

THIRD EDITION

For Grade

Teaching Guide

7

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New
**Oxford
Modern
English**

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TITLE VERSO

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Introduction

New Oxford Modern English (NOME) is a complete English course and is currently used all over Pakistan, in the Middle East, and in other South Asian countries.

This teaching guide has been developed for the revised SNC edition of New Oxford Modern English books & workbooks.

It is hoped that this new edition will satisfy the demands of pupils, teachers, and parents—not an easy task, by any means—and that the teaching and learning of English will become an enjoyable and worthwhile experience for the user.

For pupils, we have produced books and materials to capture the imagination and make lessons a pleasure rather than an imposition. The core materials—the student books and workbooks—are full of lively reading passages, attractive illustrations, and interesting, thought-provoking exercises. The books have been graded and structured in such a way that much self-learning can be done.

For teachers, the core materials will make their task of teaching English much easier. We hope that teachers will take the time to go through this Guide in detail. It will explain why things are done in a particular way and how best to use the core materials. The Teaching Guide contains detailed notes and information about each page of the student book and workbook, suggestions for various activities in class, lists of structures and vocabulary, and much more.

Parents will appreciate that their children are being given the opportunity to learn English using the best tools available. Learning English, however, should not be confined solely to the classroom. Parents may take an active part in helping their children to learn by providing encouragement and a peaceful and attractive environment at home. Hopefully, parents will provide their children with good supplementary books and magazines to read, discuss school work, and speak in English whenever possible.

The Teaching Guide also contains *detailed lesson plans* given at the end of the book.

1. Components of the course

The Student Books

The Student Books provide a base or springboard from which to operate. The books are carefully graded and structured. By stages, they introduce the pupil to the letters of the alphabet, simple words, sentences, paragraphs, stories, poems, writing of all kinds (descriptive, dramatic, narrative), and a whole range of ideas.

The Student Books present the pupil with graded material incorporating reading matter followed by exercises. The reading scheme has been especially designed so that a number of different approaches are utilized. The emphasis in the early Student Books is on phonics, although some words, due to the very nature of English, fall into the ‘whole word’ or ‘look-and-say’ category.

Of the various methods of teaching reading, it has been shown that a blend of phonics and the ‘look-and-say’ method is the most satisfactory. Some words in English lend themselves to the phonic approach and can be broken up into their constituent parts. We can do this by pronouncing the individual phonic sounds that make up the whole word. Such words are usually simple, single-syllabic words, such as *cat*, *hit*, *let*, and *bun*. Many words cannot be broken up into their constituent parts by applying phonic rules. For

example, words such as *the*, *is*, *this*, and *of* must be learnt as ‘look-and-say’ words. Trying to break such words up into separate phonic sounds will only lead to confusion

Many such words are used frequently in English and are important because not many sentences can be constructed without using some of them! The introduction of such words, then, cannot be left till a later stage when the pupil arrives at the appropriate phonic level. They must be introduced earlier on as ‘look-and-say’ words. An approach that is strictly and exclusively phonic tends to lead to stilted and forced language. In addition, such an exclusive approach may confuse the pupil when he/she is faced with words that do not conform to a pattern that has been introduced and learnt. For example, if the pupil is taught that the letter *c* produces the sound ‘kuh’ (*cat*, *cub*), what is he/she then going to make of the words *city* and *ice*? The pupil cannot apply any previously learnt ‘rules’ in order to decipher these new words or tackle reading material independent of the teacher’s assistance. This is why, in the early student books, there is a blend of two approaches: phonic and ‘look-and-say’.

In Student Book Primer A, considerable emphasis has been placed on oral activities before reading. This is a direct attempt to encourage teachers to spend more time ‘using the language actively’. Generally, too much time is devoted to silent (reading and writing) activities in class—meaning and understanding can only come through activity and practical usage, especially in the early years.

In Primer B, the second Student Book, the pupils are introduced to many new words, using both phonics and ‘look-and-say’. The pupils are also introduced to whole sentences which incorporate controlled structures.

From Student Book 1 onwards, the books contain language which again is controlled; the structures are graded and the books contain appropriate vocabulary, stories, and poems, followed by varied exercises to develop all the necessary skills.

Speaking and Listening before Reading

Reading is a complicated activity requiring considerable skills. It is essential that before pupils begin to learn how to read, they gain as much facility as possible in the skill of speaking. They must also be given the opportunity to listen to the words of the language being spoken. The pupil must first learn that the object with which he/she writes is called a *pen* or *pencil*, the object he/she throws up in the air is a *ball*, and when he/she is moving forward quickly he/she is *running*. The pupil may be familiar with these words in the mother tongue, but not in English. First, the learner of English must familiarize himself/herself with the words of the language through practical activities and concrete examples. He/she must get used to a whole new vocabulary, new structures, and an entirely different way of pronouncing words.

In many schools all over the country, teachers begin the teaching of English by introducing reading and writing (the alphabet) before they have given the pupils a chance to explore and acquire some skill in using the spoken language. Pupils must be given this opportunity if they are to make some sense of what they are doing. By making these exercises a part of the Student Book, it is hoped that teachers will realize how important it is for pupils to practise speaking before learning to read. (For a more detailed account of pre-reading activities, please see the relevant chapter later in this Guide.)

The textual matter and exercises in the Student Books offer much scope for oral work, and it is recommended that pupils be given every opportunity to discuss the text and the pictures, and be encouraged to read aloud to improve their pronunciation.

The Workbooks

The Workbooks are closely related to the Student Books. The oral and reading exercises in the Student Books should be followed immediately afterwards by oral and written exercises in the Workbook. Each page of the Student Book consists of oral work followed by some reading. Similarly, each page of the Workbook entails oral work followed by some kind of written work.

In the Primers, much of the written work consists of writing letters and words. Naturally, this means that pupils also have to read. But remember, writing is an even more complicated activity than reading. It involves eye-and-hand coordination, motor control, and much more. Because pupils find writing a laborious activity, the exercises that are introduced in the Workbook are varied. The pupils are not expected to write letters and words all the time, but have been given ample scope to draw, colour, match, copy, and join lines and boxes. Further writing activities based on the exercises in the Student Book and Workbook will greatly benefit the pupils and help to develop their reading and writing skills. Suggestions for such activities are contained in the detailed notes, but it is up to the teacher to decide whether or not such additional work is necessary.

The Workbooks which correspond to the later Student Books contain exercises which are closely related to the topic(s) covered in the Student Books. In some instances, however, a new topic (concerning the use of special vocabulary, or structure, or activity) is introduced in order to cover as much ground as possible. Full instructions are given, with examples, so that the teacher or pupil should have little difficulty in understanding what has to be done.

Supplementary Learning Materials

In the early stages, it is essential that the teacher develops, produces, and makes a collection of all kinds of supplementary materials in order to aid learning. The books in the series can only serve as a base from which to work, and it is the teacher's job to reinforce this work with appropriate exercises, materials, ideas, worksheets, games, and above all, efforts to try and create the proper atmosphere and environment in which real progress can be made. Supplementary materials include charts, worksheets, flash cards (words, pictures, sentences), matching cards, games, and various pieces of apparatus involving the manipulation of letters or words in order to help pupils learn how to spell or how to use a structure. All these items will help pupils to revise and reinforce what has been learnt in the student books. They offer great scope for the teacher to approach certain lessons from an entirely different angle and will help to occupy the pupils' time constructively. Slow learners as well as those who are quicker can benefit greatly from using these materials.

In the later stages, the use of additional learning materials may not be felt to be so necessary for every pupil in the class. However, there will be instances when you will find that certain pupils need extra help or additional practice in order to understand a particular lesson. It is here that supplementary learning materials can be most useful. Many learning materials and games are already available. It is hoped that some materials may be developed as part of this learning package. Many of the materials can easily be made, quite inexpensively, by teachers themselves. For a list of materials and how to make and use them in class, please see the Teaching Guide for Primers A and B.

In addition to the above-mentioned supplementary materials, rhymes, poems, and songs are an important part of speech and ear training. The detailed notes for Primers A and B suggest where you might introduce various rhymes during the course of the year. Teachers should ask the pupils to listen to the rhymes and teach them the words so that the rhymes can be learnt and repeated. Obviously, learning these rhymes will take time, but this will be time well spent.

2. Teaching English

The Pupils

Before you start using the books and materials of this English course, here are some important points to consider about each of your pupils.

- What is the background of the pupil?
- Is English spoken at home on a regular basis?

- Is the pupil a second-generation learner? (Have the parents received some kind of education?)
- Does the pupil come from a home where books and magazines are available and where the other members of the family read?
- Does the pupil come from a home where there are educational toys, a radio, TV, internet access, newspapers?
- Does the pupil have any difficulty related to sight, speech, or hearing?

These are only some of the questions you might ask about your pupils. Your answers will determine where you have to start, what pace to go at, and what work must be done in order to get the best out of your pupils. Here are some constructive steps you can take in order to teach English more effectively at the primary level.

Using the Teaching Guide

This course is a complete learning package and the intention of this guide is to help you to use the package effectively. There is a Teaching Guide for each level and each will provide many ideas that can be used and developed throughout the course. Please be sure to read the detailed notes and teaching suggestions in the guide.

Using the Student Books and Workbooks

The books have been especially designed for pupils from a Pakistani background. They try to bridge, or to some extent, narrow the gap between complete beginners, those whose mother tongue is not English and who do not speak any English at home, and those whose home environment involves the use of a considerable amount of English. As not all pupils learn at the same speed, and some topics or structures are more difficult to grasp than others, it may be necessary for the teacher to backtrack, revise, spend a longer time over certain stages, or even skip out or race through certain exercises where necessary. The teacher should feel free to adapt and amend and not stick too closely to all the suggestions made in this guide, if that is going to restrict his/her teaching in any way. For example, if time is limited, the first set of comprehension questions in most exercises may be answered orally—only selected questions may be given for written work.

Using Materials

Use as many materials as possible. If your pupils do not have reading and writing materials at home, you should try to provide them in class. As mentioned above, student books are useful tools but they are not the only materials you should use. Supplementary reading materials, charts, wall displays utilizing pupils' written work and drawings, flash cards of various kinds, and games all support the learning process.

By using and displaying materials, your pupils will have plenty to look at, think about, and talk about. Fast learners, with the help of different materials, will reinforce what they have learnt, and slow learners will have the opportunity to approach the same topic from a different angle.

Do create a small library of supplementary reading materials within the classroom. The textual matter in the Student Book is limited; it is not sufficient to develop the *habit* and *love* of reading.

Planning

With careful planning, you can vary your lessons, allocate sufficient time to every aspect of learning English, and introduce new and interesting ideas and activities which will make your classes lively and interesting. The Teaching Guide will prove an invaluable tool in this process. Sample lesson plans have also been included at the end of each unit in each guide. It is not necessary to follow them rigidly. Vary them for interest according to your requirements.

Activity

Make sure that your lessons are active. Varied activities will help to generate enthusiasm and enjoyment in the classroom. Boredom will not be an issue if you introduce varied, interesting activities.

Dynamism

Make sure that all your lessons are dynamic. It is only if you are enthusiastic and dynamic that you can inspire your pupils to put in their best efforts, work hard, and learn something. If you are dull and sound bored by the whole process, your lack of enthusiasm will transfer to the pupils. Their lack of enthusiasm will make your task more tedious.

Atmosphere

Try to create an atmosphere in class that is conducive to learning. This may be done on two levels—the physical and the psychological. To improve the physical atmosphere, make sure your classroom is an interesting place in which to be. Desks arranged in rows and nothing but bare walls will not help. Make your classroom exciting and attractive, full of interesting things.

On the psychological level, try to create an atmosphere in which pupils are not fearful or intimidated. If the work is interesting and stimulating and the atmosphere is relaxed and peaceful, much more can be accomplished.

Speaking in English

Make sure you use English at all times in the English lesson. Do not use the pupils' mother tongue to explain meanings or to give instructions. Understanding will only come through constant and open dialogue in the classroom, between the teacher and the pupils. Use English naturally and whenever possible, and expect the pupils to use it too. You will be surprised how quickly and easily incidental language is picked up by the pupils.

3. Pre-reading

Time spent on pre-reading activities will greatly benefit the potential reader, so do not rush this stage. The exercises and suggestions here should be followed in the first few weeks of school and should be continued with even after work in the student book has begun.

Listening and Speaking skills

These skills relate directly to the pupil's ability to listen to, decode, and understand words and sentences spoken in English, and the ability to repeat or utter words, phrases, and sentences in a meaningful and clear manner.

Points to consider:

- Can the pupil hear sounds properly? (Is his/her hearing impaired in any way?)
- Can the pupil tell from which source a particular sound is emanating? (Show the pupil pictures—a horn, a bell, a drum—and listen to a recording of these sounds.)
- Can the pupil distinguish between one sound and another heard at the same time? (Clapping and instrumental music; baby crying and person singing; a number of musical instruments being played at the same time.)
- Can the pupil distinguish between loud and soft sounds?
- Can the pupil understand simple instructions?

- Can the pupil repeat simple words, phrases, rhymes?
- Can the pupil repeat simple stories in his/her own words?
- Does the pupil come from a background where English is spoken frequently?

You can organize activities in class which will greatly help the pupils not only to hear sounds, but to listen to sounds with concentration and understanding. For such exercises, a CD player will prove useful.

Here are some activities to develop listening and speaking skills.

