at that time.
- On the board, write the following descriptions of the three main characters who appear in the passage, and tell students to write the name of each character next to the descriptions after they read the introductory paragraph.
 - A young man who went to the school to help teach the boys.
 - The unkind and ignorant headmaster.
 - The woman who give medicine to the children to take away their hunger.
- Ask the students to read the opening paragraph above the illustration.
- Then elicit the answers to the prompts above.
- Write the name Smike on the board. Tell students that this is another main character of the story who will be mentioned later. This is a boy who is older than the others, whom Mr. and Mrs. Squeers use like a personal servant.

'Dotheboys Hall'—Reading

- Next have students look at the illustration and describe the boys. Do they seem happy? Do they appear well-fed? How are the boys dressed?
- Tell students that there are three groups of boys described in the story. Write these descriptions on the board, and have students make note of where each group of boys is and what they are doing:
 - Little boys who had arrived the night before.
 - Boys with strange expressions on their faces.
 - Boys in a line.
- Ask them to read the first 21 lines of the story silently, beginning after the title *Dotheboys Hall* and ending with the line, '*Here, Smike; take away the basin. Be quick!*'
- When they have finished reading, elicit descriptions of the three groups of boys, then ask what they think the incident about the shoes was.
- Write the following questions on the board and ask the students to find the answers to them as they read the next segment of the story:
 - What is the boys' breakfast like? Why?
 - Does Nicholas enjoy his breakfast? Why?
 - What do you think the Squeers' son and daughter are like? Why?
- Next ask the students to read the following 19 lines silently, beginning with, *Mrs. Squeers wiped her hands...*, and ending with the line, *She was about three-and-twenty and very like her mother in character.*
- When they have finished reading, discuss the answers to the three questions.
- Write the following questions on the board and ask the students to find the answers to them as they read the next segment of the story:
 - How well can Mr. Squeers teach spelling? Why?
 - What is a practical way of teaching, according to Mr. Squeers?
 - Why do you think Mr. Squeers asks the boy what a horse is?
- Next have students read the next 20 lines silently, beginning with the line, *After half an hour, Mr. Squeers...*, and ending with the line, '*A beast, Sir.*'
- When they have finished reading, discuss the answers to the three questions.
- Write the following questions on the board and ask the students to find the answers to them as they read the next segment of the story:

- Why did Mr. Squeers dismiss the spelling class?
- Who do you think will do the washing the next day? Why?
- Does the reading class seem to be interesting? Why?
- Finally, have students read the last 15 lines silently, beginning with the line, ‘*So it is, said Squeers.*’
- When they have finished reading, discuss the answers to the three questions.
- Wrap up by having a short discussion on the philosophy of the *Apna Ghar* as explained by the person in charge of one of the centres: ‘Encouraging children to do their own work gives them self-respect and makes them feel that the benefits they get in return are not charity but reward for their efforts.’ How is this philosophy like the one in the story? What kinds of tasks do students think the children at the *Apna Ghar* centres are expected to do? Do students agree or disagree with this philosophy?

Comprehension and Vocabulary

(Page 11 – Student’s Book)

Exercise A

- Have students work independently or in pairs to discuss the meanings of the word in each item and to find the opposites.
- 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

feeble/strong

neglect/care

curly/straight

thankful/ungrateful

lack/have plenty of

active/passive

disagreeable/agreeable

knowledge/ignorance

perfect/imperfect

doubt/certainty

deceit/sincerity

dull/bright and interesting

Exercise B

- Ask the students that this exercise asks them to think of nouns that are related both in form and meaning to the ones in the list.
- Note that the answers do not all appear in the text, so students should be encouraged to use a dictionary.

Answer Key

ugliness

cruelty

determination

ignorance

brutality

horror

hunger

mixture

Exercise C

- Ask the students to find the phrases in the reading and to make sure they understand their meanings. They should then create new sentences using the phrases.

Answer Key

- She had a heart full of pity, especially for creatures—she wouldn’t even kill a fly.
- The passengers handed their tickets one by one to the train conductor.
- Fauzia and Ahmed both work, so they each do their full share of the shopping, cooking, and cleaning.
- Babur can study when his sister plays her music because he is used to it.
- In a solemn voice the principal asked the naughty boys to leave the classroom.
- The members of the orchestra took their places and waited for the conductor’s signal.

Exercise D

- In this exercise students must recall details of the story and discuss them.

Answer Key

- Evidence* is a *sign* or *proof* of something. Nicholas saw that the boys looked thin and unhealthy, and their eyes looked dull and sad.
- Because the medicine made the boys lose their appetites so that they would eat less.
- Wackford Squeers
- The shoes belonged to one of the new boys.
- Sawdust is the shavings of wood.
- No, Squeers seems to be uneducated because he misspells simple words like *window* and *botany*.
- Squeers wanted to get the boys to work around the school so that he would not have to pay for the work to be done.
- No, a grammar book will not contain the meaning of quadruped; a dictionary will. This, once again tells us that Mr. Squeers is not an educated man.
- Squeers was not sure if Nicholas would agree to follow his 'system of education.'

Language Structure

(Pages 12 and 13 – Student's Book)

Adjective Patterns

Exercise A

- Exercise A is a review of adjectives from Lesson 4 from Guided English Book 1.
- On the side of the board write the following:
 - It is easy.
 - It was silly.
- One sentence at a time, ask *What is easy/silly?* Label them as adjectives.
- Leave these sentences on the board as we will be adding to them later.
- Have students complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

(Answers will vary)

- | | | | | |
|---------------|------------------|-------------|--------------|----------------|
| 1. ...red | 2. ...blue | 3. ...open | 4. ...untidy | 5. ...clean |
| 6. ...dark | 7. ...cool | 8. ...free | 9. ...fat | 10. ...angry |
| 11. ...insane | 12. ...difficult | 13. ...open | 14. ...flat | 15. ...nervous |

Exercise B

- Add the following to the sentences on the board.
 - It is easy to jump three feet.
 - It was silly to do that.
- Label them as modifiers and explain that they add to the complexity of the sentence by answering the question of what is easy/silly?
- Have students complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | |
|---|---|
| 1. ...to hear the sad news. | 2. ...to help you if you want us to. |
| 3. ...to see him return home. | 4. ...to assist us in shifting houses. |
| 5. ...to see my Report Book. | 6. ...to play for the school. |
| 7. ...to go into a dark room all alone. | 8. ...to see her go. |
| 9. ...to have failed the examination. | 10. ...to hear of her success. |
| 11. ...to come over. | 12. ...to get onto the team. |
| 13. ...to read our work. | 14. ...to lie in bed the whole day. |
| 15. ...to see how big she has become. | 16. ...to see him cross the road alone. |
| 17. ...to spot their aunt at the airport. | 18. ...to see the haunted castle. |
| 19. ...to miss the bus. | 20. ...to drop you off. |

Exercise C and D

- Add the following to the sentences on the board.
- It is easy for you to jump three feet.
 - It was silly of her to do that.
 - Label them as modifiers and explain that they add to the complexity of the sentence by answering the question of Who is it silly/easy of/for?
- Have students complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key, Exercise C

It is easy for you to talk.

It is impossible for me to say what will happen.

It is difficult for her to work in the evenings.

It is impossible for the judge to decide which is the better of the two.

It is useless for him to say that.

It is very unusual for a cat to chase a dog.

Exercise D

It was very sensible of you to stay at home.

It was wise of him to go slowly.

It is wrong of Amina to say that.

It is silly of him to pretend that he did not do it.

It was clever of him to guess the answer.

It is stupid of him to go there again.

It was brave of him to jump into the river.

It was careless of you to leave your purse in the shop.

It was unwise of you to tell him that.

It was kind of him to help me.

It is generous of her to give so much.

WORKBOOK**Answer Key**

- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

SENTENCE BUILDING WITH ADJECTIVES (Page 6)

- | | |
|--|---|
| 1. ...red because of the heat. | 2. ...grey gradually. |
| 3. ...naughty day by day. | 4. ...clean and shiny. |
| 5. ...dark due to short circuit. | 6. ...cold as the heaters were not working. |
| 7. ...black after the sandstorm. | 8. ...asleep after the long walk. |
| 9. ...fat and lazy. | 10. ...restless after the surgery. |
| 11. ...happier by the moment. | 12. ...faster after the lightning. |
| 13. ...attractive after colouring the plain areas. | 14. ...taller and more handsome. |
| 15. ...tired and restless. | 16. ...angry with the children? |
| 17. ...red with shame. | 18. ...sick after the heavy food. |
| 19. ...out of ink. | 20. ...angry with her students. |
| 21. ...rotten due to the heat. | 22. ...intelligent and witty. |
| 23. ...tired and thirsty. | 24. ...pale and stiff. |
| 25. ...red with anger. | 26. ...ill due to the viral fever. |
| 27. ...loose. | 28. ...short in the absence of rain. |

SENTENCE BUILDING WITH INFINITIVES (Page 7)

- | | |
|--|---|
| 1. ...to dig the trench. | 2. ...to criticize and quick to appreciate. |
| 3. ...to have escaped without a scratch. | 4. ...to fail in his examinations. |
| 5. ...to help others. | 6. ...to be eaten even by animals. |
| 7. ...to meet him before his departure. | 8. ...to help me through the summer? |
| 9. ...to see him go. | 10. ...to have scolded him. |
| 11. ...to tell him everything. | 12. ...to keep quiet when you don't know what to say. |
| 13. ...to spend your money carefully. | 14. ...to get upset but you should control yourself. |

FOR OR OF

- | | |
|---|---|
| 1. ...for you to say that as you have not been hurt. | 2. ...for us to cross the river. |
| 3. ...for them to understand what we were saying. | 4. ...for him to cheat off my paper. |
| 5. ...of her to behave like this. | 6. ...for me to calm him down. |
| 7. ...of father to disallow him to go to the political meeting. | 8. ...of the system to punish him. |
| 9. ...of her to lie to me. | 10. ...of the little boy to hide his sweets. |
| 11. ...of the man to hit the beggar. | 12. ...of me to yell in the classroom. |
| 13. ...of them to wear warm clothes on the camping trip. | 14. ...of the hunter to capture the lion. |
| 15. ...of the lady to give me water. | 16. ...of her to help her neighbour carry the bags. |
| 17. ...of me to leave the water running. | 18. ...of her to lend me the money. |

Punctuation and Dictation – Speech

(Pages 13 and 14 – Student's Book)

- Go through the rules given in the textbook and ask the students to read the chosen passage making note of all the commas and capitalized nouns.
- Read through the passage once, at normal speed. Students should listen and not write.
- Next break the passage up into segments of 5 to 9 words and read it aloud a second time at a normal pace giving the students ample time in between segments to complete the activity.

Composition

(Page 14 – Student’s Book)

- Give students time in class to write their outline following the organizational plan in the instructions and assign the first draft as homework.
- Follow the composition section in the To the Teacher, for instructions on peer evaluation.

Useful Words and Phrases – Double Meanings

(Page 14 – Student’s Book)

- Have the students complete the activity in pairs.
- Elicit the possible phrases as a class and write the correct phrases on the board until all possibilities are exhausted.

Answer Key		
• the hands of a clock	• the arm of a chair	• the face of a clock
• the lip of a jug	• the nose of an aeroplane	• the tooth of a saw
• the coat of paint	• the legs of a table	• the ear of corn
• the toe of a shoe	• the mouth a river	• the tongue of a shoe
• the heel of a shoe	• the arm of the railway signal	• the tooth of the gearwheel

Lesson THREE

LOOK AT CARS

Look at Cars—Intro

<ul style="list-style-type: none"> • Begin by doing a ‘Find Someone Who’ activity. Make enough copies of the grid for all students, or have students copy the grid on a sheet of paper from the board. • Ask the students to stand up and walk around the room asking and answering questions in order to write at least one name in each box of the grid. • Tally the results on the board, and then for each cell in the grid, have students form groups so that each group is made up mostly of students who know the same things. • Announce that each group is in charge of explaining the topic in simple terms to the rest of the class at the time you ask them to do so. • Give groups enough time to collaborate, look for information, and decide how they will present the information to the rest of the class. 	Someone who knows where in a car the pistons are NAME: _____	A person who can draw a picture of a Universal Joint NAME: _____	Someone who can name the car part where gasoline is burned NAME: _____
	understands what a ‘transmission’ transmits NAME: _____	Doesn’t know how to use a manual transmission NAME: _____	A person who knows how a clutch works NAME: _____
	Someone who can say what a gearbox contains NAME: _____	A person who can explain where a spark plug goes NAME: _____	Someone who can guess the shape of a ‘crown wheel’ NAME: _____

‘How a Car Works’—Reading

- If possible, start out by showing a video that illustrates the function of an engine like the one in the picture in the Student’s Book on page 15. You can find a video on YouTube. Search for: How Engines Work at <http://youtube.com>. You may want to play the video several times if your class is not mechanically gifted, and you may want to pause the video at key points as well.
- Then have students read the introductory paragraph silently, skip past the drawing, and continue reading to the end of the sentence, *So the best way to understand how a car works is to look at it bit by bit.*
- Brainstorm with the class the different ‘jobs’ a car does, e.g. *it converts fuel into motion, it carries passengers and loads, it steers, it rolls, etc.*
- Conduct a jigsaw activity based on the text as follows:
 1. Break the text into several sections and copy each section on a separate sheet of paper:
 - a. From line 5 after the title, **How a Car Works**, *Let’s start with the parts that move it ... to line 20, ... especially with very small cars with few cylinders.*
 - b. From line 21, *Transmission includes all the mechanical parts...* to line 35, *...if they go wrong!*
 - c. From line 36, *The propeller shaft...* to line 47, *...from the gearbox and the propeller shaft.*
 - d. From line 48, *The clutch has been kept for the end...* to line 59 (the end of the text).
 2. Have students form groups of four, and give each student a separate part of the story.
 3. Re-group the students into ‘expert groups’ of no more than five students who have the **same** section of the story.
 4. Ask the students to read silently.
 5. Write the two items below on the board as students read, and then have the expert groups work on them after they have read their section of the text:
- Select the main idea for your part of the text from this list:
 - *Gears reduce the high speed of the engine to the low speed needed for the driving wheels.*
 - *Power is passed from the engine to the transmission through a set of metal plates that can also be separated to interrupt the flow of power.*
 - *Power is produced through a rapid series of small explosions of ignited fuel vapour.*
 - *Power is sent in different directions to the driving wheels through a set of parts that includes joints and special cogwheels.*
- Write one sentence that gives an example or makes a comment on your part of the text.
 6. Have students go back to their original groups and work together to put the sections of the story in the right order. They will have to explain their section of the text for their group mates.
 7. Ask students to read the entire text silently.
- Follow up by showing additional short videos about the functions of various mechanical aspects of cars. The Discovery Channel’s ‘HowStuffWorks’ series is excellent. Consider using the following suggestions for finding the appropriate video clips at <http://videos.howstuffworks.com>:
 - How Clutches Work
 - How Manual Transmissions Work
 - Also, the Wikimedia Commons animation of a universal joint would be useful: http://upload.wikimedia.org/wikipedia/commons/b/b5/Universal_joint.gif

Comprehension and Vocabulary

(Pages 17 and 18 – Student’s Book)

Exercise A

- Have students work independently to complete the task and check their answers in pairs.

Answer Key

- | | | | |
|-----------|--------------|----------------|--------------|
| 1. barely | 2. represent | 3. complicated | 4. engaged |
| 5. device | 6. engaged | 7. engaged | 8. machinery |

Exercise B

- In this exercise, students must explain the function of various automobile machineries.
- Have students complete this exercise in small groups and then discuss their answers with the entire class.

Answer Key

1. The carburettor is a device that combines air and fuel to form a vapour for use in an internal combustion engine.
2. The sparking plug discharges an electrical spark that ignites the fuel vapour mixture.
3. The connecting rod connects the piston to the crankshaft.
4. An inlet valve is a valve that opens to let fuel vapour into the engine cylinder.
5. Outlet valve.
6. A *revolution* is one complete circular turn. 5000 rpm means that the crankshaft is completing 5000 turns in each minute.
7. The propeller shaft transmits power from the engine to the rear axle.
8. When driving a car with an automatic gear box, the driver does not have to change gears; the car does it automatically. However, because it is more complicated than a manual gear box, it is more difficult to repair.
9. The transmission includes the propeller shaft and the rear axle.
10. Because the universal joint allows the propeller shaft to ‘bend’ as the car moves over uneven road surfaces.
11. The crown wheel and pinion allow the power from the propeller shaft to be moved at 90° angles in order to drive the axles that turn the wheels.

Exercise C

- As in Exercise B, in this exercise students must explain the function of parts of a car.
- Have students work in small groups, and encourage them to research their answers in the library or online.

ANSWER KEY

The clutch connects or separates the engine and the transmission. Disengaging the clutch allows a gear to be selected, and gradually re-engaging it allows the car to move smoothly without jerking.

Language Structure

(Pages 18 and 19 – Student’s Book)

More Practice with Prepositions

Exercise A

- Cut out the following and provide each pair with a set.

of	of	with	for	at	for
of	of	of	at	in	for
with	for	for	at	with	with
for	at	of	at	at	in/at

- Explain that these words are all prepositions and that the students will use them to fill in the blanks in Exercise A.
- Once they have finished, the students will compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | | | |
|---------------|-------------|----------|----------|-------------|
| 1. of | 2. of | 3. with | 4. for | 5. at |
| 6. for; for | 7. at; with | 8. of | 9. of | 10. at |
| 11. at; in/at | 12. for | 13. of | 14. with | 15. of |
| 16. at | 17. in | 18. with | 19. for | 20. at; for |

Exercise B

- The verbs in this list are called phrasal verbs and they contain both verbs and prepositions. The verbs take on new meanings when combined with a preposition. e.g. turn-on/turn-off/turn-in
- Most likely the students will not know how to use many of these phrasal verbs properly in sentences so it is important once again to provide each pair with a dictionary or better yet prepare a sheet with definitions and examples for each.
- Have students complete as much of the activity as they can.
- Students compare answers with their neighbours until they can come up with a sentence for each.
- Review answers as a class and help where needed.

Answer Key

- It is difficult to take out time from my busy schedule.
- She will miss out on the explanation if she comes late.
- The teacher pointed out her mistakes very clearly.
- It will not be easy to rub out the marks from the original paper.
- I will have to clean out my room before my friend comes to stay.
- Amena tried to find out the answers to the general knowledge questions.
- She will grow up fast after her third birthday.
- We had to pick up the litter from the school grounds.
- He is going to save up for his holiday from now.
- They will give up their child for adoption.
- The hold-up at the supermarket has terrified all the workers.
- I was asked to keep up the hard work and maintain my grades.
- The bomb was about to blow up when the disposal squad discovered and deactivated it.
- The break-up between the couple was splashed across the newspapers.
- The vegetables were all cut up into bite-size pieces.
- The river is going to dry up soon due to scarce rainfall.
- Dogs dig up the eggs that the turtles lay on our beaches.
- She tried to cover up the truth but did not succeed.
- We were asked to stand up when the visitors came.

- It is difficult for me to wake up early in the morning if I have had a late night.
- She will tear up the paper on which I have written the secret message.
- We have to do up our classrooms before the students come in.
- I tried to get up after I fell but could not do so on my own.
- The quake-stricken area was cut off from the rest of the country.
- The plane will take off as soon as the President boards it.
- I was put off by the smell of the durian fruit.
- She had to turn off her computer because it was consuming a lot of electricity.
- Her brother set off on his long journey yesterday.
- She was asked to leave off her letter in the box outside the office.
- We had to keep off the newly planted grass.

WORKBOOK ANSWER KEY

- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

PREPOSITIONS AND ADVERBS (Pages 8 and 9)

1. out	2. back	3. to	4. with, about	5. about
6. down	7. for	8. after	9. with	10. for
11. over	12. away	13. about, down	14. out	15. away, with
16. up	17. out	18. quickly, down	19. on	20. back
21. for	22. between	23. up	24. on	25. into, away
26. into, sharply	27. off, on	28. down, out	29. on, back, be	30. off
31. on, down	32. all	33. out	34. off, to	35. up
36. up	37. in	38. through, to	39. on	40. in
41. up	42. down	43. off	44. back	45. off, into
46. up	47. on, around	48. soon	49. out	50. out
51. away	52. over, out	53. forward, back	54. off	55. back

Spelling

(Pages 19 and 20 – Student’s Book)

- Remind the students that *i* comes before *e* except after *c*.
- Have students complete the activity individually.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

- piece
- fierce
- believe
- thief
- grief
- mischief
- receive
- deceive
- ceiling

Passage for Dictation

(Page 20 – Student’s Book)

- Ask the students to read the passage and underline every word that contains *ie/ei*.
- Read through the passage once at normal speed. Students should listen and not write.
- Next break the passage up into segments of 5 to 9 words and read it aloud a second time at a normal pace, giving the students ample time in between segments to complete the activity.

Composition

(Page 20 – Student’s Book)

- Bring a picture of a bicycle big enough for the entire class to see clearly.
- Tape it to the board and while pointing to the different parts, elicit what they are called. Then label accordingly.
- Review the organizational plan provided in the book.
- Elicit what other ways this could be organized and make notes on the board.
- Give the students time to write an outline for their essay.
- Ask them to complete the first draft for homework.
- Follow the composition section in the To the Teacher, for instructions on peer evaluation.

Useful Words and Phrases – More Suffixes

(Pages 20 and 21 – Student’s Book)

Exercises A, B, and C

- Have students complete the activities in pairs and use a dictionary if necessary.
- Point out that there are some irregularities.
- Compare with other pairs.

Answer Key

A.

- adventurous
- industrious
- furious
- cautious
- prosperous
- victorious
- marvellous
- nervous
- rebellious
- harmonious
- laborious

B.

- practical
- musical
- criminal
- historical
- grammatical
- medical
- geographical
- magical
- clerical
- electrical
- brutal
- political

C.

- heroic
- dramatic
- acrobatic
- athletic
- magnetic
- majestic

Pronunciation and Reading Practice – Bet and Bed

(Page 21 – Student’s Book)

- Have students repeat the word lists after you.
- Clearly demonstrate the difference in sounds.
- Read the paragraph aloud to the students.
- Have students practice reading aloud in pairs.

Lesson FOUR

FLORENCE NIGHTINGALE

Florence Nightingale—Intro

- Begin by asking students if they know what a field hospital is. Elicit examples, such as field hospitals at refugee camps, field hospitals at the site of natural disasters, such as earthquakes and floods, and field hospitals in war zones.
- If possible, ask students to do a little research into the conditions and the limitations that field hospitals in Pakistan must cope with and report back to the class. For example, the Red Cross runs a field hospital in Peshawar, while the Pakistan Islamic Medical Association (PIMA) has several field hospitals in the country.
- Then have students read the introductory paragraph silently.
- Elicit a list of similarities and differences between today's nurses and modern field hospitals and what the students imagine was the situation when Florence Nightingale established a field hospital. Leave this list somewhere on the board for later reference.

'The Lady with the Lamp'—Reading

- Begin by asking students what they think is more difficult for nurses and doctors at a hospital: 24 injured patients arriving one per hour or 24 injured patients arriving all at once.
- Then show the class the image below.



- Have students discuss the following in relation to the picture:
 - *How are the injured and ill soldiers being transported?*
 - *Where do you think the small boats are going?*
 - *What is the landscape like?*
- Ask the students to read the first 24 lines of the text silently, from the title, *The Lady with the Lamp*, to the line, *helpless before such scenes of suffering and misery*.
- Ask them to pay special attention to the points they discussed when looking at the illustration.
- After they have finished reading, discuss the questions above, and expand on the discussion with the following questions:

- ◉ *Why did the wounded soldiers arrive in batches of 200?*
- ◉ *What do you imagine their reception was when they reached the shore at Scutari?*
- ◉ *What would have been the problem of the men wearing their own clothing and using their own blankets at the hospital?*



- Next show the class the image above.
- Have students discuss the following in relation to the picture:
 - ◉ *Does the hospital appear to be clean and well stocked? Point out examples in the picture.*
 - ◉ *How do you think Florence Nightingale managed to obtain everything she needed?*
- You may wish to prompt students by asking about what they see on the shelves, where the beds are, what sort of clothing the patients are wearing, etc.
- Ask the students to read the next 25 lines of the text silently, from the line, *Then came Florence Nightingale*, to the line, *...something like a hospital*. Ask them to pay special attention to the points they discussed when looking at the illustration.
- After they have finished reading, discuss the questions above, and expand on the discussion with the following questions:
 - ◉ *Why did Florence Nightingale collect money from her friends before leaving England?*
 - ◉ *What was the problem with the Turkish customs?*
 - ◉ *Who, besides the doctors and nurses helped to do the work at the hospital?*
- End by asking students to guess why Florence Nightingale was called *The Lady with the Lamp*. You may need to ask leading questions such as:
 - ◉ *Do you think they had electrical power at that time?*
 - ◉ *When do you think Florence Nightingale had time to check on her patients?*
- Then have students read the remainder of the text and discuss whether their guess about the origin of *The Lady with the Lamp* was correct.
- If time permits, follow up with a discussion of International Nursing Day on May 12 every year. There are yearly events in Pakistan on this day. Students can research the topics presented at the previous year's events or at the one planned for the upcoming year.

Comprehension and Vocabulary

(Pages 23 and 24 – Student’s Book)

Exercise A

- Ask the students to work in pairs or small groups to find the vocabulary words in the text and try to understand their meanings in context.
- Then allow them to double-check their understanding by consulting a dictionary.
- Finally, ask them to write sentences of their own that illustrate the use of each word.

Answer Key (Sample answers)

- The beautiful resort is situated on the bank of a lazy river.
- I normally ride my bike to school, but it has a flat tire, so today I rode the bus.
- When driving a car up or down a steep hill, it is important to use a low gear.
- Pakistan has vast deposits of natural gas trapped in rock deep below the surface.
- The queue to buy tickets to the championship cricket match was three blocks long.
- Every year, hordes of pilgrims travel to Mecca for Hajj.
- After the earthquake, rescue workers toiled to free victims trapped in buildings.
- An orderly voting process is important for fair election results.
- The villagers worshipped the doctor who was treating them at no cost.
- Doctors told the patient he could go home as he had recovered from his illness.

Exercise B

- In this exercise, students are asked to paraphrase phrases from the text.
- Have them complete this exercise in small groups and then discuss their answers with the entire class.

Answer Key

1. In groups of two hundred people
2. They would face more difficulties in the future
3. It was the best option available
4. A field hospital set up temporarily and with limited facilities
5. They realized they had been wrong

Exercise C

- In this exercise, students are asked to recall information from the text and answer in their own words.
- Have the students work in small groups to discuss their answers and to check the text for details.
- Then ask them to close their books and write their answers individually.

Answer Key

1. Because British soldiers were fighting many different battles in the area.
2. The trip across the sea was dangerous because of the fighting, so it took many times longer to cross the sea than it normally would. The wounded soldiers who were most seriously hurt did not get medical care quickly enough.
3.
 - It did not have enough beds for the injured.
 - The beds were packed too closely together.
 - It was dirty.
 - The floors were rotted and could not be cleaned.
 - There were rats and other vermin in the building.

- There were sewers under the building.
 - There were no everyday supplies such as soap, plates, and spoons.
 - There were no proper sheets, blankets, or hospital shirts for the patients.
 - There was no laundry.
 - There were no baths.
 - There was no lighting in the building.
 - There were no medical supplies.
 - There was not enough medical staff.
4. Because she collected a large amount of money from friends and she used this to buy provisions and drugs before she arrived at Scutari.
 5. At first they didn't believe that the women would be of any use. They thought that a man should be in charge of the hospital.
 6.
 - She cleaned the wards.
 - She got medicines and supplies for the hospital.
 - She got clothing released from Turkish customs and set up a storehouse.
 - She set up a laundry.
 - She set up hospital kitchens.
 - She visited every bed at night, carrying a lamp, to check the men's comfort.

Language Structure

(Pages 24 and 25 – Student's Book)

More Practice with Adverbs

Exercise A

- Go through the examples and stress the position of the adverbs as pointed out in the book. Before the verb and at the end of the sentence.
- Have students complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. She never comes here now.
2. They often paid us a visit last year.
3. Some animals always sleep in the daytime.
4. He usually has a rest in the afternoon.
5. My brother hardly ever has his lunch at twelve o'clock.
6. He sometimes goes to Abbottabad in December.
7. She always gets better after a day or two.
8. They never did that sort of thing in the past.
9. It always arrives in good time.
10. He usually sits there for a moment or two.
11. People never seem to have time for amusements these days.
12. People seldom walk more than a short distance these days.
13. She never spoke to me again.
14. He always tries three times.
15. He still writes to me once a month.

Exercise B

- Point out that one exception to the rule that adverbs go before the verb is when the verb is ‘to be’.
- Have students complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | |
|---|--|
| 1. This book is never borrowed. | 2. He is often pleased with our work. |
| 3. She was always ready to help other people. | 4. The teacher was hardly ever late. |
| 5. It is sometimes very hot in April. | 6. We are usually tired by the end of the day. |
| 7. My mother is always glad to see my friends. | 8. I was never surprised by anything he did. |
| 9. Even after she had had a rest, she was still unable to walk. | |
| 10. There is never anyone in school before seven o'clock. | |

Exercise C

- Point out that when we form the perfect and continuous tenses we have two words that form the complete verb. In this case we place the adverb between the two words.
- Follow the examples in the book.
- Have students complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. He is always whistling.
2. I have never been here before.
3. He has often praised my painting.
4. I have hardly ever seen him wearing a tie.
5. I have just posted a letter to him.
6. When I arrived the show had just started.
7. When he gets home, his brother is usually waiting.
8. We shall never meet again.
9. He said that he would always remember us.
10. Whenever I saw him he was always riding a bicycle.

WORKBOOK ANSWER KEY

Ask the students to complete the exercises individually at home

If time permits, review together in class. Alternatively, correct and hand back for review.

VERBS AND PREPOSITIONS OR ADVERBS (Pages 10 and 11)

- | | | | |
|-----------------|---------------|------------------|--------------------|
| 1. worked out | 2. ran into | 3. get on | 4. wearing off |
| 5. handed over | 6. stand for | 7. answered back | 8. came round |
| 9. died away | 10. put out | 11. put up with | 12. cleared away |
| 13. left out | 14. give in | 15. rubbed out | 16. put off |
| 17. went on | 18. blow over | 19. let me in | 20. caught up with |
| 21. looks up to | 22. cut off | 23. set off | 24. got up |
| 25. came down | 26. hung down | | |

Punctuation

(Page 25 – Student’s Book)

- Review the punctuation rules and have the students find the examples in paragraphs three and seven.

Passage for Dictation

(Page 25 – Student’s Book)

- Ask the students to read the passage and note all the commas used.
- Read through the passage once at normal speed. Students should listen and not write.
- Next, break the passage up into segments of 5 to 9 words and read it aloud a second time at a normal pace, giving the students ample time in between segments to complete the activity.

Composition

(Page 26 – Student’s Book)

- Point out that one of the most important features of good writing is how it is organized.
- Discuss each topic and elicit ways in which the students would organize their work. Stress that there is more than one way to organize each of the topics. However, not all methods would be logical.
- Give students time in class to choose a topic and write an outline helping where needed.
- Assign the first draft as homework.
- Follow the Composition section in the To the Teacher, for instructions on peer evaluation.

Useful Words and Phrases – Go and Went

- Review all ten examples in the book.
- Point out to the students that in this activity there are ten uses of *go* and *went* that match the uses in the examples.
- Have the students complete the activity in pairs.
- Have pairs compare their work and discuss any irregularities.
- Review as a class and help where needed.

Answer Key

- | | | | | |
|------------|-------------|--------------|------------|----------------------|
| 1. go on | 2. go back | 3. going for | 4. Go away | 5. went out/goes out |
| 6. go into | 7. go ahead | 8. go away | 9. go off | 10. going for |

Lesson FIVE

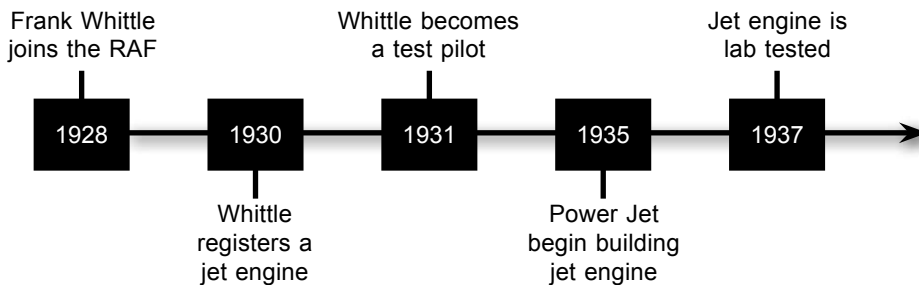
THE FIRST JET ENGINE

The First Jet Engine—Intro

- Begin by showing students two photographs like the ones below.



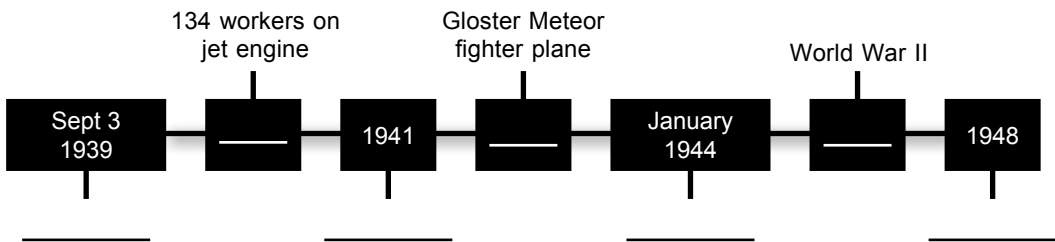
- Ask the students to look carefully at the pictures and say what the main difference between these two aircraft is.
- Explain that planes like the one with the propellers have engines that are piston powered, like the engines in cars. Elicit from the class what sort of engine they think the second plane has.
- Discuss which kind of engine is more modern, the piston engine or the jet engine. Ask for examples.
- Next, ask the students to describe the sound of each of the two aeroplanes. If possible, find some audio clips of both sorts of plane and play them, asking the class to say which is which.
- Ask the students to read the introductory paragraph silently.
- Draw a simple timeline on the board, giving dates for the events described in the introduction, and encourage comments from the class about each item:



'The Flying Teakettle'—Reading

- Have students read the first four questions of Comprehension Exercise B. Ask them to underline the parts of the text that answer each question, or take notes of the important details in their notebooks.

- Ask the class to read the first 23 lines of the reading passage silently, from the title *The Flying Teakettle*, to the line, *The company was always short of money.*
- When the students have finished reading, have them form small groups to compare which parts of the text they marked or which details they noted down.
- Then ask them to work independently to write their answers. Discuss with the whole class.
- Next have students read questions 5 and 6 of Comprehension Exercise B. Ask them to underline the relevant parts of the text for each question, or take notes.
- Then ask the class to read the next 17 lines of the reading passage silently, from the line, *From 1939 it seemed as if war...*, to the line, *Whittle and his assistants had to hide their smiles.*
- When the students have finished reading, proceed as above, having students discuss in small groups, write their answers independently and go over them with the whole class.
- Next, have students read questions 7 through 10 of Comprehension Exercise B. Ask them to underline the relevant parts of the text for each question, or take notes.
- Then ask the class to read the last 16 lines of the reading passage silently, from the line, *At last the Gloster-Whittle...*, to the end of the text.
- When the students have finished reading, proceed as above, having students discuss in small groups, write their answers independently and go over them with the whole class.
- Wrap up by drawing an incomplete timeline on the board and asking students to fill in the blanks.



Comprehension and Vocabulary

(Page 29 – Student’s Book)

Exercise A

- Ask the students to work in pairs or small groups to find the vocabulary words in the text and try to understand their meanings from the text.
- Then have students work individually to find which word fits in each sentence.

Answer Key

- | | | | |
|--------------|--------------|--------------------|--------------------|
| 1. nicknamed | 2. cancelled | 3. nervous/worried | 4. piercing |
| 5. throttle | 6. glow | 7. granted | 8. worried/nervous |
| 9. provide | 10. details | | |

Exercise B

- In this exercise, students are asked to recall information from the text and answer in their own words.
- Have students work in small groups to discuss their answers and to check the text for details.
- Then have them close their books and write their answers individually.

Answer Key

1. They were nervous because they were not sure if the engine would work; they were worried because if it did not work, they would have wasted time and money trying to build it.
2. Because the engine was glowing red-hot, they thought it might come apart and destroy the lab.
3. It shows that Whittle had great determination. He wanted to try to control the engine so that he could figure out how to improve the design.
4. The Air Ministry provided him with some funds to continue building the jet engine. Also, they did not cancel his leave from his regular duties so that he had the time to continue working on the engine.
5. The RAF had few officers, and they wanted Whittle to return to active duty.
6. The force of the exhaust from the jet engine blew the officer's cap off.
7. Because the plane was made by Gloster Aircraft Company, and the engine was made by Whittle. Together they became the Gloster-Whittle.
8. People saw aeroplanes without propellers, which seemed strange to them. Also the plane made a very different sort of noise as it passed overhead.
9. Because the RAF did not want the enemy to know how fast the new engine could make a plane fly.
10. 'Knighted' means honoured by the Queen of England for his contribution and given the title of Sir.

Language Structure

(Pages 29 and 30 – Student's Book)

Words and Their Work

Exercise A

- Point out that sometimes a word can be both, a noun or a verb, depending on how it is used and where it is placed in a sentence.
- In this exercise, the words listed can be used as either a noun or a verb without change in spelling. For example: Care(*noun*), Care(*verb*)
- Explain that when using the verb form they are free to use any verb tense they want. For example: care, cared, have/has cared, is caring, etc.
- Have students complete the activity in pairs.
- Students compare answers with their neighbours.
- Assign each pair to write some of their sentences on the board so that all the examples are listed.
- Review their answers by first allowing the other students to try and correct any mistakes present.

Answer Key

- She smiled at the crying child. (*verb*)
- She has a lovely smile. (*noun*)
- My mother helped me climb the stairs. (*verb*)
- The help she offered was welcomed by all. (*noun*)
- We walked to the park last night. (*verb*)
- The walk to the park was very scary. (*noun*)
- They rest in the afternoons. (*verb*)
- Their afternoon rest was interrupted by the siren. (*noun*)
- Sara tried hard to untie him. (*verb*)
- Those who wanted to have a try had to stand in a queue. (*noun*)

- We worked till eleven in the night to complete the project. (verb)
- Her work was greatly appreciated by the president. (noun)
- It rained continuously last week. (verb)
- The rain upset our picnic plans. (noun)
- We polish the bell every week. (verb)
- The polish is getting duller day by day. (noun)
- The students will sleep in the dormitory. (verb)
- Adequate sleep helps infants grow. (noun)
- We were asked to heat the kettle of water. (verb)
- The heat in March has become unbearable. (noun)
- Students from the other school had a fight with us over seats in the stadium. (verb)
- Our teacher broke up our fight. (noun)
- She wanted to drink water but only juice was available. (verb)
- The drink relaxed and cooled her down. (noun)
- The audience laughed at the clown's antics. (verb)
- We had a good laugh at the clown's antics. (noun)
- The little boy painted the fence perfectly. (verb)
- The paint did not dry for two days. (noun)
- We were hoping for a rescue ship to save us. (verb)
- We ran out of hope after being stranded for ten days. (noun)
- My grandmother has been coughing all night. (verb)
- Her cough is not getting better. (noun)
- The old lady fell down the stairs. (verb)
- The fall paralysed her right side. (noun)
- The moment we tasted the pie we knew it was spoilt. (verb)
- The foul taste remained in our mouths for a few hours. (noun)
- The muggers kicked the teenager. (verb)
- The kick was so hard that he fractured his shin. (noun)
- Mother asked me to cover the fruit platter with a net. (verb)
- Only the cover of the book got spoilt in the rain. (noun)
- The gardener will water the plants every day. (verb)
- Water should never be wasted. (noun)
- I was forced to hand the keys to the teacher. (verb)
- My hand is hurting since yesterday. (noun)

Exercise B

- As in Exercise A, point out that sometimes adjectives and verbs have the same forms.
- Have students complete the activity in pairs.
- Students compare answers with their neighbours.

- Again, have the students write their answers on the board and first allow the other students to try and find and correct the errors and help where necessary.

Answer Key

- The shut door could not be opened even with a crowbar. (adjective)
- We were told to shut the door immediately. (verb)
- Our clothes remained dry in spite of the rain. (adjective)
- The maid dried the clothes in the sun. (verb)
- We are completely wet because of the downpour. (adjective)
- Do not wet us by spraying water with a hose. (verb)
- The clean room was very welcoming. (adjective)
- He had to clean his room before the arrival of his parents. (verb)
- The warm weather is welcome after the bitter cold. (adjective)
- I will warm some milk for the baby. (verb)
- The hall was empty when we entered. (adjective)
- Scouts helped to empty the building that was declared unstable. (verb)
- Clear river water is fun to swim in. (adjective)
- Policemen will clear the streets before the president passes by. (verb)
- The smooth surface did not help us in climbing the rock face. (adjective)
- I tried to smooth the jam over the soufflé but could not do so very neatly. (verb)
- The street urchin looked very dirty even in his new clothes. (adjective)
- The toddler dirtied his bed with his porridge when his mother was not looking. (verb)
- My hurt arm has become useless. (adjective)
- She wanted to hurt me with her nasty comments. (verb)

Exercise C

- Follow the instructions in the book.

Exercise D

- Have students complete the activity in pairs.
- Students compare answers with their neighbours.
- Again, have the students write their answers on the board and first allow the other students to try and find and correct the errors and help where necessary.

Answer Key

- We will protest if the teacher gives us a lot of homework. (verb)
- The protest staged by the poor people was outside the Press Club. (noun)
- We progressed through the snow slowly. (verb)
- His progress in class five has not been satisfactory. (noun)
- They insulted me when I reached the party. (verb)
- The insults that were hurled at me were very offensive. (noun)
- I will never be permitted to stay out late. (verb)
- We had a permit to carry the pistol. (noun)
- The teacher conducted the examinations peacefully. (verb)
- His conduct is beyond reproach at all times. (noun)
- My mother will object to your coming at this time. (verb)
- The object lying on the table belongs to my friend. (noun)
- Volume of water in the river increases in the summer months. (verb)
- The increase in the price of sugar has affected the price of all desserts. (noun)

- Pakistan exports cotton and cotton garments to European countries. (verb)
- Pakistan's exports have reduced considerably in recent years. (noun)
- Pakistan imports luxury goods from Japan. (verb)
- Pakistan's imports have increased over the years. (noun)
- I rejected his idea of missing school for a movie. (verb)
- The rejects from the garment factory are sold in the local market. (noun)
- I suspect my neighbour of smashing the windscreen of our car with a ball. (verb)
- The suspect tried to escape but he was arrested by the police. (noun)
- He deserted us in the middle of nowhere. (verb)
- The desert stretches for miles. (noun)
- The teenager rebelled against his family. (verb)
- The rebel left the country in the middle of the night. (noun)
- We were taught how to extract sugar from sugarcane. (verb)
- The students did not read the extract carefully and thus made mistakes in answering the questions. (noun)
- I was about to transfer money into his account when my father warned me of his dishonesty. (verb)
- His transfer was stopped by an order from the High Court. (noun)

WORKBOOK ANSWER KEY

- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

WORD-MAKING (Page 12)

- | | | |
|--------------------------------|----------------------------------|-------------------------------|
| 1. beauty, beautifully | 2. terrible/terrified/terrifying | 3. obedience, obedient |
| 4. pleasure, pleasant/pleasing | 5. protect | 6. thought, thoughtfully |
| 7. hatred, hatefully | 8. hopeful, hopefully | 9. horrify, horribly |
| 10. lovingly | 11. sleepily | 12. proudly |
| 13. sweeten, sweetly | 14. bravery | 15. shorten, shortly |
| 16. humbleness, humbly | 17. lengthen | 18. darkness, dark |
| 19. taste, tastefully | 20. regretful | 21. hasten, hastily |
| 22. fearful, fearfully | 23. pity, pitiful | 24. laugh, laughable/laughing |
| 25. agreeable, agreeably | 26. fright, frightful | 27. care, caring/careful |
| 28. honourable | 29. annoy, annoyingly | |

STRESS (Page 13)

- | | | | | |
|-------------------|------------|-------------------|------------|-------------------|
| 1. (verb) | 2. (noun) | 3. (verb) | 4. (verb) | 5. (noun) |
| 6. (verb) | 7. (noun) | 8. (verb) | 9. (noun) | 10. (verb) (noun) |
| 11. (noun) | 12. (verb) | 13. (noun) | 14. (verb) | 15. (verb) (noun) |
| 16. (verb) (noun) | 17. (verb) | 18. (noun) | 19. (verb) | 20. (noun) |
| 21. (noun) | 22. (verb) | 23. (verb) (noun) | 24. (verb) | 25. (noun) |
| 26. (noun) | 27. (verb) | 28. (noun) | 29. (noun) | |

Spelling

(Page 30 – Student's Book)

- We had a similar exercise in Lesson 1, you can go back to that lesson and follow the instructions there or you can try out the new set of instructions below.
- Give each student a printout of the words listed in the exercise but they must be numbered.
- Explain that they are going to ask for help in completing the spelling of the words.

- Ask them to stand up and find another student to help them with this task.
- Ask only about one word each and then find other students to help with the other words (only one each). For example,
 A: Do you know the missing letters in number 1?
 B: I think it is 'rc'.
 A: 'rc'? So that is arctic?
 A: What is it?
 B: It is the very cold part of Earth near the poles.
 A: OK thanks! Bye. B: Bye.
- The idea is to get the students to work the spellings with the help of other students, while speaking in English. Stress that ONLY English is allowed in this activity.
- Monitor as necessary.
- Review answers as a class and help where needed.

Answer Key

- | | | | |
|---------------------|--------------------|--------------|--------------|
| • Arctic | • Antarctic | • Compass | • Centigrade |
| • Coniferous forest | • Deciduous forest | • Desert | • Glacier |
| • Harbour | • Rain gauge | • Plateau | • Peninsula |
| • Mineral | • Longitude | • Irrigation | |

Composition

(Page 31– Student’s Book)

- Have the students read the letter silently.
- Ask – How many paragraphs are there?
- Ask – What is the first paragraph about? (a reply to your letter, asking him to be your pen pal)
- In pairs, ask the students to come up with a ‘title’ that explains what each paragraph is about.
- Explain that one way to reply is to write similar paragraphs. For example, paragraph 1 is thanking them for their reply; paragraph 2 contains basic info about him/herself and their families; paragraph 3 is about school; paragraph 4 is about his/her hobbies; paragraph 5 is about unique hobby (if they have one); paragraph 6 is the closing.
- Ask the students to write outlines following the organizational pattern discussed.
- Ask the students to complete the rough draft as homework.
- Follow the Composition section in the To the Teacher, for instructions on peer evaluation.

Useful Words and Phrases – More Suffixes

- Ask the students to complete the activities in pairs and use a dictionary if necessary.
- Point out that there are some irregularities.
- Compare with other pairs.

Answer Key

A.

- Action
- Attraction
- Alteration
- Education
- Multiplication
- Publication
- Explanation
- Declaration
- Navigation

B.

- Discussion
- Permission
- Confusion
- Comprehension
- Division
- Compulsion
- Expulsion
- Collision
- Decision

Pronunciation and Reading Practice – Lock and Log

(Page 32 – Student’s Book)

- Ask the students to repeat the word lists after you.
- Clearly demonstrate the difference in sounds.
- Read the paragraph aloud to the students.
- Have students practice reading aloud in pairs.

Lesson SIX

THREE MEN IN A BOAT

Three Men in a Boat—Intro

- Begin by asking students if they know the Pakistani Urdu writer Ibn-e-Insha and his humorous books *Dunya Gol Hai* and *Khumar-e-Gandum*.
- Ask the class what it is that makes these stories funny and popular? Ask students if they know anyone who is something like one of the characters Ibne Insha describes.
- Tell students that the English writer Jerome K. Jerome was a similar kind of writer. He added humorous stories to illustrate some point he was making in his writing.
- Ask the students to read the introductory paragraph silently.
- Ask a student to read the last sentence of the introduction aloud. Then ask the class what they expect to read in the passage. They should say that they expect a description of the travel plans.
- Explain that the travel planning is really only an excuse for Jerome K. Jerome to tell one of his stories.

‘Uncle Podger Hangs a Picture’—Reading

- Tell students a variation on the famous ‘light bulb’ joke:
Q. How many monkeys does it take to change a light bulb?
Ans. Five. One to climb the ladder and four to pick up the ladder and spin it around.
- Have students look at the illustration on page 33 of the textbook. How many people does it seem to take to hang a picture?

- Brainstorm with the class the different tasks that are needed to prepare for and to hang a picture. If one person does each thing, how many people will it take?
- Tell the class to read the first 20 lines of the reading passage silently, from the title *Uncle Podger Hangs a Picture*, to the line, *...hand me up the picture.*
- Write these questions on the board and tell students to think about them as they read:
 - *Which of the three travel companions does the author think is like his Uncle Podger? (Answer: Harris.)*
 - *How many people does Uncle Podger send on the nail errand? What does this tell us about him? (Answer: Two. It tells us he is disorganized.)*
- When they have finished reading, discuss the two questions with the whole class.
- Then tell students to read the next 23 lines of the text, from the line, *Then he lifted up the picture...*, to the line, *...you don't know what I did with the hammer.*
- Write these questions on the board and ask the students to think about them as they read:
 - *Why does Uncle Podger say he may as well ask the cat? What does this tell us about him? (Answer: He means his family are useless. It tells us that he does not value their help.)*
 - *Is Uncle Podger patient or impatient? What makes you think so? (Answer: He is impatient since he complained about how long it took to find the dropped nail.)*
- When they have finished reading, discuss the two questions with the whole class.
- Then tell the students to read the last 26 lines of the text, from the line, *We found the hammer for him...*, to end of the story.
- Write these questions on the board and ask the students to think about them as they read:
 - *What sound was made when Uncle Podger fell? Did you find that funny? Why? (Answer: There was the racket of a lot of piano keys being struck all at once. It is probably funny to the students since slapstick comedy is culturally universal.)*
 - *Does Aunt Maria seem to have confidence that Uncle Podger will get the picture hung? What makes you think so? (Answer: No, she thinks it will take him a very long time to do it. She teases him that she should go to her mother's for a week next time he tries to hang a picture.)*
- When they have finished reading, discuss the two questions with the whole class.
- Wrap up by having students work in small groups to make a list of everything that goes wrong when Uncle Podger tries to hang the picture. Have groups compare lists, and then make a master list on the board.

Comprehension and Vocabulary

(Page 35 – Student's Book)

Exercise A

- Ask the students to work in pairs or small groups to find the vocabulary words in the text and try to understand their meanings from context.
- Then ask them to collaborate to think of synonyms. Allow them to use dictionaries.

Answer Key

burden/responsibility
gradually/slowly
injured/hurt

sufficient/enough
wretched/unhappy

Exercise B

- Ask the students to work independently or in pairs to discuss the meanings of the word in each item and match them to the meanings.

- Allow them 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

catalogue/list of goods
disturbance/disorder
hindered/got in the way
semicircle/half of a circle

sneered/gave a smile of contempt
original/first
insecure/unsafe
evident/clear, obvious
settle/decide

Exercise C

- Begin by providing a few examples of words with negative prefixes such as *impossible*, *disagree*, *untie*, *inexpensive*. Elicit the meanings, and when students say, *not [expensive]*, circle the prefix. Point out that all of these prefixes mean *not*.
- Ask the students to complete the exercise individually and check answers in pairs.

ANSWER KEY

unhindered
uninjured

unoriginal
insufficient

secure
order

Exercise D

- In this exercise, students are asked to recall information from the text and answer in their own words.
- Ask the students to work in small groups to discuss their answers and to check the text for details.
- Then ask them to close their books and write their answers individually.

Answer Key

1. Harris wanted to do the least work.
2. Jerome, the author.
3. It had been framed.
4. Six people.
5. Uncle Podger could not find his handkerchief because it was in his coat pocket, and he did not know that he was sitting on his coat.
6. The accidents, such as dropping the picture, falling onto the piano, and smashing his thumb. Slapstick comedy is funny in any language.

Language Structure

(Pages 35, 36, and 37 – Student's Book)

Question Words

Exercise A, B, and C

- Write the following on the board.
 - *Asking about things or activities*
 - *Asking about general or specific times*
 - *Asking about places*
 - *Asking in what way something is done; its specific characteristics, qualities, or quantities*
 - *Asking about preference*
 - *Asking for a reason*
 - *Asking about possession*

- Ask the students to discuss and match the question words with these uses.
- Elicit the correct answers for each.
- Have students suggest sample questions for each of the question words.
- Help where necessary especially with the use of the verb 'to do'.
- Review any other relevant instructions from the text, specifically the explanation of who/whom.
- Have students complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key, Exercise A

- | | | | | |
|----------|---------|--------|--------|---------|
| 1. Where | 2. When | 3. Why | 4. How | 5. When |
| 6. How | 7. How | 8. How | 9. How | |

Exercise B

- | | | | | |
|-----------|-----------|-----------|-----------|----------|
| 1. Who | 2. Whom | 3. Which | 4. What | 5. What |
| 6. Whose | 7. Who | 8. Whom | 9. Who | 10. What |
| 11. Which | 12. Which | 13. Whose | 14. Which | 15. What |

Exercise C

- | | | |
|-----------------------------|---------------------------------|-----------------------------|
| 1. Whom did he see? | 2. Whom would she like to meet? | 3. Whom did he vote for? |
| 4. To whom did she give it? | 5. Whom was he thinking of? | 6. Whom was he thinking of? |
| 7. Whom was it painted by? | | |

WORKBOOK ANSWER KEY

- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

QUESTION (Pages 14 and 15)

- | | |
|---|--|
| 1. When did you reach the seashore? | 2. Which shirt did you chose? |
| 3. How often does John go to the cinema? | 4. By whom was the book written? |
| 5. How much did she pay for the house repairs? | 6. In which museum did you see the statue? |
| 7. What would you like for your supper? | 8. How did you make the curry rich? |
| 9. Why are you breathing so hard? | 10. Who left my best cushions out in the rain? |
| 11. To whom did mother give the cake? | 12. Of whom did she remind him? |
| 13. By whom was the music written? | 14. In which city was he living? |
| • | |
| 1. It took the dentist one hour. | 2. It costs rupees 50. |
| 3. It weighs 5 kilograms. | 4. The illness lasted for two days. |
| 5. Marco Polo travelled from east to west. | 6. They stayed for two hours. |
| • | |
| 1. How long did father take to repair your bicycle? | 2. How much did the piece of jade cost? |
| 3. For how long did Matteo Ricci live in China? | 4. How far did the grassland stretch? |
| 5. How long can you wait? | 6. How long have you been walking? |

Punctuation

(Page 38 – Student’s Book)

- Ask the students to underline the said phrases, e.g. *he said, said the teacher, she asked.*
- Read the first sentence without the said phrase. I wonder why no one knows the answer.
- Ask – Is this one sentence or two?

- Explain – It is one and the phrase said the teacher is interrupting the sentence so we use a comma and not a full stop. We use a full stop when the said phrase connects two sentences.
- Ask the students to complete the activity individually and later review as a class.

Answer Key

‘I wonder,’ said the teacher, ‘why no one knows the answer?’
 ‘Sometimes,’ he said, ‘we have heavy rain in the evenings.’
 ‘Here is the bottle,’ she said. ‘Please put it in the cupboard.’
 ‘Where have you been?’ he asked. ‘You should have been here long ago.’
 ‘And where,’ asked her mother, ‘have you been?’

Composition

(Page 38 – Student’s Book)

- Give students time in class to choose the game they want to write about and an outline for each of their paragraphs.
- Alternatively, you could have them brainstorm and make a bubble map of their game. This may lead to an alternative to the suggested plan in the book.
- Have students complete their first draft for homework.
- Follow the Composition section in the To the Teacher, for instructions on peer evaluation.

Useful Words and Phrases – Get

- Have students complete the activities in pairs.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | | |
|------------|-------------------|--------------------------|------------|
| 1. get off | 2. get up or down | 3. got away | 4. get out |
| 5. got off | 6. gets out | 7. getting on/getting on | 8. get on |
| 9. got off | 10. get on | | |

Lesson SEVEN

PIONEERS OF MEDICINE

Pioneers of Medicine—Intro

- Begin by asking students what immunizations they have had. List the scientific and/or English names of the various diseases on the board, e.g. *measles*, *mumps*, *chicken pox*, *whooping cough* (or *pertussis*), *German measles* (or *rubella*), *polio*, *diphtheria*, *tuberculosis*, etc.
- Ask if any of them have been immunized against smallpox (or variola). Explain that this is because the disease has been eradicated, and people are no longer routinely immunized for smallpox.
- Point out that in the 20th century, approximately 500 million people died of smallpox, so that the official declaration by the World Health Organization that the disease has been eradicated represents a major medical achievement.
- Elicit the name of the person who is credited with the development of the vaccination against smallpox, and if students do not know, tell them to scan the introduction to the reading text to

find it. Emphasize that they should not do a close reading, but simply scan the text as quickly as they can until they find the name.

- Next, write the word *vaccination* on the board. Tell the students that today this word is a synonym of the word *immunization* and is used to refer to immunizations against all sorts of diseases, but that it was not always the case. Dr. Jenner used this word to refer only to immunization against smallpox.
- Tell the students that the Latin root of the word, *vacca* means cow. Ask the students to scan the introduction to the text for the word *cow* and then to read the surrounding text to see why Dr. Jenner chose this term for his immunizations.
- Finally, have students read through the introductory paragraph silently.
- Ask students why Dr. Jenner wanted to find a new way to immunize people against smallpox.

'The First Vaccination'—Reading

- Have a student read aloud the last paragraph of the introduction. Elicit ideas of what students think Dr. Jenner plans to do. Accept all ideas.
- During this discussion draw students' attention to the illustration and use what they see to formulate their predictions. Write notes with the predictions on the board.
- Tell the students to pay attention as they read to their predictions which are correct and as well as to those which are incorrect.
- Have the class read the first 25 lines of the reading passage silently, from the title *The First Vaccination*, to the line, *'I'll call and see you tomorrow.'*
- When students have finished reading, ask:
 - *Who is the patient?*
 - *What does Dr. Jenner discuss with Mrs. Phipps?*
 - *What is Mrs. Phipps' answer?*
- Next, ask students which of their predictions were wrong. Cross these out or erase them from the list on the board.
- Then tell students to read the next 21 lines of the passage, from the line, *The doctor slept little that night*, to the line, *...vaccination might cause people to develop cow's faces!*
- When students have finished reading, ask:
 - *What was the 'great test?'*
 - *Why was this the most exciting time of Dr. Jenner's life?*
 - *What was the reaction of the medical profession to Dr. Jenner's discovery?*
- Next, ask students if any of their remaining predictions were wrong. Cross out any that are wrong or erase them from the list on the board.
- Then tell students to read the last 21 lines of the text, from the line, *At last Jenner persuaded 326 people...*, to end of the passage.
- When the students have finished reading, ask:
 - *What was the result of Dr. Jenner's new research?*
 - *How did Dr. Jenner react to becoming famous?*
- Next, ask the students once more if there are any incorrect predictions remaining in the list. Cross these out or erase them from the list on the board.
- Wrap up having a class discussion about immunization in Pakistan. What diseases are the most easily prevented by immunization and yet still make many people sick? (Polio, diarrhoea, pneumonia, etc.)

Comprehension and Vocabulary

(Pages 42 and 43 – Student’s Book)

Exercise A

- Ask the students to work in pairs or small groups to find the vocabulary words in the text and try to understand their meanings from context.
- Then ask them to work individually to find which word fits in each sentence.

Answer Key

- | | | | |
|--------------|-------------|--------------|--------------|
| 1. inserting | 2. symptoms | 3. assured | 4. confident |
| 5. infect | 6. cautious | 7. effective | 8. research |

Exercise B

- In this exercise, students are asked to recall information from the text and answer in their own words.
- Ask the students to work in small groups to discuss their answers and to check the text for details.
- Then have them close their books and write their answers individually.

Answer Key

1. James was in bed because he was waiting for Dr. Jenner to inoculate him.
2. Dr. Jenner had saved the life of Mrs. Phipps’ husband’s two years before.
3. The doctor slept he had trouble sleeping because he was worried.
4. The doctor was afraid that James would get sick with cowpox. He also worried that the experiment would not work and James would get smallpox anyway.
5. He injected smallpox germs into James to see if James would get sick. If James stayed healthy, it would show that the vaccination had worked.
6. ‘Jenner, however, was too cautious to jump to hasty conclusions.’
7. He had trouble finding people who had a cowpox infection to collect the lymph from, and he also had trouble finding people who were willing to be vaccinated as part of an experiment.
8. Dr. Jenner was able to show that every person who had been vaccinated in his experimental group was protected from getting smallpox.
9. People all over the world were vaccinated against smallpox, and because of this, the numbers of people who got sick with smallpox dropped enormously.
10. (Answers may vary since smallpox vaccinations are no longer routine. If students have been vaccinated, they will have a small scar on their upper arm or on their leg. Students’ parents will probably know what immunizations students have had.)

Language Structure

(Pages 43 and 44 – Student’s Book)

Indirect Questions/Relative Clauses

Exercise A

- Write this table on the board:

for people	who/that
for things	which/that
for quantity	how much/many
for places	where
for times	when
for reasons	why

- Ask questions such as: Which word do we use when we want to know about time? Quantity? (Countable and uncountable) etc.
- Explain that they have to choose the correct *question word* to complete the sentences. You can also explain that these are all *relative clauses*. The question words are all relative pronouns.
- Have students complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | | |
|----------|-------------|-------------|-------------|
| 1. where | 2. why | 3. when | 4. how much |
| 5. why | 6. when/how | 7. how many | 8. how |

Exercise B

- There are many grammatical rules associated with this exercise. They are all examples of relative clauses, however, a bit more tricky than those found in Exercise A.
- Use as much or as little of this as you feel necessary.
 - Which refers to things and who(m) refers to things.
 - Who/which can be used as subjects or objects of verbs in relative clauses. However, whom is not commonly used anymore in informal style. For example, I enjoy people who are funny. I don't remember most of the people who I studied with in grade school.
 - Whose is a possessive pronoun, e.g. I met a man whose family comes from Africa.
 - What can be used to mean – *the thing that* or *that which*, e.g. I didn't know what was happening. She was planning what to do next.
- Have students complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | | |
|---------|----------------|-----------|----------------|
| 1. who | 2. who(m)/what | 3. what | 4. who/to whom |
| 5. what | 6. whose | 7. who(m) | 8. by which |

Exercise C

- Review the instructions prior to Exercise C in the book and then have the students once again complete the activity in pairs or individually.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

1. He asked her what he was reading.
2. His sister wanted to know when he would see her again.
3. They wondered why she always comes late/ They wondered why she always came late.
4. He inquired where the tallest building was/ He inquired where the tallest building is.
5. The teacher asked her what the answer was.
6. He asked him who told him that.
7. He enquired if they were going to do it again.
8. Her mother asked how much she paid for it.
9. His father asked whose hat he was wearing.
10. His brother asked him how he liked his new school.

WORKBOOK ANSWER KEY

- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

INDIRECT QUESTIONS (Pages 16 and 17)

- | | | |
|-------------------------------------|--------------------------------------|-------------------------------|
| 1. ...is late. | 2. ...would end. | 3. ...was. |
| 4. ...operates. | 5. ...is clean. | 6. ...started flowing from. |
| 7. ...talk so fast. | 8. ...works. | 9. ...was sick. |
| 10. ...were coming home for dinner. | 11. ...was late. | 12. ...was guilty |
| 13. ...was needed. | 14. ...works. | 15. ...the movie starts. |
| 16. ...entered the house. | 17. ...she was talking to. | 18. ...the story was about. |
| 19. ...purse to buy. | 20. ...is this. | 21. ...bag the book was. |
| 22. ...I have to report. | 23. ...the chief guest is. | 24. ...to talk to. |
| 25. ...room to go to. | 26. ...is coming for dinner. | 27. ...he wants. |
| 28. ...this book belongs. | 29. ...is coming to give the speech. | 30. ...she had gone out with. |

•

- | | |
|---|--|
| 1. ...whether he had finished. | 2. ...whether she often comes there. |
| 3. ...whether everything was ready. | 4. ...whether he could tell her the time. |
| 5. ...whether he told her about his accident. | 6. ...whether she should tell the headmaster of his arrival. |

•

1. She inquired when the new headmaster was arriving.
2. He asked why he sits at the back of the class.
3. He inquired if his father lived in that town.
4. He asked who the man in the red shirt was.
5. He asked where he had put the paper.
6. He inquired what had his father given him.

Spelling

(Page 44 – Student's Book)

- Have students complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | | |
|-----------------|-------------|---------------|-----------|
| • physics | • funnel | • apparatus | • biology |
| • demonstration | • equipment | • equivalent | • expand |
| • inflammable | • evaporate | • transparent | |

Composition

(Pages 44 and 45 – Student’s Book)

- When writing a composition about how to do something – one must write chronologically.
- Have students think about what they want to write about. Either from the four examples given or something original.
- Tell them that they will be writing step-by-step instructions on how to do something. You might want to give them an example and also set some parameters such as how long and what format you want them to use.
- Give students time in class to write their outline.
- Ask them to complete the composition for homework.
- Follow the Composition section in the To the Teacher, for instructions on peer evaluation.

Useful Words and Phrases – Prefixes

(Page 45– Student’s Book)

- Play a game here such as noughts and crosses or tic-tac-toe.
- Put the students in pairs and one at a time they try to make a sentence using one of the words. If they can make a proper sentence, then they get to put a mark. If they cannot make a sentence, their opponent gets to have a try. Continue until someone wins the game, or until they have made a sentence for each of the words.
- Review answers as a class and help where needed.

Answer Key

- My teacher scolded me because my homework was incomplete.
- HIV Aids is an incurable disease.
- The tailor took inaccurate measurements and ruined my dress.
- He is incapable of thinking for himself.
- It was very inconvenient for us to drop him off but my father agreed instantly to give him a lift.
- The irresistible chocolate ice cream finished before I could bat an eyelid.
- It was very irresponsible of me to forget the important documents in the bank.
- It is impossible to talk to him when he is angry.
- Vampires are considered to be immortal.
- My mother is very impatient with my teenage brother.
- The immodest girl was asked to change into something decent if she wanted to attend the school party.
- An immovable rock stood at the opening of the cave blocking the entrance.
- The important guest was served tea in a silver tea set.

Pronunciation and Reading Practice – Sip and Ship

(Page 45 – Student’s Book)

- Ask the students to repeat the word lists after you.
- Clearly demonstrate the difference in sounds.
- Read the paragraph aloud to the students.
- Have students practice reading aloud in pairs.

Lesson EIGHT

INDUS VALLEY CIVILIZATION

Indus Valley Civilization—Intro

- Begin by asking students if they know what archaeology is.
 - How do archaeologists do their work?
 - What do they look for?
 - What can they learn from objects they find during excavations?
- Ask the students what they know about the ancient city in the Indus Valley called Mohenjo Daro. Explain that this city and many others of the same civilization were gradually abandoned around the year 1500 BCE (Before Common Era). Archaeologists have learned that:
 - Newer cities were built on top of older cities.
 - The older cities had been damaged or destroyed by repeated floods.
 - The newer cities were not built as carefully as the older cities.
 - The area was becoming more desert-like so that growing crops became difficult.
 - People lived in parts of the cities only before they were finally abandoned.
- Brainstorm with the class some reasons that might make people abandon a city. Draw examples from events students know about, such as floods, earthquakes, or wars. Elicit ideas about gradual changes that may lead to a less sudden abandonment of an area, such as climate change or economic problems due to lack of trade.
- Discuss with the class the changes that happen in cities they know well, especially in neighbourhoods that have become poor economically and where buildings and streets are not maintained.

‘Indus Valley Civilization’—Reading

- Ask the students to read the first 13 lines of the text silently, from the title to the first illustration.
- Elicit lists of facts that they can find in this section of the text, e.g.
 - *The ruins of the ancient cities were found in the 1920s.*
 - *People lived in these cities for more than 1,000 years*
- Explain that archaeologists now believe that the cities were in use from about 2600 BCE to 1500 BCE.
- Have students look at the illustrations on pages 46 and 47 of the textbook and describe them. Make lists on the board of the descriptions.
- Then discuss the importance of different features shown by the photographs:
 1. In the photo captioned *Citadel mound with Kushana Stupa*:
 - Ask the students if they think the stupa was part of the ancient city or not. (It was built on the ruins of the city.)
 - Ask students what the main building material seems to be made of. (Brick)
 2. In the photo captioned, *The great bath*:
 - Ask the students what they think this structure might have been used for. (It may have been a public bath, or it may have been used for religious ceremonies.)
 3. In the photo captioned, *Two typical Mohenjo Daro seals*:
 - Ask the students whether they know of any cultures that use seals (i.e. the Chinese). Ask what the seals might be used for.
 - Draw the students’ attention to the line of characters at the top of the second seal in the photo. What do students think these symbols are?
- Following the discussion of the images, have students read the next 25 lines of the passage silently, beginning with the line, *One of the cities of the Indus Valley...*, and ending with the line, *we shall learn much more about these interesting people.*

- Ask the students whether their ideas about the images were correct. Go on to discuss any other points that seem interesting to the class, e.g. they may comment that the symbols are thought to be a written form of the language used at the time, but that it has not been deciphered as yet.
- Next, have students read the last 16 lines of the passage silently, beginning with the line, *In the countryside...*, to the end of the text.
- Compare the ideas the class had regarding what might make people abandon their cities. Which ones of those does the text suggest might have been the reason for the people of the Indus Valley Civilization?
- Explain that since the time this text was written, more has been learned about these people. Archaeologists no longer believe the causes were sudden or even due to one catastrophic event. They now believe that it was simply a question of climate change. Evidence does not show that the cities were abandoned quickly.
- Wrap up having a class discussion about two different scenarios involving the school. Divide the class into groups and have each group discuss one of the two topics:
 - a) Your school is moving to a new building. What would you take? What would you leave behind? Make two lists, and consider all areas of the school—classrooms, offices, gymnasium, library, etc.
 - b) You are told that you need to evacuate the school and have only one day to do it. What would you take? What would you leave behind? Make two lists, and consider all areas of the school—classrooms, offices, gymnasium, library, etc.

Comprehension and Vocabulary

(Pages 48 and 49 – Student’s Book)

Exercise A

- Have students work independently or in pairs to discuss the meanings of the word in each item and match them to the given meanings.
- Allow the 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

preserved/kept safe	tools/device or implement
crest/a kind of seal	enemies/adversary
fertile/producing abundant crops	terrible/causing terror
slew/killed	disaster/misfortune
ancient/of long ago	buried/covered up, submerged
peasant/worker on the land	destroyed/make useless

Exercise B

- In this exercise, students are asked to recall information from the text and answer in their own words.
- Have students work in small groups to discuss their answers and to check the text for details.
- Then have them close their books and write their answers individually.

Answer Key

1. About 4000-5000 years ago.
2. Archaeologists studied the remains of the city that they dug up. They carefully examined the preserved objects and skeletons they found there.
3. The fact that they people had planned their city with straight streets, and that the houses had bathrooms and drains.

4. The seals are important as they have writing on them. When the language is deciphered we may learn more about the Indus Valley people.
5. A crest is a traditional family symbol with images and words that represent the family's place in society.
6. The climate changed, perhaps because the trees were cut down.

Language Structure

(Pages 49 and 50 – Student's Book)

Indirect Statements

Exercise A and B

- Review the explanations in the book.
- Ask the students to follow the example and complete the activities individually.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key, Exercise A

- | | |
|---------------------------------------|--|
| 1. He said, 'I am tired.' | 2. She said, 'I am waiting.' |
| 3. He said, 'The pen is broken.' | 4. She replied, 'The girls are right.' |
| 5. He declared, 'The battle is over.' | |

Exercise B

- | | |
|---|--|
| 1. She said that she was going home. | 2. He said that he was reading a book. |
| 3. He said that it was raining. | 4. She whispered that they were going to tell him. |
| 5. He remarked to his sister that she had been a long time. | |

Pronoun Changes

- Ask the students to close their books.
- Write the examples from the book on the board without mentioning the pronoun rules provided.
- Call on a few students to come to the board and underline all the pronouns, e.g. He said, 'I shall tell her.' He said that he would tell her.
- Ask the following questions:
 - What is the pronoun replaced by *I* in the second sentence? *he*
 - Does the pronoun *she* change in the second sentence? *no*
 - Continue through all the changes.
- Open the books and look at the pronoun rules and review.

Tense Changes

- Point out that following *He said*, we normally use the simple past tense. However, there are some exceptions.
- Review the examples given.
- Write a few more examples for the students to practice.
 - *I am hungry.* (*He said* that he was hungry.)
 - *We have to hurry.* (*They said* that they had to hurry.)

Exercise C

- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. He said that he was telling him the truth.
2. She said that she/he had seen her before.
3. He said that he was glad that she/he/I.
4. He pointed out that they were very late.
5. He told us that she arrived by train.
6. The headmaster announced that there would be a week's holiday.
7. She promised that she would give him/her/me the book.
8. He said that he/I was a brave man.
9. He announced that they had made a mistake.
10. They promised us that he/she/I could rely on them.

WORKBOOK ANSWER KEY

- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

DIRECT STATEMENTS (Page 18)

1. She said, 'I am enjoying the performance.'
2. Paul said, 'I know the answer.'
3. My sister replied, 'I have already finished.'
4. He said, 'She has a cold.'
5. They said, 'We will help you.'
6. She said, 'I will be arriving soon.'
7. The teacher announced, 'The play has been cancelled.'
8. She said, 'I have not seen my sister or brother for some time.'
9. He said, 'I am not going to live here.'
10. They said, 'We will return soon.'
11. He said, 'I have never been here before.'
12. Everyone said, 'It is a beautiful painting.'
13. The visitor said, 'I have to go.'
14. A man said, 'I have seen the accident take place.'

INDIRECT STATEMENTS (Page 19)

1. Mustafa said that he was hot.
2. Nadir said that he was listening to the stereo.
3. He said that he wanted to tell him/me something.
4. The teacher said that she had told them/me that before.
5. He said that he had some work to do.
6. Sultana said that she would be there.
7. She said that by five o'clock she should/shall have finished.
8. She said that they had had some visitors.
9. She said that he looks just like her brother.
10. The headmaster said that they both had done good work.
11. He admitted that his sister helped him with his homework.
12. The girl said that they would be singing two new songs.
13. He said that he was hoping to see him again soon.
14. They told him that they had done what he had asked.
15. He said that he never borrowed money.

Punctuation

(Page 51 – Student’s Book)

- Have students read through the passage and note the use of commas.

Passage for Dictation

(Page 51 – Student’s Book)

- Ask the students to close their books and then read through the passage once, at normal speed. Students should listen and not write.
- Next, break the passage up into segments of 5 to 9 words and read it aloud a second time at a normal pace giving the students ample time in between segments to complete the activity.
- Open the books and check for accuracy.