1. Talk about objects and events, naturally and as often as possible.
2. Give the pupils the opportunity to speak English whenever possible. Listen attentively to what they have to say and encourage them to speak by asking questions.
3. Use English all the time; try not to use the mother tongue. If the pupil is from a non English-speaking background, he/she will need to hear English spoken quite often.
4. Give clear instructions at all times; pronounce all your words properly (to the best of your ability).
5. Tell stories, recite poems, sing songs, and get the pupils to learn these and repeat them. Encourage the pupils to learn some tongue-twisters. (Very often pupils repeat or recite rhymes and poems at the top of their voice; there is no need for this! Teach them to speak and sing in a natural way.)
6. Play various games which involve the use of listening or speaking skills. ('I-spy', finding rhyming words, making up stories, guessing games, miming and describing actions, etc.)
7. Use as above to play music and songs to the pupils.
8. Use as above to record and play back the pupils' own voices.
9. Provide pictures and books for pupils to look at so that these can act as a stimulus for conversation.

English is spoken all over the world so there are many different accents. It is not essential that English should be spoken in one particular accent. As long as the speaker's utterances are easily understood by anyone listening, the 'accent' is not important. Obviously care must be taken to pronounce words in the correct way, otherwise the meaning may not be clear. For example, there is a considerable difference in the meaning of the words *cheap*, *chip*, and *ship*. The use of *ch* for *sh*, or a long vowel sound for a short one, may cause confusion, unless the context is absolutely clear.

Here are some words and sounds that might cause confusion if they are not pronounced properly:

bag/beg/back	rode/wrote	ear/year
chip/cheap	vary/wary	heard/hard
sheep/ship	vent/went	are/or
boat/both	will/wheel	pot/part
feel/fill	ask/axe	lose/loose
sleep/slip	vet/wet	ee/she
pole/foal	eat/heat/hit	so/show
vain/wane	necks/next	sue/shoe
day/they	shoe/chew	his/is
put/foot	part/pot	heart/hot

There are many other confusing pairs of words. Concentrate on the clear pronunciation of all consonants, consonant blends, and vowel sounds. Distinguish especially between long vowel sounds and short ones. When in doubt about the proper pronunciation of a word, consult a good dictionary. A good dictionary will also tell you where to put the stress or accent in a word.

Visual Skills

This skill relates directly to the pupil's ability to recognize, decode, and understand words and sentences written in English.

Points to consider:

- Can the pupil see properly? (Is his/her sight impaired in any way?)
- Can the pupil distinguish between one colour and another?
- Can the pupil already read letters/words in another language?
- Can the pupil recognize writing (as opposed to pictures)?
- Does the pupil come from a home in which books, magazines, and other reading/picture materials are available?
- Can the pupil recognize and understand simple visual symbols? (e.g. an arrow, indicating direction.)

Prior to reading, it is essential that pupils are given the opportunity to develop certain visual skills which will make the task of 'real reading' much simpler for them later on.

Bare classroom walls will in no way help the pupils to develop visual skills! Make sure your classroom walls are always covered in interesting pictures, words, and sentences. Replace the materials often, in order to maintain the pupils' interest.

Visual skills consist of matching, sorting, orientation, discrimination, sequencing, completion, and recall. Refer to the **Teaching Guide for Primers A and B** for further details.

Motor Skills

These skills relate directly to the pupil's ability to combine sight and muscular control in order to use a pencil or other implement to draw or write words and sentences accurately.

Points to consider:

- Does the pupil have any physical defect which makes writing difficult?
- Does the pupil come from a home where others write, and where writing materials (pens, pencils, colours, paper) are readily available?
- Is the pupil more comfortable using the right hand or left hand when writing (or drawing, or doing other tasks)?
- Can the pupil write any words in another language?

There are many activities that can greatly help hand-eye coordination. Some of these include the threading of beads, colouring, drawing, tracing, drawing around shapes (or templates), cutting out shapes or pictures with a pair of scissors, playing games (throwing dice, moving counters, holding cards, rolling marbles, using tiddlywinks, etc.), pasting pictures in a scrapbook, doing jigsaw puzzles, using a needle and thread to make samplers (sewing), copying pictures, painting, completing dot-to-dot pictures, doing mazes, constructing simple structures from a variety of materials (card, paper, cotton reels, sticks, string, matchboxes, etc.), and modelling with clay or play dough.

Remember that before the pupil begins to write letters and words, he/she should have *heard* the word spoken, *said* the word and *used* it in a meaningful way in a sentence, and *read* the word, either on its own or in a sentence. At the pre-reading stage, however, activities may incorporate the use of many skills at one time.

Many of the motor-skill activities are contained in the Workbook, but due to certain constraints (mainly of space available) they have been limited. Teachers should provide the pupils with ample opportunity to develop these skills even after work in the student book has been started. Use lots of craft activities

to develop hand-and-eye coordination. Remember that all the skills described above can be developed across the curriculum: do not confine the use of English to the English period alone!

4. Reading

The early preparation for reading has already been outlined in the chapter entitled Pre-reading.

In order to become a reader, the pupil must be aware of shapes, be able to recall stories and poems, and have a considerably wide vocabulary in English. Above all, the pupil must be sufficiently motivated and must want to read. Forcing someone to read, especially when the person is not ready to read or finds the task difficult, may only put off the potential reader.

The potential reader must be given opportunities to develop pre-reading skills and must be encouraged to read. Encouragement may be given in a number of ways. First, provide the pupil with books to read. These may be picture books with very few or no words in them. If you provide the pupils with books and read stories to them, you will show them that books are useful and interesting, and that they are worth reading.

Build up a collection of books in the classroom. Some books may disappear or be spoilt, but if they do not exist in the first place, the pupils will never learn how to use them or handle them with care. Remember that reading with fluency, accuracy, enjoyment, and understanding cannot be achieved by reading *one* student book. The skill of reading and an interest in reading can only be developed properly by allowing the reader to read and enjoy a number of books.

5. Writing

Writing is a laborious activity for the pupil; it is not a natural activity. Writing involves many skills: the pupil must first be able to recognize that certain shapes form letters, and that these letters represent particular sounds; when the letters are put together they form words, pronounced in a particular way; these words have meaning.

Only when the pupil has made some headway in oral work and in reading should he/she be encouraged to write. 'Writing', prior to this stage, should involve the use of implements to draw, colour, scribble, make shapes, and copy in order to develop fine motor skills and hand-eye coordination.

Writing requires strong motivation and a great deal of practice on the part of the pupil. So, do not expect too much at first. The teacher should try to make the activity as exciting and attractive as possible, and offer lots of encouragement. The writing of endless lists of words will not help to enthuse the pupils or make them want to write more than is absolutely necessary. Varied activities and tasks, which include drawing as well as writing, should help to motivate the pupils.

Remember to write clearly yourself and do not join letters when writing on the blackboard. If you do not take care to write neatly, your pupils cannot be expected to write neatly either!

The Workbooks are designed to give pupils the opportunity to develop their writing skills. But, due to limitations of space, further writing tasks should be set by the teacher. The section entitled Supplementary Learning Materials and suggestions and answers contain suggestions for further writing activities.

It is a good idea to supply each pupil with a copywriting (handwriting) book as well as a notebook for writing practice. There are a number of good copywriting books available. Make sure that the one you use is compatible with the Student Book and Workbook of this series. For example, it is no use supplying the pupils with a copywriting book that introduces capital letters before lower-case letters!

Make sure that writing is always neat and that each letter is formed in the correct way from the start. Undoing a bad habit can take a long time so make sure from the very start that the letters are written properly. Later, the pupils should take care to produce work that is not only legible, but grammatically and

structurally correct. Where necessary, point out mistakes made in spelling and punctuation, but do this with care. If a pupil produces work that is full of mistakes, covering the page with corrections in red ink may discourage the pupil. Correct serious mistakes, but also take note of the other mistakes being made and plan a course of remedial action.

Give pupils the opportunity and encouragement to try and write creatively. Quite often, exercises based on work in the Student Books do not allow much scope for creativity or imagination. In many instances, however, this is possible if you use your own judgement and good sense to alter, adapt, or improve on exercises that have been set. Creative writing does not mean that pupils should abandon the rules of writing correct English. Creativity can come from the use of original ideas put in a novel way, but which also observe all the prescribed rules of good grammar and syntax.

Remember that pupils like to have their work appreciated and admired. Ensure that the work of each pupil, at some stage during the year, is displayed for all to see. If a pupil produces a particularly good piece of writing, correct it, get the pupil to rewrite it neatly, and perhaps illustrate it. You can then mount it and display it on a board in the classroom. Change the works on displays regularly so that the display board becomes a constant source of attraction and inspiration.

Adventures of Isabel

This is a darkly comic poem that plays with ideas from nursery rhymes and fairy stories. Isabel is a girl who knows how to deal with things and can take care of herself!

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- a. Isabel washed her hands and straightened her hair up before she ate the bear.
- b. The witch's face was cross and wrinkled, and she did not have many teeth.
- c. Isabel turned the witch into milk and drank her.
- d. The giant wanted to grind Isabel's bones (into fine powder, like flour) to make his bread.
- e. She was eating zwieback (a type of bread).
- f. The doctor wanted Isabel to swallow some pills.
- g. Isabel 'cured the doctor' - presumably by making him eat his own pills.
- h. Students to use dictionary/thesaurus to answer this question.

These questions are more difficult. Discuss them first.

- i. The bear, the witch, and the giant behave in ways that seem familiar from fairy tales. Pupils can discuss whether the doctor's behaviour is as we would expect it to be, or not. Perhaps they can also comment on what this poem suggests about the poet's view of doctors (bearing in mind that the tone is humorous).
- j. Isabel does not panic or ask for help; she deals with the situations herself. Pupils should pick out the lines that describe her self-reliant behaviour.
- k. Guide the students into writing a summary in pairs where they can discuss and make a mind map to help them write the summary.

B WORKING WITH WORDS

1. Find words in the poem, which have the same or nearly the same meaning as the following.

- | | | | | |
|--------------|-----------|-------------|-------------|-------------|
| 1. satchel | 2. grind | 3. ravenous | 4. cured | 5. wrinkled |
| 6. continued | 7. bulged | 8. rage | 9. zwieback | 10. scream |

IDIOMATIC LANGUAGE

2. Use 'catch' or 'caught' in sentences of your own to express the following:

Catch: Use the expressions in oral sentences and ask the pupils to do so, too. Pupils will write their own sentences. Make sure the idiomatic meanings are understood.

3. We also use the word 'take' in a number of ways. Replace the italicized words with ones of your own. Do not use the word 'take'.

- a. Adnan *looks like/resembles* his father.
- b. She is very proud; someone must *humiliate her*. (Note: She needs taking down a peg or two.)

- c. Don't allow yourself to be *fooled/deceived* by his sales talk.
- d. His writing has *developed/acquired* a peculiar style.
- e. Can you *understand* what the author means?

C. LEARNING ABOUT LANGUAGE

PUNCTUATION

1. In your book, write the punctuation mark and their names.

Brackets/parenthesis, exclamation mark, hyphen, dash, colon, semi-colon, question mark, inverted commas, comma, full stop, opening speech mark

2. Write a short paragraph on a topic of your choice. Use a range of interesting vocabulary and punctuation for effect.

Pupils are to use their creativity and come with a topic of their choice and write about it while keeping in mind to use the correct form of punctuation.

MAIN VERBS AND AUXILIARY VERBS

3. Read the following sentences aloud

Help the students read the sentences out loud.

REVISION: THE PARTS OF SPEECH

4. Can you recall the parts of speech? The definitions have been given below but the names are missing. Fill in the names and give some examples for each definition.

Help the students recall the parts of speech and test their understanding by asking them to fill in the blanks with the correct parts of speech.

5. In a pair take the roles above and say the sentences to each other. Then say the following.

Help the students form pairs and ask them to say the sentences above out loud.

6. Underline the main verb in the sentences below. Highlight the auxiliary verbs.β

- | | |
|---------------------------------------|--|
| a. main verb: go; auxiliary: will not | b. main verbs: cooking, cut; auxiliary: was |
| c. main verb: make; auxiliary: don't | d. main verb: delayed; auxiliary: will be |
| e. main verb: play; auxiliary: do | f. main verbs: started, watching; auxiliary: has |

ADVERBS.

Discuss the text with examples of your own. Note also that adverbs are usually, but not always, placed after the verb, e.g. She *rose quickly* and left the room. He *cautiously opened* the box.

7. Pick out the adverbs.

- | | |
|--------------------------------------|------------------------------|
| a. sweetly (qualifies <i>sings</i>) | b. quickly (<i>taking</i>) |
| c. much (<i>tell</i>) | d. beside (<i>slept</i>) |
| e. since (<i>left</i>) | |

8. Look through the first ten lines of the poem and find all the verbs.

Here are all the verbs in the poem: the verbs from the first ten lines are in italics.

met, didn't care, was, was, was, said, glad, to meet (infinitive), do, will eat, didn't worry, didn't scream, scurry, washed, straightened, ate, met, was, were, crowed, turn, didn't worry, didn't scream, scurry, showed, showed, turned, drank, met, continued, was, was, had, said, grind, to make (inf.), didn't

worry, didn't scream, scurry, nibbled, fed, was, cut, met, punched, poked, shocked, was, bulged, said, swallow, will make, didn't worry, didn't scream, scurry, took, cured

9. Find two adverbs in the first ten lines. What kind of adverbs are they?

now - adverb of time; *quickly* - adverb of manner.

Pupils may also pick out the interrogative adverb *how* or the use of *up* in the idiomatic phrases/phrasal verbs: *straighten her hair up* and *eat up*.

10. Is there an adverb in the last line of the poem? What is it? What kind is it?

calmly - It is an adverb of manner.

D. LISTENING AND SPEAKING

1. Discuss this first, and perhaps give an example of how it should be done. Do not mention the name of the person you are describing; but let the pupils guess at the end. The presentation should start with one of the phrases given in 3. below, but can then proceed in any way the speaker wishes.

2./3. See above.

E COMPOSITION

Pupils can choose any human subject they wish. Apart from a brief physical description they should also try to reveal something of the character.

Workbook: pages 2–6

A TELL US MORE: ADVERBS

Revise adverbs. Also look up some words in a dictionary and show how adverbs are marked: adv. Many adjectives (*short, quick, rigid, plain, etc.*) can be turned into adverbs by adding the suffix *-ly*. The spelling is not always consistent!

1. Sort the adverbs below into four groups of words.

How	Where	When	Why
promptly	there	recently	therefore
gracefully	aside	tomorrow	because
bravely	forwards	immediately	
dangerously	home	now	
roughly	already		

2. Write down the adverbs formed from the following adjectives. Encourage the pupils to find the words in a dictionary.

- | | | | |
|---------------|-------------|-------------|-------------|
| a. happily | b. bravely | c. fully | d. clumsily |
| e. wholly | f. unkindly | g. steadily | h. readily |
| i. ironically | j. deeply | k. usually | l. cleverly |
| m. agitatedly | n. sensibly | | |

B TENSES: REVISION

Revise the simple present tense.

1. Give some examples of your own.

Pupils will make up their own sentences. There is room on the page for them to write one sentence for each use indicated, however, in oral work they can be asked to give lots of other examples. You might like to concentrate on one use at a time, e.g. expressing things we do habitually. Ask the pupils to tell you what they do habitually. I eat, I sleep, I brush (my teeth), I comb, I talk, I play, I study. If you elicit answers from the pupils one at a time, and they are asked not to repeat a verb already mentioned, how long can they keep going before one drops out? This may take a while! The game will be shorter if they have to use verbs which begin only with the initials of their name. Don't forget to use verbs in the first, second, and third person.

These are examples:

- a. She sings. They work. We like biscuits.
- b. They often come this way. She never helps her older sister. They seldom visit us these days.
- c. Shadows are dark. Aeroplanes carry passengers. Boats float on water.
- d. They come here before departing for London on Tuesday. The PM speaks next week. We fly tomorrow.
- e. I see what you mean. I like chocolate. I hate it when you say such things.

2. Read and underline all the verbs.

Salman works in a travel agency. He shares his office with another firm. Every day, he drives to the office in his posh car. He arrives at 9 a.m. and the porter greets him at the door. He says good morning to his staff and then enters his private room. He puts his briefcase on the table, takes his shoes off, orders some coffee, sits down, and reads the morning papers.

3. Write two paragraphs. Use the simple present tense to show habitual action.

Pupils will write their own sentences. Make sure the verbs used are in the simple present tense, and that the same verb is not repeated too many times. They may, if they wish, use verbs other than those given in the boxes. Here is an example:

Maheen is an architect. She designs buildings in the city. She works in a large company. At work, she draws the plans for the builders. She plans and measures everything carefully. Once a week, she visits the building sites. On Sundays, she visits her parents by the sea. She cooks extremely well. At the seaside she relaxes, draws, and collects shells. Maheen collects stamps too. She has no brothers or sisters.

Give the pupils an additional exercise that involves using the plural forms. You might suggest, for example, two sisters, two policemen, two mechanics, or two named people.

Rafiq and Akbar are police officers, they report for duty at 6 a.m. They patrol the market, they travel around the city in a bus, they arrest... etc.

C WORKING WITH WORDS

The two exercises here deal with names for professions. A selection has been included, but do introduce others. Note also that for many professions there is no separate word to indicate whether the person is male or female. Today, some words are used for both, e.g. *author* indicates a person who writes; this could be a male or a female, and we do not now use the term *authoress* too often! However, pupils will come across such terms in their reading.

1. Do you know what the following people are called?

- | | | | |
|---------------|----------------|---------------|----------------|
| a. pilot | b. philatelist | c. challenger | d. mountaineer |
| e. astronomer | f. botanist | g. mechanic | h. geologist |
| i. surgeon | j. apprentice | | |

2. Give the feminine or masculine noun for the following.

actor	—actress	wizard	—witch
conductor	—conductress	count	—countess
hero	—heroine	man	—woman
lion	—lioness	husband	—wife
bachelor	—spinster	fiancé	—fiancée
duke	—duchess	emperor	—empress
lord	—lady	gentleman	—lady
headmaster	—headmistress	widower	—widow

Lesson Plans

For detailed suggestions, refer to the end of the teaching guide.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and understand a poem
- To develop comprehension skills

Task	Time
1. Reading of the text and explanation of the difficult words.	20 min
2. Exercise A, Question 1 to be attempted. Move on to B if there is time.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To develop vocabulary by using synonyms
- To use catch and take as a phrasal verb
- To revise verbs and adverbs

Task	Time
1. Continue with Exercise B, Questions 1, 2, and 3.	15 min
2. Attempt Exercise C, Questions 1, 2, 3, and 4. Question 3 oral work should be attempted in class.	15 min
3. Continue with Exercise C, Questions 5, 6, and 7. Questions 8, 9 and 10 can be given as homework.	10 min

LESSON 3

Textbook Time: 40 min

Aims:

- To develop oral skills
- To develop directed writing skills

Task	Time
1. Continue with Exercise D, Questions 1, 2, and 3 should be attempted.	25 min
2. Exercise E should be discussed in class, the task can then be given for homework.	10 min
3. Recap the lessons taught so far.	5 min

LESSON 4

Workbook Time: 40 min

Aims:

- To learn more about adverbs
- To form adverbs from adjectives
- To revise tenses, verbs

Task	Time
1. Attempt Exercise A, Questions 1 and 2.	15 min
2. Exercise B, Questions 1, 2, and 3 to be attempted. Incomplete work can be continued in the next lesson.	25 min

LESSON 5

Workbook Time: 40 min Aims:

- To learn vocabulary relating to various positions
- To learn masculine and feminine forms of noun
- To revise the unit

Task	Time
1. Continue the work from the previous lesson.	10 min
2. Begin Exercise C, Questions 1 and 2 should be attempted.	15 min
3. Recap the learning points of the unit.	15 min

The following passage is about General Lt Nigar Johar who is the first and only woman in the history of Pakistan Army to reach the rank of Lieutenant-General. Pupils will learn about her passion and commitment in reaching the top ranks and making the nation proud with her resilience and dedication.

A COMPREHENSION

1. Answer the following questions.

- Nigar Johar's current role in the army is Surgeon General.
- Women have been part of the Pakistan Army since its establishment in 1947. By 2006, women were allowed in combat roles.
- Nigar Johar was born in Panjpir village—District Swabi in Khyber Pakhtunkhwa province.

For the second part of the question, guide the students to look up the place where she was born on the internet and write down what they find interesting about it.

- Johar's father initially did not want her to join the army

These questions are more difficult. Discuss them first.

- Johar continued to study, alongside her chosen career, for much of her adult life. She continued to study at a high level while serving in her posts.
 - The first step was signing up as a cadet in Army Medical School in 1981 and completing five years of training.
 - Her mental strength and endurance.

B WORKING WITH WORDS

TRANSITIONAL DEVICES

- Find at least five example of transitional devices in the chapter about Lt Gen Nigar Johar and add them to your table.

Help the students find examples of transitional devices about Lt Gen Nigar Johar and add them to the table.

- Use suitable transitional devices in these sentences.

- In addition,
- but, also
- after / as soon as
- Alternatively
- So, / In conclusion,

C LISTENING AND SPEAKING

- Collate all the information about Nigar Johar's life and discuss it in detail with your friends.

Guide the students to sit in pairs and discuss the information they have gathered on Lt Gen Nigar Johar.

2. **Use the passage to find out about the pathway to becoming a lieutenant general. If you can, do further research, using the internet or books, to find out more about the different ranks. (Use the guidance in the box.) When you have the information, make a flow chart to display the army ranks in order. Include brief details about each rank, such as the marks on the uniform.**

The students can perform their own research and then jot down all their findings and make a flow chart using the information they found on the internet.

3. **Plan and draft a short speech using transitional devices.**

Guide the students in planning and drafting a short speech using transitional devices for clear structure. And then make them practice and deliver their speeches in front of the class.

D COMPOSITION

PARAGRAPHS

1. **Find two paragraphs with clear topic sentences in the passage about Lt Gen Nigar Johar.**

Paragraph 1 – first sentence

Paragraph 2 – first sentence

Paragraph 3 – first sentence

Paragraph 4 – first sentence

Paragraph 5 – first sentence / third sentence

Paragraph 6 – last sentence

2. **Discuss and compare these three paragraphs from different texts. Here are some questions to consider. What kind of text is the paragraph from? Can you summarise the topic of each paragraph in a few words? Which paragraphs have a clear topic sentence? Which are the key words in the first sentence of each paragraph? Why? Which words make the writing impactful (look for precise vocabulary, effective verbs, transitional devices)?**

Discuss with students and guide them to summarise the topics in their own words. Help them make a list so they can answer all questions in order while discussing them. Allow students time to write their answers as this question requires creative thinking.

3. **These two texts were written by students explaining why they would like to go to university when they are older. Split each one into three paragraphs.**

Text 1:

I am interested in planes and one day I would like to become a pilot. I live in Khaisorah, in Khyber Pakhtunkhwa, and I have never seen a real plane up close. I have a book about planes, with lots of pictures, and I have seen planes fly overhead.

I would like to go to university to study engineering. If I studied engineering, I would learn all about planes and how to build them. I would also learn how to fix them.

I have been working hard in school to get good grades because you need them to go to university. I find Science hard but I know I need to do well in it. Luckily, I like Maths and I am good at it which is helpful because I will need it to be an engineer.

Text 2:

No one in my family has been to university so I would like to be the first to go. I would like to study business so that I can help my parents.

We live in a beautiful valley and my parents run a small guesthouse. Tourists come and stay here so they can go trekking in the mountains. Some of them have told me about other guesthouses and how they are different but my parents never change anything. All of the visitors enjoy the food my parents serve them when they stay.

After studying business, I will know about how to make the business bigger or better or both. I will be able to come back and help my parents.

4. Find what you can about Marium Mukhtar and divide the information in two columns under fact and opinion. Then write a brief report of the facts about her life, career, and death. Remember to use paragraphs with transitional devices and effective topic sentences.

The students can conduct their own research and fill information in two columns *fact and opinion* and use their research on Marium Mukhtar to help them write a brief report in their own words.

Workbook: pages 7–8

A TRANSITION WORDS

1. Complete the sentences below using the transition words/phrases in the box.

- furthermore
- so
- as a result
- however
- otherwise

B IN CONCLUSION

1. Write a concluding paragraph for the text “The first in her field” in your textbook. Read through the text and sum it up in a few short sentences. Remember to recap the text’s topic sentence. Make sure to use at least of the linking words given in the box above.

The students can read the passage again and write a concluding paragraph based on their understanding using their own words.

Lesson Plans

For detailed suggestions, refer to the end of the teaching guide.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and understand a true account
- To enhance vocabulary
- To practise comprehension skills

Task	Time
1. Read the text and explain the unfamiliar words.	20 min
2. Exercise A should be attempted as a whole.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To extend vocabulary
- To use a dictionary
- To practise adverbs, nouns, and adjectives

Task	Time
1. Continue with Exercise B, Questions 1 and 2 should be attempted.	15 min
2. Exercise C, Questions 1, 2 and 3 should be attempted.	15 min
3. Recap the lessons taught so far.	10 min

LESSON 3

Textbook Time: 40 min

Aims:

- To develop listening and speaking skills
- To develop directed writing skills
- To find information on given topics and present it effectively

Task	Time
1. Exercise D, Questions 1, 2 and 3 should be attempted.	20 min
2. Exercise D, Question 4 should be attempted. A brief discussion should precede the written work.	20 min

LESSON 4

Workbook Time: 40 min

Aims:

- To use given transition words
- To learn the use of linking words in writing a conclusion

Task	Time
1. Attempt Exercise A.	20 min
2. Attempt Exercise B.	20 min

A factual account about the history of street lighting. There are many interesting historical details in this piece. Pupils could be encouraged, if they can, to compare the details about lighting (and life) with modern life in different areas (rural, modern, developed, undeveloped, affluent, deprived...).

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- a. Before street lamps were introduced, people would take advantage of the moonlight on cloudless nights and go out to socialise. If the moonlight was hidden by clouds or if the moon was not full or nearly full, there would be no light when it was dark because there were no streetlamps.
- b. Before streetlamps were introduced, the dangers that people faced if they went out at night were that they could trip, fall, and injure themselves, or drown, if they fell into water, or be attacked or robbed.
- c. The link boys were young men who would, for a small fee, hold a burning torch or lamp ahead of people so that they could see the way through the dark streets.
- d. At first, in Paris, the work of a lamplighter involved, for payment, putting up a lamp outside the house of their employer and making sure it was lit. Once streetlamps had been introduced, the lamplighters work changed. They would walk the same route twice a day and, as they checked, cleaned, fixed, lit, or put out the lights, they would notice what was going on around them. Many lamplighters helped to make their routes safer. Their job required energy, strength, agility, and reliability. They had to keep the lights clean, make sure the wicks were trimmed to the right length, light tens of lamps in the evening, and put them all out again in the morning.
- e. In London today, there are roughly 1,500 gas lamps.
- f. Five people are employed to light these lamps today.
- g. Some of the unpleasant aspects of the early oil lamps were that the oil in them had an unpleasant odour and they had to be carefully cleaned and maintained so that the glass did not get dirty.
- h. The dangerous thing about the gas lamps that were introduced in the 1800s was that every now and then one would blow up.
- i. Modern streetlamps are powered by electricity.

These questions are more difficult. Discuss them first.

- j. The German tourist in London said that the streetlamps made the city seem festive (cheerful and jovially celebratory).
- k. The gas lamps did not require the same amount of work as the oil lamps: they were much quicker to light and that was all that needed to be done (they did not have to be maintained - no oil, no wicks) so the work of lamplighters was greatly reduced and required fewer skills. This had an impact on the status and place in the community of the lamplighters.
- l. before, but, if, so that, some of these, buy the early, by the late.
- m. Main idea / topic sentence - by the already 1700s, busy cities, like London and Paris, had street lamps in some areas.