Composition

(Page 51 – Student’s Book)

- To create interest, you can tell a story that follows one of the three examples in the book or find a short story and read it to the class.
- Ask the students to brainstorm ideas for their stories and walk around the room offering assistance.
- Once they have chosen a topic have them break the story into parts and construct a rough outline in class.
- Assign the first rough draft as homework and then follow the To the Teacher instructions on peer evaluation.

Useful Words and Phrases – Run

- Ask the students to make a list of all the ‘run’ phrases listed.
- Examine how and in what circumstances each is used.
- Ask the students to complete the sentences using the phrases listed.

Answer Key

- | | | | |
|---------------|------------------|------------------|-------------|
| 1. ran after | 2. run down/over | 3. run away | 4. ran into |
| 5. run out of | 6. run through | 7. ran away with | |

Lesson NINE

SKYWAYS

Skyways—Intro

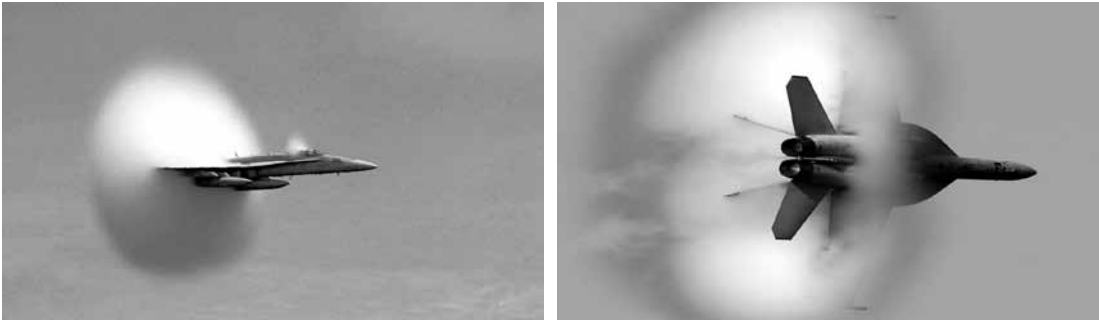
- Begin by asking students if they have heard of an aeroplane called the Concorde. Ask what they know about this plane, e.g. how fast it travelled, what shape it has, etc.
- Explain that the Concorde was a type of plane called SST, supersonic transport. Elicit the meaning of the word *supersonic*, i.e. *faster than sound*.
- Discuss supersonic effects produced in less technically complex ways. For example, when a bullwhip is snapped, the tip moves faster than the speed of sound and the shock wave makes a snapping noise in the air. Similarly, when a party balloon is burst with a pin, the air inside the

balloon escapes so suddenly that it travels faster than the speed of sound, and makes a popping sound. The speed of sound is about 762 miles per hour at sea level.

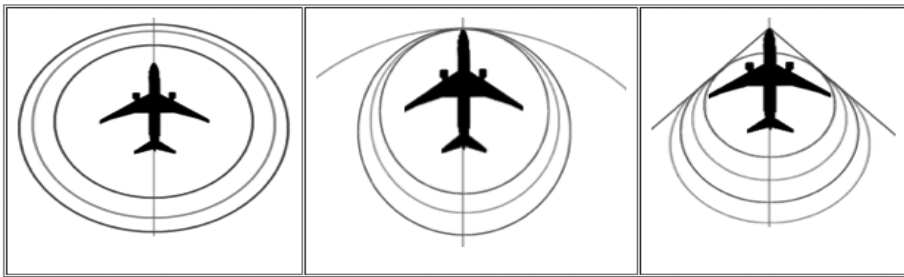
- Ask the students to read the two paragraphs of the introduction to the passage silently.
- Then ask them to guess what problem they think aeroplane pilots faced as they went faster than 500 miles per hour.

‘The Sound Barrier’—Reading

- If possible, before asking the students to read the passage show a video clip of an aircraft ‘breaking’ the sound barrier. A good video that both illustrates the effect and gives a simple explanation of the science of supersonic flight can be found on YouTube: <http://www.youtube.com> (Suggestion: Look for *Supersonic Flight, Sonic Booms by AVWeb*).
- If it is not possible to display a video, show images of various aircraft as they pass the speed of sound and a graphic image of how air compresses when approaching the speed of sound e.g.



Sound Barrier



- Ask students to read questions 1-6 from the *True/False* Exercise B on page 51 of the textbook.
- Then have them read the first 23 lines of the text silently, from the title to the line, *...flown through the sound barrier*. Tell them not to stop while reading, but to read straight through for general comprehension, and then to re-read that part of the text to make note of the specific answers.
- After students have finished reading, go over the six questions, and then ask students to read the remaining four questions of Exercise B.
- Then ask them to read the next 26 lines of text silently, from the line, *In the USA...*, to the line, *...faster than the speed of sound*. Ask them to follow the same procedure, reading straight through for general comprehension, and then re-reading to make note of the specific answers.
- After the students have finished reading, go over the four questions with the whole class.
- Finally, have the students read the remainder of the text, from the line, *Now that Yeager...* to the end of the text.

- When students have finished reading, wrap up with a discussion taken off from the line, *In the world of tomorrow, passengers will travel faster than the speed of sound in mighty new airliners.* Point out that this ‘future’ arrived in 1969, over 40 years ago with the first flight of the Concorde. Encourage the students to discuss the Concorde, keeping in mind the following question:
 - In what ways was it successful and in what ways was it not?
Allow students to research the topic if necessary and come back to class with some ideas to contribute to the discussion.
- Finally, point out that at the present time, the plane called the X43A has flown at a speed of nearly Mach 10, a speed called *hypersonic*.

Comprehension and Vocabulary

(Pages 53 and 54 – Student’s Book)

Exercise A

- Ask the students to work in pairs or small groups to find the vocabulary words in the text and try to understand their meanings from context.
- Then allow them to double-check their understanding by looking in a dictionary.
- Finally, encourage the students to write sentences of their own that illustrate the use of each word.

Answer Key (Sample answers)

- Aviation experts believe that China may be developing a new aeroplane that cannot be detected by radar.
- You need good athletic shoes with shock absorbing soles if you jog or run regularly.
- Sleep and health are closely connected, and a new mattress can help improve wellbeing.
- The boy shifted from foot to foot, and in the fashion of a shy teenager, blushed red when he spoke to the new girl at the school.
- The official reason the government gave for the dismissal of the Minister of Education was ‘lack of progress.’

Exercise B

- The questions in this section ask students to recall details from the story and say whether the statements are true or untrue.

Answer Key

- | | | | | |
|-----------|-----------|-----------|-----------|----------|
| 1. untrue | 2. untrue | 3. true | 4. untrue | 5. true |
| 6. true | 7. true | 8. untrue | 9. untrue | 10. true |

Exercise C

- This exercise asks students to draw conclusions from the information in the text. Encourage the students to discuss the three questions in groups, one question at a time. Allow them to research the answers, if possible. Then have the groups share their views with the whole class.

Answer Key (Sample answers)

1. The speed of sound is not a constant number. It is about 762 miles per hour at sea level, but aeroplanes fly tens of thousands of feet above sea level where the atmosphere is cooler and thinner. At these altitudes the speed of sound is much lower. At the typical cruising altitude of today’s passenger jets—35,000 feet—the speed of sound is about 660 miles per hour. Because the number changes, the speed of sound is simply called Mach 1.

2. Rockets use their fuel very fast, so a small plane like the Bell X-1 could not carry enough rocket fuel to lift it the correct distance above the earth and still have enough fuel to make the plane accelerate to reach Mach 1.
3. The test took place eight miles above the earth because Mach 1 is 660 miles per hour at that height, and it was easier for the Bell X-1 to reach that speed than to reach 762 miles per hour at sea level.

Language Structure

(Page 54 and 55 – Student’s Book)

Indirect Commands

Exercise A

- Write on the board – *He told him to go away.*
- Ask the following questions then label and underline.
 - What is the main verb of this sentence? (told)
 - What is the infinitive verb? (to go away)
 - What is the subject? (he)
- Write on the board under the indirect command.
- *He told him to go away.*
- *‘Go away!’ he said.*
- Point out the similarities and differences.
 - Subject: same subject
 - Infinitive verb: go away/to go away
 - Main verb: said/told
 - Add *him* as a receiver.
- Review the three rules given
- Have students complete the activity.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

- | | |
|--|---|
| 1. He told her to stay there. | 2. He ordered them to stop it at once. |
| 3. He told him to give it. | 4. She told the men to put it there. |
| 5. They asked her to play them a tune. | 6. He asked her to let him have it soon. |
| 7. He begged her to write to him soon. | 8. His mother told him to look after his brother. |
| 9. The teacher told them to do the work again. | 10. He advised her to look before she leapt. |

Exercise B

- Review the example and then ask the students to complete the activity.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

- | | |
|--|--|
| 1. She begged him not to do that. | 2. He ordered him not to waste time. |
| 3. He told him not to be so silly. | 4. She told him not to be afraid of her. |
| 5. He begged her not to tell her teacher. | 6. He warned him not to do it again. |
| 7. He begged her not to stay there any longer. | 8. He ordered him not to read it then. |

Will, Shall, Can, May, Must

Exercise C

- Make the following table on the board

can	could
may	might
must	had to

- Explain when using modals, normally changes are made between direct and indirect commands. These are the most common.
- Ask the students to underline all the modals in the examples.
- Review the examples together.
- Ask the students to complete the activities.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

(Answers will vary)

1. He stated that he would never speak to him/her/me again.
2. She informed us that they would be arriving late.
3. He assured me/him that I/he would soon be better.
4. She asked if I would lend her my pen.
5. She wondered if she would ever see him again.
6. He declared that she could run faster than him.
7. He asked if he could go.
8. He stated that they might not come here again.
9. He said that he had to return the book at once.
10. She said that she had to ask her father.

WORKBOOK ANSWER KEY

- Ask the students to complete the exercises individually at home.
- If time permits, review them together in class. Alternatively, correct and hand their homework back for review.

DIRECT COMMANDS (Page 20)

1. 'Put down your pens,' she said.
2. 'Please lend me your book,' he asked his sister.
3. 'Follow me!' the officer ordered the men.
4. 'Please wait for me,' she said.
5. 'Please call me back later,' he said.
6. 'Give me a dozen oranges, please,' the customer said to the shopkeeper.
7. 'Finish the work at home,' the teacher said to the class.
8. 'Please sew a button on my coat,' he said.
9. 'Don't be afraid,' he said to the men.
10. 'Please bring some more food,' she said to them.
11. 'Sweep the floor,' they ordered.
12. 'Please mend the puncture,' he said to the man.

13. 'Hurry up, boy!' they said. /'Hurry up,' they said to the boy.
14. 'Please do it again,' they said to her.

INDIRECT COMMANDS (Page 21)

1. ...to bring her the book he was reading.
2. ...to see her at the end of the lesson.
3. ...to listen to her carefully and not to interrupt.
4. ...to shut the door and come inside.
5. ...to tell him the truth about what he had been doing.
6. He told her not to forget the money.
7. He requested her not to tell anyone.
8. He told her not to be so silly.
9. He told her not to wait for more than fifteen minutes.
10. He requested her not to trouble herself.
11. He ordered her not to speak to him like that.
12. He told her not to lose it.

Spelling

(Page 56 – Student's Book)

- This is a good activity to practice using dictionaries.
- Make sure that each pair of students has a dictionary to find the correct spellings of the words in the activity.
- Ask the students to complete the activity in pairs by finding the words in the dictionary and filling in the missing letters.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

A.

- skilful
- beautiful
- skill
- welcome
- already
- spoonful
- until
- till
- almost

B.

- burial
- marriage
- loneliness
- donkeys
- valleys
- science
- muscle
- describe
- despair
- ascent
- ascend
- desperate

C.

- disappear
- disappoint
- dissolve
- dissatisfied

Composition

(Page 56 – Student's Book)

- Ask the students to write a composition about some past event.
- Encourage them to think about it and then write their topic on a piece of paper.
- Instruct them to think freely and fill in the paper with ideas using a bubble map.
- Point out that when they are finished with their map, they should identify three main ideas or ways of organizing the information and cross out anything that is not relevant.

- If time permits ask them to write their outline using the remaining information in their bubble maps.
- Give students time in class to write their dialogues or assign the task as homework
- Assign them to complete their rough drafts at home, followed by peer evaluation and final drafts as outlined in Composition section in the To the Teacher notes.

Useful Words and Phrases – Prefix –Dis

(Page 57 – Student’s Book)

- Follow the examples in the book and complete the activity as requested.
- Encourage the students to share their sentences with their neighbours.
- Point out that they should always help and correct when possible.

Answer Key

- Dishonest: The dishonest man was asked to provide proof of the money he had stashed away in his bank account.
- Disobey: I try not to disobey my parents because I know whatever they say and do is going to be for my benefit.
- Dislike: She dislikes her neighbour because he once spoke very rudely to her.
- Disadvantage: The disadvantage of being the only child is that your parents are overprotective of you.
- Displease: Do not do anything to displease the headmaster or you will get into trouble.
- Disloyal: The disloyal soldiers were arrested and tried for treason.
- Disconnect: I had been disconnected from the rest of the world during the three days that I had gone to the northern areas of Pakistan.
- Disbelieve: Even if you speak the truth now they will disbelieve you as you have a reputation for lying.

Pronunciation and Reading Practice – Grief and Grieve

(Page 57 – Student’s Book)

- Ask the students to repeat the word lists after you.
- Clearly demonstrate the difference in sounds.
- Read the paragraph aloud to the students.
- Ask the students to practise reading aloud in pairs.

Lesson TEN

PROGRESS AND CONQUEST

Progress and Conquest—Intro

- Begin by asking students why it is important for us to wash our hands before eating and after using the bathroom. Explain that ‘germs’ include several different kinds of organisms, and that the reading passage for this lesson is about one type.
- Ask the students to read the introduction to the reading passage. When they have finished reading, elicit which type of germs the text discusses.
- Provide a fun ‘quiz’ to see what students already know about bacteria. Ask students which sentences about bacteria are correct and which are not.

- *Bacteria can look like springs (spiral-shaped), balls (sphere-shaped) or cylinders (rod-shaped).*
- *There are only a handful of different types of bacteria that can make people sick.*
- *Each one of our teeth has about a **billion** bacteria on it at any time.*
- *Bacteria can survive extremely cold, extremely hot, and extremely dry conditions.*
- *Bacteria have practical uses such as cleaning up oil spills.*
- *The bacteria in our bodies help us to stay healthy.*
- *Cheese, yogurt, and soy sauce are all made by using bacteria.*
- *Bacteria multiply when one bacterium splits into two.*
- The statements above are all correct. The reading text explains some, but not others. Ask the students to pay attention to the statements that they get more information about from the reading, and encourage them to do some outside research about any other statements they are interested in learning more about.

'Bacteria'—Reading

- Before having students read the passage, ask them to look at and describe the images on page 58 of the textbook. Ask
 - Why do you think the images are round?
 - How are the bacteria in one image like those in the other?
 - How are they different?
 - What might this tell us about each type of bacteria?
- Then ask the students to read the first 19 lines of the text silently, from the title *Bacteria* to the line, ...*what disease a sick man may be suffering.*
- After students have finished reading, discuss the questions above again.
- Next, ask students to describe the images on page 59 of their books. Have them read the caption and say what they see happening, step by step, e.g. 'First the sides of the bacterium begin to curve inwards and the dark spot in the middle begins to split in half. Then the white spot....' Ask them to guess how long the process takes.
- Then have them read the remainder of the text silently, from the line, *If you look through a microscope...* to the end of the text.
- After students have finished reading, discuss the rate at which bacteria multiply. Discuss this rate in relation to the frequency with which we must wash our hands.
- Finally, wrap up by asking the students whether they think bacteria can survive without air, for example, in outer space. Encourage them to find out!

Comprehension and Vocabulary

(Page 60 – Student's Book)

Exercise A

- This exercise is a combination of key words that are explained in the text and specific facts that are mentioned in the text.
- Encourage the students to work independently to find the information needed to answer the questions.
- Then have them discuss their answers in small groups.

Answer Key

1. A microscope is an instrument that magnifies tiny objects so that we can see them.
2. 'in his spare time'
3. They swim when they are in liquids. Some of them have tails that help them move.

4. Because they are so small that we cannot see them without the help of a microscope, and because even when they are magnified they just look like dust until you see them move.
5. Because they reproduce and multiply when there is enough food for them to grow.
6. Bacteria divide and increase in number in just a few minutes, so over a period of a few hours there are many times more of them.
7. Bacteria need warmth and food to grow.
8. A *bacterium* is one organism; *bacteria* are a group of them.

Exercise B

- This exercise asks students to explain in their own words a process described in the text.
- Ask the students to work in pairs to make notes of the key points and essential vocabulary.
- Then, working with the notes, students work individually to write their explanations, exchanging their papers with their partners for comment and correction.

Answer Key

- When a bacterium does not have enough food to grow and divide, it develops a kind of seed called a spore, and the rest of the bacterium dries up. Then the spore floats in the air until it lands in a place that has enough food and warmth to begin to grow again.

Exercise C

- The questions in this section ask students to recall details from the story and say whether the statements are true or not.

Answer Key

- | | | | |
|--------------------------------------|-----------|-----------|-----------|
| 1. untrue (makes things look bigger) | 2. untrue | 3. untrue | 4. true |
| 5. true | 6. untrue | 7. true | 8. untrue |

Language Structure

(Pages 60, 61, and 62– Student's Book)

Indirect Speech

Exercise A

- Review the examples in the book. Point out all of the changes from the direct to indirect examples, e.g. pronouns, verbs, etc.
- Ask the students to complete the activities in pairs. Instruct them to refer to pages 60-61 of their books for help when completing this exercise.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. He said that he wanted to speak to them/us there and then.
2. She said that they would stay there until the next day.
3. She told him that that book was hers and the other one was theirs.
4. She told her uncle that the inspector came to their school the day before.
5. The teacher said that they would finish that work the following day.

Exercise B

- Ask the students to underline all pronouns in the dialogue. Discuss as a class how these pronouns will change.
- Do the same for the verbs.
- Finally ask the students if they can identify any other words that should change. Help where needed.
- Complete this activity as a class.

Answer Key

1. ...tomorrow he is going on a visit to a factory. Any of us in this class may go with him. The bus will come here to pick us up at nine o'clock. If any of us is late, we will be left behind. Those of us who want to go are to give him our names now.
2. ...the following day he was going on a visit to a factory. Any of them in that class might go with him. The bus would come there to pick them up at nine o'clock. If any of them was late, they would be left behind. Those who wanted to go were to give him their names then.

WORKBOOK ANSWER KEY

- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

INDIRECT SPEECH (ALL KINDS) (Pages 22 and 23)

1. He claimed that he was there then.
2. He asked me if I had seen his bag.
3. He told me that he would go to his uncle the next day.
4. They told the men not to try to frighten them.
5. They told her that they had gone there often the year before.
6. She asked me how I knew that she was her sister.
7. He requested her not to bother him then.
8. He told her that she was reading that book ten days before.
9. They said that they were all sitting there working.
10. They said that they played their match the day before.
11. He told me that he should have finished by the next day.
12. He asked me if that pen was mine or his.
13. They told her that they had walked ten miles since the day before.
14. He said that his dog's bark was worse than his bite.
15. He commented that he had never seen me before.
16. He said that that was the first time he had been there.
17. He inquired from her where she had her meals.
18. He requested her to put the boxes in the corner.
19. They complained that they had arrived there ten days before and were still waiting.
20. She asked if he would be bringing his sister the next day.
21. They said that the ship, with all their possessions on it, sailed the week before.
22. He asked if she was bringing back his shoes that day.
23. He ordered her never to do that again.
24. He asked her when she would have finished her work.
25. He muttered that he could not understand how I discovered his secret.
26. He requested her to put the plates on the table and fetch some more water.

27. He asked him if he had finished with that newspaper.
28. They said that they should be coming back the next day.
29. They said that they could all stand on their heads.
30. They said that they would all come again the following year.
31. He said that he went home only a few minutes before.
32. He told her that he had read that book before.

Punctuation and Dictation

(Page 62 – Student’s Book)

- Read through the passage one time at normal speed. Students should listen and read but not write.
- Ask the students to close their books.
- Break the passage up into segments of 5 to 9 words and read it aloud a second time at a normal pace, giving the students ample time in between segments to complete the activity.

Composition

(Page 62 – Student’s Book)

- Ask the class how they think this composition should be organized. (Chronologically in steps)
- Discuss as a class how to write chronologically. Make a list of transitional words that will be helpful. For example: first, second, next, then, lastly, in conclusion, etc.
- Give students time in class to come up with a topic and list the steps needed to complete the task.
- Assign the rough draft for homework.
- Follow the Composition section in the To the Teacher, for instructions on peer evaluation.

Useful Words and Phrases – Keep

(Pages 62 and 63– Student’s Book)

- Similar to past lessons, make a list of all the ‘keep’ phrases.
- Ask the students to match the correct phrase for each space.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | | |
|--------------|-------------|------------|--------------|
| 1. keep back | 2. keep out | 3. keep on | 4. kept back |
| 5. keep up | 6. keep out | 7. keep up | 8. keep out |

Lesson ELEVEN

BRIDGES

Bridges—Intro

- Begin by writing a list of famous bridges in Pakistan on the board, with the name of each bridge at the top of one column:

The Ravi Bridge in Lahore

The Lansdowne Bridge in Sukkur

Mughal bridge at Umar Abad

Hussaini footbridge at Borit Lake

The M2 highway bridge in the Salt Range

Youyi Bridge at Thakot

- Either provide photographs for students to examine or ask students to research photos of these bridges before the class begins.
- Ask the students to analyze the structures of these bridges, and list out the key aspects on the board under the name of each bridge.
- Pre-teach key vocabulary during this phase. These words appear in the reading: *arch, suspension, cantilever, pillar*. Other words relating to bridges that may be useful: *pile, beam, truss, deck*.

‘Bridges’—Reading

- Before having students read the passage, ask them to look at and describe the images on pages 64 and 65 of the textbook. Ask them to match the Pakistani bridges they have analyzed to the drawings.
- Then ask the students to read the entire passage from beginning to end. Tell them to determine which type of bridge each of the Pakistani examples represents.
- After students have finished reading, discuss the bridge types represented by the Pakistani examples. Students will note that no specific name is given to the first bridge type illustrated in the passage. Tell them that this type of bridge is called a **beam bridge** because one or more beams are extended across the gap to be covered.
- Next, ask the students to think of as many bridges in their town or region as they can and decide which bridge type each one is. Remind them that flyovers and highway ramps are also bridges!
- Cantilever bridges are not clearly explained in the text, so showing an illustrated image, or at least a series of overlapping images on overhead projector transparencies would help students visualize the structural aspects, e.g. the free website – Wikimedia Commons has a perfect example of the cantilever bridge at: http://commons.wikimedia.org/wiki/File:Cantilever_erection.gif
- Finally, if students are interested, wrap up by having students construct their own model bridges from drinking straws and cellophane tape (or toothpicks and glue). You can find some examples free online, e.g.
 - 1) http://www.teachengineering.org/view_activity.php?url=http://www.teachengineering.org/collection/cub_/activities/cub_brid/cub_brid_lesson01_activity2.xml#mats
 - 2) <http://burnhamplan100.lib.uchicago.edu/files/content/file/Education/10MSI--StrawBridges.pdf>
 - 3) http://www.pbs.org/wgbh/buildingbig/educator/act_suspension_ho.html
 - 4) <http://www.discoveryeducation.com/teachers/free-lesson-plans/bridges.cfm>

Comprehension and Vocabulary

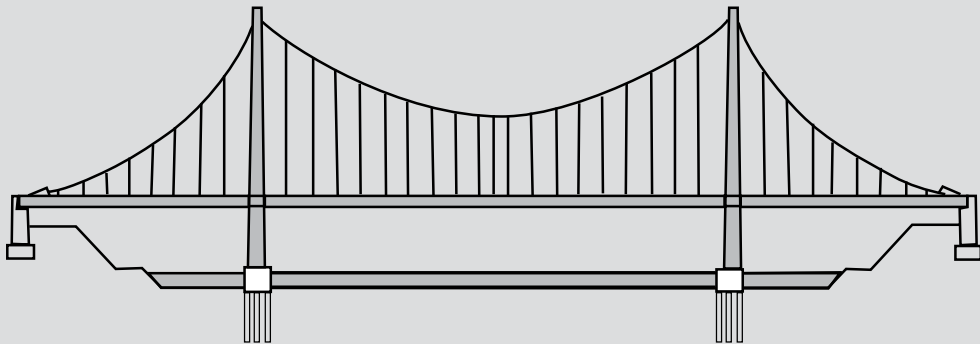
(Page 66 – Student’s Book)

Exercise A

- This exercise is a combination of key words that are explained in the text and specific facts that are mentioned in the text.
- Ask the students to work independently to find the information needed to answer the questions.
- Then have them discuss their answers in small groups.

Answer Key

1. A log from a single tree laid across a gap is the simplest bridge.
2. The keystone.
3. Scaffolding is a temporary framework used to support people and material in the construction or repair of buildings, bridges, and other large structures. It could be made of metal pipes or bamboo sticks.
4. Alternative means ‘another possibility.’ The first possibility the builder has in making a single arch over a large gap is to make the arch very high and the second is to make it very flat. If the arch is high, the scaffolding needs to be high as well, and it is very dangerous for workers. The other possibility is to make the arch very flat, but the bridge may collapse in the centre because the pressure from the sides is not enough to hold the stones together.
5. A bridge which comprises several small arches is very difficult to build as the work in constructing the arches often has to be done in water.
6. A coffer dam is a watertight enclosure built or placed into the water. Water is pumped out so that construction activities or repairs can be done.
7. Suspension means hanging/without support from below. In a suspension bridge the roadway is suspended from cables attached to high towers.
8. Suspension bridge diagram:



9. A cantilever bridge is made up of sections each built from a central balancing point outward to the sides. Each section of the bridge is supported by one pillar or support, and several sections can be aligned to make a longer bridge.
10. Strong winds, earthquakes, force of the water over which the bridge is built, poor workmanship, resonance, corrosion, too great a load (traffic) on the bridge for the structure, etc.

Language Structure

(Pages 66, 67, and 68 – Student’s Book)

Phrases and Clauses

Exercise A

- Review the explanation from the book.
- Ask the following questions.
 - Which contains a subject, a phrase, or a clause?
 - Which contains a verb, a phrase, or a clause?
- Read example one and call on a student to answer if it is a phrase or a clause.
- Complete this activity quickly as a class.

Answer Key

- | | | | | |
|-----------|-----------|-----------|-----------|------------|
| 1. phrase | 2. phrase | 3. clause | 4. phrase | 5. phrase |
| 6. phrase | 7. clause | 8. clause | 9. phrase | 10. clause |

Exercise B

- Write the first example on the board.
 - He did not know *when he should stop*.
 - Ask what the subject and modal verb in the italicized clause is?-(he – should)
 - Explain in this exercise the subject modal verb of the italicized clause will be replaced with *to*.
 - Ask the students to complete the activities.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. I asked the teacher how to do it.
2. Please tell me what to say.
3. Let me know when to start.
4. Do you know which to choose?
5. He tried to find out what to do next.
6. The teacher showed him how to work out the answers.
7. The map clearly showed where to leave the main road.
8. He was not told when to begin
9. I am wondering whether to tell him or not.
10. He wants to know what to do next.

Exercise C

- Ask the students to complete the activities.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. I am going to draw a man fighting a crocodile.
2. We noticed some bottles floating in the sea.
3. He was looking for pieces of wood washed up by the waves.
4. All books borrowed must be signed for.
5. Everybody taking part in the concert must be here by eight.

Exercise D

- Write number one on the board:
As we wanted to get there by noon, we started early in the morning.
 - Ask – what is the verb in the italicized clause? (wanted)
 - Ask – what is the present participle of wanted? (wanting)
 - Cross out *As we wanted* and replace with *Wanting*.
- Ask the students to complete the activities.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. Wanting to get there by noon, we started early in the morning.
2. Knowing food would be scarce, we took some with us.
3. She paused for a moment, deciding what to do next.
4. The captain decided to return to the harbour, thinking that the storm would get worse.
5. They moved very carefully, suspecting a trap.

WORKBOOK ANSWER KEY

- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct their homework and hand it back for review.

INFINITIVE PHRASES AND CLAUSES (Pages 24 and 25)

1. She pulled back the curtain to see what was happening.
2. Her parents were very pleased to hear the news.
3. We hope to see him again soon.
4. I should be very happy to help you in any way.
5. She was very startled to see a stranger approaching her.
6. The little boy laughed to see such fun.
7. Please tell me what to do.
8. He asked to be given another chance.
9. We decided to never go there again.
10. I shall not stay here to be insulted.
11. The teacher told the class not to talk.
12. It would be wonderful to live here.
13. I was glad to see your name on the list.
14. It is likely to take a long time.
15. He was surprised to find that he was the only boy there.
16. He is proud to be the one chosen.
17. She was relieved to hear that her friend was recovering.
18. He was ashamed to ask for help.
19. It would be wrong to blame him for what happened.
20. You will be surprised to see how much she has changed.
21. The doctor warned him not to play football for a while.
22. It is ridiculous to wait any longer.
23. The man to speak to is the headmaster.
24. The first girl to answer gets the prize.

25. He promised never to do it again.
26. He begged not to send him away.
27. He told us not to wait any longer.
28. I hope to have some good news for you soon.

Spelling

(Page 68 – Student’s Book)

- As in past lessons, when we have a spelling activity with missing letters, complete the activity by asking pairs of students to look up the words in the dictionary and fill in the missing letters.
- Over time the students will become more proficient in using the dictionary.
- Ask the students to complete the activity in pairs.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

1. honour, honourable, humour, humorous
2. knob, knuckle
3. solemn, autumn, column, condemn, hymn
4. shady, stony, wholly, argument, entrance

Composition

(Page 68 – Student’s Book)

- Follow the instructions in the Student’s Book regarding topic sentences.
- Give students time in class to write an outline of their composition ‘My Family’.
- Assign a rough draft as homework.
- Follow the Composition section in the To the Teacher, for instructions on peer evaluation.

Useful Words and Phrases – Agree and Disagree

(Page 69 – Student’s Book)

- Ask the students to complete the activities.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | |
|------------------|--|--------------------|
| 1. agree with | 2. agree to | 3. disagree with |
| 4. agreed to | 5. disagree/agree with | 6. agree/agreed to |
| 7. disagree with | 8. agree with, disagree, agree/disagree with | |

Pronunciation and Reading Practice – Wet and Vet

Ask the students to repeat the word lists after you.

- Clearly demonstrate the difference in sounds.
- Read the paragraph aloud to the students.
- Ask the students to practise reading aloud in pairs.

Lesson TWELVE

IN MALAYSIAN FORESTS

In Malaysian Forests—Intro

- Begin by showing students two photographs taken recently in Taman Negara National Park in the Malaysia highlands, but do not tell them yet where the photos are from:



- Ask the students to read the title and the introduction to the passage. Then ask them where they think the two pictures were taken. Have students do a little research about the Taman Negara National Park before reading the rest of the text, or provide a map of the area with a few details as to location, size, and history.
- Point out that the passage was written over 100 years ago, but that in protected forests such as Taman Negara, the words are as relevantly descriptive today as they were then.

‘Forests’—Reading

- Ask the students to describe the first image:
 - What do they see?
 - What sort of path is it?
 - Why is the path bare?
 - How far into the jungle can they see?
 Write notes on the board of the key points students bring up.
- Next, ask students if they have ever been trekking in a jungle like this one, or perhaps just in a forest or national park such as the Margalla Hills. Have them imagine and discuss what it would be like to walk down the path in the photograph.
 - What would they hear?
 - What would they see?
 - How would it feel?
 Write notes on the board of the key points students bring up.
- Ask the students to read the first 24 lines of the text, from the title *Forests* to the line, ...*you will not see the animals themselves*.
- Discuss with the class how closely their imaginations matched the description given. Encourage the students to tell you which points written on the board were similar and which were different from the description.

- Then discuss the second image. Ask students to describe it. If nobody notices the stick insect standing on the branch in the centre of the photo, tell them to look for an animal of some sort.
- Once they have identified the insect ask them whether they would see it if they were simply walking past it in the forest. Discuss how other animals might hide in the forest. Make a list on the board of what ‘clues’ an observer might notice that there are animals hidden in the forest.
- Ask the students to read the last 17 lines of the text, from the line, *Of course there is more life than this in the forest...* to the end of the passage.
- Discuss with the class how closely their imaginations matched the description given. Encourage the students to tell you which points written on the board were similar and which were different from the description.
- Wrap up by asking how a person could hide in the jungle if they wanted to observe wildlife. What is the best method? What is the best time of day? Point out that parks such as Taman Negara feature ‘hides’—high shelters where visitors can spend the night in the forest and watch out of the windows in the hope of spotting a tiger or an elephant or even just a monkey.

Comprehension and Vocabulary

(Page 71 – Student’s Book)

Exercise A

- Ask the students to work in pairs or small groups to read the definitions listed and search the text for synonyms. Allow them to use dictionaries.
- Then ask them to compare their answers with other pairs of students.

Answer Key

- | | |
|-----------------------------------|---|
| 1. pointed top of a mountain/peak | 2. noon/midday |
| 3. go through/pierce | 4. uncovered/bare |
| 5. young trees/saplings | 6. creep/crawl |
| 7. cut roughly/hacked | 8. small branch with its flowers/blossoms |
| 9. marks left by an animal/tracks | 10. unable to be seen/invisible |
| 11. middle/centre | |

Exercise B

- This exercise asks students to recall and interpret information given in the text.
- Ask the students to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. The writer was probably describing the highland or mountainous areas.
2. The forest is dark even at midday as the sun’s rays cannot get through the dense branches of tall trees.
3. Forest creepers do not grow over the path as it is used daily by people to pass.
4. The tree trunk sometimes is held in place by the vines growing that wrap around it.
5. When we are moving we are paying attention to the general surroundings and not to the details of small things like insects, and we cannot see far enough into the forest to observe animals that are hiding there.
6. In order to see wildlife in a forest, we need to remain quiet and simply observe small things such as the movement of leaves, looking to see what causes the movement.
7. In this forest a person can only see fifteen to thirty yards in any direction. The range may vary between fifteen to thirty yards depending on how dense the forest is.

8. You feel like the place belongs to the creatures that live there. You feel that you are invading their home territory without invitation.
9. Some animal must have brushed against it or moved the branch it grows from.

Language Structure

(Pages 71, 72, and 73– Student’s Book)

Noun Clauses

Exercise A

- Review the explanation given on pages 71-72 of the textbook.
- Go through 1-10 in the exercise and ask what tense the noun clause should take. For example, *He says...* the noun clause should be in the present perfect. *We are hoping...* the noun clause should be the future with *will*, etc.
- Ask the students to complete the activity in pairs.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

(Answers will vary).

1. ...that it has stopped raining.
2. ...that she will visit us soon.
3. ...that he is unhappy.
4. ...that she is lying.
5. ...that she will be found out.
6. ...that I was not going to return.
7. ...that the test was too difficult.
8. ...that he was unwell.
9. ...that I would get the cake.
10. ...that she had been crying.

Exercise B

- Ask the students to complete the activity in pairs.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. ...me that they were angry at me.
2. ...us that she would not set a test on Monday.
3. ...Ahmed that he was to stay at home for a few days.
4. ...everybody that I am a thief.
5. ...the headmaster that they want to work on Saturdays too.
6. ...the students that he would keep the school open on the fourteenth of August.

Exercise C

- Ask the students to first put a slash mark between the two clauses/phrases.
- Write the first one on the board. For example, *How they managed / it is a mystery.*
- Rewrite the sentence. *It is a mystery how they managed.*
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. It is a mystery how they managed.
2. It is doubtful when they will arrive.
3. It is not known why he did it.
4. It is possible that you have met her before.
5. It is uncertain whether she can come or not.
6. It amazes me how they climb the mountain.

Exercise D

- Write the example on the board.
 - *It is true / that I was present.*
 - *That I was present it is true.*
 - Explain that in the first sentence, *It* is the subject and that it is not needed in the second sentence.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | |
|---|--|
| 1. That he is speaking the truth is certain. | 2. That he should say that is strange. |
| 3. When they will leave has not been decided. | 4. How he managed to stay afloat is a mystery. |
| 5. Why she refused help is not clear. | 6. Whether he will be able to win is doubtful. |

WORKBOOK ANSWER KEY

- Ask the students to complete the exercises individually at home
- If time permits, review together in class. Alternatively, correct and hand back for review.