While reading: Pupils will give their own responses. Also, see note above.

Challenge: Pupils will offer their observations, views and opinions about light in the night where they live.

2. Copy the sentences that are true. Change the ones that are not true so that they are correct and then write them out.

- a. F: London had streetlamps after Paris.
- b. T: London grew rapidly in the 1700s.
- c. F: Lamplighters work in the mornings and evenings.
- d. F: The oil lamps used to give off an unpleasant smell.
- e. T: Lamplighters used ladders to climb up and light the oil lamps.
- f. F: Charles Dickens was not a lamplighter. (He was an author.)

3. Answer the following with reference to context.

- a. *The authorities realized the benefits they brought and took over the installation and maintenance of them.*
 - i. 'the authorities' refers to the people in charge of the country such as the city council, the government, the rulers etc.
 - ii. The streetlamps reassured people and made them feel safer, they allowed people to keep working and entertaining after dark.
- b. *'There's no more going the rounds to trim by daylight, no more dribbling down of the oil on the hats and bonnets of ladies and gentlemen when one feels in spirits. Any low fellow can light a gas-lamp.'*
 - i. A character in Charles Dickens' book, *The Lamplighters*.
 - ii. *going the rounds* - a round refers to the act of visiting a number of people or places (in this case, the locations of the lampposts); each lamplighter would have a number of areas which they were responsible for - their rounds
when one feels in spirits - when one has that mood/inclination; pupils might like to suggest some reasons why a lamplighter would feel like dripping oil onto the people standing below the lamp - was it cheeky high spirits or mean spiritedness or something else?
any low fellow - here low means ranking below other people or things in importance or class, unskilled, less-good.

B WORKING WITH WORDS

1. Think of suitable adjectives to use with these nouns. You may choose words from the text or use your own.

Pupils will think of their own adjectives. Encourage creativity. Some suggestions:

- a. gas/electric/standard/bright lamp
- b. long/colourful ladder
- c. moonlit/dirty/dangerous/festive streets
- d. hard/paid/full-time/part-time work
- e. large/wealthy/overcrowded/beautiful city
- f. blinding/dappled/dim light

2. With the help of a dictionary, and after reading the words again in the passage, give the meaning of each word given below. Also find a very different meaning for each word.

Pupils will use a dictionary for this task. Here are a few examples for the first word:

- a. capital - (n.) the city or town that functions as the seat of government of a country or region; (n.) wealth in the form of money or other assets owned by an organisation or person; (adj.) a letter of the alphabet that is large in size and used to begin sentences and proper nouns; etc.

3. Read the following sentences and note which words are used to show a sequence.

First, second, next

C LEARNING ABOUT LANGUAGE

MORE AUXILIARY VERBS

1. Note down the function of the modal verb in the following sentences, and whether the sentences are affirmative, negative, or interrogative.

- a. can; ability (interrogative)
- b. would; probability (affirmative)
- c. be; probability (affirmative)
- d. will be; probability (affirmative)
- e. might; probability (affirmative)
- f. may; permission (interrogative)
- g. should; obligation (affirmative)
- h. may; permission (negative)
- i. would; offer (interrogative)
- j. might; permission (interrogative)
- k. might; probability (affirmative)

2. Use the model auxiliary verbs above in sentences of your own.

The students will write the sentences in their own words.

ARTICLES

3. Say the following aloud:

Help the students read the given sentences out loud.

4. Add the correct articles to the following.

- a. an b. a c. a d. an e. an

5. Look at the examples in parts 1 and 2 again and notice that a or an is used to indicate a specific character or situation. Talk about the difference in meaning between these two sentences. Please, give me a pen. Please, give me the pen.

The students can discuss their answers in pairs and then share them with the rest of the class.

6. We do not use a or an for places, nationalities, and uncountable nouns. Correct the following.

- a. She is Russian.
- b. Shall we listen to music?
- c. It is my dream to go to China.

ADVERBS

Remind the pupils about adverbs, and ask them to give you some examples. Adverbs usually, but not always, end in -ly.

Give each pupil a verb and ask him/her to provide a suitable adverb that has not already been used by another pupil.

7. Pick out the adverbs (qualifiers) in the following sentences and say what kind of adverb they are:

Pupils should be able to recognize the verbs and identify the adverbs. Discuss their findings. They can use the helpful labels from the previous unit but some of the examples start to challenge the pupils further, taking them beyond the simple labels.

- a. brightly (adv. of manner/how: qualifies *glows*) b. safely (manner/how: *could*) c. outside (place/where: *put*) d. easily (manner/how: *could get lost*) e. often (this is an adverb of frequency/when (pupils may use the label time - discuss this): *become*) f. *They light them every evening and put them out every morning.* In this sentence pupils may struggle to spot an adverb. The phrasal verb 'put out' meaning extinguish is used. However, pupils may pick the word *out* as the adverb modifying *put*. In a different context, this would be correct. g. carefully (manner/how - *were looked after*)

8. Make three columns and sort the words out into groups.

Nouns	Adverbs (normally)	Adjectives
pulley	early	silly
family	poorly	curly
galley	fairly	hilly
alley	grimly	stately
homily	mainly	friendly
tally	actively	holy
bully	chilly	costly
folly	barely	carefully

9. Underline the noun and circle the pronoun in the following. Notice that pronouns can be placed before or after the noun in a sentence.

- a. Noun: Malik / pronoun: his
b. Noun: woman / pronoun: she
c. Noun: sealions / pronoun: they
d. Noun: ice cube / pronoun: it
e. Noun: Jamal / pronoun: he
f. Noun: girls / pronoun: they
g. Noun: clock / pronoun: it
h. Noun: man / pronoun: he

Note that some of the nouns may be used as adjectives, e.g. *family*, the *family* doctor, a *family* debate. Some of the adverbs can be used as adjectives, e.g. the *poorly* (sick) child, a *chilly* wind. It does not matter too much if pupils put some words in one column or another; discuss their choices! And by looking in a dictionary they will find how words are used as different parts of speech.

D LISTENING AND SPEAKING

Call my bluff

Play the game. The pupils will learn something about new words and will soon devise strategies to win by providing realistic definitions. It is not only fun but also very useful. You may play the game whenever there is an opportunity, at any time.

tetrad: a group or series of four things or people

E COMPOSITION

Collect as much information about lamplighters as you can by going through the passage again and making notes.

Next, copy and complete the timeline below for a typical day in your life.

Then work with a classmate to create a timeline of a lamplighter's typical day. You will need to use your imagination a little.

Talk about what time they get up, when they are at school, when they go to bed, when they eat etc. before they begin.

PROJECT

New technologies often replace or radically improve older technologies. See examples.

Do some research on one of the topics.

Produce an informative leaflet or poster about the old and new technology. Include images and information about the two technologies such as: what it is, how it works, who uses or used it, the pros and cons of it, and anything else you can find out about it.

Pupils can do this task as homework.

Workbook: pages 9-13

A ADVERBIAL PHRASES

Discuss the literal as well as the idiomatic meanings of the phrases, and ask the pupils to give examples of their own.

1. Which of the following words form adverbial phrases?

- | | | |
|------------------------|------------------|------------------------|
| a. round and round | b. up and up | c. down and down |
| d. through and through | e. more and more | f. further and further |
| g. over and over | | |

Use all these expressions in oral sentences, over and over again, so that the pupils learn them through and through! Note also that some of these expressions are used employing not the same word that is repeated but a similar word. Some of the meanings are idiomatic, others are literal, e.g. round and about, once or twice, to and fro, over and out, over and under, backwards and forwards, up and down, here and there, now and then.

2. Which of the adverbial phrases could you use in the following?

- Up and up* went the balloon.
- His health has been on the *up and up* since he moved to Lahore.
- She got caught in the rain and she's wet *through*.
- The wheel went *round and round* ...
- They sat in the shade of a tree and *by and by* they fell asleep.

3. Use the adverbial phrases on this page to write sentences of your own in your notebook.

Pupils will make up their own sentences. If you wish, give them the examples above in addition to the ones they have in their workbooks.

B WORKING WITH WORDS

There are many other questions that you can ask about people and professions. Who are these people? What do we call one who... makes cakes, makes hats, rides a horse in a race, carries urgent messages and packets from sender to receiver, digs coal from the Earth, etc. Pupils may like to think of definitions they could ask the others about. Who can come up with a definition for a profession that nobody can describe?

1. Make sentences from the following words.

Have the students construct sentences in their own words

2. Here are a few languages. Do you know where they are spoken?

- a. Polish: Poland
- b. Spanish: Spain
- c. Mandarin: China
- d. Urdu: Pakistan, India
- e. German: Germany
- f. Greek: Greece

3. Find the languages in the sentences.

- a. This **pan** is hot! We can fry the eggs now! (Spanish)
- b. The children were sitting on the steps **polishing** their shoes. (Polish)
- c. I think there's some **curd** under the table, that's why. (Urdu)
- d. I really don't know how the **badger** managed to escape. (German)
- e. Is that brave **man** **daring** to cross the ocean alone? (Mandarin)
- f. This horrible looking thing **reeks** of garlic! (Greek)

Pupils might like to make up their own sentences with other groups of words (countries, flowers, trees, birds, etc.) hidden amongst the letters.

4. Fill in the blanks.

- a. Australians live in Australia.
- b. Greeks live in Greece.
- c. Iranians live in Iran.
- d. The Vietnamese live in Vietnam and the French live in France.

Note that only six countries/nationalities have been given here. There are hundreds of others, so encourage the pupils to find out; have a quiz! Uganda, Kenya, Somalia, Sudan, Congo, Cuba, Malaysia, Malawi, Peru, Finland, Malta... What are people from these countries called?

5. Which is which? Write the correct names under the pictures.

Anagrams relate to pictures from left to right.

- | | | | |
|----------------------|--------------------|---------------|--------------------------|
| QUIT MOOS (mosquito) | EEB (bee) | OH! TM (moth) | NO DRY FLAG (dragon fly) |
| EEL BET (beetle) | KCT RICE (cricket) | LEAF (flea) | E SOUL (louse) |
| TAN (ant) | CLOUTS (locust) | SWAP (wasp) | CACH CROOK (cockroach) |

6. Find out what 'a fly in the ointment' means.

Pupils will write their own accounts. Here is what it means:

A minor irritation that spoils the success of something; a drawback. If a fly was in some ointment (cosmetic or medicinal), it would spoil the ointment because flies carry germs. We had a wonderful holiday but the delay in our journey home was the fly in the ointment. Pupils should try to research this on their own, and write their own descriptions, illustrating the expression with examples (or an anecdote) of their own.

Lesson Plans

For detailed suggestions, refer to the end of the teaching guide.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and understand a true account
- To enhance vocabulary
- To practise comprehension skills

Task	Time
1. Read the text and explain the unfamiliar words.	20 min
2. Exercise A, Questions 1 and 2 should be attempted. Question 3—the task should be given for homework.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To extend vocabulary
- To use a dictionary
- To practise adverbs, nouns, and adjectives

Task	Time
1. Continue with Exercise B, Questions 1, 2, and 3 should be attempted.	15 min
2. Exercise C, Questions 1, 2, 3, 4, 5, and 6 should be attempted. Rest of the questions can be given as homework.	15 min
3. Recap the lessons taught so far.	10 min

LESSON 3

Textbook Time: 40 min

Aims:

- To develop listening and speaking skills
- To develop directed writing skills
- To find information on given topics and present it effectively

Task	Time
1. Exercise D should be attempted.	20 min
2. Exercise E should be attempted. A brief discussion should precede the written work. The Project should be set as homework.	20 min

LESSON 4

Workbook Time: 40 min

Aims:

- To use given adverbial phrases
- To learn nouns relating to occupations/positions/nationalities
- To explain an idiom

Task	Time
1. Attempt Exercise A, Questions 1 and 2. Question 3—the task can be given as home assignment.	10 min
2. Exercise B, Questions 1, 2, 3, 4, 5, and 6 should be attempted. Question 7—the task can be given as home assignment.	25 min
3. Recap the learning points of the unit.	5 min

No!

A clever poem in which the poet has started every line with the word 'No', including the last one (No-ember)! Remember that the poem was written over 150 years ago, so some of the words have a different connotation in the poem.

For more information about Thomas Hood:

http://en.wikipedia.org/wiki/Thomas_Hood

<http://www.lang.nagoya-u.ac.jp/~matsuoka/Hood.html>

Before you read the poem in class you might like to talk about seasons and the particular features of each one. In Europe, the seasons are more distinct than they are in many parts of Pakistan. Autumn is a time when all the leaves fall off the trees, and the colours are brown, red, gold, russet, amber, rather than the various greens of spring and summer. Autumn brings cold, gusty winds; and the summer clothes are put away and people begin to wear much warmer clothes.

Suggestions and answers

A UNDERSTANDING THE POEM

1. Answer the following questions.

- a. The title is a good one because it is reflected in every line of the poem including the last line, in which the poem is summarized by yet another 'no' word, 'November'. November is in the Autumn season, when Summer has come to an end and nature is preparing for winter. The negative 'no' tells us that everything is coming to an end, as far as plants are concerned.
- b. There is no regular rhyming pattern. Some of the lines are rhyming couplets, but this is not constant. We could break it up like this:
 1. a a b c c b
 2. a a b b c c d d d
 3. a a b b c d c c d
- c. Pupils will find that most words in the poem can be classified as follows:
 - i. times of day: morn, noon, dawn, dusk, proper time, afternoon
 - ii. roads: road, street, 't' other side the way', row, crescents, way, ring
 - iii. motion or interaction: indications, recognitions, courtesies, showing, knowing, travelling, locomotion inkling, notion, go, mail, post, news, cheerfulness, healthful ease, comfortable feel
 - iv. weather conditions or geographical features: sun, moon, sky, earthly view, land, ocean, coast, park, warmth, shade, shine
 - v. living creatures and plants: people, company, nobility, member, butterflies, bees, fruits, flowers, leaves, birds

Pupils should first make their own lists, then find out from the others in class whether they have more items, fewer, the same.