NOUN CLAUSES (Pages 26 and 27)

- | | |
|--|---|
| 1. ...that milk is good for health. | 2. ...that we see you again soon. |
| 3. ...that you have a swelling on your foot? | 4. ...that you are going to miss your flight. |
| 5. ...that music is good for the soul. | 6. ...that telling lies is not good. |
| 7. ...that it is going to rain? | 8. ...that the players were arguing. |
| 9. ...that dad is coming home early. | 10. ...that the teacher was wrong. |
| 11. ...that the maid would come early. | 12. ...that he was guilty of the murder. |
| 13. ...that he was nervous. | 14. ...that he should join soccer classes. |
| 15. ...that that your friend is in the hospital? | 16. ...that tomorrow is a holiday. |
| 17. ...that the government should give them money. | 18. ...that he had taken the money. |
| 19. ...that he spoke to her harshly. | 20. ...that you come home early. |
-
- | | |
|--|---|
| 1. ...him that he has an appointment with the doctor. | 2. ...whether he was late. |
| 2. ...her that she will not come to school for two days. | 3. ...where his house is located. |
| 3. ...her that she will come home late. | 4. ...whose name should I write as the candidate? |
| 4. ...me that telling lies is not good. | 5. ...where her house was situated. |
| 5. ...him that this is his last chance. | 6. ...where her watch was. |
| 6. ...him that I will do the work neatly. | 7. ...why he is upset? |
| 7. ...them that the work will be done on time. | 8. ...where we are going. |
| 8. ...us that we should give way for the ambulance. | |
 - | | |
|--------------------------------------|---|
| 1. ...why he is crying. | 2. ...whether he was late. |
| 3. ...where to go in our holidays. | 3. ...where his house is located. |
| 5. ...whose book this is? | 4. ...whose name should I write as the candidate? |
| 7. ...where you have to go tomorrow? | 5. ...where her house was situated. |
| 9. ...how to solve the puzzle. | 6. ...where her watch was. |
| 11. ...whether he was right. | 7. ...why he is upset? |
| 13. ...when to leave for dinner? | 8. ...where we are going. |
| 15. ...why he is late. | |

-
- | | |
|--|--|
| 1. ... me if I had fever. | 2. ...him that you will be late. |
| 3. ...them the props for the story. | 4. ...me the concepts. |
| 5. ...her about the change in the venue. | 6. ...her if she wanted to have a drink. |
| 7. ...me that he is not well. | 8. ...her how to use the camera. |
| 9. ...her that she is wrong. | |

Spelling

(Page 73 – Student’s Book)

- Ask the students to complete the activity in pairs using their dictionaries.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | |
|---|--------------|-------------------|
| • oxygen, hydrogen, and nitrogen are all gases. | • experiment | • paraffin |
| • soluble | • vacuum | • hydrochloric |
| • temperature | • alcohol | • a Bunsen burner |
| • a lens | • two lenses | • phosphorus |

Composition

(Page 73 – Student’s Book)

- Here we have further practice writing topic sentences.
- Review the explanation and follow the directions on the topic of the three paragraphs in this composition.
- Give students time in class to write their topic sentences and paragraph outlines and assign the rough draft as homework.
- Follow the Composition section in the To the Teacher, for instructions on peer evaluation.

Useful Words and Phrases – Choosing the Best Word: Saying

(Pages 73 and 74– Student’s Book)

- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | | | |
|-------------|--------------|--------------|--------------|-----------|
| 1. pleaded | 2. admitted | 3. suggested | 4. explained | 5. warned |
| 6. reported | 7. exclaimed | 8. stated | 9. replied | |

Lesson THIRTEEN

THE THIRTY-NINE STEPS

The Thirty-Nine Steps—Intro

- Begin by asking students if they like James Bond films. Explore with the class some of the elements that make these films thrilling, e.g.
 - The super-confident all-action hero
 - The threat of war or other calamity
 - The hero's incredible ability to get out of difficult situations
 - The top-secret intelligence aspect
 - The evil mastermind of the conspiracy, etc.
- Tell students that the passage they are going to read is from a book that was one of the first examples of this kind of thrilling spy story.
- As they read, the passage, remind them to look for the elements they mentioned for the James Bond films to see how many of them they can identify in the text.
- Ask the students to read the introduction to the passage.
- Then discuss what has happened to the hero up to this point.
How could he accidentally become involved in this spy mission?
 - What is the consequence if he is not successful in his mission?
 - How could the police think he had done the murders?

(Note: It is not important that students get the 'right' answer, but only that they are curious to find out what happens next.)

'The Strange House'—Reading



- Show students a photo of a typical hillside in Scotland, like the one in this image. Explain that this sort of terrain is called a *moor*. Ask students how a person might hide while on the run in an area like this.
- Ask the students to pay attention to the number of groups of searchers who were following Hannay as they read the first section of the text.

- Next, have students read the first 22 lines of the text silently, from the title *The Strange House* to the line, ...*which seemed to offer some shelter*.
- Discuss with the class the various groups of searchers, i.e. there were police and local people. The local people had split into groups in order to search more effectively.
- Then ask students to guess what they think is going to happen next:
 - Will Hannay go into the house?
 - Will he be caught?
 - Remind them to keep in mind what they would expect to happen in a film like one of the James Bond thrillers.
- Now have students read the next 21 lines of the text silently, from the line, *As I reached the rough garden of the house...* to the line, *And this extraordinary man took up his pen again*.
- When they have finished reading, discuss with the class how closely their guesses matched the storyline. Ask them if they found any part of this section of the story surprising; for example,
 - How would an ordinary person react if a fugitive appeared at the door?
 - How did the old gentleman react?
- Ask students again to guess what they think is going to happen next:
 - Why did the man tell Hannay where to hide?
 - How did he know Hannay's name?
 - Who is this man?
 Once more, remind them to keep in mind what they would expect to happen in a spy film.
- Finally, ask students to read the last 17 lines of the text silently, from the line, *I found myself in a small dark room*, to the end of the passage.
- Discuss with the class how closely their guesses matched the storyline. Ask them what sort of danger Hannay has suddenly found himself in. Ask whether they think he will be able to escape.
- If possible, wrap up by showing a video of the story which you can easily find on YouTube at: <http://www.youtube.com>

Comprehension and Vocabulary

(Pages 76 and 77– Student's Book)

Exercise A

- Ask the students to work in pairs or small groups to read the definitions listed and search the text for synonyms. Allow them to use dictionaries.
- Then ask them to compare their answers with other pairs.

Answer Key

- | | |
|--------------------------------------|--|
| • without being noticed/undiscovered | • people looking for somebody or something/searchers |
| • relied upon/trusted | • in a straight line/directly |
| • very old/ancient | • most unusual/extraordinary |
| • shake/tremble | |

Exercise B

- Ask the students to work in pairs or small groups to find the vocabulary words in the text and try to understand their meanings from context.
- Then ask them to work individually to find which word fits in each sentence.

Answer Key

1. familiar 2. interrupt 3. pretend 4. escape 5. local

Exercise C

- Ask the students to work in pairs or small groups to find the vocabulary words in the text and try to understand their meanings from context.
- Then allow them to double-check their understanding by looking in a dictionary.
- Finally, ask them to write sentences of their own that illustrate the use of each word.

Answer Key (Sample answers)

- Because the sky looked like rain this afternoon, I quickly set off for home.
- It's traditional for a bride to stay out of sight of the groom before the marriage ceremony.
- When I saw a taxi coming towards me I flagged it down and got in.
- After a time the sunflower seeds sprouted and grew into tall plants.
- We knew quite well that we probably would not win any prizes, but we still bought some tickets for the lucky draw to help raise funds for the class trip.
- Because he did not know how to check if a watermelon was ripe, one seemed as good as another to him, so he simply bought the biggest one.
- It is easy to make stupid mistakes when you do things in a hurry instead of taking your time.

Exercise D

- This exercise asks students to recall and interpret information given in the text.
- Ask the students to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. When Hannay went over the top of the hill, the policemen couldn't see him, so they believed he had gone straight ahead when in fact he had turned back and hidden, while they passed by.
2. Hannay did not know the area as well as the searchers did.
3. He waved at the searchers to tease them when they caught sight of him. It was almost like saying, 'I'll bet you can't catch me!'
4. Hannay believed that the searchers had split into groups and that he would be caught by one group or another, no matter which way he went. So by going into the house and talking with the old man, there was a chance the man would let him hide.
5. The man let Hannay hide because he did not want the police involved in the secret plan.
6. Hannay noticed the way the old man's eyelids fell over his eyes in the same way that his friend had mentioned. At that point he realized that the man was his enemy.

Language Structure

(Pages 77, 78, and 79– Student's Book)

Noun Clauses

Exercise A

- Review that a noun clause contains a subject and a verb. The truth is *that I am lost*.
- Since the students may have trouble deciding, as a class choose which word to use for each sentence in the exercise, i.e. *that or which*
- Ask the students to complete the activity individually.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

(Answers will vary)

- | | |
|---|---|
| 1. ...what I had aimed for. | 2. ...what they wanted. |
| 3. ...that she is unwell today. | 4. ...that he is happy. |
| 5. ...that she did a great job. | 6. ...that we do our exams well. |
| 7. ...that history repeats itself. | 8. ...that you read this book. |
| 9. ...that we worked hard on the project. | 10. ...what I had wanted for a long time. |

Exercise B

- Ask the students to complete the activity in pairs.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | |
|-------------------------------------|-------------------------------------|
| 1. ...what their teacher suggested. | 2. ...what I had cooked. |
| 3. ...how we behave. | 4. ...who should go first. |
| 5. ...what I saw. | 6. ...how well he could swim. |
| 7. ...what you get. | 8. ...who will present the bouquet. |
| 9. ...what I was supposed to do. | 10. ...what he said. |

Exercise C

- In this exercise the students are to replace the phrases in italics with a noun phrase beginning with *that*. *That* needs to be followed by a pronoun.
- As a class complete number 1. First decide on what the pronoun must be and then complete the sentence.
- Ask the students to complete the activity in pairs.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | |
|----------------------------------|---|
| 1. ...that he was innocent. | 2. ...that I would pass the examination. |
| 3. ...that you are ill. | 4. ...that they will win. |
| 5. ...that she would be invited. | 6. ...that he had many important friends. |

Exercise D

- Write the example sentence on the board.
John, the captain, scored the goal.
 - Ask – Who is the captain?
 - Explain that *the captain* gives information about the subject *John*. John is the captain.
 - Note that there is a comma before and after this additional information *the captain*. *The captain is a noun phrase*.
- Now write this sentence on the board.
- John who is the captain of the team scored the goal.
Ask what is the clause referring to John? Who is the captain of the team?
 - Note that there are no commas.
- Ask the students to complete the activities in pairs by first identifying if a phrase or a clause is being used and then deciding whether or not to add commas.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. no comma
2. The rumour, a false one, spread very quickly.
3. no comma
4. Mr. Smith, a laboratory assistant, reported the accident.
5. I was speaking to Miss Abbas, the assistant principal.
6. no comma
7. no comma
8. The news, a shock to everyone, was delivered by a special messenger.
9. One flower, the last of the season, was still in full bloom.
10. no comma

WORKBOOK ANSWER KEY

- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

MORE PRACTICE WITH NOUN CLAUSES (Page 28 and 29)

- | | |
|--|--------------------------------|
| 1. ...what his remarks say. | 2. ...what you do. |
| 3. ...how they should do it. | 4. ...whether you will fail. |
| 5. ...what you suggest. | 6. ...what I decided? |
| 7. ...who they could have as an assistant. | 8. ...what you possess. |
| 9. ...what he said. | 10. ...what he meant. |
| 11. ...how she feels. | 12. ...where the gold mine is? |
| 13. ...how to do it. | 14. ...how deep the water was. |

-

 1. The camera, an expensive one in a leather case, was stolen from the car.
 2. The idea, that it might be dangerous, never entered his head.
 3. The bird, an eagle, had one wing damaged.
 4. At last the jury delivered the verdict that the prisoner was guilty.
 5. The rumour, that she was leaving, was true.
 6. Mr. Raza, an old friend, hurried to the house.
 7. He was worried by the thought that he might fail.
 8. The book, a thick red one, was on the top shelf.
 9. The pen, a cheap one, leaked badly.
 10. The belief, that there are such things as ghosts, is silly.
 11. The accused man made a statement that he was innocent.
 12. The envelope, a large thick one, would not go into the letter box.

Punctuation

(Page 79 – Student’s Book)

- Read through the first two paragraphs of the passage together with the class, taking note of the use of commas.
- Ask the students to close their books.
- On a separate sheet of paper, provide the students with the first two paragraphs of the passage with no commas. (This should be prepared ahead of time).
- Instruct the students to add commas where needed.
- Review as a class and help where needed.

Passage for Dictation

(Page 79 – Student’s Book)

- Read through the passage once at normal speed. Students should listen and not write.
- Next, break the passage up into segments of 5 to 9 words and read it aloud a second time at a normal pace, giving the students ample time in between segments to complete the activity.

Composition

(Pages 79 and 80– Student’s Book)

- Give students time in class to write their outlines and assign the rough draft as homework.
- Follow the To the Teacher instructions on peer evaluation.

Useful Words and Phrases – Call

(Page 80 – Student’s Book)

- Ask the students to complete the activities in pairs.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | |
|---------------|---------------|-------------|
| 1. called at | 2. called off | 3. call in |
| 4. called for | 5. called on | 6. call for |

Pronunciation and Reading Practice – Tin and Thin

(Page 80 – Student’s Book)

- Ask the students to repeat the word lists after you.
- Clearly demonstrate the difference in sounds.
- Read the paragraph aloud to the students.
- Have students practise reading aloud in pairs.

Lesson FOURTEEN

WEATHER FORECASTING

Weather Forecasting—Intro

- Begin by asking students if they know of any *panchangam* especially produced for agriculture. In English, we call such a publication a Farmer’s Almanac. The yearly almanac contains a lot of information about the seasons as well as predictions for the seasonal climates. There is one such book produced for South Asia by the Acharya NG Ranga Agricultural University in Teluga. Ask the students to find out whether there is a similar *Vyavasaya Panchangam* produced in Pakistan.
- Next, have students read the first 11 lines of the reading text silently, beginning below the title and stopping at the line, ...*tried to make weather forecasts*.
- When students have finished reading, ask them how much confidence they personally have in weather forecasts for the day or the following day? How much confidence do they have in long-term forecasts, such as seasonal forecasts? Why?

‘Weather Forecasting’—Reading

- Next, ask the class if they know any traditional ways to predict the weather. For example, have they heard of changes in the behaviour of animals or any other kind of indications to know that a storm is on its way?
- Make a list on the board of any of these traditional weather prediction clues, and then have the class categorize them into the following:
 - How things sound different or appear different
 - How animals and insects behave
 - How people’s health may change
 - How colours appear in the sky or in clouds, etc.,
- Discuss any proverbs students might know about weather prediction. In English, one popular saying is:
Red sky in the morning, sailor’s warning; red sky at night, sailor’s delight.
- Then ask the students to read the next 22 lines of the text silently, from the line, *Sometimes distant objects...* to the line, *...but that is only chance.*
- After students have finished reading, discuss with the class to what extent everyday observations of the weather that are the basis of proverbs and other folk wisdom about the weather are true. You might find the information in the USA Today website helpful in leading the discussion: www.usatoday/weather/wproverbs.htm
- Now ask the students to look at the illustration on page 82 of the textbook and read the caption. Ask them to describe cirrus clouds. Then ask them what sort of weather they expect when they see cirrus clouds. Ask them if they know the names of other types of clouds and the weather patterns they are part of, e.g. cumulus clouds (thunderstorms).
- Finally, ask students if they know the national organization responsible for weather reporting and forecasting (meteorological department). Show them some of the maps produced by this department and discuss the general uses of these maps with the class.
- Ask students to read the last 22 lines of the text silently, from the line below the subtitle, *Weather reports*, to the end of the passage.
- Discuss with the class the advances made in weather reporting since the time this text was written. For example: These days weather satellites are used. Find out if students know what role these satellites play in weather reporting and forecasting.

Comprehension and Vocabulary

(Pages 82 and 83– Student’s Book)

- Ask the students to work independently or in pairs to discuss the meanings of the word in each item and to think of the opposites.
- Allow the 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

- knowledge/ignorance
- distant/near
- belief/doubt
- exact/approximate
- (used in two senses in the text): certain/all; certain/uncertain

Exercise B

- Ask the students to work in pairs or small groups to read the definitions listed and search the text for synonyms. Allow them to use dictionaries.
- Then ask them to compare their answers with other pairs.

Answer Key

- saying in advance what is likely to happen/forecasting
- alterations/changes
- continuous dry weather/drought
- cut and gather in grain and rice, etc./reap
- hundreds of years/centuries
- looked at carefully/studied

Exercise C

- Ask the students to work in pairs or small groups to find the vocabulary words in the text and try to understand their meanings from context.
- Then allow them to double-check their understanding by looking in a dictionary.
- Finally, ask them to write sentences of their own that illustrate the use of each word.

Answer Key (Sample answers)

- I didn't plan my trip enough in advance, so I couldn't book my favourite hotel since there were no rooms available any longer.
- My sister couldn't come along with me to visit you because the time did not fit in with her school schedule.
- I received a notice that the suitcase I ordered has been shipped from the store and is now on the way.
- At night we cannot see any clouds that are in the sky, but we can tell if there are clouds by looking for the stars—where we can see stars, there are no clouds.
- Some people think that earthquakes and bad weather are related, but actually one has nothing to do with the other.

Exercise D

- This exercise asks students to recall and interpret information given in the text.
- Ask them to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. Weather forecasts are always approximate as conditions may change especially when the forecast is made in advance.
2. Because it helps people plan what sort of clothing to wear, what sort of activities they can or cannot do, whether they are able to travel or not, whether they need to seek safe shelters.
3. (a) rain (b) rain or snowstorms
(c) rain (d) clear weather will soon follow
(e) warm day (f) fine, clear day tomorrow
4. The moon has no effect whatsoever on weather.
5. A weather chart will contain temperatures, pressures, wind speeds and directions, humidity, cloud-cover, amount of rainfall etc.
6. Airplane pilots, sailors and fishermen, tourists and travellers, etc.

Language Structure

(Pages 83 and 84– Student’s Book)

Adjective Clauses

Exercise A

- The explanation for adjective clauses on page 83 is very good and should be reviewed with the students.
- Explain that defining clauses answer the question ‘which one?’ and begin with joining words such as *who* or *that* (the two used in this exercise). When describing people we can use *who* or *that* but when describing objects or things we can only use *that*.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | | | |
|-------------|-------------|---------|-------------|--------------|
| 1. who/that | 2. who/that | 3. that | 4. that | 5. who/that |
| 6. who/that | 7. that | 8. that | 9. who/that | 10. who/that |

Exercise B

- Write this list on the board. *Whose, in which, from which, to whom*.
- This is a very simple activity and one that can be done as a class.

Answer Key

- | | | | | |
|-------------|---------------|------------|-------------|--------------|
| 1. whose | 2. in which | 3. to whom | 4. in which | 5. to whom |
| 6. at which | 7. from which | 8. whose | 9. to whom | 10. on which |

WORKBOOK ANSWER KEY

- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

ADJECTIVE CLAUSES (DEFINING) (Pages 30 and 31)

- | | | | | |
|-------------|-------------|---------|---------|------------------------|
| 1. who/that | 2. who/that | 3. that | 4. that | 5. that |
| 6. who/that | 7. who/that | 8. that | 9. that | 10. who/that, who/that |

- | | | | | |
|--------------|-------------|-------------|-------------|--------------|
| 1. whose | 2. whose | 3. whose | 4. to whom | 5. with whom |
| 6. with whom | 7. in which | 8. on which | 9. in which | 10. in which |

- | | |
|-------------------------------------|--|
| 1. that you have given me. | 2. that is left. |
| 3. that he had won. | 4. that your baby sister has stopped playing with. |
| 5. who is gentle and understanding. | 6. that was on sale. |

1. The car that had knocked him down disappeared around the corner.
2. The fan that you repaired is not working properly.
3. The boy who had given the right answer sat down.
4. The people that we met could not help us.
5. The man that you want to see has already left.
6. The telegram that arrived an hour ago brought good news.
7. I spoke to the young man whose car was parked outside.

- 8 The boy whose book I am using is absent.
- 9 The boy at whose desk I am sitting is absent.
- 10 The girl to whom I am writing lives in Australia.
- 11 The pen with which he was writing had a broken nib.
- 12 The tree near which he was standing began to fall down.

Spelling

(Page 84 – Student’s Book)

- Ask the students to complete the activity in pairs using their dictionaries.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | | | |
|-------------|---------------|---------------|-----------|--------------|
| • lightning | • serviceable | • dying | • dyeing | • excitement |
| • except | • bicycle | • rhythm | • rhyme | • forsake |
| • forehead | • forelegs | • forefathers | • success | • successful |
| • occurred | • occurring | • occurrence | | |

Composition

(Page 85 – Student’s Book)

- In this lesson we are writing a descriptive composition. It is important to instruct the students to be descriptive and use what we have learned about adjectives, adjective phrases, and adjective clauses.
- Give students time in class to write their outlines and assign the rough draft as homework.
- Follow the Composition section in the To the Teacher, for instructions on peer evaluation.

Useful Words and Phrases – Choosing the Best Word: Doing

(Page 85 – Student’s Book)

- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | | |
|----------------|---------------|--------------|--------------|
| 1. committed | 2. acts | 3. completed | 4. work out |
| 5. carried out | 6. finish off | 7. achieved | 8. performed |

Lesson FIFTEEN

BEHIND THE HEADLINES

Behind the headlines—Intro

- Begin by asking the students what the greatest health threat in Pakistan is today. They will probably mention infectious diseases. Explore this idea for a few moments—when natural disasters such as floods occur, there are increases in infectious diseases; why is this the case?
- Next, ask students if they know what pandemics (worldwide period of infection with one type of disease) have been the most catastrophic. In fact, the worst pandemic in history has been the Great Influenza outbreak in 1918-1919, which killed an estimated 100 million people in just six months. If the same percentage of the population were killed today in a similar disease outbreak, there could be as many as 350 million deaths.
- Then discuss with the class to what extent large events like the epidemics of the past seem ‘real’ to them personally. What about more recent events, such as the Pakistan floods of 2010? What is the difference between how they feel about these events?
- Point out that personal stories they know from recent events (published in newspapers or broadcast over television and radio) help them relate to the suffering of the victims. Tell the class that they will read the personal stories in relation to the Black Plague that devastated populations in Europe centuries ago.
- Ask the students to read the introduction to the passage silently.
- When they have finished reading, ask them to do a little research on the root cause of the plague (bubonic plague). When they have discovered that rats were the carriers of the disease, ask them to look at the illustration on page 87 of the textbook and find one example of unsanitary practices of the time that encouraged rat infestations and the spread of disease (i.e. the woman throwing garbage from her window into the street).

‘The Great Plague of London’—Reading

- Next, discuss with the class how personal stories can be made public. Elicit two ways: in one way, a journalist or other writer may interview someone who experienced the event, and in another way, a person living the event may keep a journal or other written record.
- Ask students to read the first half of the passage, from the title *The Great Plague of London* to the line, *...the doctors themselves died?*
- When they have finished reading, discuss with the class which of the two methods this personal story is an example of. How immediate does the story seem? Why?
- Before going on with the reading, have students read the first six questions of Comprehension Exercise B on page 88 of their books. Ask them to discuss their answers in pairs and find any answers they cannot remember by scanning the text up to the point that they have already read. Do not correct answers until later.
- Then ask them to read the last 34 lines of the text silently, from the line *Defoe could not remember...*, to the end of the passage.
- When they have finished reading, discuss with the class which of the two methods this personal story is an example of. How immediate does the story seem? Why?
- Next, have students read the last two questions of Comprehension Exercise B on page 88. As before, encourage them to discuss their answers in pairs and find any answers they cannot remember by scanning the text up to the point that they have already read.
- Go over all of the answers as suggested in the teaching notes below, for Exercise B.

- Wrap up by asking the following questions
 - Do they think that the people outside of London were aware of the calamity taking place there?
 - How would they know?
 - How far would the news travel?
 - How is this different today?
 - What kinds of stories have the greatest impact on people who are learning about a calamity in another part of the world?

Comprehension and Vocabulary

(Page 88 – Student’s Book)

Exercise A

- Ask the students to work independently or in pairs to discuss the meanings of the word in each item and to think of definitions. 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.
- Then ask them to work individually to write their own definitions.

Answer Key

- what life was like at the time
- not sick with the plague
- a stockpile of extra food items
- realized what should have been done after it was already too late to prevent a problem

Exercise B

- This exercise asks students to recall and interpret information given in the text.
- Integrate work on this exercise with the presentation of the reading text, as suggested above.
- Ask the students to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. Daniel Defoe was just a child during the plague epidemic, and he wrote about it only when he was an adult.
2. Defoe got his information about the plague from people who were adults living in London when it broke out.
3. People stayed at home as much as possible because the plague was an infectious disease which they might catch from other people who may be sick even though they appeared to be healthy.
4. They caught the plague in spite of staying at home because they either got it from their servants who had gone outside to get food and had been exposed to the germs, or from people who were carriers and visited them.
5. These men should definitely be honoured as they risked their lives knowingly and worked for the safety of the others.
6. ‘...the doctors themselves died’
7. (a) The owners of a house with windows covered with boards would have left London. The boarded house would be empty.
(b) A house with red crosses on the doors would indicate that someone in the house was sick with the plague, warning others to stay away.
8. Pepys was a brave man because he stayed in London when many were leaving, went to his office and worked, visited people, and went around town to see for himself what was happening.

Language Structure

(Pages 89 and 90– Student’s Book)

Adjective Clauses

Exercise A

- The difficult part of this activity is whether to use *who* or *whom*.
- When to use *which* is easy, we use *which* when referring to an object.
- We use *who* and *whom* when referring to a person.
- We use *who* when we are referring to the subject of the sentence and we use *whom* when we are referring to the object of a sentence.
- One way to remember this is to ask whether the answer to the question is *he* or *him*. If the answer is *him*, then use *whom*. If the answer is *he*, then use *who*.
- Do number 1 and 2 as an example:
 - Yesterday I saw your brother, **who** gave me this message. **He** gave me this message.
 - That is Inam, **whom** you met last year. You met **him** last year.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | | | | |
|---------|----------|----------|----------|----------|----------|
| 1. who | 2. whom | 3. which | 4. which | 5. who | 6. which |
| 7. whom | 8. which | 9. who | 10. who | 11. whom | 12. who |

Exercise B

- Explain to the students:
 - *Whose* is a possessive pronoun.
 - *Whom* plus a preposition is used in the same way as *who* in exercise A. But it is very formal and old fashioned.
- Do numbers 2 and 3 together as an example.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | | | |
|--------------|--------------|--------------|-------------|--------------|
| 1. Whose | 2. whose | 3. to whom | 4. to whom | 5. from whom |
| 6. with whom | 7. near whom | 8. of which | 9. of which | 10. of which |
| 11. by which | 12. to which | 13. in which | | |

Exercise C

- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. no comma
2. The mayor, who was a very tall gentleman, made a speech.
3. no comma
4. no comma
5. My father, who is an elderly man, still plays badminton.

6. no comma
7. no comma
8. no comma
9. My mother, whose eyesight is not good, fell and hurt herself.
10. Coral Island, which is an exciting book for boys and girls, can be found in any library.
11. Mr. Masood, whom I met yesterday, was a very likeable man.
12. Tennis, which can be played by boys and girls, is a very good game.

WORKBOOK ANSWER KEY

- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

ADJECTIVE CLAUSES (NON-DEFINING) (Pages 32 and 33)

1. Our history teacher, who is quite young, is full of interesting ideas.
 2. Your mother, who I saw yesterday, looked rather ill.
 3. The box, which had an unusual kind of lock, could not be opened.
 4. He spent the night in a hut which he had built himself.
 5. The stranger, who seemed to be looking for someone, spoke to me.
 6. The policeman, whom I had informed of the accident, hurried to the scene.
 7. My aunt, who has gone away, could have helped me.
-
1. My friend Sajjad, whose bicycle I am using, has gone away for a holiday.
 2. I should like to meet your cousin of whom I have heard a great deal.
 3. Mr. Haroon, to whom I sent the letter, is the Managing Director.
 4. Mr. Ahmed, with whom I have worked for several years, has retired.
 5. The knives, with which they carved wood, were made of flint.
 6. The ship, on which they were sailing, sank with all hands.
-
1. He crossed the road without looking, which was a very silly thing to do.
 2. Some animals go to sleep during the winter, which is very sensible of them.
 3. He drives very carelessly, which will get him into trouble one of these days.
 4. She works very hard, which explains why she is doing so well.
 5. We always try to please our customers, which probably explains why so many come back to buy from us again.
 6. She seemed to be very popular with everyone who knew her, which pleased her parents very much.
 7. He had an annoying habit of whistling between his teeth, which used to infuriate some people.
 8. He was rather fond of telling other people what he thought of them, which was not always wise.
 9. He kept working and was finally successful, which pleased his friends and annoyed his enemies.
 10. This is the end of the exercise, which you are probably pleased to see.

Passage for Dictation

(Page 90 – Student’s Book)

- Read through the passage one time at normal speed. Students should listen and not write.
- Next, break the passage up into segments of 5 to 9 words and read it aloud a second time at a normal pace, giving the students ample time in between segments to complete the activity.

Composition

(Page 90 – Student’s Book)

- Give students time in class to write their outlines and assign the rough draft as homework.
- Follow the Composition section in the To the Teacher, for instructions on peer evaluation.

Useful Words and Phrases – Make

(Page 91 – Student’s Book)

- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. make it up 2. make out 3. make up for 4. make for 5. made off

Pronunciation and Reading Practice – Den and Then

(Page 91 – Student’s Book)

- Ask the students to repeat the word lists after you.
- Clearly demonstrate the difference in sounds.
- Read the paragraph aloud to the students.
- Have students practise reading aloud in pairs.

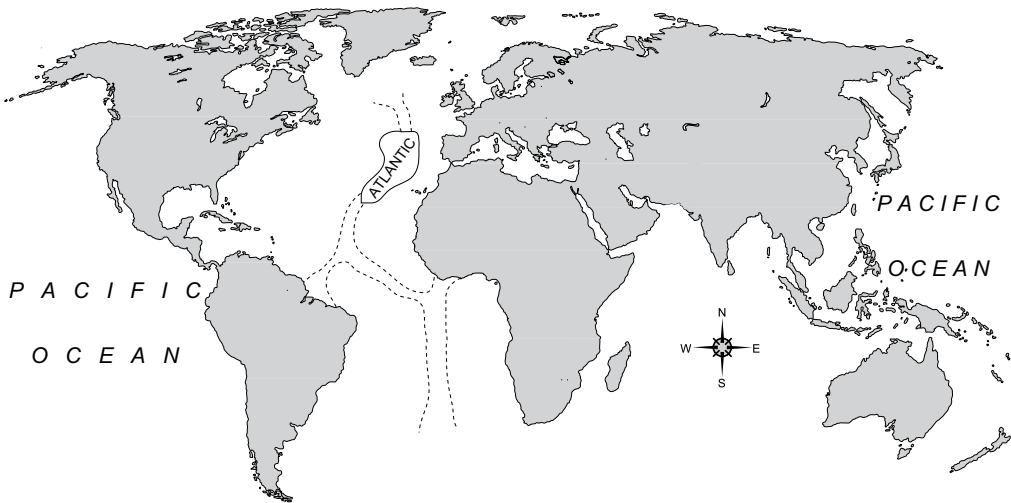
Lesson SIXTEEN

THE LOST WORLD OF ATLANTIS

The Lost World of Atlantis—Intro

- Begin by asking the students whether they have heard of the mythical continent of Kumari Kandam or The Land of Purity. (It is the name of a supposed sunken land mass. It is said to have been located in the Indian Ocean to the south of present-day Kanyakumari district at the southern tip of India. It was supposed to be a sophisticated kingdom of learning, which was submerged under water by a violent geological catastrophe. The survivors are said to have migrated to present-day India and supposedly sparked the Indus Valley Civilization. Though its existence is no longer considered a valid scientific fact, it has been adopted by writers involved in the occult as well as some Tamil writers in India.)
- Ask what comes to mind when they think of this place. Make a list on the board. If students have not heard of this place, allow them to do a little research to find out what it represents. (Higher learning, advanced civilization, mythical world, etc.)
- Ask students if they know where Kumari Kandam is supposed to have existed and what is supposed to have happened to it. (Located in the Indian Ocean to the south of the present-day Kanyakumari district at the southern tip of India. It was submerged under water due to some geological catastrophe.) Add this information to the list on the board.
- Point out that legends related to this land can be traced as far as 1500 years ago, and then add this information to the list on the board.

- Tell students that the text they will read discusses a different mythical place with some similarities to Kumari Kandam. Ask them to note these similarities as they read, using the list you made on the board.



‘The Lost World of Atlantis’—Reading

- Show students a map of the area where Atlantis was said to be found. Here is one example: Note the surrounding areas, pointing out the Straits of Gibraltar, Egypt, and Greece so that students get an idea of the geographical relationship between the places mentioned in the text.
- Next, ask the students to read the True and False questions in Comprehension Exercise C on page 93 of the textbook before they begin to read the text. Ask them to mark the answers as they read and to note where in the text they find the answers.
- Ask the students to read the first half of the passage, from the title *The Lost World of Atlantis* to the line, *...had no idea how to build palaces or temples.*
- When they have finished reading, discuss which of the points listed on the board for Kumari Kandam they noticed similarities for. (For example, no scientific evidence supports their existence, both are mythical, both have become the stuff of popular legends, both were supposed to be advanced civilizations, both possibly submerged under water, etc.)
- Ask the students to work in pairs to compare the answers to as many of the questions from Comprehension Exercise C on page 93 as they can. Correct answers with the whole group.
- Then ask them to read and discuss the first question in Comprehension Exercise D.
- Before going on with the reading text, have students read questions 2-5 of Comprehension Exercise D (leaving question 6 for later). Ask them to look for the answers to these questions as they read.
- Next, ask the students to read the last half of the text silently, from the line *Yet students of geography...* to the end of the passage.
- When they have finished reading, ask them to work in pairs to discuss the answers to questions 2-5 of Exercise D. Go over the exercise with the whole class.

- Wrap up by discussing question 6 of Exercise D. There is no right or wrong answer to this question. If you wish, you may choose to have the class debate the topic, assigning certain groups to hold specific points of view, even if they do not actually take that view in reality.
- Note: For detailed information on Atlantis and Kumari Kandam look, them up on the internet at: <http://www.wikipedia.org>

Comprehension and Vocabulary

(Pages 93 and 94– Student’s Book)

Exercise A

- Ask the students to work in pairs to decide what meaning they think will best complete each sentence, one at a time, and then for each sentence find a word in the text that matches the meaning they need. Point out that the words can be found in the same order they are needed for the sentences.
- Then ask the pairs to compare answers.

Answer Key

1. Continent 2. traces 3. scholar 4. substance 5. existed

Exercise B

- Ask the students to work individually to find the synonyms of the words listed, and then check their answers in pairs or small groups.

Answer Key

• priests • strait • expedition • ventures • statues

Exercise C

- The questions in this section ask students to recall details from the story and say whether the statements are true or not.

Answer Key

1. untrue 2. true 3. untrue 4. untrue
5. untrue 6. true 7. true

Exercise D

- This exercise asks students to recall and interpret information given in the text.
- Ask the students to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. First of all, because no traces of the continent have ever been found; next, because if the continent did exist at the time it was said to, people at the time did not have the skills to develop a major civilization.
2. Geographers disagree in part, and agree in part. The Azores Islands are the tops of mountains that might have been on a continent that sank. These mountaintops may be traces of Atlantis. Yet if the continent did exist, it would have been before humans could have lived there, so Atlantis as a civilization could not have existed.
3. An increase in water levels from the melting ice at the end of the Ice Age resulted in forming the English Channel, separating England from France.
4. The Moon controls tides, so before the Moon began to orbit the Earth, there would be no tides. When the Moon first began to orbit the Earth, the tides might have submerged low-lying land.

5. Five possibilities:
 - i. earthquake
 - ii. water from melting ice at the end of the Ice Age
 - iii. influence of the Moon
 - iv. flood caused by Venus
 - v. the way in which some volcanic islands simply disappear
6. Atlantis probably never existed as a civilization. The possibility of its existence seems to be based on ancient accounts and legend. Also, nothing about the continent has ever been discovered and that even if the land ever did exist, advanced civilization would not have been possible at that time. Therefore, it is highly unlikely that it existed.

OR

Atlantis could have existed. Although nothing about the continent has ever been discovered, it existed so long back that the salt water may have destroyed all traces of the land and of the people living on it. Some other lost cities such as Mohenjo Daro in Pakistan and Troy in Greece have been found recently.

Language Structure

(Pages 94 and 95– Student’s Book)

Adverb Clauses: Time

Exercise A

- The book lists several words used to introduce adverbial clauses. For example: when, while, as, after, as soon as, since, until
- *When* is used to refer to a specific time in the past. For example: We went indoors *when* it began to rain.
- *While* is used to refer to a period of time in the past. For example: I read the newspaper *while* I was waiting.
- *As* is used to refer to a period of time in the past that was interrupted by another event. For example: I met my friends *as* I was walking to school.
- *After* is used to refer to a time in the past after another time in the past. For example: She went home *after* she had waited for a long time.
- *As soon as* is used to refer to a specific time in the future when something should happen. For example: Please give him the message *as soon as* he gets home.
- *Since* refers to a specific time in the past that caused the existence of something else the remains till the present. For example: I have been sitting in the library *since* it opened.
- *Until* connects the present to a specific time in the future. For example: Please wait here *until* the bus comes.
- Explain the use of the joining words above.
- Review the examples given.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | | | |
|------------------|----------|---------------|----------|-----------|
| 1. When | 2. While | 3. As soon as | 4. After | 5. When |
| 6. As/When/While | 7. since | 8. until | 9. until | 10. until |

Exercise B

- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | | | |
|----------|-------|------------|------------|------------|
| 1. bring | 2. is | 3. strikes | 4. arrives | 5. hear |
| 6. go | 7. is | 8. comes | 9. reach | 10. return |

Exercise C

- There are no real rules here to follow. The verb tense depends on the situation. Do the first few together as a class and discuss if something happened first, should it be simple, continuous, or perfect, etc.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | | |
|-----------------|-------------|-----------------|-----------------|
| 1. heard | 2. returned | 3. were working | 4. saw |
| 5. were playing | 6. is | 7. had cleaned | 8. had finished |

WORKBOOK ANSWER KEY

- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

ADVERB CLAUSES OF TIME (Page 34 and 35)

- | | | | | |
|---------|--------|--------|---------|-----------|
| 1. ends | 2. is | 3. was | 4. are | 5. finish |
| 6. have | 7. has | 8. had | 9. fire | 10. grows |

- | | |
|------------------------------------|--|
| 1. the work is done. | 2. I come back. |
| 3. the accident happened. | 4. you get home. |
| 5. the bell rings. | 6. receiving the anonymous phone call. |
| 7. you finish reading it. | 8. the train reached the platform. |
| 9. you get up. | 10. we were still on the steps. |
| 11. the sweeper saw it. | 12. the doorbell rang. |
| 13. I joined the game. | 14. the robbers came. |
| 15. they are listening to a story. | |

1. He jumped before we could stop him.
2. When the postman knocked at the door, we ran to answer it.
3. I shall stay here until you say you are sorry.
4. As soon as we heard something rattling, we stopped the car.
5. While he was speaking everyone was listening carefully.
6. Whenever we asked him to stop it he refused.
7. When we arrived there everybody had left.
8. As soon as the shop opened, we all went in.
9. The men waited while the spaceship slowly descended.
10. As soon as the music began, the crowd fell silent.
11. The books piled up on the desk until she could hardly see over them.
12. Before he went to bed he had locked the money away.
13. When mother goes out, help me tie up her present.
14. Whenever you walk past me, you always step on my toe.

Spelling

(Page 95 – Student’s Book)

- Ask the students to complete the activity in pairs using their dictionaries.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | | | |
|-----------------|----------------|---------------|-------------|--------------|
| • angle | • construction | • equilateral | • sphere | • hemisphere |
| • numerator | • obtuse | • oblique | • perimeter | • protractor |
| • quadrilateral | | | | |

Composition

(Pages 95 and 96 – Student’s Book)

- Follow the book’s lesson and ask the students to complete the two exercises in the classroom in pairs.
- Ask them to compare their work with their neighbours.
- Review as a class and help where needed.

Answer Key

- | | | |
|----------------------------|--|-------------------------------|
| 1. ...a tool | 2. ...a weapon | 3. ...an article of furniture |
| 4. ...a tool | 5. ...an instrument used for measuring | 6. ...a container |
| 7. ...a writing instrument | 8. ...an article of clothing | 9. ...a kind of fruit |
| 10. ...a building | | |

Useful Words and Phrases – Choosing the Best Words: Making

(Pages 96 and 97– Student’s Book)

- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | | | | |
|-------------|----------|--------------|----------|--------------|-----------------|
| 1. produces | 2. build | 3. construct | 4. erect | 5. assembled | 6. manufactured |
|-------------|----------|--------------|----------|--------------|-----------------|

Lesson SEVENTEEN

GALILEO

Galileo—Intro

- Begin by asking students what they know about Dr. Salimuzzaman Siddiqui. Students will probably know that he was an eminent Pakistani scientist with many awards and discoveries to his credit. But they may not know that he was also a painter or that he studied medicine at one point in his life.
- Make a chart on the board of some of the ‘Renaissance Man’ characteristics of Dr. Siddiqui, and then ask the students to fill in whatever corresponding information they find in the reading text about Galileo. For example:

	Salimuzzaman Siddiqui	Galileo
Where was he born?	<i>In India</i>	
What did he study?	<i>Medicine and Chemistry</i>	
What other interests did he have?	<i>Art (he was a painter)</i>	
What is one of his scientific contributions?	<i>Medicinal uses of Neem tree</i>	

- Many interesting and important aspects of Galileo's professional life are not mentioned in the passage, so teachers should feel free to add information as they wish. For example, Galileo was a teacher at the Florence Institute of Art and Design at one point in his career!
- For detailed information on Galileo and Dr. Salimuzzam Siddiqui look them up on the internet at: <http://www.wikipedia.org>

'Galileo'—Reading

- Ask students if they know what a pendulum is. Elicit various uses of pendulums, e.g. playground swings, clocks, construction/survey work, wrecking ball (to bring down buildings), use of a bowling ball in a game of bowling, metronome (for music—a sort of upside-down pendulum).
- Next, discuss with the class what happens when an adult pushes a child in a swing—does the frequency of the pushes increase, decrease, or stay the same as the swing rises higher on each sweep?
- Have students read the first 16 lines of the passage silently, from the title *Galileo* to the line ... *soon became quite famous.* Ask them to pay attention for the answer to the question above about pushing a child on a swing.
- When they have finished reading, discuss the question of the child on the swing. Then ask what the difference would be if the chains of the swing were longer or shorter, or if the child was heavier or lighter.
- If you have time, allow the students to experiment with lengths of string and different weights tied to the string. They will need a stopwatch to time the periods of the pendulum swings.
- Discuss with the class how the pulse meter that Galileo invented might work.
- Before going on to the next section of the text, ask the class how they imagine students should behave in the classroom—should they ask a lot of questions or simply accept and learn everything they are told? Should students be able to challenge the knowledge their teachers give them?
- Ask the students to read the next 20 lines of the text silently, from the line *It's very rare for a young student...* to the line, *Galileo started to make a name for himself as a mathematician.* (Note that this section ends in the middle of a paragraph.) As they read, have them pay attention to the way Galileo learned and behaved in his university.
- When they have finished reading, discuss the question of the relationship between teachers and students.
 - How did Galileo behave?
 - If students knew someone like Galileo in their school, what would the teachers think of him?
 - What would the other students think?
 - You might want to tell students that Galileo did not complete his studies at the University of Pisa and left without a degree. But this does not mean that the students should follow his example!
- Before going on to the last section of the text, ask the class how they imagine a teacher at a university should conduct his or her classes—should the teacher do things the way they have

always been done, or can s/he change the courses in different ways?

- Ask the students to read the last 20 lines of the text silently, from the line *On leaving Pisa*, to end of the text. (Note that this section begins in the middle of a paragraph.) As they read, have them pay attention to the way Galileo taught and conducted himself as a teacher in his university.
- When they have finished reading, discuss the question of the role of a teacher in a school or university.
 - How did Galileo fit in with the university where he taught?
 - How would a teacher who wanted to change the curriculum and teaching methods in a Pakistani school or university be accepted by his or her colleague teachers?
- Wrap up by discussing the chart you began with, comparing Salimuzzaman Siddiqui and Galileo. What are some of the similarities and differences?

Comprehension and Vocabulary

(Page 99 – Student’s Book)

Exercise A

- Ask the students to work individually to find the synonyms of the words listed, and then check their answers in pairs or small groups.

Answer Key

1. draught 2. pendulum 3. pulse 4. talent 5. wrangler 6. opponents

Exercise B

- This exercise asks students to recall and interpret information given in the text.
- Ask them to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. The gust of wind that came in whenever the door opened.
2. The law of the pendulum: the time it takes for a pendulum to swing from one side to the other is the same no matter how far it goes from side to side. Long swings will take the same time as shorter swings.
3. A scientist does practical experiments to test his or her ideas.
4. His father thought that if Galileo became a businessman, he would be able to earn more money than if he were a mathematician or a musician.
5. Galileo did not enjoy doing business (he did not have a ‘taste’ for it), and he wasn’t clever about business dealings (he did not have the ‘ability’ for them) in order to be a successful businessman.
6. Galileo’s teachers probably thought he was disrespectful and disruptive because he challenged them. He questioned what they taught, and sometimes his experiments proved that what they were teaching was wrong.
7. Galileo had not learned mathematics before Ricci’s visit and Ricci was a famous teacher of mathematics, so Galileo was interested in hearing one of Ricci’s lectures. When he heard this lecture, he wanted to learn more, so he went secretly to listen to more lectures, even though he was not Ricci’s student.
8. Galileo listened at the door because he was not officially a member of Ricci’s class.
9. Ricci helped Galileo because he saw that Galileo was naturally gifted at mathematics and had a strong desire to learn.
10. At loggerheads, as it is used in the text, means to have arguments and conflicts with.

Language Structure

(Pages 99 and 100– Student’s Book)

Adverb Clauses: Manner

Exercise A

- Elicit what adverbs do. *It’s a word that tells us more about a verb, an adjective or other adverbs but not nouns. They normally answer questions such as how, when, where, and to what extent.*
- Explain that adjectives of manner describe how we do things.
- As a review, write the following on the board.
 - carefully
 - with great care
 - as I have shown you
- Ask which is a clause? How do we know it is a clause?
- Ask which is a phrase? How do we know it is a phrase?
- Ask which is an adverb? (carefully)
- Tell the class that carefully describes *how* you do something. It is an adverb of manner.
- Write on the board: *Please drive carefully.*
- Ask the class: How should you drive? (Carefully)
- Explain that *as if/as though* mean the same thing and informally we can use the word *like* in the same manner.
 - He looked *as if* he had seen a ghost.
 - He looked *as though* he had seen a ghost.
 - He looked *like* he had seen a ghost.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | | |
|-------|---------------------------|-------|---------------------------|
| 1. as | 2. as if, as though, like | 3. as | 4. as if, as though, like |
| 5. as | 6. as if, as though, like | 7. as | 8. as |

Exercise B

- Write the first one on the board. *He swims as a fish does.*
- Explain that we can use like plus a noun. Ask what is the noun in this example? (a fish)
- Under *as a fish does*, write, *like a fish*.
- Ask the students to complete the activity as was done in this example.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | |
|-----------------------------|-----------------------------------|-----------------------------------|
| 1. He swims like a fish. | 2. He ran like the wind. | 3. She sang like a nightingale. |
| 4. He moved like lightning. | 5. He roared like a lion. | 6. He leapt like a startled hare. |
| 7. It looked like rain. | 8. He looked like he was winning. | |

Adverb Clauses: Place

Exercise C

- Explain that adverbs of place describe *where*.
- Write on the board:

- They camped for a night _____.
- Ask: Where did they camp for the night?
- Fill in the blank with *where the two streams met*.
- Explain that we use *wherever* when it does not matter where. It is not a specific place.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. where 2. Wherever 3. wherever 4. where 5. Wherever 6. Where

WORKBOOK ANSWER KEY

- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

ADVERB CLAUSES OF MANNER (Page 36)

1. as if 2. as 3. as 4. as though 5. as if 6. as
7. as 8. as 9. as if 10. as though 11. as if 12. as

-
- 1. they had seen a ghost. 2. you are told.
- 3. you are tired. 4. he had fractured his leg.
- 5. the weight of the world had been lifted from her shoulders. 6. you have been asked to.
- 7. wild dogs were chasing them. 8. something had come loose.
- 9. it was going to land. 10. we had said something terrible.
- 11. they were instructed. 12. you are singing in a formal concert.
- 13. to do it. 14. he was shown.
- 15. he had seen a ghost. 16. I am a stranger.

ADVERB CLAUSES OF PLACE (Page 37)

1. fish 2. stone 3. bird 4. wind 5. baby 6. lion
7. madman 8. ball 9. monkey 10. eel 11. leaf 12. bee

-
- 1. Flowers grow only where there is light.
- 2. Wherever he hid, it they always found it.
- 3. He liked to swim where the water was cold and deep.
- 4. Wherever you may be sent you must be prepared to go.
- 5. Accidents often happen where two main roads meet.
- 6. They hurried back where they had left the others.
- 7. Wherever you may go, I shall find you.

Punctuation

(Pages 100 and 101– Student’s Book)

- Review the explanation in the Student’s Book.

Passage for Dictation

(Page 101 – Student’s Book)

- Read through the passage once at normal speed. Students should listen and not write.
- Next, break the passage up into segments of 5 to 9 words and read it aloud a second time at a normal pace, giving the students ample time in between segments to complete the activity.

Composition

(Page 101 – Student’s Book)

- Give students time in class to choose what they are going to describe, how they are going to describe it, and how they are going to organize their composition. Define the length of each composition.
- Assign the rough draft as homework.
- Follow the To the Teacher instructions on peer evaluation.

Useful Words and Phrases – Take

(Page 101 – Student’s Book)

- Review the examples given and ask the students to complete the sentences with the different forms of take in italics.

Answer Key

- | | | |
|-----------------------|----------------------|--------------|
| 1. taken in; taken up | 2. taken on | 3. take over |
| 4. Take it down. | 5. took his wife out | 6. Take back |

Pronunciation and Reading Practice – Cease and Seize

(Page 102 – Student’s Book)

- Encourage the students to repeat the word lists after you.
- Clearly demonstrate the difference in sounds.
- Read the paragraph aloud to the students.
- Ask the students to practise reading aloud in pairs.

Lesson EIGHTEEN

SIX MEN OF BUSINESS

Six Men of Business —Intro

- Begin by asking students how they personally get their news. Take a poll to see what proportion of students usually gets their news from newspapers, radio, television, and internet.
- Lead a class discussion on the relative advantages and disadvantages of each of the media. Students may discuss the completeness of the reporting, the immediacy, the availability of video images, and other factors. At the time this passage was written, there was no internet news reporting, and television was rare, so these are not mentioned here.
- Ask the students to read the introduction to the passage silently. Ask students what they expect the text to be about. If they say it will be about the life of Reuter, tell them that it is actually about the news agency Reuter founded.

‘Reuter’—Reading

- Ask students what the latest international news is. Make a list on the board of various news events.
- Then examine a current issue of a newspaper. Ask the students to read out the headlines and the sources of the news items listed on the board—show them where to look for the agency indication.
 - How many agencies are represented in the paper?
 - Do any of the agencies have more stories than others?

- Which ones?
- What Pakistani news agencies are represented?
- Ask the students to read the first 24 lines of the passage silently, from the title *Reuters* to the line *...that we are concerned.* Ask them to pay attention as they read to find the two main ways news reports are obtained by newspapers, radio, television, and internet news distributors.
- When they have finished reading, discuss the advantages and disadvantages of a news distributor, such as a Pakistan television channel, having its own reporter covering events in a place such as Beijing as opposed to buying a report from a news service. (Some factors might be cost, language, coverage of stories of worldwide versus national interest, etc.).
- Before going on to the next section of the text, ask the class how they think news can travel out of very remote areas these days. For example, if there is an avalanche on a mountain, how will the world beyond the villages nearby learn about the event? How would they have learned about the event 50 years ago? 100 years ago? Make lists on the board of the ideas the class comes up with.
- Ask the students to read the last 20 lines of the text silently, from the line *In the old days...* to the end of the passage. As they read, have them pay attention to how many of the ideas on their lists are mentioned in the text.
- When they have finished reading, compare the list on the board with the methods of news transmission mentioned in the text.
Which are still used?
 - Which are no longer used?
- Wrap up by discussing the role of satellite transmission of news.
 - How does it work?
 - What do students imagine the methods of transmitting news will be in the future?

Comprehension and Vocabulary

(Page 104 – Student’s Book)

Exercise A

- Ask the students to work independently or in pairs to discuss the meanings of the word in each item and to find the synonyms.
- 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

- | | |
|-------------------------------|---------------------------------|
| • occurred/happened | • foreseen/expected to happen |
| • fraction/part | • permanently/for a long time |
| • distribute/give or send out | • barbarian/uncivilized person |
| • indicate/show | • method/way of doing something |

Exercise B

- Encourage the students to work in pairs to find words in the text that match the meanings provided.
- Then ask the pairs to compare answers.

Answer Key

- | | | |
|------------------|-------------------|------------------|
| 1. correspondent | 2. exclusive | 3. news agencies |
| 4. semaphore | 5. carrier pigeon | |

Exercise C

- This exercise asks students to recall and interpret information given in the text.
- Ask the students to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. 'Hot' news is very fresh news. (Note: the idea is that the newspapers were so recently printed that the paper itself is still hot from the press machines. Another expression is 'hot off the press.')
2. This means that the reporter works directly for the newspaper and not for an agency that sells news reports to many papers.
3. News agencies are useful because it makes it possible for different news distributors such as newspapers, radio and television networks, and internet news providers to get news from a pool of reporters from all over the world without having the expense of posting their own correspondents everywhere.
4. i) relay riders on horses
ii) signal stations
iii) semaphore
iv) carrier pigeons
v) electric telegraph
vi) wireless telegraph
5. Pigeons can be trained to fly back to their homes from anywhere. So, if a person wants to send a message from a distant location to the pigeon's home location, s/he can tie the message to the bird's leg and send the bird off. When the pigeon arrives at its home, another person can retrieve the message.

Language Structure

(Pages 105 and 106– Student's Book)

Adverb Clauses: Reason

Exercise A

- Adverb clauses of reason explain *why* the action is happening.
- Review the examples given.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. As he was tired, he decided to sleep for a while.
He decided to sleep for a while because he was tired.
Since he was tired, he decided to sleep for a while.
2. He succeeded because/as/since he worked hard.
3. As I had not read the newspaper, I did not know what had happened.
Since I had not read the newspaper, I did not know what had happened.
I did not know what had happened because I had not read the newspaper.
4. The accident happened because/as his brakes failed.
5. Since he knew it was dangerous, he would not do it.
He would not do it because/as he knew it was dangerous.

Adverb Clauses: Purpose

Exercise B

- To explain the difference between the adverb clauses of reason and adverb clauses of purpose, write the following examples on the board and explain the difference in meaning.
 - We stayed indoors *because* it was raining.
 - We stayed indoors *so that* we would not get wet.
 - He locked the door *so that* no one would come in.
 - He locked the door *because* he wanted to protect himself from intruders.
 - He stood up *in order to* see more clearly.
 - He stood up *because* he could not see very clearly.
- Students need to first determine if the sentences are past or future. Then they need to choose the correct word to complete the sentences.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | | |
|--------|----------------|-----------|----------|
| 1. may | 2. might/would | 3. might | 4. might |
| 5. may | 6. may | 7. should | 8. may |

Exercise C

- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- ...I may see what you have done.
- ...you may use it for the day.
- ...he may give it to my neighbour for the day.
- ...may see you clearly.
- ...I could go to school on it.
- ...I may put it on the family tree.
- ...they could ask the teacher a question before the exam began.
- ...the photographer may get a good picture.

WORKBOOK ANSWER KEY

- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

ADVERB CLAUSES OF REASON (Page 38)

- As it was cold we all wore sweaters.
- She gave away her blue dress because it was too small for her.
- Since we have no choice we must do as you say.
- He took the suit back because it was too small for him.
- He took his shoes to the shoemaker as they were in need of repair.
- She could not buy the book because she had no money with her.
- They were half an hour late as they had had a puncture.

-
- 1. He was praised because he was working hard.
- 2. She was given a prize because she came top in her class.
- 3. Since he was riding too fast the men scolded him.
- 4. As he was the captain he had to decide what to do.
- 5. As the shop was closed we could not buy any sweets.
- 6. The match was not played because of the floods.
- 7. They were late because the bus broke down.

ADVERB CLAUSES OF PURPOSE (Page 39)

1. I will draw a plan so that you may be able to find your way easily.
2. She made a cover for the book so that it should not be torn.
3. I have stopped the car so that you may look at this lovely view.
4. They travelled to Bangkok by air so that they might have more time there.
5. She held out her hand so that we might see the ring.
6. The policeman is holding up the traffic so that we may cross the street.
7. She pulled back the curtains so that we might see the lovely view.
8. He locked all the doors of the house so that we should feel safe.
9. John shouted so that we should know where he was.
10. He put the toy on the floor so that the baby might play with it.
11. I brought my mother a cushion so that she might feel more comfortable.
12. He stood at the window and shouted so that everybody might hear him.
13. He has opened the gate so that we may go in.
14. I have written my name in the book so that I shall not lose it.

Punctuation

(Page 106 – Student’s Book)

- Follow the instructions in the Student’s Book. You could alternatively try making a little of a game of such activities. One suggestion would be to read the dictation while the students are reading along. Ask them to raise their hands every time there is a quotation mark or apostrophe. You could alternatively ask them to make a noise (e.g. AHA) every time that there is a quotation mark and a different noise (e.g. TING) when there is an apostrophe. If not enough students are participating, have a long pause until they start to look up at you and then repeat the last passage so that they may now participate.

Passage for Dictation (Page 106 – Student’s Book)

- Read through the passage one time at normal speed. Students should listen and not write.
- Next, break the passage up into segments of 5 to 9 words and read it aloud a second time at a normal pace, giving the students ample time in between segments to complete the activity.

Composition

(Pages 106 and 107– Student’s Book)

- In addition to what was noted in the Student’s Book regarding writing a business letter, it is important to note that organization is crucial.
- First say what you are writing about.
 - Then, give the details.
 - Finally write about the future or the next step to be taken.

- Give students time in class to write their outlines and assign the rough draft as homework.
- Follow the Composition section in the To the Teacher, for instructions on peer evaluation.

Useful Words and Phrases – Choose

(Page 107 – Student’s Book)

- Review the examples given and ask the students to complete the sentences with the different forms of take in italics.

Answer Key

1. choice 2. chosen; choose 3. chose; chosen 4. choose

Lesson NINETEEN

THE KON TIKI EXPEDITION

The Kon Tiki Expedition —Intro

- Begin by showing the students an image of the Kon Tiki raft and have them describe it.
- Have a class discussion on the strength and safety of a boat like Kon Tiki. Ask: *When in history do you think this sort of boat was used and by whom?*
 - How far from land, do you think, the people who used this boat sailed?
 - Do you think a boat like this can cross an ocean?
- Write the phrase Kon Tiki on the board, along with three guiding questions for students to think about as they read:

When in history was Kon Tiki used?

 - What was the purpose of building Kon Tiki and sailing it?
 - How far from land did Kon Tiki sail?
- Ask the students to read the introduction to the passage silently.
- When they have finished reading, elicit the answers to these questions:

Kon Tiki sailed in the 20th century (it was in 1947).

 - It was built as an experiment to try to learn where Polynesian people originated.
 - Kon Tiki sailed across the Pacific Ocean.
- Finally, ask them to scan the text for the name of the author of the story. Remind them that scanning is not reading word-for-word, but rather glancing through the text until they spot a particular piece of information, and then focusing on the surrounding text.



'A Narrow Escape'—Reading

- Ask the students to look again at the picture of Kon Tiki, ask:
What do you think the dangers of sailing on a boat like this might be?
 - Make a list on the board of the dangers. If students do not imagine that someone might fall off the boat, lead them to the observation that the boat does not have high sides so that someone can fall off.
- Then ask one member of the class to read the title, *A Narrow Escape*. Elicit the meaning of the phrase, and then ask students what they expect the story to describe. Ask them to vote on which type of accident, from the list they have made on the board, they believe they will read about.
- Ask the students to read the first 23 lines of the passage silently, from the title *A Narrow Escape* to the line *...where we could get nothing back*. Ask them to pay attention as they read, to who is involved in the story and what their roles are.
- As students read, write the names of the six crew members on the board in a column:
 - Thor Heyerdahl,
 - Erik Heselberg,
 - Bengt Danielson,
 - Knut Haugland,
 - Torstein Raaby, and
 - Herman Watzinger
- When students have finished reading, ask them to identify in the list the name they can recall from the introduction—the author of the story (Thor). Then tell them to scan the part of the story they have just read to see how many more of the names they can find. (Tell them that they will find only the first names.)
- Discuss the names they find and the role each of these crew members plays in the accident. [Herman falls off the boat. Torstein (along with Thor) shouts 'Man Overboard!' Torstein tries to throw a rope to Herman.]
- By discussing the people involved, students should now have a clear idea of the events. Ask: What kinds of actions do they think can be taken next to rescue Herman?
 - Where are the other three crew members, Bengt, Knut, and Erik?
- Ask the students to read the last 18 lines of the text silently, from the line *While Bengt and I...* to the end of the passage. As they read, ask them to pay attention to the various rescue solutions tried and whether they worked.
- When they have finished reading, summarize the story by discussing the crew members listed and the actions they took.
 - Which crew member took the greatest risk?
 - Who was a hero in the end?

Comprehension and Vocabulary

(Pages 109 and 110– Student's Book)

Exercise A

- Ask the students to work independently or in pairs to discuss the meanings of the word in each item and to find the opposites.
- Allow the 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

- constant/changeable • dependable/unreliable • previous/coming later
- violent/gentle • stern/bow • plunge/soar • increased/decreased

Exercise B

- Ask the students to work in pairs to discuss the meanings of the vocabulary items as they are used in the text. Allow them to consult a dictionary if necessary to confirm their conclusions, but discourage them from using a dictionary as a first step.
- Then ask them to work individually to write their own sentences and share their answers with a partner or in small groups.

Answer Key (Sample Answers)

- **A large part of** the mountain region of our country cannot be cultivated with crops.
- Our table for the dinner cruise was **on deck**, and we enjoyed the pleasant night with hundreds of stars in the sky.
- The town was evacuated because the buildings were **in danger** of being swept away by the flood.
- The authorities made a serious effort to preserve the rare snow leopard **before it was too late** and they all disappeared as the Bengal tiger did.
- We stayed up for hours to watch the total lunar eclipse the other night, but **in a few seconds** it was all over.
- The tour boat counted all of the passengers to make sure all of the divers were back **on board** before leaving.

Exercise C

- This exercise asks students to recall and interpret information given in the text.
- Ask the students to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. The weather had been relatively calm with some heavy rain showers.
2. Because their supply of drinking water was getting bad and the rainwater they could collect was fresh, and also because they could clean the salt from their bodies by standing in the rain.
3. Because the same conditions had happened before.
4. Herman was attempting to catch a sleeping bag before it blew into the ocean, but he fell overboard together with the sleeping bag.
5. Because the strong wind made big waves that were difficult to swim in, and also the wind pushed the raft faster than Herman could swim to catch up.
6. The steering oar extended behind the raft, so if he could reach it, he could hold on to the oar and pull himself back to the raft. If he missed the oar, Herman would become further and further separated from the raft and not be able to get back to it on his own.
7. Because when they threw it, the strong wind simply blew it back onto the boat.
8. They thought they saw a large dark animal with a triangular fin approaching, so they feared that it was a shark. Instead, it was only the corner of the sleeping bag sticking out of the water with the rest of the sleeping bag under the water.
9. The sleeping bag got heavy and simply sunk, or perhaps there was a shark nearby and it attacked the bag instead of the men!
10. They left the lifebelt and line floating in the water behind the raft in case anyone else went overboard. It would be easier to grab the lifebelt than to grab the steering oar.

Language Structure

(Pages 110 and 111– Student’s Book)

Adverb Clauses: Result

Exercise A

- Ask the students to complete the activity starting with *that* and paying attention to the tense of the main clause.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. ...
2. ...that she was shedding tears of joy.
3. ...that we could not get out of our houses.
4. ...that she could eat so much.
5. ...that they could be heard outside.
6. ...that no one could lift it.
7. ...that you could see the pilot.
8. ...that he had to bend low to get in through the door.
9. ...that it took a long time to finish constructing it.

Adverbial Clauses: Concession

Exercise B

- Adverbial clauses of concession are in opposition to the main clause, but they do not say that the main clause is untrue. Adverbial clause is introduced with *although, even though, even if, while, whereas, however, whatever*.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. Although he could not swim, he jumped into the water.
2. Even though they were not rich, they were very happy.
3. Though he drew the line with a ruler, it was not very straight.
4. Even though he was small, he was very strong.
5. Although he had hurt himself, he would not stop playing.
6. Even though it was late, she went on working.
7. Although the tram broke down, he was not late for school.
8. Even though he was only fourteen, he looked grown-up.

WORKBOOK ANSWER KEY

- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

ADVERB CLAUSES OF RESULT (Page 40)

1. The road was so narrow that two cars could not pass.
2. The forest was so thick that no one could move through it.
3. It was raining so heavily that we had to stay where we were.
4. The paper was so thin that his pen went right through it.
5. The bicycle swerved so sharply that the car could not avoid it.
6. He laughed so much that he fell off the chair.

-

 1. He was such a fine speaker that he pleased everybody.
 2. It was such a small speck that he could hardly see it.
 3. It was such a small mistake that you ought to overlook it.
 4. It was such a big lie that we all gasped in astonishment.
 5. She was such an obstinate girl that no one could make her change her mind.
 6. It was such a big car that we could all get inside.

ADVERB CLAUSES OF CONCESSION (Page 41)

1. Although it was not true, many people believed it.
2. Although they were poor, they were honest.
3. Although it may look fine now, I am sure that a storm is coming.
4. Although he tried hard, he could not succeed.
5. Although he was very tired, he made one last effort.
6. Although he may have been rich, he had few friends.
7. Although it is not a very fast car, it is very reliable.
8. Although he was not very clever, he did his best.
9. Although I may be getting old, my wits are still sharp.
10. Although it may seem strange, there was no one there.
11. Although I like him, I cannot recommend him for the job.
12. Although you may be perfect, you have to obey the rules yourself.
13. Although you have done well, you can still do better
14. Although I regret to say this, this class has been behaving badly.

Spelling

(Page 111 – Student’s Book)

- As always this is a good opportunity to practise using the dictionary. To make it more interesting, turn it into a race, where the winner gets a prize such as a sticker or simply some encouraging compliments.
- Ask the students to complete the activity individually.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

- | | | | |
|--------------|---------------|---------------|-----------------|
| • necessary | • unnecessary | • necessarily | • necessity |
| • possess | • possessed | • possession | • beginning |
| • marvellous | • marvelled | • accommodate | • accommodation |
| • committee | | | |

Composition

(Page 111 – Student’s Book)

- Review what we learned in Lesson 18 about business letters. Give students time in class to write their outlines and then assign the task as homework.
- Follow the Composition section in the To the Teacher, for instructions on peer evaluation.

Useful Words and Phrases – Choosing the Best Words: Seeing

(Page 111 – Student’s Book)

- Review the examples given and ask the students to complete the sentences with the different forms of *take* in italics.

Answer Key

1. peeping 2. stared 3. glancing; study 4. examined 5. inspect

Pronunciation and Reading Practice – Mesh and Measure

(Page 112 – Student’s Book)

- Ask the students to repeat the word lists after you.
- Clearly demonstrate the difference in sounds.
- Read the paragraph aloud to the students.
- Ask the students to practise reading aloud in pairs.

Lesson TWENTY

A DAILY NEWSPAPER



A Daily Newspaper —Intro

- Begin by showing students an image of 1950s’ style newspaper reporter like the one given here. Ask the class to identify what job is represented and how they know. Ask them whether this image seems modern or dated.
- Have a class discussion about the methods a reporter of this period would use. Ask:
 - *What do you think this reporter is doing at the moment?*
 - *Do you think there is a formal interview going on?*
 - *How soon do you think this reporter will file his story?*
 - *What equipment do you think he uses to write the story?*
- Remind the class that they recently read about news agencies in Lesson 18. Tell them that this passage is about the work of local reporters who work for individual newspapers.
- Ask the students to read the introduction to the passage silently. Ask them to pay attention to the qualifications the young man has for the job.
- When they have finished reading, discuss the following:

What educational background does John Jones have?

 - Do you think he has had specific training in journalism? (He is not yet a school graduate, so he has only a secondary school education. Any journalism class he may have taken would not intend to form professional journalists.)

‘The Reporter’—Reading

- Before students begin to read, brainstorm with the class to create a list of skills and qualities that a good reporter should have and write them on the board, e.g. *good interview skills, good writing skills, etc.*
- Ask the students to read the first 21 lines of the passage silently, from the title *The Reporter* to the line *I don’t think I do*. Tell them to pay attention to which, if any, of the qualities they listed are mentioned in the text.
- When students have finished reading, discuss the list of skills and qualities mentioned in the text. Are there any in the text they have not included in their list on the board? What is the most important quality that Jim Walton gives? (Fairness)
- Draw the students’ attention to the last question/answer exchange in this part of the story: *‘Do you know why we are called reporters?’*
‘I don’t think I do.’
- Ask the students to guess where the term ‘reporter’ comes from. Ask them to find the answer as they read the next section.
- Ask them to read the next 19 lines of the text silently, from the line, *We are called reporters...* to the line, *Why is the work so different nowadays?*
- After they have finished reading, discuss the work of the original reporters. Does it sound like an interesting job?
- Draw the students’ attention to the last question in this part of the story: *‘Why is the work so different nowadays?’*
- Ask the students to guess in what ways is *what* a reporter writes, different from the past. Ask them to find the answer as they read.
- Ask them to read the last 22 lines of the text silently, from the line *The great difference is that now...* to the end of the passage.
- After they have finished reading, discuss the work of the reporters as it stands today. Do they still think it sound like an interesting job?
- Wrap up by discussing the ‘tools of the trade’ for reporters at the time of the story as compared to now. At that time (50 years ago), reporters took notes on paper pads, as in the illustration. What equipment do reporters use these days when they are conducting an interview or when they are writing a report?
What is the role of electronic means such as Twitter when it comes to news reporting?

Comprehension and Vocabulary

(Pages 114 and 115– Student’s Book)

Exercise A

- This exercise covers certain vocabulary that has to do with newspaper reporting and production.
- Ask the students to work independently or in pairs to find each the word where it appears in the text and to guess the meaning.
- 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

- *proofs* = draft printing of pages to be used for corrections before the final printing
- *columns* = vertical division of printed page
- *report* (verb) = give an account
- *opinions* = individual and personal views, beliefs, judgments, attitudes, etc.

Exercise B

- This exercise is exactly like the one above except that it covers vocabulary about the possible subjects of news reports.
- Use the same procedure as for Exercise A.

Answer Key

- a *police court* = a lower court for minor offences.
- a *cattle show* = a display of cattle for sale or for competitive judging
- a *bishop* = a senior religious officer of a church
- a *trade union leader* = a person who heads an organization of workers

Exercise C

- This exercise asks students to recall and interpret information given in the text.
- Ask the students to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. Jim Watson was a good person to advise John because he had years of experience working as a reporter.
2. A reporter observes events (is the 'eyes'), interviews people (is the 'ears') and writes the stories so that the paper can inform the general public about these events.
3. varied; exciting; interesting; (and possibly) dangerous
4. Reporters must not base their stories on their opinions; they must give a fair account.
5. Reporters got their name because they started off by simply *reporting* word-for-word what was said at meetings.
6. 'The Book' contained a list of important events that reporters had to 'cover.' Reporters never followed their own 'leads' to develop their own stories.
7. Years ago, only the activities of the most powerful people were reported. These days reporting also includes stories about everyday people who are interesting for various reasons. Because of this, there are many more topics in a newspaper and much less space for each one, meaning that reports must be both informative and yet brief.
8. For a reporter, making something a specialty means that the reporter has a keen interest in and a deep understanding of a particular topic; a reporter could be specialized in sports, politics, entertainment, crime, economics, business, etc.

Language Structure

(Pages 115 and 116– Student's Book)

Adverb Clauses: Condition

Exercise A

- Adverb clauses of condition or 'conditional clauses' begin in many different ways. We will look at two of these ways in this exercise. *If* and *unless*.
- *If* clauses state a condition necessary for a result. Something must happen before another event can happen.
- Write these sentences on the board as you explain the above.
 - *If* you study hard, you will get a good grade.
 - You will get a good grade *if* you study hard.

- *Unless* is like an *if not* clause.
- *Unless* you study hard, you will fail.
 - Explain that we have a negative result.
 - It is the same as saying, *If you don't study hard, you will fail.*
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. If 2. unless 3. If 4. unless 5. If 6. If 7. Unless 8. If 9. unless 10. if

1. Possible

Exercise B

- As stated in the Student Book (page 115), in this exercise we use the future tense in the main clause and the present tense in the conditional clause. However, the title should be probable since these sentences are stating certainty.
- Do the first few with the students asking questions such as *which is the main clause? Which is the conditional clause? What tense do we use in the main clause? etc.*
- Ask the students to complete the activity.
- Students compare answers with their neighbours. Review answers as a class and help where needed.

Answer Key

1. ask; can give	2. speak; can hear	3. shall join; join
4. passes; will leave	5. shall not lend; promise	6. shall not finish; hurry
7. work; will be rewarded	8. see	9. feel; will go
		10. are

2. Unlikely or Impossible

Exercise C

- Follow the same instructions as in Exercise B.

Answer Key

1. ...he was aware of the circumstances.	2. ...the captain had overslept.
3. ...we score even two goals.	4. ...would eliminate poverty.
5. ...would rewrite the constitution.	6. ...you would not make the mistake again.
7. ...I would have been on time.	8. ...I had a screwdriver.
9. ...I had told them the truth.	10. ...I could have done it without asking her.

3. It did not Happen

Exercise D

- Follow the same instructions as in Exercise B and C.

Answer Key

1. had worked; would have passed	2. had helped; would have finished
3. had been; would have bought	4. had arrived; would have shown
5. had been; would have gone	6. would have come; had had
7. would have won; had run	8. would have fallen; had not caught
9. would have been; had not had	10. would have broken; had not caught

WORKBOOK ANSWER KEY

- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

TIMES IN CONDITIONAL CLAUSES (Page 42)

1. Unlikely: If it rained, we would stay indoors.
Did not happen: If it had rained, we would have stayed indoors.
2. Possible: If you tell her, she will be pleased.
Did not happen: If you had told her, she would have been pleased.
3. Possible: If you are careful, it will not happen.
Unlikely: If you were careful, it would not happen.
Unlikely: If you knew what to do, it would be easy.
Did not happen: If you had known what to do, it would have been easy.
4. Possible: If I can find out, I will let you know.
Did not happen: If I could have found out, I would have let you know.
5. Unlikely: If the water was fresh, we would drink it.
Did not happen: If the water had been fresh, we would have drunk it.
6. Possible: If one person does it, everyone will want to.
Did not happen: If one person had done it, everyone would have wanted to.
7. Unlikely: If you waited, I would fetch him.
Did not happen: If you had waited, I would have fetched him.