These questions are more difficult. Discuss them first.

- d. The poem describes a month, November (in late Autumn), in which there are a lot of negatives indicated by 'no'. The poet describes this season as being one without warmth or cheerfulness. It has none of the other aspects that feature in some other months of the year. However, he does this in a cheerful way, so the poem is not depressing or sad. (Don't forget the poem describes a

typical British or Western season, Autumn or Fall, just before Winter sets in. There are no trees on the leaves and the animals have migrated or gone into hibernation. People do not go out as much, because of the cold.)

- e. Although the poem is full of negative statements, the poet still manages to make it sound fairly cheerful. The rhyming couplets, the use of the same word to start each line, and the pace at which the poem moves, all help to make it cheerful. The last line shows he has humour!
- f. The repetition of NO highlights the lack of positivity associated with the month of November and the restrictive nature of the word. The poet repeatedly reminds the readers how there is no sunshine, no warmth, no cheerfulness etc as the cold in the month November restricts anything warm and bright to enter. The repetition of the word also adds a lyrical flow to the poem making it sound humorous and light despite the theme of the poem.

2. Answer the following with reference to context

- a. It literally means: the other side of the road (it is being obscured by the bad weather).
- b. 'No go' is in inverted commas because it is what was said by the transport authorities. The other phrases are not quotes, except for 't' other side of the way' which is in inverted commas because it is a quote of a colloquial phrase. Pupils should discuss this question and share their own ideas about what they think - the answer is not obvious.
- c. The Ring is a circular course in Hyde Park (in London), used for riding and driving.
- d. 'Gentility' refers to people who are courteous and well-mannered and who also belong to the upper classes. When out walking, such people would greet each other. This is not evident at this time because it is November, and very cold, so nobody is out walking and greeting, or talking to, each other.

B WORKING WITH WORDS

1. Find words in the poem, which may be described in the following way:

- | | | | | |
|--------------|----------------|------------|----------------|----------------|
| a. The Sun | b. The moon | c. proper | d. dawn | e. indications |
| f. familiar | g. recognition | h. inkling | i. comfortable | j. member |
| k. butterfly | l. warmth | | | |

C LEARNING ABOUT LANGUAGE

PRONOUNS

Revise what the pupils have already learnt about pronouns.

The one pronoun hiding in the poem is 'em (*them*).

1. Can you arrange the pronouns in the list above into two columns, one for singular and the other for plural pronouns?

Singular: each, everyone, none (not one), one, this, another, no-one, that, nobody

Plural: both, all, those, some, others, these

2. Underline the pronouns and say whether they are used as subjects or objects; and whether they are singular or plural.

- a. (They—plural, subject)
- b. (he—singular, subject; them—plural, object)
- c. (us—plural, object)
- d. (she—singular, subject; me—singular, object)
- e. (I—singular, subject)

- f. (you—singular (or plural), subject; him—singular, object)
- g. (I—singular, subject; she—singular, subject)
- h. (It—singular, subject)

D LISTENING AND SPEAKING

1. Read the following words aloud. Be careful to stress the correct syllable in each word.

The stressed syllables in the following words are in capital letters and separated from the other syllables by an apostrophe placed AFTER the stressed or accented syllable.

indiCA'tions	recogNI'tion	faMIL'iar	COUR'tesies
locoMO'tion	NO'tion	CHEER'fulness	afterNOON'
genTIL'ity	noBIL'ity	BUT'terflies	NoVEM'ber

2. Take care with these words: read them aloud.

Additional guided pronunciation as described above.

foreign—FOR'eign	(‘for’ has a short vowel sound; not ‘faarin’)
warmth—WARMTH’	(‘wawmth’, not ‘waarmth’)
comfortable—COM'fortable	(comftebl, not com-fort-able)
flowers—FLOWERS’	(the w is soft; fla-(w)ers, not flow-wers)
fruits—FRUITS’	(‘fru’ has a long vowel sound, froots, not fruts)

3. Now read these pairs of words aloud, and note that the first word, repeated in part of the second word, may not necessarily be pronounced in the same way.

If in doubt, consult a good dictionary.

E COMPOSITION

Encourage the pupils to choose one of the suggested words for their subject, or to think of another one.

- a. To(morrow)
- b. Yes(terday)
- c. In(visible)
- d. For(gotten)

They will have to collect as many words as possible beginning with these letters. A dictionary will be useful. The poems need not be too long. Here is one of mine in Textbook 1:

Be

Be good to your friends, be true to your word;
 Be sure to speak well, because you’ll be heard.
 Be loved and show love, be giving and kind;
 Be strong, be gentle, and clear in your mind.
 Begin each day with a smile on your face,
 Believe that you’ll surely win any race!

Workbook: pages 14-19

A COMPREHENSION

1. Read this account.

The text is a factual account. Ask the pupils to practise reading this in a neutral, objective tone. Discuss the content.

2. Answer the following questions briefly.

- Other mammals, such as flying squirrels, can only glide. Bats can flap their 'wings' and fly.
- No, bats have long finger-bones with a web of skin stretched across them. (The word 'wings' in the text appears in inverted commas because the webbed feet are not really wings, they just look like wings.)
- Echolocation means listening to the echoes of sounds from objects, and being able to tell where one is situated by the time taken for the echo to return.
- The author means that the earlet may or may not help in direction-finding; scientists have not yet found the correct answer.
- The baby bat is born without a covering of fur.
- 'Ultrasonic' means above the range of sound that humans can hear. (Latin, *ultra* = beyond the range, scope, limit; *sonic* = of sound)
- finger-bones, night-flying, sound-picture, insect-eating, sound-waves, high-pitched, direction-finding.

(In some pieces of writing, pupils will come across wing-span, echo-location, sound-waves. Hyphens these days are becoming less popular. However, when used as an adjective, they are useful, e.g. compare sound wave locator and sound-wave locator. See the following question.)

- all night-flying: every (bat) that flies at night (these are not bats that fly during the day)
all-night flying: (bats) that fly throughout the night (not the ones that fly only part of the night)
Pupils will make their own sentences. Make sure the difference in meaning is understood.

B LANGUAGE: PRONOUNS

Under each sentence write:

- | | |
|---------------------------------|-----------------------------------|
| a. the pronoun | b. the noun it stands in place of |
| c. if it is a subject or object | d. if it is singular or plural |

It does not matter greatly if the pupils leave out the second (or third) pronoun in the sentences below. They should at least include the main pronoun.

- | | | | |
|------------|--|------------|-------------|
| 1. a. they | b. finger-bones | c. object | d. plural |
| 2. a. they | b. Pipistrelles | c. subject | d. plural |
| 3. a. they | b. Pipistrelles and all
night-flying insect-eating bats | c. subject | d. plural |
| a. we | b. human beings | c. subject | d. plural |
| 4. a. you | b. the reader | c. subject | d. singular |
| a. it | b. the echo | c. subject | d. singular |
| 5. a. they | b. ships' captains | c. subject | d. plural |
| a. it | b. siren | c. object | d. singular |

- | | | | | |
|----|----------|---------------------------|------------|-------------|
| 6. | a. they | b. the squeaks of the bat | c. subject | d. plural |
| | a. them | b. the squeaks of the bat | c. object | d. plural |
| 7. | a. which | b. a muscle | c. subject | d. singular |
| | a. it | b. the ear | c. object | d. singular |
| 8. | a. it | b. the baby bat | c. subject | d. singular |
| | a. she | b. the mother bat | c. subject | d. singular |

C WORKING WITH WORDS

Use your dictionary!

1. Write sentences to show the difference in meaning between:

Discuss each pair, after pupils have had the opportunity to find the words, or the key part(s) of the word, in a dictionary. Doing this will familiarise them with the function of such words, and they will learn what part of speech they are.

The pupils will make up their own sentences. This is the easy part! The important lesson here is that spacing is important: scruffy and careless writing can lead to misinterpretation of what was meant.

- across:** (prep. adv. adj.) on, at, or from the other side of; from one side to the other; being in a crossed position
a cross: (a + n.) an upright post with the transverse piece near the top; (v.) pass from one side to the other
- away:** (adv.) from a particular thing or place, (adj.) absent
a way: (a + n.) a road, a path, a course of conduct, etc.
- again:** (adv.) once more, anew, to a previous place or position
a gain: (a + n.) something gained or acquired, progress

2. Make a list of words beginning with 'a'.

- | | | | | |
|------------|-------------|-------------|-------------|------------|
| 1. a/maze | 2. a/side | 3. a/bridge | 4. a/gate | 5. a/go |
| 6. a/ward | 7. a/light | 8. a/sign | 9. a/void | 10. a/gaze |
| 11. a/tone | 12. a/stir | 13. a/muse | 14. a/sleep | 15. a/long |
| 16. a/new | 17. a/flame | 18. a/part | 19. a/loud | 20. a/way |
| 21. a/rise | | | | |

3. Make at least ten words with the word *light*. (Ask the pupils to consult a dictionary.)

- | | | | |
|---------------|------------------|----------------|----------------|
| a. sunlight | b. lamplight | c. candlelight | d. torchlight |
| e. moonlight | f. headlight | g. sidelight | h. streetlight |
| i. lighthouse | j. traffic light | k. twilight | l. starlight |

4. Use these *flight* words in sentences of your own.

Pupils will make up their own sentences. Discuss each word to see if it can be used in the appropriate context,

e.g. the plane *fluttered* above the clouds. This would *not* be an appropriate use, unless the plane was flapping its wings like a butterfly. Although all the words relate to or give a general impression of flight, they each have a special connotation.

Examples: The sweet smell of the freshly-baked bread wafted into the room and made our mouths water. The kite soared high above the stadium and then swooped down to land on the roof. The aeroplane rose majestically into the air like a giant bird. The helicopter hovered for a while above

the boat and then swept away across the sea. The take-off was so smooth the passengers did not realise they were now airborne. The swan glided across the river and made an elegant landing on the far bank. The attacking planes swept across the desert at a speed that was awesome to behold. The young chick fluttered into the room with much squawking and chirping.

Lesson Plans

For detailed suggestions, refer to the end of the teaching guide.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and understand a poem set in a different time and place
- To identify the rhyming scheme
- To enhance vocabulary

Task	Time
1. Reading of the text and explanation of the unfamiliar words.	20 min
2. Begin with Exercise A, Question 1.	15 min
3. Continue with Exercise A, Question 2; this can be discussed and completed as homework.	5 min

LESSON 2

Textbook Time: 40 min

Aims:

- To match words with their meanings
- To revise pronouns

Task	Time
1. Exercise B should be attempted.	15 min
2. Exercise C, Questions 1 and 2 should be attempted.	15 min
3. Recap the learning points of the lesson taught so far.	10 min

LESSON 3

Textbook Time: 40 min

Aims:

- To develop listening and speaking skills
- To develop thinking skills
- To practise directed writing skills—a poem

Task	Time
1. Exercise D, Questions 1, 2, and 3 to be attempted.	15 min
2. Continue with Exercise E.	20 min
3. Recap the main points of the lesson.	5 min

LESSON 4

Workbook Time: 40 min

Aims:

- To read and understand a factual account
- To develop comprehension skills
- To develop vocabulary
- To analyse pronouns

Task	Time
1. Exercise A, Questions 1 and 2 should be attempted.	30 min
2. Continue with Exercise B—if the work cannot be finished in this lesson it should be continued in the next lesson.	10 min

LESSON 5

Workbook Time: 40 min

Aims:

- To practise pronouns
- To encourage the use of the dictionary
- To find the difference between the meanings of the given words
- To extend active vocabulary
- To recap the learning points of the unit

Task	Time
1. Continue with Exercise B.	10 min
2. Exercise C, Questions 1 and 2 to be attempted. Questions 3 and 4 can be completed for homework.	20 min
3. Recap the lessons learnt so far.	10 min

3

Black Beauty

A classic story of children's fiction: the only one written by Anna Sewell. The language is a little dated and very correct, but the story has been a favourite for generations. It brought about a great change in people's attitudes towards hunting as a sport. The story was made into a feature film.

More information about Anna Sewell:

http://en.wikipedia.org/wiki/Anna_Sewell

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- a. The horse's mother and an old riding horse knew all about the hunt—the way men ride good horses and use dogs to catch wild creatures such as the hare and fox. Perhaps they too had once taken part in such hunts.
- b. The dogs stopped barking and began to run with their noses to the ground because they had lost sight of the hare and were trying to find its scent again.
- c. These lines tell us that some of the horses wanted to join in the hunt: 'The old horses snorted and looked eagerly after them, and we young colts wanted to be galloping with them,'. It seems as if the horse wished to join in with the galloping.
- d. The hare was 'wild with fright' because the dogs were chasing it.
- e. The hare tried to get through the fence; it was too thick, and she turned sharply round to make for the road, but it was too late; the dogs were upon it with their wild cries, and thus it met its end.
- f. The huntsman whipped off the dogs because otherwise they would have torn the hare to pieces.
- g. The young horse (the story teller) was astonished by the sight of these men on fine horses with barking dogs chasing and killing a hare.

These questions are more difficult. Discuss them first.

- h. We first realize that a horse (not a human being) is telling the story when we come across the sentence: 'I and the other colts were feeding at the lower part of the field...'
- i. Two horses and a man were injured in the hunt; one man died, and, presumably, the dogs would have been hurt when they were whipped.

While reading: The final paragraph gives details of some of the dangers but pupils may think of more examples.