MORE CONDITIONS (Page 43)

- | | |
|---|---|
| 1. ...I will leave. | 2. ...I would inform the police. |
| 3. ...come I would have informed the police. | 4. ...I would have talked to him about it. |
| 5. ...the wheat will not grow. | 6. ...we would donate it to the orphanage. |
| 7. ...I would write it down. | 8. ...I will introduce you to my dog! |
| 9. ...the play, she would have been very excited. | 10. ...I will walk home. |
| 11. ...I would lend it to you. | 12. ...off early, I will go to the dentist. |
| 13. ...you would have won the competition. | 14. ...we would succeed. |
| 15. ...we would have succeeded in achieving our target. | 16. ...she tells me to. |
| 17. ...my mother had not told us. | 18. ...I had a spare. |
| 19. ...he does not hit the ball gently. | 20. ...you take good care of them. |
| 21. ...he has been hurt by our words. | 22. ...you could accompany her to the fair. |
| 23. ...you fill it with some ink. | 24. ...you have returned the overdue ones. |
| 25. ...he had hit a little higher. | 26. ...I ask his permission. |
| 27. ...he rejects my offer. | 28. ...I had not told you. |
| 29. ...you pay an advance. | 30. ...you are not careful. |

Spelling

(Pages 116 and 117– Student’s Book)

- As always this is a good opportunity to practice using the dictionary. To charge things up though, you could play a game of Hangman for these spelling activities.
- Ask the students to complete the activity individually or as a whole class if Hangman is played.

Answer Key

- | | | | |
|----------------------------|----------------|----------------|-------------|
| • drought | • pygmies | • plateau | • Minerals |
| • a Fahrenheit thermometer | • raw material | • a relief map | • latitudes |
| • desert | • altitude | • agriculture | • coastal |
| • continental | • evaporation | | |

Composition

(Page 117 – Student’s Book)

- Give students time in class to write and think about what they want to write for their ‘newspaper article’. Explain to them that when organizing they need to put all the most important facts in the beginning with the less important facts later. They should answer all or most of the; *who*, *what*, *when*, *where*, *how*, and *why* questions in the first two paragraphs. They should write a headline and list the questions above along with answers in class.
- Students should complete their first draft for homework.
- Follow the Composition section in the To the Teacher, for instructions on peer evaluation.

Useful Words and Phrases – Turn

(Page 117 – Student’s Book)

- Review the examples given and ask the students to complete the sentences with the different forms of *turn* in italics.

Answer Key

- | | | | |
|----------------|--------------|---------------|------------|
| 1. turn out | 2. turn off | 3. turn round | 4. turn on |
| 5. turned down | 6. turn over | 7. turned up | |

Lesson TWENTY-ONE

MANEATERS OF KUMAON

Maneaters of Kumaon —Intro

- Begin by asking the students what sort of tigers could be found in Pakistan and where in Pakistan could they be found. Ask whether people once hunted tigers in Pakistan and why. Then ask whether there are any wild tigers still in Pakistan.
- Have a class discussion about what might induce a wild animal to attack humans. Points students may make could include,
 - cutting down forests so that tigers’ home range becomes smaller and smaller and food more and more scarce,
 - events such as drought that might make tigers’ usual food hard to find, etc.
 - If they do not raise these points, elicit them through questions, such as,
- What happens to wild animals in a region when the human population increases?
- Continue the discussion by asking:

When an individual wild animal like a tiger becomes accustomed to hunting humans for food, do you think the animal must be killed?

 - Why or why not?

- Have students read the introduction to the passage silently. Ask them to pay attention to the reason that Colonel Jim Corbett has gone on a tiger hunt.

‘The Death of a Maneater’—Reading

- Before the students begin to read the passage, have them read the first two questions in Comprehension Exercise C on page 121 of the textbook. Ask them to think about these questions as they read.
- Ask the students to read the first 28 lines of the passage silently, from the title *Death of a Maneater* to the line *...no interest in the other two men*.
- When the students have finished reading, discuss the two questions from Exercise C.
- Before the continuing with the reading, elicit from the class what they believe will happen to the tiger in the end. When they have concluded that it will ultimately be killed, have them guess what the tiger will do next. Make a list of these guesses on the board, e.g. *it will jump down on top of the men*, etc.
- Ask the students to read the next 23 lines of the text silently, from the line, *Where the three of us now stood...* to the line, *...long absence*.
- After they have finished reading, discuss the illustration contained in this section of the story on page 119 of the textbook. Ask the class to describe the scene.
Do students think the tiger was visible from where the hunters first slid down the rock?
How do they think she got down without being seen?
- Before the students continue to read the passage, have them read question number four in Comprehension Exercise C (skipping Question 3 for now). Ask them to think about this question as they read.
- Ask the class to read the last 25 lines of the text silently, from the line *Two thoughts flashed through my mind...* to the end of the passage. While they are reading, write the following quotation from another part of Corbett’s book *Maneaters of Kumaon*:
‘A tiger’s function in the scheme of things is to help maintain the balance in nature and if, on rare occasions when driven by dire necessity, he kills a human being or when his natural food has been ruthlessly exterminated by man, it is not fair that for these acts a whole species should be branded as cruel and bloodthirsty. ...There is one point on which all sportsmen will agree with me, and that is, that a tiger is a large-hearted gentleman with boundless courage and that when he is exterminated - as exterminated he will be unless public opinion rallies to his support, - India will be the poorer for having lost the finest of her fauna.’
- When the students have finished reading, discuss the last question from Exercise C.
- Wrap up by discussing the role that Jim Corbett later had in tiger conservation. Encourage the students to do some research outside of class to learn what his legacy has been in India’s National Park system and for tiger conservation in general.

Comprehension and Vocabulary

(Page 121 – Student’s Book)

Exercise A

- Ask the students to work independently or in pairs to discuss the meanings of the word in each item and to find the synonyms.
- Allow the 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

- inadvisable/unwise
- thrusting/suddenly pushing
- cover/place that hides
- betray/allow to become known
- involuntarily/unintentionally
- agitated/anxious
- muzzle/mouth of a gun
- paralysed/unable to move
- exaggerated/made to seem greater
- jar/shock

Exercise B

- Ask the students to work in pairs to discuss the meanings of the vocabulary items as they are used in the text. Allow them to consult a dictionary if necessary to confirm their conclusions, but discourage them from using a dictionary as a first step.
- Then ask them to work individually to write their own sentences and share their answers with a partner or in small groups.

Answer Key (Sample Answers)

- *on the far side of* = on the opposite side
On the far side of the river, the dome of the mosque glowed in the light of the setting sun.
- *had hardly touched...when* = had only touched a second before...when
She had hardly touched the cat to pet it when it began to purr.
- *on the point of* = nearly ready to, about to
I was on the point of leaving for the airport to pick my sister up when she called to say that her flight was delayed.
- *it was up to me to* = it was my decision
It was up to me to choose a hotel to stay at during our holidays.
- *beginning to tell* = negative consequences have started to appear
The child had skipped his nap and signs of tiredness were beginning to tell.

Exercise C

- This exercise requires students to recall and interpret information given in the text.
- Integrate questions 1, 2, and 4 into study of the passage as suggested above in the teaching notes for the reading.
- Ask the students to collaborate in small groups of three to four to sketch a diagram of where the three men, the obstacles, and the tigress were located at the time the shot was fired. Ask them to draw this diagram from above rather than from ground level, as is shown in the illustration in the text.
- Remind students to pay attention as to how the tigress might have got down to the ravine without being noticed by the hunters.
- Encourage the groups to display their drawings on the class bulletin board.

Answer Key

1. The hunter decided to go by way of the ravine because the path ahead passed through bushes where a tiger could hide.
2. The writer thinks the tigress growled because she had been ready to attack him, and that he had disappeared before she could do so. Another reason might have been that she was protecting her babies who were nearby and growled to frighten off the intruders from her territory.
3. (sample drawing/diagram provided on page 108)
4. The hunter swung his rifle slowly because he did not want to make any sudden movement that could provoke the tigress to attack.



Language Structure

(Pages 121, 122, and 123– Student’s Book)

Adverb Clauses: Comparison

Exercise A

- Write the following rules on the board.
 - One syllable adverbs such as fast: *adverb + er + than*
 - e.g. I am *faster than* you are.
 - Two or more syllables such as carefully: *more + adverb + than*
 - e.g. She does her homework *more carefully than* you do.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | |
|--|---|
| 1. His house is bigger than my house. | 2. Her father is older than my father. |
| 3. He is more intelligent than his brother. | 4. This book is cheaper than that book. |
| 5. This flower is more beautiful than that flower. | 6. He can walk faster than she can. |
| 7. She paints more carefully than he does. | 8. He drives his car more dangerously than his brother. |
| 9. Mary spoke more clearly than John. | 10. She dances more gracefully than her sister. |

Exercise B

- Explain to the students that *as...as* is used to compare two equal things so we do not use *-er* or *more*.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | |
|---|---|
| 1. My brother is as happy as I am. | 2. This street is as busy as the street where I live. |
| 3. This lesson is as interesting as the last one. | 4. This car is as fast as Mr. Brown's. |
| 5. These scissors are as sharp as a razor. | 6. He can kick the ball as far as I can. |
| 7. We cheered as loudly as the rest. | 8. The scouts marched as smartly as the soldiers. |
| 9. She is as thirsty as he is. | 10. The water is as cold as ice. |

Exercise C

- Explain that we primarily use *not as...as* these days and we do not use *not so...as* in informal language.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | |
|---|---|
| 1. My brother is not as happy as I am. | 2. This street is not as busy as the street where I live. |
| 3. This lesson is not as interesting as the last one. | 4. This car is not as fast as Mr. Brown's. |
| 5. These scissors are not as sharp as a razor. | 6. He cannot kick the ball as far as I can. |
| 7. We didn't cheer as loudly as the rest. | 8. The scouts did not march as smartly as the soldiers. |
| 9. She is not as thirsty as he is. | 10. The water is not as cold as ice. |

WORKBOOK ANSWER KEY

- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

COMPARISONS (Pages 44 and 45)

- snow
Her face turned as white as snow when she heard the frightening account.
- silk
The newly constructed road to Hyderabad is as smooth as silk and it was fun driving fast on it.
- ice
Her hands and face were as cold as ice when she stepped out of the air-conditioned room.
- a picture
The village in Switzerland which we had gone to for our holiday was as pretty as a picture.

5. ink
The sky was as black as ink on the moonless night when we had camped in the open.
6. iron
His muscles seemed as hard as iron to the touch after he had exercised rigorously for two years.
7. dust
The once fertile land that lay before us was as dry as dust now due to years of drought.
8. a feather
Although she is twelve years old she is still as light as a feather.
9. a pancake
The top of the plateau was as flat as a pancake and we could see for miles.
10. I felt as fit as a fiddle after taking the herbal medicine.
11. After a good night's sleep, the little girl looked as fresh as a daisy.
12. In the face of difficulties and sudden calamities, I admire the way she remains as cool as a cucumber.
13. The water in the swimming pool was as clear as crystal.
14. The student walked up to the teacher, as bold as brass and demanded to know why she had failed him in the exam.
15. It was as clear as daylight to all of us that she did not want an audience.
16. Even though the story performed by the artists was as dull as ditch-water, we enjoyed the acting.
17. She turned as white as a sheet when she heard of her husband's accident.
18. As the twins are as good as gold, their mother has no trouble bringing them up single-handedly.
19. The little girl is as keen as mustard and it is difficult for her parents to monitor her constantly.
20. The school in our neighbourhood is as old as the hills and is well-known for its outstanding teachers.
21. The cabins on the beach were as safe as houses some time back, but not anymore.
22. The steak was as tough as leather and so the diner sent it back to the kitchen.
23. The night was as black as pitch and it was impossible to spot a moving animal.
24. It was surprising to see the huge man behave as gentle as a lamb with the hurt child.
25. As quick as lightning, the cars crashed into each other, leaving me completely shocked.
26. Although eight-five years old, the farmer is as strong as a fox.
27. The hedgehog's spikes felt as sharp as a needle when we ventured close to see it.
28. In front of the little child, the father seemed as big as an elephant.
29. The angry policeman was as fierce as a lion when the drivers refused to heed his instructions.

Punctuation

(Page 123 – Student's Book)

- Ask the students to work in pairs and add the possessive apostrophe where necessary.
- Compare with neighbours and review as a class.

Answer Key

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. The ship's mast. 3. The tree's highest branch. 5. The boys' shirts. (when more than one boy)
The boy's shirts. (when just one boy) 7. The men's voices. 9. The women's clothes. | <ol style="list-style-type: none"> 2. The sea's surface. 4. The soldiers' uniforms. (when more than one soldier)
The soldier's uniforms. (when one soldier) 6. The girls' faces. 8. The children's playground. 10. The monkeys' tails. |
|--|---|

Composition

(Pages 124 and 125 – Student’s Book)

- Give students time in class to choose one item either illustrated in the book or otherwise. Ask them to make a list of the parts and step by step instructions on how the object works in class.
- Ask the students to complete their rough draft as homework.
- Follow the Composition section in the To the Teacher, for instructions on peer evaluation.

Pronunciation and Reading Practice—Vine, Fine, and Dine

- Encourage the students to repeat the word lists after you.
- Clearly demonstrate the difference in sounds.
- Read the paragraph aloud to the students.
- Ask the students to practise reading aloud in pairs.

Lesson TWENTY-TWO

EXPLORING THE WORLD

Exploring the World —Intro

- Begin by writing the name Namira Salim on the board. Ask students if they know who this woman is and what makes her special in regard to the topic of the lesson: *Exploring the World*.
 - She is the first Pakistani to go on expeditions to both the South and the North Poles.
 - She is the first Asian to skydive from an altitude higher than Mt. Everest.
 - She has climbed Mt Everest.
 - She was selected for training as a civilian astronaut, and trained in the USA.
 - She is scheduled to fly into space as the first Pakistani astronaut in 2012.
- Dictate a list of ten descriptions for students to copy: *adventurous, clever, determined, inquisitive, nervous, outrageous, reckless, role model, unfeminine, unmotivated*. Have a class discussion about which of these terms describe Namira, in their opinion.
- Ask the students to read the introduction to the passage silently. Discuss briefly the human drive for exploration and the fascination of being the ‘first’ explorer to achieve a goal and what special qualities one requires in order to be an explorer.

‘The First Man in Space’—Reading

- Ask the students to read the first 26 lines of the passage silently, from the title *The First Man in Space* to the line *...must always be ready in case anything goes wrong*. (Note that this section of the text ends in the middle of a paragraph.)
- When students have finished reading, ask them to scan the text for specific information:
 - Name of the first pilot to go into space.
 - Date of the first space flight.
 - Name of the spaceship.
 - Name of the country that launched the first manned space flight.

Remind the students that when they scan, they simply glance through the text to find the information they need; they do not read carefully for meaning, and they do not read every word.

- Before continuing with the reading, have the class guess how long they think the first manned space flight lasted. Have them also guess how far the flight went during that time. Write down the guesses on the board.
- Then tell students to read the next 29 lines of the text silently, from the line, *Fortunately all went well; the Vostok was launched by its powerful motors...* to the end of the text.
- When students have finished reading, ask them to scan the text for specific information:
 - How fast the rocket flew.
 - How long the flight took.
 - How far the flight went.
 - How high above the earth it went.
- Wrap up by discussing what they think the next new exploration humans will accomplish. In your discussions, encourage students to think in terms of new explorations on our planet as well as in space, e.g. into the depths of the ocean.

Comprehension and Vocabulary

(Page 128 – Student’s Book)

Exercise A

- Ask the students to work independently or in pairs to discuss the meanings of the word in each item and to find the synonyms.
- 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

- | | |
|---|--|
| • local/serving one place or district | • automatic/able to work without attention |
| • qualified/became trained for certain work | • sensation/feeling |
| • promoted/given higher rank | • alter/change |
| • volunteer/offer to do something | |

Exercise B

- Ask the students to work in pairs to discuss the meanings of the vocabulary items as they are used in the text. Allow them to consult a dictionary if necessary to confirm their conclusions, but discourage them from using a dictionary as a first step.
- Go over answers as a whole class.

Answer Key

- running commentary = continuously reporting what one sees or does
- friction = energy produced by rubbing one surface against another
- the speed ... had to be checked gradually = the ship had to slow down little by little
- outer hull = outside covering

Exercise C

- This exercise asks students to recall and interpret information given in the text.
- Ask the students to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. Because aeroplanes need the air in the atmosphere to fly, and there is no atmosphere or air in space.
2. To see if living beings would survive the flight and the conditions in space.
3. First that he was very intelligent, so that he could learn the science behind the experiments, the engineering behind the spaceship, and the skills of piloting the ship. Second that he was very courageous and was prepared to give his life for the knowledge that exploration would produce.
4. At the time of take-off the pilot does not sit at the controls as in an aircraft but lies down on a kind of a couch while a rocket is launched automatically.
5. During lift-off the pressure on the bodies of the crew of a spaceship is three times the force of gravity. If the crew sit down as they would in an aeroplane, the blood in their bodies would be pulled to their feet and they would black out. If they lie down with their feet above their heads, this will not happen.
6. A pressurized cabin is a room in which the pressure has been controlled. This is necessary since pressure is essential for the human body, and there is no pressure in space.
7. The re-entry to Earth's atmosphere was dangerous because the friction caused by the movement of the spaceship through the air could heat the ship up so much that it would burn up.
8. There was a parachute attached to the cabin that allowed it to float gently to the ground.
9. Gagarin had seen the world as a globe and from outer space, he had seen the sky as black, the horizon coloured brilliant orange...

Language Structure

(Pages 128, 129, and 130– Student's Book)

Infinitives**Exercise A and B**

- Infinitives are *to + root verb*. They are used in many ways as highlighted on page 128.
- Ask the students to complete the activity with logical choices.

For example: *tree - climb*

- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key, Exercise A

- | | | | |
|-----------------------|-----------------------|----------------------|-------------------|
| 1. ...to climb. | 2. ...to answer. | 3. ...to pass. | 4. ...to succeed. |
| 5. ...to read. | 6. ...to watch. | 7. ...to watch live. | 8. ...to cry. |
| 9. ...to get elected. | 10. ...to understand. | | |

Exercise B

- | | | | |
|--------------------|-------------------------|-----------------------------|---------------|
| 1. ...to answer. | 2. ...to say to you. | 3. ...to wear to the party? | 4. ...to say. |
| 5. ...to recite. | 6. ...to send. | 7. ...to eat. | 8. ...to say. |
| 9. ...to show you. | 10. ...to take care of. | | |

Too and Enough

Exercise C

- Write the example on the board.

That box is heavy. I cannot carry it.

- Ask what is the adverb in the first sentence? (heavy)
- Explain that adverbs can modify other adverbs. (too heavy)
- Ask what is the *very* in the second sentence? (carry)
- What is the infinitive of carry? (to carry)

Explain that we can change this from two sentences into one by using *too* and *the infinitive*. For example: *That box is too heavy to carry*. No need for the pronoun 'it' since we have only one sentence.

- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | |
|---|--|
| 1. He is too tired to run any further. | 2. The car is too old to go very fast. |
| 3. The tree is too tall to climb. | 4. She is too fat to climb through the window. |
| 5. The letters are too small to be read. | 6. The book is too expensive to buy. |
| 7. The distance is too great to walk. | 8. The knife is too blunt to cut the string. |
| 9. The hill is too steep for me to climb. | 10. The ship is too well made to sink. |

Exercise D

- Unlike *too*, which precedes the adverb that it is modifying, *enough* follows the adverb which it is modifying. For example: *He was big enough to ride a bicycle*.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. He was big enough to ride a bicycle.
2. He was hungry enough to eat a horse.
3. She was brave enough to go there by herself.
4. He was tall enough to reach the top shelf.
5. The little boy was small enough to hide in the cupboard.
6. The knife was sharp enough to cut wood.
7. This painting is good enough to be hung on the wall.
8. The engine was powerful enough to pull twenty trucks.

Exercise E

- Ask the students to complete the activity and compare answers with their partners.
- Review answers as a class and help where needed.

Answer Key

- | | |
|--|---|
| 1. The light was bright enough for anyone to see. | 2. The shirt was too small for me to wear. |
| 3. The aeroplane flew low enough for us to see the pilot. | 4. The river is too wide for me to swim across. |
| 5. The scissors are too sharp for small children to play with. | |

WORKBOOK ANSWER KEY

- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

INFINITIVE PHRASES (Page 46)

- | | |
|-----------------------------------|--|
| 1. ... | 2. ...to blame. |
| 3. ...to see his home again. | 4. ...to be congratulated on your efforts. |
| 5. ...still to come. | 6. ...to pay. |
| 7. ...to know what to do next. | 8. ...to put you on your guard. |
| 9. ...to pass on the information. | 10. ...to be ignored. |

- | | | | |
|------------------|-----------------|----------------|---------------|
| 1. ... | 2. foolish | 3. disturbing | 4. heartening |
| 5. impossible | 6. unwise | 7. encouraging | 8. lovely |
| 9. heartbreaking | 10. enough | 11. brave | 12. silly |
| 13. unlikely | 14. comfortable | 15. difficult | 16. easy |
| 17. interesting | 18. nothing | 19. money | 20. something |

TOO AND ENOUGH (Page 47)

- The shelf was too high for me to reach.
The shelf was low enough for me to reach.
- John is too ill to go out today.
John is well enough to go out today.
- The shirt is too small for me to wear.
The shirt is big enough for me to wear.
- He was tall enough to see over the wall.
He was too short to see over the wall.
- The river is safe enough for any boat to travel on.
The river is too dangerous for any boat to travel on.
- He was honest enough to return the money.
He was too dishonest to return the money.
- The mountain was too high for the men to climb.
The mountain was low enough for the men to climb.
- The sea was calm enough for a swim.
The sea was too rough for a swim.
- The watch was too dear for me to buy.
The watch was inexpensive enough for me to buy.

Spelling

(Page 130 – Student’s Book)

- Ask the students to complete the activity individually.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

- | | | | |
|---------------|---------------|--------------|--------------|
| • quarrel | • quarrelling | • quarrelled | • woollen |
| • transferred | • happened | • benefited | • beneficial |
| • rebellion | • levelled | • committed | • swollen |

Composition

(Page 131 – Student’s Book)

- Here we have further practice in how to describe how things work.
- Follow the instructions given in previous lessons to help the students prepare and organize this composition properly.
- Follow the Composition section in the To the Teacher, for instructions on peer evaluation.

Useful Words and Phrases – Choosing the Best Word: Moving

(Page 131 – Student’s Book)

- Using the examples as a guide, ask the students to work in pairs to write sentences using the words listed.
- Have pairs compare their answers and have volunteers write sentences on the board to look at together.

Answer Key

1. He strutted across the stage arrogantly.
2. The children marched smartly with the drumbeat.
3. The robber moved quietly through the crowd, so as not to be detected by the police.
4. The couple strolled in the park hand in hand.
5. The students hurried down the road towards their school.
6. The depressed man wandered aimlessly through the streets.
7. The tired mountaineers plod back to the base camp.
8. The tourists tramped across the village merrily.

Lesson TWENTY-THREE

ALICE IN WONDERLAND

Alice in Wonderland —Intro

- Begin by asking students if they know the story of *Alice in Wonderland*. Perhaps they have seen the 2010 film version. Find out how many have either read the book or seen the movie.
- Elicit from students’ memory or by showing illustrations of some of the key elements of the story. Alice falls down a hole into a mysterious underground world. In this world, everyday events are performed in silly or unusual ways. There are magic potions, talking animals, playing cards that are people, etc. Illustrations from the book can be found online at: <http://www.wikipedia.com> (Search for Alice in Wonderland)
- Ask the students to read the introduction to the passage silently.
- When they have finished reading, ask them to identify the five characters mentioned in the introduction that are shown in the illustration (Alice, King and Queen of Hearts, Mad Hatter, White Rabbit.) Elicit descriptions.

‘The Trial’—Reading

- Show students the image of the court scene, which is taken from the original book. If possible, reproduce the picture as an overhead transparency that you can display as you point to specific parts of the drawing.
- Elicit descriptions of the various parts of the picture—who is shown in the drawing and what are they doing? Write key vocabulary on the board as it comes up, e.g. *throne, wig, chains, scroll, parchment, tarts*, etc.
- Next, ask the students to read the first 18 lines of the passage silently, from the title *The Trial* to the line *...would have done just as well*. Ask them to examine the illustration as they read, to identify the details.
- When students have finished reading, ask them to find the jury box in the illustration on page 132 in the Student’s Book and note what sort of ‘creatures’ they see serving as jurors. (A frog and a duck are clearly visible; the frog is writing something.) Discuss any other aspects of the illustration as described by the text that students notice, but do not dwell on details that students have missed (i.e. they may notice that the White Rabbit is not holding a trumpet).
- Then ask the students to read the next 16 lines of the text silently, from the line, *The twelve jurors...* to the line, *...it left no mark on the slate*.
- When students have finished reading, ask the class what we learn about the jurors when they write their names on the slates.

What sort of trial can they expect with such jurors?

- What difference will it make that Bill the Lizard can write nothing at all?
- Before going on to read the next section, write some of the steps in the judicial process on the board and have the class put them in the order that they would expect them to happen:
 - Listening to evidence;
 - Considering the verdict;
 - Questioning the witnesses;
 - *Reading the charges*.
- Then ask the students to read the next 16 lines of the text silently, from the line, ‘*Herald, read the accusation...*’ to the line, *When did you begin?*
- When students have finished reading, elicit from the class the question the King asked the Mad Hatter.

Who was the question about?

- Who is actually on trial?
- Is this the sort of question you would expect a judge to ask a witness?
- Why or why not?
- Finally, ask the students to read the last section of the text, from the line *The Hatter looked at the March Hare...* to the end of the passage. Ask them to watch for other ways that the Mad Hatter seems to be the one on trial and in danger of being punished.
- When the students have finished reading, ask them for examples of how the Mad Hatter has become the focus of the trial.

What is this business about shillings and pence?

- Is it a fine of some sort?
- What about the accusation of stealing?
- What about the threat of death for being nervous?
- Wrap up by discussing what the class thinks Lewis Carroll was actually saying about the British justice system with this description of a court process. Point out that the implied social criticism is one reason that adults enjoy reading this classic children’s story!

Comprehension and Vocabulary

(Page 134 – Student’s Book)

Exercise A

- Ask the students to work independently or in pairs to discuss the meanings of the word in each item and to find the synonyms.
- Allow the 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

- | | |
|---|-------------------------|
| • assembled/gathered together | • executed/put to death |
| • refreshments/food or drink (especially between meals) | • shifting/moving |
| • verdict/judgment | • confusion/disorder |
| • fidgeted/moved about restlessly | |

Exercise B

- Ask the students to work in pairs to discuss the meanings of the vocabulary items as they are used in the text. Allow them to consult a dictionary if necessary to confirm their conclusions, but discourage them from using a dictionary as a first step.
- Go over answers as a whole class.

ANSWER KEY

- *scroll of parchment* = a thin sheet for writing important documents on, rolled from two edges towards the middle
- *slate* = a thin rectangle of black rock (or a similar material) for writing on with chalk
- *memorandum* = a note meant to remind the reader of something

Exercise C

- This exercise asks students to recall and interpret information given in the text.
- Ask the students to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. A wig is a hairpiece made of natural hair, wool, or artificial material. (For centuries judges in England and the British colonies all around the world wore powdered wigs made of wool as part of their official costume, along with their black robes.) The King’s crown did not look comfortable because he had to balance it on top of the wig, which was covered his real hair.
2. Jurors listen to the evidence presented during a trial and decide whether they believe the person accused is guilty of the crime in question. They often take notes during the testimony, and they refer to these notes while they are considering their verdict.
3. Because no witnesses had been called and no testimony or evidence had been given.
4. Because they were writing down things that had nothing to do with the theft of the tarts.
5. After all of the evidence and testimony have been presented and all of the arguments have been made by both sides.
6. There was no relevant evidence at all given in the trial.
7. Answers will vary, but may include adding dates to make up shillings and pence (amounts of money), the idea that the Hatter did not own any hats because they were all for sale, the Hatter taking a bite of his teacup instead of his bread, etc.



Language Structure

(Pages 135 and 136– Student’s Book)

Infinitives and Clauses

Exercise A

- Write the first sentence on the board.
- He promised that he would help us.
 - Ask what the verb in the italicized clause is? (*help*)
 - Change it to the infinitive - *to help*.
 - Ask who did he promise to help? (*us*)
 - Write on the board – *He promised to help us.*
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | |
|------------------------------|------------------------------|------------------------|
| 1. ...to help us. | 2. ...to see you again. | 3. ...to win. |
| 4. He asked us to leave him. | 5. ...to go with the others. | 6. ...where to put it. |

Exercise B

- Write these sentences on the board.

They considered	that he	was	the best player on the team.
They considered	him	to be	the best player on the team.

- Ask the students to consider what has changed.
- Ask them to follow this model to complete the exercise.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | |
|---|---|
| 1. I considered this to be the right thing to do. | 2. They believed him to be very clever. |
| 3. She proved them to be wrong. | 4. I thought it to be a mistake. |
| 5. I have always found him to be very helpful. | |

Exercise C

- Write the first one on the board and attempt together with the class.
 - This is the thing *that you should do first*.
 - Ask – What is the verb in the italicized clause? (*do*)
 - Change the verb *do* to the infinitive and complete the sentence with *first*.

This is the thing to do first.

- Ask the students to complete the activity following the method we did here.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

...to do first.

- | | | |
|---------------------------|----------------------|---------------------------|
| 1. ...for you to do. | 2. ...for me to eat? | 3. ...to talk to. |
| 4. ...which book to read? | 5. ...to start. | 6. ...to do this evening. |
| 7. ...to arrive. | | |

Exercise D

- Ask the students to complete the activity as explained on page 136 of the textbook.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | |
|---|--------------------------------------|
| 1. ...for everyone to see the pictures. | 2. ...for us to see. |
| 3. ...to post. | 4. ...to speak to my father. |
| 5. ...to sign his name. | 6. ...to see him when he left. |
| 7. ...for her to comb her hair. | 8. ...to wave when the King went by. |

WORKBOOK ANSWER KEY

- Ask the students to complete the exercises individually at home
- If time permits, review together in class. Alternatively, correct and hand back for review.

INFINITIVE PHRASES (Pages 48 and 49)

- We found his method to be the best.
- I consider this plan to be very sensible.
- He soon proved his statement to be correct.
- He considered himself to be the cleverest boy in the class.
- I consider this to be a mistake.
- We had always thought him to be an honest man.
- The judges declared her to be the winner.
- You knew this to be wrong, didn't you?
- Some people believe the world to be flat.
- We suspected him to be the man we were looking for.
- I believe her to be about your height.
- I guessed the distance to be eighty miles.
 - He picked up the glass to examine it more closely.
 - I was surprised to hear the announcement.
 - I expect him to arrive tomorrow.
 - He would be pleased to become a class monitor.
 - He told them not to stay there.
 - He arrived to find the hall empty.
 - I hope to meet your brother one day.
 - She does not know where to put it.
 - I consider your suggestion to be most valuable.
 - We believe him to be speaking the truth.
 - He took out his wallet for us to see.
 - I have something to tell you.
 - He was the only person who knew what to do.

14. I know him to be an honest, hardworking person.
15. This is the road to take.
16. I wish I had someone to talk to.

Punctuation – The Exclamation Mark

(Page 136 – Student’s Book)

- Ask the students to read through the passage and note where all the exclamation points are used.
- When doing the dictation make sure to use extra emphasis when you come to the sentences or words that use exclamation points.

Passage for Dictation

(Page 136 – Student’s Book)

- Read through the passage once, at normal speed. Students should listen and not write.
- Next, break the passage up into segments of 5 to 9 words and read it aloud a second time at a normal pace giving the students ample time in between segments to complete the activity.

Composition

(Page 137 – Student’s Book)

- More practice with descriptions – however, this is a bit different since the students are being asked to write a description of an event.
- It is important that they remember that the reader of their composition needs to have a good description of the event. They should describe the scene and the mood.
- Give students time in class to write their outlines and assign the remaining task as homework.
- Follow the Composition section in the To the Teacher, for instructions on peer evaluation.

Useful Words and Phrases – Blame

(Page 137 – Student’s Book)

- In the example given in the Student’s Book, the author shows three ways to use the word blame.
- Ask the students to use this as a model to complete this exercise.

Answer Key

1. I put the blame on him for what happened.
I said that he was to blame for what happened.
2. She blamed the cooking stove for the burnt food.
She said that the cooking stove was to blame for the burnt food.
3. He blamed the wet road for the accident.
He put the blame for the accident on the wet road.

Pronunciation and Reading Practice – Batch and Badge

(Page 137 – Student’s Book)

- Ask the students to repeat the word lists after you.
- Clearly demonstrate the difference in sounds.
- Read the paragraph aloud to the students.
- Ask the students to practise reading aloud in pairs.

Lesson TWENTY-FOUR

HE WENT WITH MAGELLAN



He Went with Magellan —Intro

- Begin by showing the students a picture of the products offered at a traditional market spice stall in a place they might recognize, such as the Empress Market in Karachi. Ask students:
 - What the picture shows and whether they ever go to the spice stalls at the markets in their cities or towns.
 - What sort of spices do they see there?
 - Where do these spices come from?
- Next, ask students what they know about the history of the spice trade between Europe and Asia. Explain that spices do not grow in the climate of Europe and that at one time spices were extremely valuable commodities. In fact, the spice trade drove the world economy for many centuries, much as petroleum does today. Pakistan is still within the world's top spice-producing countries.
- Ask the students to look at the map on page 139 of the Student's Book. Ask them to point out Europe and Asia; elicit how traders could have transported cargoes of spices from Asia to Europe. Students may mention overland routes or sea routes for trade.
- Discuss the difficulties of trade using land routes. Students may mention factors such as travel time, weather difficulties, mountains, etc. Explain that at the beginning of the 16th century, political problems blocked the overland routes, which made finding sea routes important. The reading passage for this lesson has to do with one voyage for the purpose of finding a new sea route between Europe and Asia for the spice trade.
- Ask the students to read the introduction to the passage silently from the title *He went with Magellan* to the second title *Rats and Leather*.
- When they have finished reading, ask:
 - *What country paid for Magellan's voyage?* (Spain.)
 - *What general direction did he sail in?* (West.)
 - *What place was he trying to reach?* (Spice Islands.)
- Discuss with the student what part of the world used to be called the Spice Islands. If possible, get a map and point out the islands in the Molucca Sea in Indonesia and the nearby islands in the Philippines.

'Rats and Leather'—Reading

- Ask the students to read the title, *Rats and Leather*, look at the illustration of the boat called *Victoria* on page 138 of their textbooks, and study again the map on page 139. Lead a discussion of the difficulties of a small ship like this one crossing a large ocean. Ask:
 - Can a small ship store enough food and water to cross a large ocean?
 - Where could they get more food and water?
 - Are there many places to stop while crossing the Pacific Ocean?
 - What does 'Rats and Leather' make you imagine about the trip and the food supplies?
- Now ask the students to read the first 26 lines of the passage silently, from the title *Rats and Leather* to the line *...without taking in provisions*. Encourage them to pay attention, as they read, to what the men on the ship could see when they reached the Equator.
- When they have finished reading, discuss the hardships the men were facing. Ask:
 - *What could the men see when they reached the Equator?*
 - *What was the problem with their water supply?* (The water was contaminated.)
 - *How do you imagine they got fresh water?* (Rain perhaps.)
 - *What was the problem with their food supply?* (Worms and rats were eating it.)
 - *How do you imagine they got any food to eat?* (Fish and seabirds perhaps.)
 - *Who was Pigafetta?* (A passenger who was writing a journal of the voyage.)
 - *What did Pigafetta write about the difficulty in finding food?*
- Then ask the students to read the last 27 lines of the text, from the line *He described their troubles with the biscuit and water...* to the end of the passage. Ask them to pay attention as to why so many men died.
- When the students have finished reading, discuss the reasons they think the men may have died. Students may suggest starvation, sickness because they got weak from not eating, contaminated water and food, eating rats, swollen gums (scurvy) that made chewing impossible, lack of drinking water (dehydration), etc.
- Wrap up by asking the class what kinds of things they would eat if they were starving. Make a list on the board of the things the men on the ship ate and have the class vote on which ones they would eat. Discuss their reasons.

Comprehension and Vocabulary

(Pages 140 and 141 – Student's Book)

Exercise A

- Ask the students to work independently to decide which words belong in which sentences. Then ask them to check their answers in pairs.

Answer Key

- | | | |
|---------------|-----------|-------------|
| 1. stretched | 2. glared | 3. delicate |
| 4. misfortune | 5. lining | 6. fading |

Exercise B

- This exercise asks students either to define words or use them in sentences, or both.
- Encourage students to work in pairs to answer each question. Then ask them to share answers with another pair.
- Go over answers as a whole class.

Answer Key

1. (a) cape = a point of land jutting into the sea
2. (b) the Equator = an imaginary circle around the world, dividing north and south.
3. Dignified. She was a very dignified lady—she had good taste, confidence, and a calm manner.
4. Penguins are sea birds that cannot fly. They are found in the Southern Hemisphere on and near Antarctica.
5. provide – The Adventure Club meets every second Tuesday at 4:00 p.m. Snacks are provided.
6. suggesting indirectly— Mother's Day is coming up, and my mother is hinting that she would like a new cellphone.