Challenge: The old horse thought that hunting was a waste of time. Horses are ruined, men get hurt, the fields are torn up and this is all done to catch a hare, fox, or stag that could be more easily caught in some other way.

2. Reference to context

- a. *'They have lost the scent,' said the old horse; 'perhaps the hare will get off.'*
 - i. The old horse is speaking to Black Beauty, her mother, and the other colts and old horses in the field.

- ii. 'The scent' refers to the trail or scent left by the hare, which the dogs smell and follow.
 - iii. The speaker is asked 'What hare?' by Black Beauty, who has not yet seen the hare, only the horses and dogs.
- b. *'And serves him right, too,' said one of the colts.*
- i. The words are addressed to Black Beauty's mother.
 - ii. 'Serve him right' means he deserves whatever comes to him (in punishment or as a consequence of what he has done).
 - iii. The speaker is referring to one of the riders who had broken his neck when he fell into a brook.

B WORKING WITH WORDS

1. Give the meaning of the words and expressions.

Words

- a. meadows: area of grassland; low, well-watered grasslands near a river
- b. whine: a long drawn-out complaining cry as of a dog
- c. horseback: riding on the back of a horse
- d. snorted: made an explosive noise by blowing out of the nose
- e. likely: probably
- f. brook: a small stream
- g. seemed: appeared, gave the impression of
- h. astonished: amazed, surprised

Expressions

- a. pricked up his ears: paid attention to, listened carefully
- b. lost the scent: could not find the smell of the trail
- c. wild with fright: frightened to the point of behaving wildly
- d. a great deal: a lot

2. Use these expressions in sentences.

Pupils will make up their own sentences.

C LEARNING ABOUT LANGUAGE

1. Say whether the following nouns are masculine, feminine, or gender neutral.

feminine nouns: chicken, girl, businesswoman, seamstress, hen.

masculine nouns: brother, rooster, policeman, man, grandparent

gender-neutral nouns: child, sibling, shopkeeper, tailor, soldier, waiter, server, adult, chairperson, grandparent

2. Underline the linking verb in the following.

- a. seems b. to c. in d. was e. became

3. Underline the linking verbs in the following sentences. Three of the sentences contain action verbs not linking verbs.

- a. linking verb: feels b. action verbs: felt, choosing c. linking verb: tastes
- d. action verbs: tasted, serving e. (linking verb: sound f. action verb: grew

g. action verb: grew

h. linking verb: are

i. linking verb: remained

j. action verbs: stayed, turned

4. Use the following verbs as linking verbs in sentences of your own: be, become, seem, feel, taste, look, smell, grow, turn, remain, stay

The students will write sentences using their own words.

English is full of phrasal verbs like the ones explained here. Only some prepositions are used with specific words. Which ones to use? This question can only be answered by wide reading and familiarity with the language.

5. Use the phrasal verbs.

- | | |
|-----------------|-------------|
| a. circulated | —put about |
| b. communicated | —put across |
| c. saved money | —put away |
| d. consumed | —put away |
| e. installed | —put in |
| f. postponed | —put off |
| g. extinguished | —put out |
| h. dislocated | —put out |

6. Use a literal meaning and an idiomatic meaning for each of the following.

In these examples, the literary use precedes the idiomatic one.

- a. get by: 1. The carriage carrying the President could not *get by* because there were too many people on the road. 2. It is difficult for them to *get by* (*manage*) because they earn very little.
- b. get through: 1. He could not *get through* the window because it was too small and he was too large. 2. We could not *get through to him* (*make him understand*) that we did not want any mangoes.
- c. fall through: 1. Be careful or you will *fall through* the roof, hit the floor, and hurt yourself. 2. It will be very sad if our plans *fall through* (*fail*) because you have not spent time organizing our travel arrangements.
- d. look into: 1. Hold tight and *look into* the well to see if you can see if there is any water down there. 2. The principal promised to *look into* (*check, investigate*) the matter and let us know the outcome next week.
- e. bring up: 1. Please *bring up* the armchair when you come upstairs because the old one is broken. 2. They *bring up* (*raise*) their children in a most strange fashion.
- f. stand in: 1. The teacher asked the boy to *stand in* the corner of the room till he had had some time to consider his behaviour. 2. We must find someone to *stand in* (*replace, take the place of*) for Majid who has broken his finger and cannot bat for the team on Sunday.

D LISTENING AND SPEAKING

A task requiring a fair bit of creativity. The pupils should be inspired enough to write some interesting dialogue, because they will have to read out the dialogue and perform for the others in class.

E COMPOSITION

If pupils do not know about hunting, ask them to find out more before attempting to make a decision and write about it.

What do hunters hunt? Why do they hunt? Which animals are in danger of extinction as a result, or are they so plentiful that it does not matter that they are hunted? What is the difference between hunting as a sport and hunting for animals to provide food?

See: <http://en.wikipedia.org/wiki/Hunting>

If pupils are well-informed, they can be asked to debate the issue.

Workbook: pages 20-25

A EXPRESSIONS

1. Match the following idiomatic expressions with their meanings, and then use them in sentences of your own. Look in a dictionary!

- a. get ahead - succeed/make progress
- b. get away - escape
- c. get over - manage/come out of
- d. get into - become involved in
- e. get through - pass

B PARTICIPLES

Read the examples given.

Point out that stories and essays can be written with short sentences or long ones, or a combination of both. The use depends on what effect the writer wishes to make. Sometimes short sentences are appropriate; at other times, it is effective to make longer sentences. Care has to be taken with the use of participles.

Combine other sentences and ask pupils to do the same. Note how important the punctuation (use of commas) is in these sentences.

Combine the following sentences in the same way.

- a. The faithful dog barked his agreement and, trotting towards the orchard, (he) joined his master.
- b. The watchman wrapped himself up in his shawl and, sitting by the warm fire, hummed a tune.
- c. The watchman distinctly heard the noise in the field but, realizing that the dog was there, settled down again.
- d. He gathered some stalks from a field and, making a broom out of them, picked up a lighted twig.
- e. The watchman sat up and, bringing both knees tight against his chest, leaned back to look at the sky.

C WAS AND WERE

Discuss the example given. Note that the use of *were* in many instances is considered formal. In some cases, however, even where there is a singular subject (e.g. 11, 12 below), we must use *were*, not *was*. These are hypothetical or conjectured situations

1. Use *was* or *were* to fill in the blanks in the following.

- a. Ahmed *was* listening to his iPod last night.
- b. The children *were* playing in the park.
- c. What *was* it he said about the film?

- d. What *were* you doing on Saturday?
- e. I *was* in Tokyo last year.
- f. If I *were* in Tokyo today, I would be having a wonderful time.
- g. The fathers of the boys *were* all there but Adil's father *was* not.
- h. Neither the man nor his son *was* present at her wedding. (Note that each subject—the man, the son—is treated separately, hence the use of the singular, *was*. Neither *was* present. Similarly, *nobody*, *somebody*, *anyone*, etc. take the singular, not the plural. See below.)
- i. Nobody, (not even my parents) *was* at the wedding.
- j. Where *were* you last night? Where *was* your brother?
- k. He looked as if he *were* going to burst.
- l. If I *were* you, I'd sell that old car.

D PUNCTUATION

1. Rewrite the following putting in the correct punctuation.

- a. She turned round and said, 'But there are only hundred rupees. If you give them to him, where's the blanket going to come from? How are you going to get through those chilly nights in the fields? Tell him we'll pay him after the harvest, not right now.'
 - b. Ahmed said, 'If you wear a sweater you won't feel the cold so much.'
 - c. There are alternative ways of punctuating this.
 - i. She said, 'They couldn't tell where they were.'
'We're lost!' she cried. 'We hope they come to rescue us soon.'
 - ii. She said they couldn't tell where they were lost.
She cried. 'I hope they come to rescue us soon.'
- Give the pupils further passages of this kind. Remove the punctuation first!

E VOCABULARY

1. Write possible synonyms for the following words. Use a dictionary, if you need.

A few suggestions; pupils will be able to find more.

- a. coax: persuade, urge, wheedle, cajole, beguile, charm, manipulate
- b. dialogue: duologue, conversation, discussion, conference, talk, chat, communication
- c. protracted: long, long-drawn-out, interminable, prolonged, everlasting, never-ending
- d. arrears: dues, indebtedness, liabilities, debts
- e. calamity: disaster, destruction, ruin, catastrophe, cataclysm, devastation, mishap
- f. immense: enormous, vast, mammoth, giant, elephantine, huge
- g. scorched: blacken, burn, char
- h. onslaught: assault, attack, offensive, onset
- i. distinctly: clearly, perceptibly, plainly, understandably, vividly, exactly, unmistakably
- j. drowsiness: sleepiness, grogginess, doziness

F DIALOGUE

Pupils may work on this in pairs, if they wish. They may then read out what they have written, each taking one part. Which is the liveliest dialogue? Time to have a vote, and to decide which was the most impressive and inspired dialogue.

Lesson Plans

For detailed suggestions, refer to the end of the teaching guide.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and understand an excerpt from a classic children's novel
- To identify emotions portrayed in the text
- To develop comprehension skills

Task	Time
1. Reading of the text and understanding of the unfamiliar words.	15 min
2. Begin with Exercise A, Question 1.	15 min
3. Continue with Exercise A, Question 2. Complete unfinished work for homework.	10 min

LESSON 2

Textbook Time: 40 min

Aims:

- To develop vocabulary
- More practice of phrasal verbs

Task	Time
1. Attempt Exercise B, Questions 1, 2, and 3.	15 min
2. Exercise C, Questions 1 and 2 to be attempted.	10 min
3. Continue with Exercise C and attempt Questions 4, 5, and 6.	15 min

LESSON 3

Textbook Time: 40 min

Aims:

- To develop listening and speaking skills
- To work in groups
- To practise directed writing skills—argue and persuade

Task	Time
1. Exercise D to be attempted.	15 min
2. Exercise E to be attempted. A few minutes can be spent on discussion of the topic.	25 min

LESSON 4

Workbook Time: 40 min

Aims:

- To develop vocabulary - using phrasal verbs
- To join sentences using a present participle, a past participle, and a conjunction
- To use was or were correctly
- To practise punctuation

Task	Time
1. Exercise A to be discussed and set as homework.	5 min
2. Exercise B to be attempted.	15 min
3. Exercise C should be attempted.	10 min
4. Exercise D to be attempted. Unfinished work to be completed for homework.	10 min

LESSON 5

Workbook Time: 40 min

Aims:

- To develop vocabulary
- To be able to continue a dialogue in the same strain as the story
- To develop directed writing skills

Task	Time
1. Exercise E to be attempted. Complete for homework.	15 min
2. Exercise F to be attempted.	20 min
3. Recap the learning points of the unit.	5 min

Moon-Wind

An excellent poem with some vivid and novel phrases describing startling images! Read some of these out, one at a time, on their own, while the pupils shut their eyes so they can imagine the scene. (A squall of hens and cabbages... Knocks you off your feet; A tearing twisting sheet of pond... Clouts you with a frog; A camp of caravans suddenly... Squawks and takes off.)

A phrase with two contrasting elements, is called an oxymoron, e.g. deafening silence, accurate estimate, appear invisible.

In this poem we have: dead-still blast. Ask the pupils if they can think of any opposites like this. For more about oxymorons, see: <http://en.wikipedia.org/wiki/Oxymoron>

Also a chance to talk about life on the moon, space travel, and associated topics about space.

More about Ted Hughes: http://en.wikipedia.org/wiki/Ted_Hughes

For interviews and discussions: <http://ann.skea.com/THHome.htm>

More poems by Ted Hughes: <http://www.poemhunter.com/ted-hughes/>

Suggestions and answers

A UNDERSTANDING THE POEM

1. Answer the following questions.

- a. For the poet, things on the moon get blown about because of the utter stillness of the moon. Everything is weightless on the moon, and it is airless, however, the poem is sheer fantasy so anything can happen.
- b. A squall of hens and cabbages knocks you off your feet.
A tearing twisting sheet of pond clouts you with a frog.
A camp of caravans squawks.
A ferris wheel bounds along the skyline.
- c.
 - i. candle (flame): the candle shivers out. Normally we would say 'flicker', but shiver is just as good a word. Its use is odd in that shiver is not associated with heat but with cold; here, if the candle 'shivers out' we feel the cold even more.
 - ii. giant marquee: booms and flounders like a swan at sea. We have sound (booms) and movement here. The image of a swan (a large bird, like the large marquee) floundering in the sea is apt. The swan is normally serene (on a placid body of water) but ungainly when not in its usual environment.
 - iii. hens and cabbages: a squall... knocks you off your feet. These are then flying haphazardly (squall) and at some speed. An image akin to 'raining cats and dogs'; one would know too well if one is hit by these flying objects.
 - iv. pond: tearing twisting sheet... Clouts you with a frog. To the eye, a pond looks like a sheet of water. If this sheet were to suddenly fly towards you it would indeed be tearing and twisting; and being clouted by a frog would certainly not only be a surprise but painful as well;
 - v. caravans: suddenly... Squawks and takes off. The caravans, presumably parked in a caravan park, are compared to a flock of birds sitting in a field and then suddenly taking off.

- vi. ferris wheel: bounds along the skyline... like a somersaulting giraffe. A ferris wheel is large and stands out against the skyline; so does a giraffe. A spinning giraffe, with its long legs sticking out, would indeed look like a ferris wheel with its hanging swings flying in all directions

These questions are more difficult. Discuss them first.

- d. *Dead-still* means absolutely without movement.

Blast means a strong gust of wind.

There is a contrast here of opposites. It is rather like saying 'He is a meat-eating vegetarian'. (Can the pupils think of other contrasts that are absurd?)

- e. Own answers. Discuss this, and ask for opinions.

2. The rhyme scheme of the poem is abcb. Is this true throughout the poem?

Yes.

3. Is there one pair that does not quite rhyme?

Stanza 5: *off/giraffe* is not a perfect rhyme.

B WORKING WITH WORDS

Similes: In reading (novels, poems, stories) the pupils will come across these well-known expressions. Similes may be used by the pupils in their own writing, but point out that it is far more effective to use a fresh, startling simile than an overused one. Their own similes should not be too obscure or meaningless!

Usual similes include the following: as white as snow, as clear as a bell, as fresh as a daisy, as old as the hills, as bright as a button..., but now these are not very startling!

1. Here are some similes that you are familiar with. Can you complete them?

Here are some suggestions. Pupils may come up with other plausible responses.

as white as snow

as bright as a button

as strong as an ox

as clear as a bell

as soft as silk

as quick as a flash

as sound as a bell

as sharp as a knife/tack

as smooth as silk

as dark as night

as poor as dirt/a church mouse

as straight as an arrow

Pupils will make up their own endings for the similes using like.

2. Similes in the poem.

- a. i. Like a swan at sea

- ii. Like a somersaulting giraffe

b. The similes are unusual in that a swan at sea would not be used to the waves and would flounder. It is difficult to imagine a giraffe (with such long legs) doing a somersault, but when compared to a ferris wheel flying it becomes imaginable.

c. The pictures are more vivid with these similes. They are not staid and overworked similes. They are new, and conjure up weird images, so they may well be remembered.

DEFINITIONS

3. Copy these terms into your exercise book, and write a definition for each.

astronaut

a person trained to pilot, navigate, or take part (as a crew member) in a spacecraft

satellite

an object launched into orbit round the Earth; any orbiting body in space

space shuttle

a reusable spacecraft with wings for controlled ascent in the atmosphere; it is designed to transport astronauts between the Earth and space stations

launch pad

the base or platform from which a rocket or spacecraft is launched

rocket

a vehicle or device propelled by rocket engines; a projectile

4. When you have written your definitions, consult a dictionary. Amend your definitions if necessary.

Since pupils have written the meanings in question 3 based on their understanding, they may tally their definitions with the definitions in the dictionary and amend their answers accordingly.

5. Copy the words given in column A below into your exercise book. Think about the correct meaning. If in doubt, look in a dictionary. Find the correct meaning in column B. Write it alongside the word.

accelerate	speed up
gravity	the force that pulls all objects to the center of the Earth
apogee	the peak altitude a rocket reaches when its farthest from the Earth
igniter	an electrical device that ignites the combustion of the propellant in a model rocket engine
decelerate	slow down
launch	the lift off of a model rocket following the ignition of the engine
propellant	a mixture of fuel and an oxidizer which is the source of motive energy in a rocket
drag	the force that resists the forward motion of an object as it moves through the air
thrust	the force that makes the rocket accelerate upwards as the propellant is burning

C LEARNING ABOUT LANGUAGE

PRONOUNS

1. Do you remember reading about pronouns earlier? In each of the following sentences a pronoun has been misused. Underline all the pronouns and then rewrite the sentences, correcting the mistakes.

- | | |
|---|--|
| a. The teacher and <u>me</u> cleared the classroom. | The teacher and I cleared the classroom. |
| b. <u>Him</u> and <u>his</u> dog played in the park. | He and his dog played in the park. |
| c. The fight was between <u>them</u> and <u>we</u> . | The fight was between them and us. |
| d. After <u>they</u> , came a number of men on horseback. | After them, came a number of men on horseback. |
| e. <u>Me</u> and the other boys were playing cricket. | I and the other boys were playing cricket. |
| f. <u>She</u> and <u>her</u> friends have to be as careful as <u>we</u> . | She and her friends have to be as careful as us. |
| g. <u>It</u> was <u>me</u> <u>who</u> came first. | It was I who came first. |
| h. All <u>us</u> children are eager to play outside. | We (children) are eager to play outside. |
| i. The headmaster gave Babur and <u>I</u> a scolding. | The headmaster gave Babur and me a scolding. |
| j. Let <u>he</u> and <u>I</u> do the work tomorrow. | Let him and me do the work tomorrow. |

D LISTENING AND SPEAKING

GIVING INSTRUCTIONS

Not as easy as it appears. However, since the picture of the rocket can be seen by the pupils before they attempt the exercise, the task may be completed, not by listening to instructions, but from memory! If you yourself cut out the shapes and rearrange them to form some other overall shape (not in the form of the rocket illustrated), then the new shape could be given to pupils to describe. The point of the exercise is to be able to give clear instructions, and to follow the given instructions.

If pupils have cut out their own set of shapes, they could use these to make up their own pictures, then describe the overall picture to another pupil who should be asked to draw it. The exercise involves the ability to give clear instructions in an orderly manner, and also to listen carefully and follow instructions. You may use a simple outline drawing of any kind for a similar exercise. One pupil should describe it, and the others should follow instructions and draw. Start with very simple shapes (or shapes joined together) and proceed to more difficult illustrations.

Where will you find this information and how?

In an encyclopaedia or on the Internet. Try: <http://www.space.com/astronaut/>

E COMPOSITION

Pupils may write either a factual account, bearing in mind what conditions on the moon are like, or a fantastical account, like that in the poem.

ACTIVITY

If you have the time and resources, the pupils could spend a lesson doing this task. Otherwise set it as homework.

Workbook: pages 26-30

A MORE SIMILES

Read and discuss the text. Can pupils think of their own similes with *like* and *as*?

Which of the comparisons (in the brackets) would you choose?

Pupils will choose their own favourites. Discuss the merits of each word/phrase and try to assess its relevance or appropriateness. Can they think of fresh sentences to use with the alternatives given in the brackets?

Possibilities:

1. blood (sinister); honey/syrup (flows more like oil)
2. down (perhaps not appropriate because these are feathers too!) freshly fallen snow
3. demented woman (What is a Siren—with a capital S? Ask the pupils to look up the word in a dictionary.) anything (This does not mean anything. It could refer to a mouse squeaking, or a door slamming—both inappropriate)
4. All three may be used; they all describe great speed
5. burning embers/rosy apples (both red and hot, but apples, in addition are round)
6. a sleepy snail/a drugged patient (my friend! Which one? The one who won the gold medal at the Olympics?)
7. a hurricane/a whirlwind
8. a long slug/a snake smoking a cigar

B COMPREHENSION

1. Read this extract.

Discuss this factual account. How will it compare with a romantic account of the full moon at night?

2. Answer the following questions; give short answers.

- a. No, it does not.
- b. Yes, it is. (Ask, by how much, exactly?) 1 mile = 1.609344 km
- c. Yes, it is.

- d. No, they do not.
- e. No, it is not. (No, false.)
- f. The change from new moon to full moon is called waxing.
- g. There are five phases of the moon when it is waning.

3. Look up the words, write their meanings.

- a. *contrast*: degree of difference between two objects. (Here, light and colour.)
- b. *elliptical*: oval
- c. *phase*: aspect of moon or planet
- d. *gradually*: slowly progressive
- e. *process* (n): course of action
- f. *sequence*: series (of events) without gaps
- g. *relative*: comparative
- h. *coincide*: occur at the same time

C WORKING WITH WORDS

1. Make sentences with the word 'line'.

Pupils will write their own sentences. Here are the words, and how they should be used:

- a. fishing: fishing line to catch fish with; We can throw in a line.
- b. drawing: mark on paper (line)
- c. washing/clothes: clothes line
- d. ships: liner, a shipping line
- e. direction: line of march, line of communication
- f. punishment in school: lines, written as punishment
- g. family: connected series of persons or things following one another in time
- h. railways: single track of rails
- i. stand at intervals: row of persons or things
- j. applying a layer (material): apply layer of material to inside of garment, box, vessel, etc. to line, lining

2. Pupils will make their own words.

Lesson Plans

For detailed suggestions, refer to the end of the teaching guide.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and understand a poem
- To develop comprehension skills
- To identify the rhyming scheme of the poem

Task	Time
1. Reading and explanation of the poem.	15 min
2. Begin with Exercise A, Question 1. Discuss the questions. The task can then be given as homework.	10 min
3. Exercise A, Questions 2 and 3 should be attempted.	15 min

LESSON 2

Textbook Time: 40 min

Aims:

- To introduce similes
- To develop vocabulary
- To revise pronouns

Task	Time
1. Begin with Exercise B, Similes, Questions 1 and 2.	15 min
2. Continue with Exercise B, Definitions, Questions 3 and 4. Question 5 can be given as homework.	10 min
3. Exercise C, Question 1 to be attempted.	15 min

LESSON 3

Textbook Time: 40 min

Aims:

- To develop listening and speaking skills
- To follow and give clear instructions
- To practise directed writing skills—a dialogue

Task	Time
1. Exercise D to be attempted.	15 min
2. Exercise E to be attempted.	20 min
3. Recap the learning points of the lessons taught. Set ACTIVITY as homework or complete it in an extra lesson.	5 min

LESSON 4

Workbook Time: 40 min

Aims:

- More practice of similes
- To develop comprehension skills
- To extend vocabulary

Task	Time
1. Exercise A to be attempted.	10 min
2. Exercise B, Questions 1 and 2 should be attempted.	20 min
3. Exercise B, Question 3 should be attempted. Unfinished work can be continued in the next lesson.	10 min

LESSON 5

Workbook Time: 40 min

Aims:

- To develop vocabulary
- To develop thinking skills
- To form sentences using different meanings of the word line

Task	Time
1. Continue with the unfinished work from the previous lesson.	10 min
2. Exercise C, Questions 1 and 2 should be attempted.	25 min
3. Recap the learning points of the unit.	5 min

This story is about an act of kindness that transforms the lives of two people.

A COMPREHENSION

1. Answer the following questions.

- a. Bertha was bright, pretty, and popular; Grace was a grave, quiet girl, dressed in mourning and quite alone in the world, the aunt who had brought her up having recently died.
- b. Bertha celebrated the good news she had received by buying some sweets.
- c. From what Bertha says about her, we learn that the aunt is 'a dear, sweet, jolly' person. She is also kind, generous and understanding. pupils should find evidence to back up their points.
- d. The statement 'Mary and Lou and Lil are girls after your own heart' means that the girls have similar temperaments and interests.
- e. Grace was made wistful by the fact that Bertha has her aunt who loved her and planned for her; Grace has no family to do this for her.
- f. No, Bertha did not think it was a good idea for Grace to work at Clarkman's all summer. She thought Grace needed rest.
- g. The clues in their letters that indicate that Grace had a good time at Aunt Meg's are: Grace says, 'I've had a lovely time' and she exclaims 'oh' in her letter - here an expression of joy/wonder. Aunt Meg writes that she 'always wanted a daughter' and that she intends 'to adopt Grace'. She describes Grace as 'the sweetest girl in the world' and says that Grace has grown 'plump and rosy' which suggests that Grace has had a good time.

These questions are more difficult. Discuss them first.

- h. Bertha decided that it would be a good idea to send Grace to her aunt's in her place in the middle of the night. She came to this decision after thinking of the idea earlier on but dismissing it as 'nonsense'. She was then unable to forget that she could help her friend and 'wrestled' with the feelings she had - she wanted to go on holiday to her Aunt's house but she knew that Grace needed it more.
- i. Yes. Bertha's sacrifice did not have much impact on her but it permanently changes the lives of Aunt Meg and Grace for the better.

While reading: Discuss the fact that while Grace might not have wished to work at Clarkman's all summer, she needed to do so in order to earn money and keep occupied. Revisit this idea when answering 1.i. below.

Challenge: Encourage pupils to write about an interesting day! They will need to use their imaginations but they could use some details from the passage to help them or to make some comparisons.

2. Answer the following with reference to context:

- a. *I shall have to manage this affair very carefully.*
 - i. Bertha, to herself.
 - ii. Trying to arrange for Grace to go to Aunt Meg's in Bertha's place without making Grace feel uncomfortable.

- iii. Bertha planned to tell Grace that she could not go due to ‘circumstances’ but she would not reveal that the circumstances were Grace’s not Bertha’s.
- b. *You are not strong, and you need a good rest.*
 - i. Bertha to Grace.
 - ii. She has had a bereavement, she has no family, she has been working hard at school all term...
 - iii. She had been planning to work at Clarkman’s bookstore.
- c. *Don’t think me ungrateful.*
 - i. Bertha, in a letter to Aunt Meg
 - ii. because she is turning down the invitation

3. List down the sequence of events to trace the beginning, middle and end of ‘The Story of An Invitation’. Fill in the table below with the required detail.

Pupils may go through the passage again and underline the events in order of their occurrence to identify the beginning, middle and end of the story.

B WORKING WITH WORDS

1. Use the following words and phrases in sentences of your own.

Pupils will write their own sentences. Make sure they use a dictionary, even if they think they know the meaning of the words.

2. Complete the crossword by solving the clues. All the words appear in the story, apart from one. Which one?

- Across: 1. ended 2. truth 3. dressed 5. popular
 8. climbed 9. suppose 10. vague 11. plans
- Down: 1. escape 2. their 4. shrub 6. plump
 7. adopts 8. close

Shrub does not appear in the story.

C LEARNING ABOUT LANGUAGE

PHRASES AND CLAUSES

1 and 2: Discuss the following and put them into three columns: phrase, subordinating clause, main clause (sentences). (Add the correct punctuation to the sentences and make sentences using the phrases and subordinating clauses.)

PHRASE	SUBORDINATING CLAUSE	MAIN CLAUSE
Really quickly like a bell	unless you want it too much	Malik runs often because it hurts a lot.
It must start	while I wait	Take that away
Very happy they chased the ball	was singing	

Simple, Compound, and Complex Sentences

a. Label the subject and predicate in the following simple sentences.