Exercise C

- This exercise requires students to recall and interpret information given in the text.
- Ask the students to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. Cape Desire is at the tip of South America where the Atlantic Ocean and the Pacific Ocean meet.
2. Because it was very hot at the Equator and there was no fresh water anywhere around.
3. Probably near Cape Desire.
4. The Pacific Ocean is very vast without many islands or much land. They had been sailing for many days without stopping to get food or water.
5. The worms in the biscuits made them move.
6. At first they threw the biscuits into the sea because they did not want to eat the worms. Later however, when they had nearly run out of food, they ate the wormy biscuits because they were then hungry enough not to want to waste food. In the end, they could no longer eat any biscuits because the rats had eaten them all.
7. Because the captain had told Vasco that if he was hungry for meat, he would have to eat the leather off the masts. After that, Vasco joked that he would have to sleep wearing his boot to keep the others from cooking and eating them.
8. The two islands were called Unfortunate Islands as they were bare and did not have any food or water on them.

Language Structure

(Pages 141, 142, and 143 – Student's Book)

More Practice with Gerunds

Exercise A

- Although the students have worked with gerunds before, it would be a good idea to review the basics. You can do this by simply asking a few questions and noting the correct answers on the board. For example:
 - What is a gerund?
 - How do you form the gerund? etc.
- Do a few examples together and write sample answers on the board. Write:
 - I like ...
 - Ask several students to come to the board and complete the example using a gerund. For example, I like *eating* ice-cream. I like *walking* on the beach.

- Ask the students to complete the activity individually.
- Once they have completed the it, ask all of them to stand up and find a classmate. Ask them to read one sentence to their classmate and vice versa. Then find another classmate and do the next one...etc.
- Review answers as a class and help where needed.

Answer Key

- | | |
|--|--|
| 1. ...playing in the rain. | 2. ...eating your soup? |
| 3. ...shouting your lungs out! | 4. ...looking at the mountaineers. |
| 5. ...fighting with my friends. | 6. ...bathing in the river. |
| 7. ...feeding the animals. | 8. ...their English speaking for next week's test. |
| 9. ...playing with your childhood friends? | 10. ...staying up late at night. |
| 11. ...getting caught. | 12. ...getting excited about the holiday festival. |

Exercise B

- This activity is very easy. If you want to make it a bit more difficult, ask the students to close their books and write on the board the same 10 or fewer sentences, but without the preposition.
- This is a good way to teach the correct use of prepositions, along with gerunds because not any preposition will fit. Mostly there are only one or two choices that will collocate well.
- Ask the students to discuss in small groups to try and come up with the correct prepositions.
- Review answers as a class and help where needed.
- Ask the students to complete the sentences individually and finally compare with a neighbour.

Answer Key

- | | |
|--|---------------------------------------|
| 1. ...stitching children's clothes. | 2. ...driving my father's sports car. |
| 3. ...calculating averages. | 4. ...turning a hidden lever. |
| 5. ...walking. | 6. ...analysing data. |
| 7. ...selling computers. | 8. ...walking through fire. |
| 9. ...driving her father's old Suzuki. | 10. ...constructing rafts. |

Exercise C

- The book says that the verbs *come* and *go* are often followed by a gerund. This is true, but you should also point out that *to* should precede the verb to form an infinitive.
- Write on the board – The infinitives; *to come* and *to go*, are often followed by a gerund.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. They wanted to go sailing with my family.
 2. My teacher wished to go camping with us.
 3. She will go rowing tomorrow.
 4. My parents go sailing on the weekends.
 5. Sally will go marching up the mountain.
1. Will he come sailing with us on Sunday?
 2. They would like to come rowing with me tomorrow.
 3. Sara wanted to come shopping with us but her mother refused.
 4. My father asked her if she wanted to come walking with us.
 5. The man did not want to come cycling with us.

Exercise D

- Write on the board the following:

Possessive pronouns

I	my
You	
He/She/It	
We	
They	

- Then ask the students to write the possessive pronouns in the next column.
- Explain that we use the possessive pronouns as an adjective modifying the gerund(which acts like a noun and is considered a noun)
- Ask the students to complete the activity.
- Review answers as a class and help where needed.

Answer Key

- | | | | |
|---------|---------|---------|--------|
| 1. your | 2. my | 3. your | 4. him |
| 5. them | 6. your | 7. his | 8. my |

WORKBOOK ANSWER KEY

- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

GERUNDS (Pages 50 and 51)

- Would you like to come shopping with me?
- Tomorrow I'm going walking in the country.
- Some of my classmates are going swimming tomorrow.
- It is a waste of time to go looking for seashells at high tide.
- It is a good idea to go hiking with a friend.
- Why don't you come bicycling with us on Saturday?
- Have you ever gone strolling in the park?
- You should never go sailing without a life jacket.
- I asked my brother to come exploring with me.
- We used to go fishing every evening.
- I was invited to go hunting with the game warden.
- He said that he would never go climbing with me again.
 - The scout was decorated for behaving so bravely.
 - He was fined a thousand rupees for driving too fast.
 - John was given a reward for finding the purse.
 - The man was fined for killing a protected animal.
 - The teacher was very angry with us for forgetting our books.
 - A beautiful view was their reward for climbing the hill.
 - He was given five hundred rupees extra for working overtime.
 - Anne was given a medal for playing the piano so well.
 - The little boy was sent to bed for disobeying his father.

10. The bandits burned the villagers' houses for failing to give them any food.
11. The lazy boy was dismissed for sleeping during office hours.
12. The policeman stopped the cyclists for riding more than two abreast.
13. The child was scolded for not putting the rice on to cook.
14. He was given a prize for never being late.

Spelling

(Page 143 – Student's Book)

- Ask the students to complete the activity individually using their dictionaries.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

- | | | | |
|--------------|-----------------|-----------------------|--------------|
| • difficulty | • frightening | • interpret/interrupt | • religion |
| • religious | • advertisement | • exaggeration | • exaggerate |
| • Sergeant | • Lieutenant | • opponent | • cotton |
| • petal | • pedal | • pneumatic | • permanent |

Composition

(Page 143 – Student's Book)

- Basically, we want the students to make a plan for their composition.
- The book instructs them to write three paragraphs. What happened previously, currently, and how they are rescued. They need to choose whether they will use the past tense for the entire story or the past tense for the first paragraph and the present tense for the second and third paragraphs.
- Give students time in class to write their outlines in class and assign the first draft as homework.
- Follow the Composition section in the To the Teacher, for instructions on peer evaluation.

Useful Words and Phrases – Come

(Page 143 – Student's Book)

- Using the examples as a guide, have the students work in pairs to write sentences using the words listed.
- Encourage pairs to compare their answers and have volunteers write sentences on the board to look at together.

Answer Key

- | | | | |
|----------------|---------------|--------------|---------------------|
| 1. come away | 2. come along | 3. come in | 4. came off |
| 5. came across | 6. came upon | 7. came down | 8. came in; came up |

Lesson TWENTY-FIVE

SALADIN

Saladin —Intro

- Write the following name on the board and have students identify it:
صلاح الدين يوسف ابن ايوب (Salah ad-Din Yusuf ibn Ayyub).
- Point out the title of the reading text and explain that this famous historical figure's name in English is Saladin.
- Ask the students how much they recall about Saladin from their studies of history. They probably recall some key information, but perhaps not details or dates, so do this part of the work only orally.
- Next, provide a worksheet for students, or write the information on the board for students to copy, as follows:

DATES	EVENTS
1137	
1152-69	
1171	
1174	
1174	
1187	
1190	
1191-92	
1192	
1193	

- Syrian ruler Nur ad-Din dies.
- King Richard the Lionheart sets out on the Third Crusade.
- Saladin is born in Tikrit, Iraq.
- The Peace of Ramla: King Richard and Saladin sign a peace agreement.
- Saladin serves with his uncle under the Syrian ruler Nur ad-Din.
- Saladin becomes the Sultan of Egypt.
- Saladin captures the Kingdom of Jerusalem. The city of Jerusalem surrenders.
- Saladin dies at Damascus.
- Saladin becomes Sultan of Syria at Damascus and creates an Islamic empire.
- The crusaders battle against Saladin for two years but do not retake Jerusalem.
- Ask the students to work in pairs or small groups to an event with each date. It does not matter at this point if their answers are correct or not, so do not allow them to use outside sources for research.

'Saladin'—Reading

- Tell the students that they are going to check their answers by reading the text. Explain that some of the events may not appear in the text directly, and for others no year is given, so they should be careful to mark each one that they do find and assign it to the correct date.
- Now ask the students to read the first 30 lines of the passage silently, from the title *Saladin* to the line ...*brought an army to rescue Reynald*. Encourage them to pay attention, as they read, to how Saladin's honourable behaviour is described in comparison with others' behaviour.
- When students have finished reading, discuss whether Saladin was typical of an Arab leader of his time or not. Ask for examples. (According to the text, he was uniquely generous and merciful, unlike other leaders of the time.)
- Then discuss Reynaud's behaviour. He is described in the text as a dishonourable man. Do students think he was typical of the Christian leaders of the time or not. Ask for examples. (According to the text, Reynaud was especially deceitful and cruel, unlike other Christian leaders of the time.)
- Then ask the students to read the last 26 lines of the text, from the line *But when Reynaud started breaking the truce...* to the end of the passage. Remind them to continue to check their answers from the date/event table. Encourage them to pay attention, as they read, to how Saladin is described in comparison to his enemy the English King.
- When students have finished reading, discuss how Saladin and King Richard were alike. (According to the text, they were both brilliant leaders who were generous and brave.)
- Go through the date/event chart with students to check the order of the events they listed:

DATES	SALADIN EVENTS
1137	Saladin is born in Tikrit, Iraq.
1152 - 69	Saladin serves with his uncle under the Syrian ruler Nur ad-Din.
1171	Saladin becomes the Sultan of Egypt.
1174	Syrian ruler Nur ad-Din dies.
1174	Saladin becomes Sultan of Syria at Damascus and creates an Islamic empire.
1187	Saladin captures the Kingdom of Jerusalem. The city of Jerusalem surrenders to the Muslims.
1190	King Richard the Lionheart sets out on the Third Crusade.
1191 - 92	The crusaders battle against Saladin for two years but do not retake Jerusalem.
1192	The Peace of Ramla. King Richard and Saladin sign a peace agreement.
1193	Saladin dies at Damascus.

- Wrap up by asking the class whether they have seen the film *Kingdom of Heaven* with the Syrian actor Ghassan Massoud playing the part of Saladin. Discuss what students liked and disliked about the way Saladin was portrayed in the film.

Comprehension and Vocabulary

(Pages 145 and 146– Student’s Book)

Exercise A

- Ask the students to work in pairs to find each expression in the text and decide how it is used and what it means.
- Then ask them to work individually to write original sentences of their own.

Answer Key

- These days it is recognized that providing educational opportunities for girls is the right thing to do.
- The Mayor has kept his campaign promise to improve the public parks in the city.
- The wrestlers were a match for each other and the competition ended in a draw.
- Cambodia and Thailand accuse each other of breaking the truce and sparking new violence around two contested jungle temples on their shared borders.
- He paced up and down waiting for news about his sister until he was quite worn out and fell asleep in a chair by the door.
- As the leader of the school Theatre Club, Omar set to work getting ready for the annual class play.

Exercise B

- Ask the students to work individually to find the words that match the definitions.
- Then ask them to compare answers in pairs.

Answer Key

campaign	amazed	noble
revolts	oppose	

Exercise C

- This exercise asks students to recall and interpret information given in the text.
- Ask the students to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. He became a soldier because it was what was expected of a young man at the time.
2. Saladin became Sultan of Syria because at the death of the ruler of Syria the country was left without a strong sultan who could fight the Crusaders.
3. The Crusaders were surprised to have their lives spared as they would not have done the same had they captured Saladin and his men.
4. To bring down Richard’s fever.

Language Structure

(Pages 146 and 147– Student’s Book)

Participles and Clauses

Exercise A

- Explain that the participle will either precede or follow the noun in the sentence, which in turn precedes the adjective phrase. If the participle is part of a phrase, it will follow the noun, and if it is a single word then it precedes the noun.
- Write these examples on the board and check understanding before you let the students complete the activity.

- The divers were looking for the ship *that had sunk*. *Sunk* is the participle (single word) and *ship* is the noun.
- The divers were looking for the *sunken ship*.
- He picked up the piece of paper that was lying on the floor. *Lying* is the participle (part of the phrase 'lying on the floor') and *paper* is the noun.
- Change the sentence to: He picked up the piece of *paper lying on the floor*.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. He picked up a piece of paper lying on the floor.
2. On the beach was a plank of wood washed up by a storm.
3. The policeman spoke to the man standing in the middle of the road.
4. The teacher gave back the corrected exercise.
5. Look at that man wearing a green hat.

Exercise B

- Do the first few together to ensure understanding and then ask the students to complete the activity.
- Point out that they need to identify the verb in the initial phrase and then use the proper participle form as the first word of the new phrase. For example, *knew*>*knowing*, *saw*>*seeing*
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. Hearing the terrible news, he rushed home.
2. Tired of working, he switched on the television.
3. Feeling thirsty, he bought a glass of lemonade.
4. Looking up, he saw someone watching him.
5. Walking down the street, he met an old friend.
6. Feeling cold, she put on her coat.
7. Seeing the price, she decided not to buy it.
8. Coming up the river, the ship hit a sand bank.
9. Trying to get on the bicycle, he slipped.
10. Being interested in what he was saying, we listened carefully.

Exercise C

- You could make this a fun activity by pointing out how silly some of the sentences are. For example: In the first sentence (1) ask – are you flying from a flagpole? No, of course not....the flag is flying from the flagpole.
- Explain that in order to make the meaning of the sentence clearer, we need to identify the *independent clause* and put it at the beginning of the sentence.
 - Flying from a high pole, I could see the flag.
 - Ask - what is the independent clause? *I could see the flag*.
 - Now reword the sentence – *I could see the flag flying from a high pole*.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. I could see the flag flying from a high pole.
2. We tripped over some branches blown down by the wind.
3. I could see the house situated on a small hill.
4. He read the startling news firmly pinned to the noticeboard.
5. I saw a rocket rushing through the air.
6. I saw two large cockroaches eating the rubbish in the dustbin.
7. The headmaster caught sight of him doing a folk dance.
8. He found the book he wanted hidden in a pile of old magazines.
9. The four policemen found the thief hiding behind a door.
10. He posted the parcel neatly tied with string.
11. He looked at the examination papers lying on the table in front of him.

WORKBOOK ANSWER KEY

- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

CLAUSES AND PHRASES (Page 52)

1. I shall wait here till your return.
2. He was sitting in a leaking boat.
3. She stood up to see better.
4. On hearing the announcement everyone began to talk at once.
5. At last the king granted the man's request.
6. He was wearing a badly torn coat.
7. Did you hear her suggestion?
8. We decided not to go.
9. Knowing him to be right, we could not argue.
10. Only applications received before August will be considered.
11. He wanted to know her name.
12. He made an unsuccessful attempt.
13. The owner of the lost puppy promised to reward the finder.
14. We waited to see what would happen.

REASON (Page 53)

1. Because/Since/As it rained heavily, the match was cancelled.
Owing to heavy rains, the match was cancelled.
2. Because/Since/As he was a new boy, he felt very nervous.
Being new, he felt very nervous.
Owing to his being new, he felt very nervous.
3. Because/Since/As there is heavy rainfall there, plants grow well.
Being an area with heavy rainfall, plants grow well there.
Owing to the heavy rainfall, plants grow well there.
4. Because/Since/As he was a light-hearted person, he never noticed difficulties.
Being a light-hearted person, he never noticed difficulties.
Owing to his light-heartedness, he never noticed difficulties.

5. Because/Since/As it was a holiday, all the shops were closed.
Being a holiday, all the shops were closed.
Owing to it being a holiday, all the shops were closed.
6. Because/Since/As it was a cheap shirt, it soon wore out.
Being a cheap shirt, it soon wore out.
Owing to it being a cheap shirt, it soon wore out.
7. Because/Since/As the old grandfather had died recently, the family is in mourning.
Owing to the old grandfather's recent death, the family is in mourning.
8. Because/Since/As he was very poor, he could not afford to send his children to school.
Being very poor, he could not afford to send his children to school.
Owing to his poverty, he could not afford to send his children to school.
9. Because/Since/As he wanted, to work he turned off the wireless.
10. Because/Since/As I had nothing to do, I went to the cinema.
11. Because/Since/As I felt sorry for the starving cat, I took it to SPCA.
12. Because/Since/As there was a big demand for tickets to the show, we had to have some more printed.
Being in great demand, we had to have some more tickets printed for the show.
Owing to the great demand, we had to have some more tickets printed for the show.
13. Because/Since/As the tiger was a clever animal, it would not go near the trap.
Being a clever animal, the tiger would not go near the trap.
Owing to its cleverness, the tiger would not go near the trap.
14. Because/Since/As there was flooding, we could not reach our house.
Owing to the flood, we could not reach our house.

Punctuation

(Page 147 – Student's Book)

- To practise the use of commas in this way you could write sentences on the board followed by a word that could be inserted into the sentence.
 - For example: Your father is quite right. In my opinion.
 - Ask- Where would you put *in my opinion*? As shown in the book it is – Your father, in my opinion, is quite right.
 - Point out the use of the commas and have the students complete the other examples that you provided.

Composition

(Page 147 – Student's Book)

- Give students time in class to write their outlines and assign the task as homework.
- Follow the Composition section in the To the Teacher, for instructions on peer evaluation.

Useful Words and Phrases – Let and Allow

(Page 148 – Student's Book)

- After going through the explanation, ask the students to complete the activity in pairs. Offer help where needed.

Answer Key

- | | | | |
|----------|-----------|----------|------------|
| 1. Let's | 2. park | 3. to go | 4. allowed |
| 5. come | 6. to ask | 7. Let | 8. allow |

Pronunciation and Reading Practice – Train and Drain

(Pages 148 and 149 – Student’s Book)

- Ask the students to repeat the word lists after you.
- Clearly demonstrate the difference in sounds.
- Read the paragraph aloud to the students.
- Encourage students to practise reading aloud in pairs.

Lesson TWENTY-SIX

THE MAKING OF A BOOK

The Making of a Book—Intro

- Begin by asking the class to imagine that they are going to produce a calendar to sell to the school community to raise funds for a special project such as buying new sports equipment.
- Bring to class a number of old calendars for students to analyse and take apart. Prefer ones with a photograph for each month and with lots of information in the date pages. Tell students to pay attention to how the calendar is bound (stapled, glued, sewn, etc.).
- Brainstorm what they would like their school calendar to contain. Make a list on the board, e.g. photos of sports events in action, school holidays, special school events, etc.
- Then brainstorm with the class what they need to do to produce their calendar. Make a list on the board, i.e. gather photos and information, make a draft of the calendar pages, check for mistakes in the draft, design the calendar pages to know what photos go where, make a final draft with the information/photos in the right places, check for mistakes on the final draft, print copies of all of the pages, staple the pages together to make the calendars, sell the calendars.
- Ask the students which of these steps they can do themselves and which they need to use professional services for.
- Tell the students that publishing anything should follow the same steps. The reading text for this lesson explains part of the process.
- Ask the students to read the introduction of the text silently.
- When they have finished reading, lead a short discussion with students about how new technology has changed publishing since the time the book this passage was taken from was published in 1955. For example, the introduction mentions *setting up the type*. Elicit what students think *typesetting* is. Explain that at the time this text was written typesetting was done by manually sorting metal letters into rows of words onto which ink was applied in order to be stamped onto sheets of paper. Elicit from students what they think typesetting is like today.

‘The Bookseller’—Reading

- Write these three names on the board:
 - John Hall,
 - Harry Manders,
 - Mr. Brent.
- Elicit from the class which person works at a school. Then tell them to pay attention to where the other two work as they read the first section of the text.

- Now ask the students to read the first 18 lines of the passage silently, from the title *The Bookseller* to the line ...*I shall want quite a number as soon as they are ready for sale.*
- When they have finished reading, make sure that the students are clear about who works as a bookseller and who works as a publisher, since these names come up again later in the reading.
- Then ask:
 - Why does Mr. Brent have old books in his shop that Mr. Hall can buy for his students to tear apart? (They would be books that did not sell—old stock.)
 - How can it happen that a bookseller has old, unsold books? (He may not have estimated the demand correctly and purchased too many of them).
 - How would this affect Mr. Brent's business? (It is bad for the business to have bought something that cannot be resold easily).
- Next, ask the students to read the following 25 lines of the text silently, from the line *How do you know...* to the line *The bookseller must know what his customers will like.* Encourage them to pay attention, as they read, to the different kinds of requests customers make about new books they will buy.
- When they have finished reading, ask the class whether they buy a lot of books for pleasure reading, and if so, whether they have favourite genres (styles), subjects, or authors.
- Next, ask the students to read the last 28 lines of the text, from the line *John took with him...* to the end of the passage. Encourage them to pay attention, as they read, to what reasons Mr. Hall gives to his students to discourage them from buying the book.
- When students have finished reading, discuss:
 - What does Mr. Hall tell his class about buying the book. (He tells them that the book is not yet ready to go to the shops, and also that it is too expensive for them to buy.)
 - Is this a real reason? (No. He plans to surprise his students by giving each one a free book.)
- Wrap up by asking the class whether they know anyone who has written a book. Do they have a copy of the book? Ask whether they have any autographed copies of books. What is special about books like this? (They may become collectors' items.)

Comprehension and Vocabulary

(Pages 151 and 152– Student's Book)

Exercise A

- Ask the students to work in pairs or small groups to find the vocabulary words in the text and try to understand their meanings from context.
- Then ask them to collaborate to think of synonyms. Allow them to use dictionaries.

Answer Key

- | | |
|--|---|
| • produced/brought out to be looked at | • representative/one who acts for somebody else |
| • purpose/intention | • published/put on sale (used of a book) |
| • displayed/put on show | • customers/persons who buy |

Exercise B

- This exercise asks students to recall and interpret information given in the text.
- Ask the students to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. Proofs are a sample printing of a text and are used to make corrections and changes to the text before publishing it.
2. Page proofs are loose pages of a book that have not been bound together, and are used for a final check for correctness.
3. Mr. Hall wanted some old books so that his students could take them apart and see how books are bound.
4. The bookseller guesses how many books to order by reading samples of the books and deciding which ones his customers would like to buy.
5. It is important for a bookshop to display books because customers like to see what new books have been published.
6. Another reason could be that a popular book may sell out quickly and more stock may take time to arrive from the printer.
7. A publisher's list contains books published only by that publisher, whereas a bookseller's list contains books from many publishers.
8. Booksellers make special orders of books for customers and keep regular customers informed of new books that will interest them.
9. Mr. Hall was inspired to write the book because of the boys' questions, so he wanted to give each one a copy of the book he wrote to answer those questions.
10. The passage has probably been taken from near the end of the book because it describes the last few stages in the process—reading page proofs and taking advance orders for the book.

Language Structure

(Pages 152, 153, and 154– Student's Book)

Tense Revision: The Simple Present**Exercise A**

- Elicit words that we can use with the present simple that describes routine activities. Three have been given already. Write them on the board and add to the list with the examples given by the students. For example: *Every day, always, often*
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- i. Every day I help my mother to lay the table.
- ii. Every day she takes her dog for a walk.
- iii. Every day my brother studies for four hours.
- iv. Every day I have a bath.
- v. Every day my father goes to the gym to exercise.
- i. I often go to the park with my sister.
- ii. I often forget to do my homework.
- iii. I often eat at the restaurant down the lane.
- iv. I often explain mathematics to my younger brother.
- v. I often clean the windows of my house.
- i. I always wash the dishes after dinner.
- ii. I always wear clean clothes.
- iii. I always ride my bicycle on the side of the road.
- iv. I always iron my uniform at night.
- v. I always tie my hair when I am in school.
- i. Every morning I make a pot of tea for my parents.
- ii. I brush my shoes every morning before going to school.
- iii. I have a bath every morning.
- iv. I do not like to eat porridge every morning.
- v. Every morning I walk to school.

Exercise B

- We also use the present simple when stating facts. Review the examples given and then ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | |
|---|-------------------------------------|
| 1. ...is round. | 2. ...are ferocious animals. |
| 3. ...are man's best friends. | 4. ...is made from cocoa beans. |
| 5. ...takes good care of his camera. | 6. ...are made from water droplets. |
| 7. ...is the largest mammal. | 8. ...run through many countries. |
| 9. ...cannot survive out of water for long. | 10. ...are strong swimmers. |

Exercise C

- A very common mistake with ESL (English as a Second Language) students is incorrect subject verb agreement. When we change a subject from plural to singular and vice versa, we also have to change the verb to agree with the subject. For example:
- We go/He goes
 - They visit/She visits.
- This activity can be done in rapid-fire style. For example: Say – They go/He....and wait for the students to respond. Hopefully they will all give the answer. If they do not, repeat it so that they get the idea.
- Complete the activity together.

Answer Key

- | | |
|--|--|
| 1. He often goes to the cinema. | 2. The man usually starts work at eight. |
| 3. The boy always tries to be early. | 4. She writes very neatly. |
| 5. She always smiles at me. | 6. The house stands near the sea. |
| 7. Does your brother like sweets? | 8. A cat enjoys sleeping in the sun. |
| 9. My teacher tells interesting stories. | 10. My friend prefers sleeping to working. |

Tense Revision: The Present Continuous

Exercise D

- The present continuous tense is used when we are talking about something that is happening now.
- Ask the students – What are we doing now? Answer: We are learning about the present continuous tense; You are teaching us the present continuous tense; We are listening to our teacher; etc.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

The birds are chirping.

- | | |
|---|---|
| i. The dog is barking. | ii. A boy is whistling. |
| iii. A girl is tapping her feet. | iv. The children are screaming. |
| i. The teacher is writing on the board. | ii. My friend is scribbling in his book. |
| iii. The girl is looking for her lost pencil. | iv. Ahmer is scratching his head. |
| v. Lubna is eating a sweet. | i. The sweeper is taking away the garbage. |
| ii. The boys are lining outside the canteen. | iii. The headmistress is driving out of school. |
| iv. The gardener is watering the plants. | v. The teacher is scolding my friend. |

Exercise E

- Explain that some verbs cannot be used in the present continuous tense. They are called *stative* verbs and they have no action. For example: *Have, understand, remember, wish, belong*, and all the verbs in brackets in this activity.
- A good idea to help in their understanding would be to write a variety of both stative and non stative verbs on the board and ask them to identify which category each fits into.
- The activity in the book does not encourage the students to think and understand the difference so the additional activity would be very helpful.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | |
|---------------------|---------------------------|----------------------|
| 1. have; belongs | 2. suppose; want | 3. says; understands |
| 4. contains | 5. does not care; is | 6. notice; likes |
| 7. believe; is | 8. recognize; do not know | 9. wants; feels |
| 10. has; refuses | 11. consists; possesses | 12. has; tastes |
| 13. matters; thinks | 14. seems; remembers | 15. forget; intends |

WORKBOOK ANSWER KEY

- Ask the students to complete individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

THE SIMPLE PRESENT TENSE (Page 54)

1. My brother brings me a sweet when he comes home from school.
2. The teacher makes the girl tidy the classroom before she goes home.
3. A dog wags its tail when it is happy and growls when it is annoyed.
4. A cat purrs when it is happy and waves its tail when it wants to look fierce.
5. Does the shop close early today or does it stay open late?
6. The girl waves goodnight as she goes upstairs to bed.
7. She/he says her/his seat is very uncomfortable and she/he wants a cushion.
8. My friend works in Karachi. She/he prints and sells books.
9. This table was poorly made but cost a lot of money.
10. A thermos jug keeps drinks cold and is very useful indeed.
11. The river rises in the hills and flows down to the sea.
12. A rocket moves very fast through space. It shines like silver.
13. The book belongs to my cousin who lives with me.
14. A wolf howls, a goat bleats, an owl hoots, a baby cries and a child shouts.

THE PRESENT, SIMPLE, AND CONTINUOUS (Page 55)

- | | | |
|----------------------------|--------------------------|----------------------------------|
| 1. have; belongs | 2. are sitting; has | 3. keeps |
| 4. stands; runs | 5. don't go; stand | 6. am staring; looks; is |
| 7. exports; imports | 8. tries; is saying/says | 9. am riding |
| 10. think; is watching | 11. wears; looks | 12. is wearing |
| 13. says; have | 14. lies | 15. have; is aching |
| 16. know; is thinking | 17. is making | 18. think; is trying |
| 19. see; rattles | 20. listen; understand | 21. am listening; are speaking |
| 22. goes; sleeps | 23. rains; want | 24. are looking/look; look; want |
| 25. wish; forget | 26. is shining; have | 27. does not have; carries |
| 28. possesses; are sitting | | |

Spelling

(Page 154 – Student's Book)

- Ask the students to complete the activity individually or in pairs.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | | |
|----------------|-------------|--------------|----------------|
| • carburettor | • existence | • nuisance | • accidental |
| • accidentally | • grammar | • horizon | • definite |
| • levelled | • professor | • profession | • professional |

Composition

(Page 154 – Student's Book)

- Give students time in class to write their outlines and assign the rough draft as homework.
- Follow the Composition section in the To the Teacher, for instructions on peer evaluation.

Useful Words and Phrases – Lie and Lay

(Pages 154 and 155– Student’s Book)

- Follow the examples in the book and complete the activity as advised.
- Ask the students to share their sentences with their neighbours.
- Point out that they should always help and correct when possible.

Answer Key

1. lays	2. lie	3. lies	4. lying	5. lying	6. laying
7. laid	8. lied	9. lay	10. lying	11. lied	12. laid

Lesson TWENTY–SEVEN

PRIDE AND PREJUDICE

Pride and Prejudice—Intro

- Begin with a discussion of courtship and choice of a marriage partner in present-day Pakistan. By exploring students’ realities and contrasting them with the expectations of 19th century England when *Pride and Prejudice* was written, they will understand the story better.
 - Ask: *How do young people get to know one another in Pakistan?* Contrast with 19th century England: young people met at social events but did not spend more time together like in schools, colleges, and professional environments as they do now.
 - Ask: *Who chooses potential husbands and wives for young people?* Contrast with 19th century England: there were no arranged marriages; young people married for love, but there was also pressure to find a good match in terms of social class.
 - Ask: *What chances does a woman have to remain unmarried and still live comfortably?* Contrast with 19th century England: most women were not wealthy and had no means for earning money, so they were often obliged to marry for financial security.
- Explain that the story that this text comes from is about five sisters and the choices they make in relation to marriage.
- Ask the students to read the introduction of the text silently.
- When they have finished reading, ask them what profession Mr. Collins has. Have a short discussion about whether a man of Mr. Collins’ professional background is any more suitable as a husband as far as his personality and character go than a man who has a different profession, such as a solicitor, a doctor, military officer, or a banker, etc.

‘The Proposal’—Reading

- Ask students to look at and describe the illustration on page 157 of the textbook. What does the ‘body language’ of each of the people tell us about how they feel? Elicit students’ insights by asking guiding questions, if necessary:
 - *Where is Mr. Collins in relation to Miss Bennet? What does he seem to be doing?* (He is above her. He seems to be delivering a speech.)
 - *What is Miss Bennet doing? Does she seem to be enjoying Mr. Collins’ company?* (She is sitting very stiffly, as if she is uncomfortable, and she is not looking at Mr. Collins at all).
 - *If you saw these two people in this position at a dinner party, would you think they were a*

couple about to become engaged to be married? (This does not look like a couple who are at ease with each other as people in love would be.)

- Now have students read the first 18 lines of the passage silently, from the title *The Proposal* to the line *...as soon as they were gone, Mr. Collins began.*
- When students have finished reading, discuss the reason that Lizzie blushes. How can she know what Mr. Collins’s intentions are? (She is surprised that she has been tricked by her mother into this situation since she knows that a private conversation would only be requested in the case of a marriage proposal.)
- Next ask the students to read the last 23 lines of the text, from the line *Believe me...* to the end of the passage. Encourage them to pay attention, as they read, to why Mr. Collins wants to marry one of the Bennet girls.
- When they have finished reading, discuss Mr. Collins’s reaction to Elizabeth’s answer to his proposal.
Does Elizabeth eventually manage to convince him that she will not change her mind?
 - What does she decide to do to make him believe her?
 - What do you think her father can do?
- Wrap up by asking the class whether they think parents are better able to select a good wife/husband for their daughter/son than the young person is able to do by themselves. Why?

Comprehension and Vocabulary

(Page 158– Student’s Book)

Exercise A

- Ask the students to work in pairs or small groups to find the vocabulary words in the text and try to understand their meanings from context.
- Then ask them to collaborate to think of synonyms. Allow them to use dictionaries.

Answer Key

- | | |
|---|--|
| • formally/in accordance with rules and customs | • proposal/offer put forward for consideration |
| • hastening/hurrying | • consideration/careful thought |
| • inherit/receive property at someone’s death | • resolved/determined |
| • reproach/blame | |

Exercise B

- Ask the students to work in pairs or small groups to find the vocabulary words in the text and try to understand their meanings from context.
- Then ask them to work individually to find which word fits in each sentence.

Answer Key

- | | | |
|---------------|-----------------|------------|
| 1. ceremony | 3. persistence | 5. address |
| 2. compliment | 4. an interview | 6. decline |

Exercise C

- Explain to the students that this exercise asks them to think of nouns that are related both in form and meaning to the ones in the list.
- Note that the answers do not all appear in the text, so the students should be encouraged to use a dictionary.

Answer Key

confidence haste insistence opposition modesty

Exercise D

- This exercise asks students to recall and interpret information given in the text.
- Ask the students to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. Probably not. The text states that he made the proposal in a way that he 'supposed' was usual. By using the word 'supposed,' the author indicates that Mr. Collins was not acting from experience but rather from assumptions.
2. Yes, Mrs. Bennet wanted Elizabeth to accept the proposal. She knew that Mr. Collins intended to propose, and she insisted that Elizabeth speak privately with him.
3. First of all, Elizabeth did not wish to disobey her mother. Secondly, she decided it would be better to refuse the proposal sooner rather than later.
4. (Answers will vary)
 First reason: The expectations of society are strong, so this reason might be a good one from that point of view. But to marry only to meet expectations may produce an unhappy couple.
 Second reason: Personal happiness is a good reason to marry.
 Third reason: He received advice from a trusted friend, which can also be also a good reason since close friends and relatives would probably know what would make him happy. On the other hand, marrying only based on a recommendation with no real affection may make for an unhappy marriage.
5. Mr. Collins believed that young women often refused proposals when they were first offered even though they really intended to accept eventually. He expected her to change her mind.
6. He felt himself to be a man with great potential so that Elizabeth should be pleased to be his wife. He also knew that Elizabeth had no personal fortune, so she would need to marry someone with wealth in order to live comfortably.

Language Structure

(Pages 158, 159, and 160– Student's Book)

Tense Revision: The Present Perfect

Exercise A

- It would be useful to add to the textbook's description of the present perfect tense.
- According to the textbook, *present perfect tense* is really a present tense and that it tells what the situation is now.
- This is true, but to help in understanding it would be a good idea to explain that the present perfect tense also talks about the past.
- The specific time in the past is not mentioned because it is not important. What is important is that the present is affected by the past. For example:
 - *I have washed the dishes.*
 - It is not important when I washed them, what is important is that they are now clean.
 - Therefore we use the present perfect.

- Use the examples in the book to exemplify this by writing the example on the board. For example:
 - *He has arrived.*
 - Then ask - when did he arrive? We do not know as it is not important.
 - Ask - How does it affect the present? Because he is here now.
 - You can do this with several other examples until you are certain that they understand this concept.
- If a specific time in the past is mentioned then we cannot use the present perfect. We would use the past simple tense.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | |
|---------------------------|----------------------------|-------------------------|
| 1. have read; read | 2. has finished; told | 3. has fallen; slept |
| 4. has blown | 5. have just eaten; tasted | 6. have forgotten; said |
| 7. has gone; went | 8. has lived; ended | 9. wrote; have lost |
| 10. started; have not had | | |

Since and For

Exercise B

- Make two columns on the board titled *since* and *for*.
- Start the columns by adding what is used in the two examples. *Two o'clock* and *three hours* to the proper columns.
- Review the explanation given in the textbook on page 159.
- Now give examples of some more expressions and ask the students to direct you to add them to the appropriate columns.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | |
|--|--|
| 1. ...since 1984.
...for twenty years. | 2. ...since last May.
...for a month now. |
| 3. ...since he was in first grade.
...for the entire term. | 4. ...since twelve noon.
...for two hours only. |
| 5. ...since he was a baby.
...for a week now. | 6. ...since 1990.
...for three years. |
| 7. ...since we had the party last week.
...for at least a week. | 8. ...since eight in the morning.
...for two hours. |
| 9. ...since last January.
...for a long time. | 10. ...since Monday.
...for three weeks. |

Just and Already

Exercise C

- Explain that *just* means that something happened within a very short time. *Already* means that the action is completed.
- Both are adverbs that go between *have/has* and the participle.

- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | |
|-----------------|-----------------|------------------|
| 1. just/already | 2. just/already | 3. just |
| 4. just/already | 5. just/already | 6. already; just |

The Present Perfect Continuous

Exercise D

- Review the examples and explanation given in the book.
- Write a few more examples of present perfect sentences and ask the students to change them into *present perfect continuous*.
- Elicit and explain if necessary how the sentences differ in meaning and structure.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Keys

- | | |
|---|--|
| 1. have been looking; have not found | 2. have just finished; have been working |
| 3. have been watching; has been staring | 4. have not seen; have been looking |
| 5. have heard; has been writing | 6. have turned; have been lying |
| 7. have been working; have done | 8. have been waiting; have made |
| 9. have been living; have never met | 10. has been mending; has finished |

WORKBOOK ANSWER KEY

- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

THE PRESENT PERFECT (Pages 56 and 57)

- | | |
|----------------------------------|-----------------------------|
| 1. heard; brought | 2. have grown; saw |
| 3. have bought has gone | 4. have exchanged; bought |
| 5. has already read; sent | 6. ordered has just arrived |
| 7. has written; read | 8. have never seen |
| 9. have scrubbed; were | 10. have never won; has won |
| 11. has sewed; lost | 12. has been stolen; left |
| 13. has tidied; was | 14. has just eaten; baked |
| 15. Have you finished; finished. | |

- | | |
|--|----------------------------|
| 1. has grown; since | 2. has written; since |
| 3. have not gone; for | 4. Since; have not written |
| 5. For; have lived | 6. have been asleep for |
| 7. have told; for | 8. Since; has increased |
| 9. have just seen; have not laughed; for | 10. Since; have visited |
| 11. Since; has had | 12. have not eaten; since |
| 13. have cleaned; since | 14. has been stuck; for |
| 15. Since; has completely changed | |

1. saw; have wanted	2. has been staring; has started
3. has broken; happened	4. have not seen; have you been doing
5. have toured; have won	6. has been writing; has had
7. have been watching	8. have brought; have wanted
9. has been hurting; is catching	10. have just been promised; has been
11. has forgotten; left; was coming	12. have ever met
13. have copied	14. bought; has been wearing
15. bought; have you not bought	16. have given; has just chewed
17. has not been, has come	18. have been waiting; have you been?
19. have you done; have had; met	20. joined; has already won
21. have you done; gave; have lost	22. has been howling; have come; have not been
23. have had; has never given	24. have been boiling
25. found; lost	

Spelling

(Page 160 – Student’s Book)

- Ask the students to complete the activity in pairs by finding the words in the dictionary and filling in the missing letters.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

• Composition

(Pages 160 and 161– Student’s Book)

- Review the example composition given in the book. It is important to review the points also.
- In groups of four, have each student in turn explain to the other students how to do the one of the four things listed in A.
- Encourage the other students to help when needed.
- Give students time in class to choose a topic for their composition. It is not necessary to choose one of the examples in the book, so encourage them to come up with their own ideas. It is always easier and more rewarding to write about something of interest.
- If time permits, allow the students to prepare their outline in class and then assign the rough draft for homework.
- Follow the Composition section in the To the Teacher, for instructions on peer evaluation.

Useful Words and Phrases – Rise and Raise

(Pages 161 and 162– Student’s Book)

- Follow the examples in the book and complete the activity as requested.
- Encourage the students to share their sentences with their neighbours.
- Point out that they should always help and correct when possible.

Answer Key

1. raise	2. raise	3. rises	4. risen
5. rose	6. raised	7. raised	8. raised

Pronunciation and Reading Practice – Let it Alone

(Page 162 – Student’s Book)

- Ask the students to repeat the word lists after you.
- Clearly demonstrate the difference in sounds.
- Read the paragraph aloud to the students.
- Encourage the students to practise reading aloud in pairs.

Lesson TWENTY-EIGHT

THE TALE OF THE BOUNTY

The Tale of the Bounty—Intro

- Begin by eliciting the year that Pakistan achieved independence. Then tell the students you are going to describe an event from 1946 that may not be in their history textbooks.
A group of sailors serving on HMIS Talwar were fed rotten food, and when they complained to their commanding officer, he was abusive and insulting. For years the men had been treated like dirt and had suffered humiliations, hardships, and discrimination. They suddenly had had enough, so they began a hunger strike, and a mutiny had begun. One of the leaders was M.S. Khan from Upper Punjab, which is now part of Pakistan. The mutiny spread to other ships, including one in Karachi called the HMIS Hindustan.
- Ask if any students know this history. Tell them that this mutiny was an important event in the ending of the Raj and beginning of independence for both India and Pakistan.
- Next, ask the class to discuss whether they think the mutineers’ actions were right or wrong. Facilitate discussion by asking the following:
 - In what sense were they right or wrong? Legally? Morally?
 - Do they know if these sailors were punished?
 - Should they have been punished?
- Tell the students that the Tale of the Bounty is about a mutiny that took place well over 200 years ago.
- Ask the students to read the introduction of the text silently.
- When they have finished reading, ask them what similarities they notice between the mutiny in 1946 and the one in the reading text. (Both were caused by unfair treatment of men by their military commanders.)

‘The Mutiny’—Reading

- Ask the students to read the first 18 lines of the passage silently, from the title *The Mutiny* to the line ... *there was no turning back*.
- While students are reading, write the following quotations on the board, in a random order (not the order they appear in the text):
 - Hold your tongue.
 - I’ve been used like a dog all this voyage.
 - You should have thought of this before.

- You are hurting not only me.
- Think for yourself.
- When they have finished reading, ask them to cover the text and try to recall whether each line was said by Mr. Christian or by Captain Bligh. (Christian said the first three.) Then have them discuss what order the lines belong in. By doing this, they will recall the story thus far.
- Before going on to the next section, ask students to imagine what kinds of things Captain Bligh's group would need to survive being cast away from the main ship. Make a list on the board, e.g. *food, water, maps, weapons, clothing*, etc. Encourage students to brainstorm as much as they like without comment on whether these items were actually available to Bligh.
- Then ask the students to read the next 24 lines of the text silently, from the line, *When the boat was out...*, to the line *...and a compass*. Ask them to pay attention, as they read, to see which items on their list Christian let Bligh take along.
- When the students have finished reading this section of the passage, discuss what items the castaways were able to take along. Were there items that Christian sent along that were not on the list?
- Next, ask them to read the last 11 lines of the text silently, from the line *When the boat was full...* to the end of the passage.
- When they have finished reading, ask the class whether they think that Christian's solution was a good one. Encourage debate by asking the following:
 - Was he fair?
 - If so, why did fully half of the ship's crew decide to go with the Captain?
- Wrap up by asking the class if they know what happened to the mutineer and to Bligh after the mutiny. You may suggest that students do some research to learn more. One good internet source that you can easily search online is *Mutiny on the Bounty Simple English*.

Comprehension and Vocabulary

(Pages 164 and 165– Student's Book)

Exercise A

- Ask the students to work in pairs or small groups to find the vocabulary words in the text and try to understand their meanings from context.
- Then ask them to collaborate to write definitions. Allow them to use dictionaries.

Answer Key

- a mutiny = a rebellion, often by sailors, against their captain/officers
- navigator = a person who directs the course of a ship or an aeroplane
- a journal = a record maintained by the captain of a ship
- an armourer = a person who can make and repair weapons
- cutlasses = short, heavy, slightly curved swords formerly used by sailors
- a botanist = a person who studies plants
- a chart = a map of the sea, showing shore lines, harbours, islands, reefs, water depth, etc.

Exercise B

- Ask the students to work in pairs to find each vocabulary item in the text and decide how it is used and what it means.
- Then ask them to work individually to write original sentences of their own.

Answer Key

- Elephants are trained to carry riders and do other work through a brutal process of torture when they are still babies.
- It took two days to reach their destination—a little island off the coast of Borneo—where they would spend their holidays.
- My aunt appealed the parking fine because the parking meter was broken and did not record the time correctly.
- Most animals consider direct eye contact as a threatening gesture and may attack if you look them in the eye.
- A large tree shaded the garden and prevented the house from getting too hot.
- I completely forgot that I had promised to meet my friend for lunch, so I lied and said my brother was sick, and now I have a guilty conscience.
- I would love to have a new cellphone, but I am hesitating about buying one because my old one is working fine.
- It is possible to get a coating on the lenses of your eye glasses for resistance to scratches.

Exercise C

- This exercise asks students to recall and interpret information given in the text.
- Ask the students to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. He promised not to report the mutiny and pretend it had not happened if Christian would change his mind.
2. Bligh reminded Christian that he had a family who should not be made to suffer.
3. He probably wanted to say that Christian would never be able to return home if he went forward with the mutiny as he would become a criminal.
4. He meant that Bligh had been treating him extremely badly since they left Tahiti two weeks earlier.
5. (Answers will vary) Food, water, weapons, tools, and maps/charts.
6. He wanted to give them enough that they would survive, but he also needed to keep enough back so that he and his fellow mutineers could also survive.
7. Because without an armourer, Bligh could not have new weapons made.
8. They thought that with the carpenter skills, Bligh and his group would soon have a new ship and would be able to return to England and report the mutiny.
9. He thought that Bligh would find an island with friendly local people who would give them food and water.

Language Structure

(Pages 165 and 166– Student’s Book)

Tense Revision: The Past**Exercise A**

- This is really a continuation of what was done in Lesson 27.
- Treat it as a review.
- Students should determine if it is past simple or present perfect by looking at the time expressions.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | |
|-----------------------|-----------------------|-----------------|
| 1. have not seen | 2. spent | 3. have written |
| 4. saw; have not seen | 5. has not been; came | |

Exercise B

- A good way to help the students in understanding how to complete this activity is to ask if these things happened suddenly or over some period of time in the past. As an example, write the verbs *walk* and *trip* on the board and ask the students which one happens suddenly and which over a period of time.
- Once you have determined which is which, write this sentence on the board.
- *While I was walking home from school yesterday, I tripped and broke my tooth.*
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | |
|--|----------------------------|--------------------------------|
| 1. said; was aching | 2. knocked; was walking | 3. was sitting; realized |
| 4. was going; met | 5. met; was eating | 6. sat; was playing |
| 7. was flying; crashed | 8. finished; were sleeping | 9. was climbing; slipped; fell |
| 10. saw; was nodding; was slowly falling | | |

The Past Perfect

Exercise C

- Since this is a review, we assume that the students have a working knowledge of this verb tense and should be able to complete this activity without too much explanation. However, if it is still a bit confusing and if you find that the students need a more complete explanation, please refer to the Teaching Guide 1, Lesson 17 for a very good method of explanation.
- Write the examples on the board and ask questions to ensure that the students understand what is written.
 - For example: *When I arrived, they had gone.*
 - Ask what happened first. *They had gone*
- Explain that the past perfect tense is used for an action that was finished before a time in the past.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | |
|------------------------|-------------------------------|-------------------------------|
| 1. had taken; said | 2. arrived; had already begun | 3. had eaten; rushed |
| 4. had heard; went | 5. told; had visited | 6. saw; remembered; had asked |
| 7. had not been; began | 8. had read; passed | 9. saw; realized; had met |
| 10. was; had had | | |

The Past Perfect Continuous

Exercise D

- The past perfect continuous is used when something was happening in the past that was interrupted before it was completed.
- Write the example on the board.
- *I had been waiting for several minutes when he came.*
 - Ask – What was he doing when his friend came? *He had been waiting.*
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | |
|---------------------------------|---------------------------------|
| 1. struck; had been working | 2. had been studying; decided |
| 3. had been walking; were | 4. reached; had been travelling |
| 5. had been knocking; decided | 6. said; had been making |
| 7. had not been studying; began | 8. told; had been hurting |
| 9. had been ringing; stopped | 10. glanced; had been standing |

WORKBOOK ANSWER KEY

- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

PAST TENSE (Page 58)

- | | |
|--|--|
| 1. have written; dozing | 2. ran; bumped |
| 3. thought; was wearing; looked. | 4. was sinking; managed |
| 5. looked; was wearing; agreed; needed | 6. was watching; noticed |
| 7. were staring; was quickly rising | 8. was searching; discovered |
| 9. saw; was doing; told | 10. was shining/shone; was leaving |
| 1. finished; put | 2. realized; was lying; did not |
| 3. was; was waiting | 4. threw; hit; was sitting |
| 5. woke; had been raining; were | 6. sneezed; told; had caught; had pulled; went |
| 7. woke; thought; had locked; went | 8. reached; had burgled; was ; had been; picked; had tried; realized; had been |

ALL TENSES (Page 59)

- | | |
|---|--|
| 1. saw; had not been | 2. has been trying; has not been |
| 3. have been listening; will not listen | 4. woke; had been sleeping |
| 5. had told | 6. are becoming; has agreed; has been looking; has decided |
| 7. was watching; were unloading | 8. strikes |
| 9. shall finish/finish | 10. will ask; intends |
| 11. hear | 12. has; cycles; think |
| 13. has; does not want; is lying | 14. have written; is waiting |
| 15. tried; told; had decided | 16. passes; stops; stares |
| 17. was sitting; has not seen | 18. has been sleeping; will be |
| 19. found; had robbed/robbed | 20. is; had just come; looked; said; walked; do not believe; was now standing; do; disappeared |

Punctuation

(Page 166 – Student’s Book)

- Pay particular attention to speech marks, commas, and paragraphing in the passage for dictation.

Passage for Dictation

(Pages 166 and 167– Student’s Book)

- Read through the passage once at normal speed. Students should listen and not write.
- Next, break the passage up into segments of 5 to 9 words and read it aloud a second time at a normal pace, giving the students ample time in between segments to complete the activity.

Composition

(Page 167 – Student’s Book)

- Give students time in class to write their outlines and assign the rough draft as homework.
- Follow the Composition section in the To the Teacher, for instructions on peer evaluation.

Useful Words and Phrases – Stand

(Page 167 – Student’s Book)

- Follow the examples in the book and complete the activity as requested.
- Ask the students to share their sentences with their neighbours.
- Point out that they should always help and correct when possible.

Answer Key

- | | | |
|---------------|---------------|--------------|
| 1. Stand back | 2. stand for? | 3. stand for |
| 4. stood out | 5. stand by | 6. stand up |

Lesson TWENTY-NINE

WUTHERING HEIGHTS

Wuthering Heights—Intro

- Begin by asking the students if they have ever heard of Anwar Khokhar, ‘the Barber of Larkana.’ If not, give them a brief summary of this man and his mission. (Anwar Khokhar, a resident barber of Larkana, Sindh, has been helping Pakistan’s lost children by actively searching for the kidnapped and rescuing the lost ones from the streets, graveyards, and garbage dumps, etc. back to their parents. He has been sheltering the lost since 1988 – for 20 years now. He is known to roam around the city, sometimes the entire district to find the parents/guardians of the missing children. He would perch the child high on his shoulder, shouting out his/her name, age, etc. to find his/her claimants. He never accepts any rewards from the parents/claimants and covers all expenses himself. Anwar is known as the Barber of Larkana.)
- You can read about him in these two articles: <http://archives.dawn.com/weekly/review/archive/030327/review4.htm>
- <http://www.guardian.co.uk/world/2011/jun/24/pakistan-lost-kidnapped-children>
- Then have a short discussion about abandoned and lost children.
How common a problem is this in Pakistan today?

- What do you think happens to the children Mr. Khokhar is unable to reunite with their families?
- If students in the class found a lost or abandoned child, would they take this child to their home?
- Why or why not?
- Tell students that the story they will read for this lesson is about a rescued child, but unlike the stories of Mr. Khokhar’s rescued children, this one is not a true story.
- Ask the students to read the introduction of the text silently.

‘The Arrival of Heathcliff’—Reading

- Before students read, write the following names on the board:

- Cathy,
- Hindley,
- Ellen,
- James,
- Mr. Earnshaw

Tell the students that these are the people who are mentioned in this first part of the text. Ask them to pay attention to which of these people are children, and which are adults.

- Ask the students to read the first 20 lines of the passage silently, from the title *The Arrival of Heathcliff* to the line ... *he was nearly killed by his walk*.
- When they have finished reading, ask them which ones are children. Elicit what special favours Mr. Earnshaw promised each child.
- Before going on to the next section, ask the students to look at the illustration on page 168 of the Student’s Book. Ask them to identify the three children Cathy, Ellen, and Hindley in the picture. Who do they think are the other three people in the drawing?
- Then ask them to read the next 17 lines of the text silently, from the line, *And at the end of it...*, to the line ...*let it sleep with the children*. Encourage them to pay attention to who these other three people are.
- When they have finished reading this section of the passage, discuss the family’s reaction to the boy Mr. Earnshaw has brought home. Ask students:
How does Mrs. Earnshaw react? Why? (She is unhappy because the boy is a gypsy—*Khana Badosh*.)
 - *How does Ellen react? Why?* (She is afraid because the boy speaks a language she cannot understand.)
 - *What about the children?* (Their reaction is yet to be revealed.)
 - *What do you predict their reaction will be?*
- Next, ask the students to read the last 18 lines of the text silently, from the line *Hindley and Cathy contented themselves...* to the end of the passage.
- When they have finished reading, ask the class what the children’s reaction was. Ask:
 - How did the children show their unhappiness?
 - How did they treat the poor little boy?
 - What do you think their relationship with him will be in years to come? Why?
- Wrap up by asking the class what would happen if a family in Pakistan took in an abandoned child. Encourage debate by asking the following:
 - Would the child have the same status in the family as natural children?
 - Would the child become a servant to the family?
 - Could the family legally adopt the child?

Comprehension and Vocabulary

(Page 170 – Student’s Book)

Exercise A

- Ask the students to work in pairs or small groups to find the vocabulary words in the text and try to understand their meanings from context.
- Then ask them to collaborate to write definitions. Allow them to use dictionaries.

ANSWER KEY

- *run errands* = to go out to buy things, deliver messages, and other small tasks
- *fiddle* = a musical instrument similar to a violin
- *gibberish* = unintelligible or meaningless speech or writing
- *gypsy* = a member of a wandering race of people in Europe
- *brat* = ill-mannered and uneducated child
- *fatigue* = tiredness
- *conclusion* = the end; the final outcome
- *attracted* = drawn to; pulled towards
- *introduction* = presentation
- *banishment* = sending away; requirement to leave
- *perpetual* = lasting forever
- *injustice* = unfairness

Exercise B

- This exercise asks students to recall and interpret information given in the text.
- Ask the students to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. Ellen’s mother was a servant at the house, and Ellen grew up helping out until she was old enough to work herself.
2. Because Mr. Earnshaw was planning to walk and could not carry much.
3. He told Ellen, the servant’s daughter, that he would also bring her something when he returned.
4. Because he seemed so strange with his dark hair and skin as well as the foreign language he spoke.
5. He could not find the boy’s parents and could not stay in the town to look for them, but he also could not stand to see the child abandoned and starving.
6. She complained for a while and then accepted the situation.
7. Because they were excited that their father was home and were looking forward to receiving their gifts.
8. They were upset because they did not get their gifts—the fiddle was broken and the whip was lost.
9. Nobody knew his father’s or his family’s name.
10. Mr. Earnshaw was more soft-hearted than his wife.

Language Structure

(Pages 170, 171, and 172– Student’s Book)

Tense Revision: The Future

Exercise A

- When referring to the future we can use *shall* or *will*.
- Write the following table on the board.

shall or will	I, we
will	you, he, she, it, they

- Note that in common spoken English we rarely use *shall* these days.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | | | |
|----------------|----------|----------------|----------------|---------------|
| 1. shall/will | 2. will | 3. will | 4. will | 5. shall/will |
| 6. will | 7. will | 8. shall/will | 9. will | 10. will |
| 11. shall/will | 12. will | 13. shall/will | 14. shall/will | 15. will |

Exercise B

- Once again note that we rarely use *shall* in spoken English nowadays.
- When making a promise we normally use *can*.
- When there is a result or a future event we use *will*.
- Write these examples on the board.
 - You *can* have a sweet if you are good.
 - They *cannot* pass us.
 - He *will* go home after class today.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | | | | |
|----------|----------|---------|-----------------|---------|----------|
| 1. can | 2. can | 3. will | 4. will | 5. can | 6. will |
| 7. can | 8. will | 9. will | 10. can | 11. can | 12. will |
| 13. will | 14. will | 15. can | 16. can or will | | |

Going to

Exercise C

- When something is intended or likely to happen we use *going to*.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | |
|--|---|
| 1. What are you going to do? | 2. I am going to ask my father. |
| 3. Anita is going to buy a new dress. | 4. That stone is going to fall down on top of you. |
| 5. John is going to ask Mary to his party. | 6. Mother is going to make some sweet cakes for supper. |
| 7. I am going to the pictures tonight. | 8. We are going to a picnic on Sunday. |
| 9. Are you going to do your homework? | 10. I am going to have a rest. |

The Present Continuous

Exercise D

- When something is planned or scheduled in the future we use the present continuous.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | | |
|---------------|---------------|----------------|----------------|
| 1. are having | 2. is coming | 3. are sailing | 4. are getting |
| 5. are going | 6. am meeting | 7. is teaching | 8. is arriving |
| 9. am going | 10. is flying | | |

The Future Continuous

Exercise E

- Once again, we do not use *shall* in spoken English these days.
- This is a very simple activity. The future continuous is formed *will + be + verb + ing*
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | | |
|---------------------|-----------------------|-----------------------|----------------------|
| 1. will be studying | 2. will be travelling | 3. will be driving | 4. will be attending |
| 5. will be carrying | 6. will be shivering | 7. will be travelling | 8. will be visiting |
| 9. will be wearing | 10. will be working | | |

The Future Perfect

Exercise F

- The future perfect describes an action that will be finished by a certain time in the future.
- Write on the board
 - *By the end of January I will have read four books.*
 - Ask – When will the action be finished? (by the end of January)
 - What is the action? (read four books)
- Point out that the sentence could also be written as
 - *I will have read four books by the end of January.*
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | | |
|--------------------|-----------------------|-----------------------|----------------------|
| 1. will have ended | 2. will have finished | 3. will have written | 4. will have grown |
| 5. will have begun | 6. will have run | 7. will have finished | 8. will have arrived |
| 9. will have been | 10. will have mended | | |

WORKBOOK ANSWER KEY

- Have students complete individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

THE FUTURE (Pages 60 and 61)

(Answers may vary – these words are almost always interchangeable.)

- | | | |
|------------------------------|-------------------------------------|-----------------------------|
| 1. are going to; will; shall | 2. is going to; will | |
| 3. shall; will | 4. am going to; shall; are going to | |
| 5. is going to; shall; will | 6. are going to; shall; will | |
| 7. going to; will | 8. is going to; will | |
| 9. is going to; Will | 10. is going to; will | |
| 11. are going to; Will | 12. will; are going to | |
| 1. arrives; will go | 2. will jump; comes | 3. loses; buy |
| 4. sharpen; break | 5. comes; will buy | 6. eat; will feel |
| 7. eat; will not feel | 8. will write; returns | 9. sees; will rush |
| 10. will spill; do not hold | 11. may go; are | 12. arrive; will give |
| 1. have found; will give | 2. have put; will read | 3. will send; have finished |
| 4. will not start; have paid | 5. has forgotten; will run | 6. will not start; have dug |
| 7. will be; have done | 8. will switch; will all go | 9. have broken |
| 10. will give; has eaten | 11. has worked; will ask | 12. have locked; will be |
| 13. Answers may vary | | |
| 1. finish; feel | 2. cries; picks; fetch | 3. will visit; Will; come |
| 4. grows; will tie | 5. met; bought | 6. had washed; hung |
| 7. has had; is taking | 8. get; will leave | 9. do; like |
| 10. will arrive; are lining | | |

Punctuation – The Colon

(Pages 172 and 173– Student’s Book)

- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. They took the following articles with them: a rope, a first-aid kit, a water-bottle, and some bars of chocolate.
2. The recipe uses these ingredients: a cup of flour, an orange, two eggs, and a little salt.
3. On the shopping list were five items: a tin of furniture polish, cushion covers, a tablecloth, a jar of paste, and a writing pad.

Composition

(Page 173 – Student’s Book)

- Give students time in class to write their outlines and assign the rough draft as homework.
- Follow the Composition section in the To the Teacher, for instructions on peer evaluation.

Useful Words and Phrases – Enjoy and Like

(Page 173 – Student’s Book)

- Follow the examples in the book and complete the activity as requested.
- Ask the students to share their sentences with their neighbours.
- Point out that they should always help and correct when possible.

Answer Key

- | | |
|--------------------------------|---|
| 1. ...the meal I had cooked. | 2. ...to read horror stories? |
| 3. ...me to go along with dad? | 4. ...a well-mannered polite child. |
| 5. ...his stories. | 6. ...to swim? |
| 7. ...the play? | 8. ...to eat my dessert before my meal? |

Pronunciation and Reading Practice – Final Consonants

(Page 173 and 174 – Student’s Book)

- Ask the students to repeat the word lists after you.
- Clearly demonstrate the difference in sounds.
- Read the paragraph aloud to the students.
- Encourage the students to practise reading aloud in pairs.

Lesson THIRTY

SHE STOOPS TO CONQUER

She Stoops to Conquer—Intro

- Start out by asking the students if they have ever seen the Pakistani television show *Chup Chupa Ke*. Elicit a description of the programme along with any examples the class can recall of some of the practical jokes shown on the programme.
- Select a very short video clip of this programme (available online at www.youtube.com) and ask the students to work in groups to transcribe at least part of the dialogue. Show them the format by giving an example on the board:
 - Person A: Hi, Rafi, how are you today?
 - Person B: I guess I am okay.
 - Person A: A bunch of us are going hiking this weekend. Do you want to come?
- Tell students that the story they will read for this lesson is actually a section of a play for the stage/theatre and that it is written in a similar way to their transcription. Tell them, also, that the play describes a practical joke similar to that of a candid-camera television show. But the play was written in the year 1772, before there were televisions, so people had to go to the theatre to see this kind of comedy.
- Ask the students to read the introduction to the passage silently.
- After they have finished reading, have a short discussion about why this kind of comedy is funny. (Because one character interprets another character’s actions in terms of their own expectations, and when we—the audience—know the joke, we laugh at the way the characters become confused and we think their reactions are comical.)

‘Mr. Hardcastle Welcomes his Guests’—Reading

- Before students start to read, brainstorm with the class the kinds of interactions a customer would have with an innkeeper. Try to do this chronologically—from the time the guest arrives, and list them on the board. If students need prompting, ask them:
When you arrive at a hotel, who carries your bags?
 - *What kinds of conversations do you have with the hotel staff?*
 - *What happens if you want something to drink or eat?*
- Then brainstorm how these interactions are different between a houseguest and a host. Make a parallel list on the board.
- Ask the students to read the first 28 lines of the passage silently, from the title *Mr. Hardcastle Welcomes his Guests* to the line ... *he gives us what he wants us to have.*
- While students are reading, write the following lines from the passage on the board:
 - We are pleased with your hospitality, sir.
 - Your conversation, Mr. Marlow, reminds me of the time —
 - My good friend, if you gave us a glass of punch in the meantime, we should be very happy.
- When the students have finished reading, ask them:
 - *Which quotation shows that the speaker is trying to break into the conversation? (2nd)*
 - *Which one lets the listener know indirectly that the speaker is dismissing him? (1st)*
 - *In which one does the speaker hint that the listener is not actually an equal? (3rd)*
 Discuss reasons for each one. This will help students understand the humour behind the scene.
- Then ask the students to read the next 34 lines of the text silently, from the line, *Hardcastle: I hope you'll find this is what you like,* to the line, *That is my way, too.*
- While students are reading, write the following lines from the passage on the board:
 - I drink to our future friendship.
 - I can promise you that I will eat up almost everything you have in the house.
 - I cannot tell how hungry I shall be until I know what I am going to eat.
- When students have finished reading, encourage them to discuss:
 - *Which quotation shows that the speaker is offering to spend a lot of money? (2nd)*
 - *Which one lets the listener know that he hopes to know him for a long while? (1st)*
 - *In which one does the speaker hint that he is in charge and not the cook? (3rd)*
- Next, ask the students to read the last 21 lines of the text silently, from the line *Hardcastle: Sir, you are my guests,* ... to the end of the passage.
- When students have finished reading, ask for two volunteers to read the last three speeches aloud (Hardcastle's last two and Marlow's last one). Then discuss why each one thinks he has to see to the bedrooms. (Marlow thinks he needs to check that the room is satisfactory, while Hardcastle thinks it is a host's duty to show a guest into a room.)
- Wrap up by asking the class whether they receive many house guests at their homes. With large families and many family members who come for a visit from overseas, having house guests can be fun or it can be difficult. Discuss the good and not-so-good aspects of hosting house guests.

Comprehension and Vocabulary

(Page 177 – Student's Book)

Exercise A

- Ask the students to work in pairs to read the definitions given and to look for words in the passage with the same meaning.
- Encourage pairs to compare answers.

Answer Key

- | | | | | |
|-----------|----------------|-------------|-----------|------------|
| 1. trunks | 2. hospitality | 3. impudent | 4. larder | 5. courses |
|-----------|----------------|-------------|-----------|------------|

Exercise B

- Ask the students to work in pairs to find the words and expressions in the text and then to decide what they mean by the way they are used.
- Then ask them to write definitions individually. Allow them to consult dictionaries, but point out that these expressions do not have completely fixed meanings—the meanings depend partly on the situation they are used in.

Answer Key

- | | |
|--|---|
| 1. Please make yourself comfortable! | 2. I made it myself especially for you. |
| 3. to include himself in our conversation | 4. a list of dishes offered; menu |
| 5. You don't have to worry about it; I will take care of it. | 6. I have made my decision too. |

Exercise C

- This exercise asks students to summarize and categorize events in the text.
- Ask the students to work in small groups to discuss their answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

First of all, Mr. Hardcastle thought it was odd that his guests were having a conversation that did not include him and also that they did not participate in the conversation he tried to begin with them. At the same time, Mr. Marlow and Mr. Hastings thought it was odd that Mr. Hardcastle kept interrupting their private conversation and tried to engage them in conversation.

Next, Mr. Hardcastle was surprised when Mr. Marlow asked for a particular drink, punch, which he did not have, while Mr. Marlow was irritated that Mr. Hardcastle simply gave him a different drink than what he asked for, cup.

Finally, Mr. Hardcastle did not expect his guests to state or order what they wanted for supper because it is polite for houseguests to eat whatever they are served. On the other hand, Mr. Hastings and Mr. Marlow thought it was strange that they were not asked to select their meals from several options so that they could have what they preferred rather than needing to eat an elaborate three-course meal.

Language Structure

(Pages 177, 178, 179, and 180– Student's Book)

Tense Revision: Special Verbs

Exercise A

- This is a very simple activity which can be done in rapid-fire style.
- Read the sentence in the affirmative and have the students restate the sentence in the negative.
- Point out that a common mistake is to use an infinitive. This cannot be done when following a modal such as must.

Answer Key

- | | |
|---|---|
| 1. He must not buy one. | 2. Rafiq must not go to school. |
| 3. We must not sell this book. | 4. I must not do my homework quickly. |
| 5. They must not do it again. | 6. You must not close all the windows. |
| 7. Wajid must not hang the picture on the wall. | 8. We must not go to that shop again. |
| 9. You must not fill out the form in pencil. | 10. We must not put all our books away. |

Exercise B

- As noted we cannot use an infinitive after *must*. However, *had* is not an infinitive, therefore in this case, we do use the infinitive.
- Point out *to* in the example given.
 - We must go today.
 - We had *to* go today.
- Do the first few examples together.
 - I must stop now.
 - I had *to* stop last week.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. I had to stop last week.
2. I had to telephone my cousin last night.
3. My little brother had to go to the doctor last Saturday.
4. We had to travel by boat during the floods.
5. I had to borrow a hundred rupees this morning.
6. Zain had to catch the bus yesterday morning.
7. She had to buy another bottle of ink yesterday.
8. You had to go to see the headmistress last week.
9. We had to stay for hockey practice the day before yesterday.
10. I had to have a tooth out last Friday.

Exercise C

- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. You need not buy another book.
2. I need not have all my teeth out.
3. We need not get up at four o'clock in the morning.
4. Your brother need not wind his watch up every day.
5. The floor need not be washed this week.
6. The cake need not be baked for five hours.
7. You need not run very fast.
8. She need not wash all the dishes.
9. We need not write out the whole of this exercise again.
10. Ayub need not go to visit his grandmother.
11. You need not take all the medicine at once.

Exercise D

- Write the example on the board.
 - We *need not* go today. (yesterday)
 - We did not need *to* go yesterday.
- Point out the structural changes to the students.
 - use of the infinitive – to go
 - adding the verb did and then switching need not to not need
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. I did not need to write my essay last night.
2. We did not need to pay a hundred rupees last week.
3. We did not need to send Zia a letter last Saturday.
4. You did not need to lock the door last night.
5. Father did not need to send in an Income Tax form last year.
6. Ann did not need to buy a new dress last month.
7. You did not need to sharpen all these pencils this morning.
8. Father did not need to have the house painted last year.
9. We did not need to work so hard last year.
10. The children did not need to have their shoes repaired last month.

Exercise E

- Write the example on the board and discuss how each is formed.
 - I *can* do it now. (when I was younger, tomorrow)
 - I *could* do it when I was younger.
 - I *will be able* to do it tomorrow.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. I could swim last year.
I will be able to swim soon.
2. Najmi could jump five feet before her illness.
Najmi will be able to jump five feet by the new year.
Zia could walk up the hill without stopping when he was stronger.
Zia will be able to walk up the hill without stopping soon.
3. She could ride a bicycle when she was only four.
She will be able to ride a bicycle soon.
4. I could sew a dress when I was in Class 1.
5. I will be able to sew a dress by the end of the term.
6. Zain could cook a meal when he was a small boy.
Zain will be able to cook a meal when I have taught him.

7. I could run a mile in ten minutes last year.
I will be able to run a mile in ten minutes next term.
8. Kalim could sing very well when he was small.
Kalim will be able to sing very well when he has practiced more.
9. Najmi could read four books in a week when she was studying for her exams.
Najmi will be able to read four books in a week when she joins the library.
10. I could explain how a radio works after my uncle had told me.
I will be able to explain how a radio works when I have taken this one to pieces.

Exercise F

- Write several verbs on the board and elicit the past participle of each. It is a good idea to mix in several irregular verbs as a review.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | |
|----------------------|--------------------|----------------------|
| 1. could have gone | 2. could have won | 3. could have caught |
| 4. could have bought | 5. could have been | 6. could have had |

Exercise G

- Ask the students to model the example to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. Zain ought to have visited his grandmother but he did not.
2. Nusrat ought to have sewed a button on her dress but she did not.
3. My brother ought to have locked all the doors but he did not.
4. I ought to have given the beggar some money but I did not.
5. Mother ought to have bought some more fruit but she did not.
6. Father ought to have gone to a meeting but he did not.
7. He ought to have informed the police but he did not.
8. My sister ought to have closed the windows but she did not.
9. I ought to have finished reading my library book but I did not.
10. We ought to have finished these exercises but we did not.

WORKBOOK ANSWER KEY

- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

AUXILIARY VERBS (Pages 62 and 63)

1. I ought to have bought a new dictionary but I could not afford one.
2. We need not have run for the bus because it had already gone.
3. John thought he might be going on a holiday with his parents but he could not be sure.
4. I had to explain to the bus conductor that I had forgotten my money and would pay later.
5. We need not have gone swimming if we did not want to. We could have lain in the shade of the trees.
6. Our teacher said that we could go home early but we had to be on time for the games practice.
7. We had to underline all headings in our notebooks but we did not need to use a ruler.
8. He thought that they might find that there was no life on the moon.
9. The class had to put away all the books in the library or as many as they could.
10. I told you that I would help you if I could, but that you might be disappointed.
11. Peter was so good that he could score a goal from any position.
12. We had to scrub the floors and then we had to polish the furniture.
13. We did not need to wash the curtains for that had already been done.
14. My little sister had to go to the doctor once but she did not need to go every week.
15. John hoped that he had won the contest but he could not see his name anywhere.

1. We must return to school now.
We had to return to school last week.
We shall have to return at the beginning of the month.
2. They can tell us where the bus is going.
They could tell us where the bus is going.
They could have told us where the bus was going but they would not.
3. John ought to give in his homework today.
John ought to have given in his homework yesterday but he did not.
4. My father has to pay a lot of bills this year.
My father had to pay a lot of bills last year.
My father will have to pay a lot of bills next year.
5. You need not pay me back the money tomorrow.
You need not pay me back the money because your sister has already given it to me.
You need not have paid me back the money but I am very glad you did.
Salma must go to see the doctor as she has a fever.
Salma had to go to see the doctor as she had a fever.
Salma will have to go to see the doctor if her fever does not get better.
6. We can have a picnic today.
We could have had a picnic if it stopped raining.
We could have a picnic when the holidays come.
7. Mother has to go into town to do some shopping today.
Mother had to go into town yesterday to buy some curtains.
Mother will have to go into town and buy some more curtains tomorrow.

Composition

(Page 180 – Student’s Book)

- This is a great activity for writing and speaking. It is called storyboarding and to make the activity more interesting, you could ask the students to provide their own pictures from a trip or a party or any other event in their life to write about.
- Ask the students to provide three pictures all on one sheet of paper.
- Allow the students to walk around the room pairing up with other students to tell them all about the event exemplified in their pictures. This will give them practice and help prepare and organize their thoughts for their composition.
- Give students time in class to write their outlines and assign the task as homework.
- Follow the Composition section in the To the Teacher, for instructions on peer evaluation.

Useful Words and Phrases – Remember and Forget

(Pages 180 and 181– Student’s Book)

- Follow the examples in the book and complete the activity as requested.
- Ask the students to share their sentences with their neighbours.
- Point out that they should always help and correct when possible.

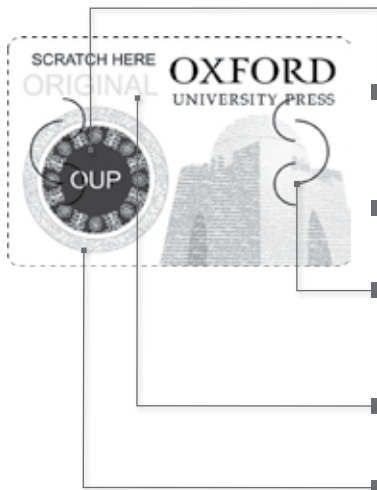
Answer Key

- | | |
|-------------------------------------|---|
| 1. remember; forgot | 2. remember; remember |
| 3. ...to switch off the water pump? | 4. Do |
| 5. Did | 6. ...how we used to climb trees when we were young? |
| 7. forgotten | 8. ...forgot to cook today/...did not remember to cook today. |
| 9. forget/ remember | 10. remember |

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