- i. Subject – We; Predicate – chocolate
- ii. Subject – I; Predicate – slept a little
- iii. Subject – I; predicate – had a dream
- iv. Subject – We, I; Predicate – was still hungry
- v. Subject – it; Predicate – did not make a sound
- vi. Subject – we; Predicate – ate the delicious chocolate as soon as you gave it to us
- vii. Subject – it; Predicate – without making a sound

b. Discuss the parts of the following sentences. Then label them to say whether they are simple or compound sentences.

- i. simple
- ii. compound
- iii. simple
- iv. compound
- v. compound

The Four Types of Sentences

3. Label these sentences: declarative, interrogative, exclamatory, or imperative.

- a. declarative
- b. interrogative
- c. imperative
- d. declarative
- e. and
- f. exclamatory

4. Write your own declarative, interrogative, exclamatory, and imperative sentences.

Pupils will make their own sentences for each of the categories.

D LISTENING AND SPEAKING

Practise using the question openers in 1. in class before working in pairs to complete 2. They will need to use their imaginations.

1. Imagine you are one of the two girls in the story and you are meeting the other girl for the first time. You want to know more about the other girl. Here are some ways to start asking questions:

I wonder if you could tell me.../Could you please tell me.../I'd like/love to know.../Would you mind telling me.../Something I would like to know is.../Something else I'd like to know is

2. Work with a classmate and practice asking questions like the ones given above. Your classmate should give answers. Then swap roles.

You could start talking about the following to start a conversation: Pupils can then continue to ask their partners questions based on the given topics and after receiving answers, they can swap roles.

E COMPOSITION

Using the information you have gathered in the above exercise, write a biographical account of the person to whom you have addressed your questions. Do not list the date of birth, place of birth, and other mundane details, but make your biography interesting by picking the more outstanding events and features of that person's life.

Workbook: pages 31-35

A TENSES

Revise the present continuous tense by going through the text and giving further examples. Remind that the pupils have already done a similar exercise based on the simple present tense.

1. For each of the following uses of the present continuous tense give some examples of your own.

- He is playing in the garden. They are eating biscuits. Are they singing?
- She is learning Arabic. They are taking music classes. Are they playing cricket this year?
- We are leaving for Murree in an hour. They are seeing the doctor tomorrow. She is arriving soon.
- They are forever complaining about the weather. He is always telling stories.

2. Replace the italicized verbs with the present continuous tense.

Note how the present continuous tense is used to speak about an event that is going to happen (in the future). Compare this with the future tenses: When will you be bringing your wife to see us? When are you going to bring your wife to see us?

- What is she doing on Friday?
- When are you bringing your wife to visit us?
- The express train from Lahore is arriving at 9.30 p.m.
- I am dining with Sameer tomorrow.
- We are buying a new computer next week.
- What is she wearing to the party?

3. Can you think of any other words to add to the lists above?

- Verbs of the senses : observe
Verbs expressing feelings : love, wish
Verbs of thinking : understand, think
Verbs of possession : possess, want

4. Fill in the blanks using the present continuous or the simple present tense.

- She wants you to know that she remembers your birthday and will write you a letter.
- Samuel knows that he was wrong. He hopes you will forgive him.
- I believe this house is his, but the policeman says that it isn't.
- She hears me calling her but she pretends that she cannot.
- The teacher thinks that we understand now.

The simple present and present continuous tense

Revise the present tenses: Look again at the verbs on page 3 of the workbook.

5. Add the present simple or continuous tense of the verb given.

- She always *visits* me on Sunday.
- I *have* a cold at the moment but I *am not taking* any medicine to cure it.
- Are you enjoying* this book?
- Thomas *likes* photography but I *prefer* carpentry.
- She quite often *has* fever because she *suffers* from malaria.
- During the monsoon the skies *become* very cloudy and it *is becoming* cloudy now.

- g. Every day she *leaves* the house at seven o'clock and *rides* to work on her bicycle.
- h. They *are trying* to finish the work before the minister *arrives*.
- i. Sabrina normally *cleans* the classroom every morning; we *appreciate* her good work.

6. Which of the following sentences are wrong?

- a. I am loving his novels. (WRONG) I love his novels.
- b. She is smelling a flower.
- c. The man is having a house. (WRONG) The man has a house.
- d. The man is having a walk.
- e. I agree with everything he says.
- f. He is possessing a new watch. (WRONG) He possesses (or better: *has*) a new watch.

B EXPLORING VERBS

Here are some 'exploring' verbs. Do you know what they mean?

Discuss the words.

1. Fill in the blanks with the words above. Change the tense if necessary. Use each word once only.

- a. investigated b. inquired c. discovered d. probed
- e. explored f. scrutinized g. examined h. searched

C LISTENING AND SPEAKING

Repeat each line three times—as quickly as you can—without making a mistake!

A knapsack strap Truly rural A laurel-crowned crown

Pupils should try to say each phrase a few times – they are not easy!

Lesson Plans

For detailed suggestions, refer to the end of the teaching guide.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and understand a short story
- To practise comprehension skills

Task	Time
1. Reading and understanding of the passage and explanation of the unfamiliar words.	20 min
2. Begin with Exercise A, Question 1.	15 min
3. Exercise A, Questions 2 and 3 should be started and given as homework.	5 min

LESSON 2

Textbook Time: 40 min

Aims:

- To make sentences with given words and phrases
- To complete a crossword
- Further practice of tenses

Task	Time
1. Exercise B, Questions 1 and 2 should be attempted. The crossword can be finished for homework.	10 min
2. Exercise C should be attempted.	20 min
3. Recap the lesson taught so far.	10 min

LESSON 3

Textbook Time: 40 min

Aims:

- To practise asking polite questions to obtain information
- To practise directed writing skills—a biography

Task	Time
1. Exercise D should be attempted.	20 min
2. Exercise E should be attempted.	20 min

LESSON 4

Workbook Time: 40 min

Aims:

- To revise the present continuous tense
- To identify verbs that are not used in the continuous tense

Task	Time
1. Begin with the Workbook and discuss Exercise A.	5 min
2. Exercise A, Questions 1, 2, and 3 to be attempted.	25 min
3. Recap the lesson taught so far.	10 min

LESSON 5

Workbook Time: 40 min

Aims:

- To use the present continuous and simple present tenses
- To practise spelling skills

Task	Time
1. Continue with Exercise A Questions 4, 5, and 6.	20 min
2. Exercise B.	10 min
3. Complete Exercise C and recap the learning points of the unit taught.	10 min

The Naming of Cats

This poem contains some references that pupils might not be aware of. However, it has a fun, colloquial tone, interesting images, and a rapid pace that make it enjoyable. Pupils should try reading it aloud.

Suggestions and answers

A UNDERSTANDING THE POEM

1. Answer the following questions.

- a. The poet says that the reader might think that he is crazy when he tells them that a cat must have three different names.
- b. The first type of name a cat should have is the name that the family use every day.
- c. The second type of name that a cat should have is a particular name, that is peculiar and dignified.
- d. The poet does not suggest any female names in the first list. He suggests only two female names (of the first type) in the second list - Electra and Demeter.
- e. The fancier names that the poet suggests are Plato, Admetus, Electra, and Demeter.
- f. A cat will be able to keep his tail perpendicular, spread out his whiskers, and cherish his pride if it has a name of this kind.
- g. The third type of name is one that the cat knows but that no one else will ever know. It is different because humans will never discover what it is.
- h. When a cat is in 'profound meditation' it is thinking about the thought, of the thought, of the thought of his name!

These questions are more difficult. Discuss them first.

- i. Pupils can come up with a range of reasons. The names are unique and seem to be invented for a particular cat. Pupils can try to come up with names. One way to do this is to use familiar parts of words to make names that are not existing names or words. You could get them to come up with particular cats first, if that helps. For example: a grey cat that likes reading but can run fast might be called Smobooshwoosh or Greywormrev or Speedireadi!
- j. Pupils will suggest their own ideas. Do cats think? If so, what could they be thinking about?
- k. The pupils can use their knowledge of ordinary names and build on their answers to (i) to come up with two lists. Each pair should then compare their list with of others in the class.

2. Reference to context

- a. *All of them sensible everyday names*
 - i. Pupils can list any of the following: Peter, Augustus, Alonzo, James, Victor, Jonathan, George, Bill Bailey, Plato, Admetus, Electra, or Demeter.
 - ii. Daily
 - iii. A cat can also have a particular name and a singular name. The particular name is unique to each cat and the singular name will only ever be known by the cat it belongs to.
- b. *But above and beyond there's still one name left over.*
 - i. Above and beyond the everyday name and the particular name.

- ii. The singular name.
- iii. By being in profound meditation

B WORKING WITH WORDS

SIMILAR WORDS

1. What is the difference between the words given in each group below?

Pupils should look in a dictionary, if they do not know the precise meaning of a word. When the pupils have thought about the words in each list and have checked the meaning of those they do not know, discuss the words. Use them in sentences.

Before they begin, give them these examples. A hedge and a fence serve the same purpose, but are constructed of different materials. One can inter or bury a body, but a dog would bury a bone, not inter it! These are the kinds of differences the pupils should understand, and learn that it is sometimes more appropriate to use one word than another.

SIMILES

Quickly recap similes.

2. Complete the following sentences with colourful similes of your own:

Discuss and share the similes produced by the pupils. The pupils' similes should not be too obscure or hard to visualise. Encourage them to move away from clichés and to link the simile to the topic and to think about the impact it makes. For example: The sound of the birds from the trees in the valley can be *as clear as a bell* but it might also be *as clear as a ticking clock in an empty room* or *as clear as a crystal vase smashing on a marble floor*.

C LEARNING ABOUT LANGUAGE

Metaphors: Discuss the text and examples. Many words in English have a literal as well as metaphorical meaning. Use the opportunity to look at the etymology of some words, and how they have come to mean different things.

1. Pupils should make up their own sentences; both the literal and metaphorical meanings are given below.

- a. root—tree root, the root of a problem
- b. parent—father or mother, the main or major part (e.g. a parent company)
- c. arms—a person's upper limbs, a wing or part of something
- d. bed—a thing to lie on, the lowest part (ocean bed)
- e. cage—a small place of restraint usually made of iron bars, trap (not literally by using a cage)
- f. star—heavenly body, the main person ('star' attraction)
- g. doctor—trained in medicine, to fix something (to doctor something)

2. Give metaphorical uses for the words in italics:

Literal and metaphorical uses:

- a. a thick neck: a neck of land, neck of a bottle, neck of a vase
- b. soft skin: soft heart, soft mind, soft (feelings, emotions), soft options, soft words
- c. back of a chair: see the back of him, break the back of something
- d. the human heart: the heart of the matter, heart of a fruit, heart of a story, his heart was not in it, his heart leaped
- e. oak branch: branch of a bank, school, society, club, branch of science, he branched out into another business, the road branches off here

3. Below are some metaphors that we often use. Explain the meaning of each and them in sentences of your own.

- a. getting into a rut
- b. putting the cart before the horse
- c. to smell a rat
- d. on its last legs
- e. to steer clear of something

DIRECT AND INDIRECT OBJECTS

4. Underline direct objects and circle indirect objects.

- a. She sold her car. (Direct object: car)
- b. The father gave his son a gift. (Direct object: gift; Indirect object: son)
- c. Jamila gave some cereal to her daughter. (Direct object: cereal; Indirect object: daughter)

TRANSITIVE AND INTRANSITIVE

5. Identify the subject, verb, object, and complement in the following sentences. Note whether the verb is transitive or intransitive. Note whether the object is direct or indirect.

- a. Subject - old man; verb - cried (intransitive); complement - often
- b. Subject - heater; object (direct)- room; complement - warmed (transitive) the room
- c. Subject - women; complement - slept (intransitive)
- d. Subject - We; complement - laughed
- e. Subject - He; verb - gave (transitive); object - the comics; complement - to me (indirect object)
- f. Subject - The sun; verb - shone (transitive); complement - brightly
- g. Subject - they; verb - left; object - the classroom (direct)
- h. Subject - we; verb - driving; object - the car (direct); complement - slowly

D LISTENING AND SPEAKING

APOLOGIZING

1. Work with a classmate and practise the above expressions

When you have discussed the text and studied various situations as a class, then form pairs and practise the phraseology.

2. You may role-play all these situations in class.

Alternatives are possible, and flexibility and variation is called for. Natural and spontaneous remarks are the best. Also be aware that a sincere apology and an insincere one will differ markedly in tone.

- a. I'm so sorry! I did not mean to do that. (That's all right. It must have slipped. It was an old one anyway, etc.)
- b. I'm sorry. I do beg your pardon. Do excuse me. (That's all right. No harm done.)
- c. I'm so sorry for your loss. (Thank you for your sympathy.)
- d. Excuse me! I do apologise for that! (There's no need to apologise. Just clean up the mess! – This last remark might get a frosty look in return.)
- e. I'm so sorry! Do forgive me. (Not to worry. It will soon dry out.)
- f. I'm sorry. I should have checked that it was open today. (Never mind. I would not have thought to check that either. Let's go to a café instead.)

- g. Please accept my apologies. I completely forgot. (Surely it was not for today! Detention!)
- h. Do forgive me. I did not realise it was the last one. (Not to worry. I was not hungry anyway. Scowling.)
- i. Excuse me! I did not know there was anyone here. (That's ok. Knock, next time!)
- j. I do beg your pardon. I thought you were X. (That's quite all right. There's no need to apologise.)

E COMPOSITION

This should not be a simple description of the picture. The pupils should make notes and imagine what could be happening and why. This picture should illustrate the start of a story or the end of one. Ask the pupils to use their imagination.

Workbook: pages 36-39

A SIMILES AND METAPHORS

Remind the pupils that although they should understand and be familiar with common similes, they should avoid over-using them. They should use new and vivid similes.

Discuss how a simile is different from a metaphor.

Point out the metaphor, simile, or literal comparison.

- | | | |
|----------------------|----------------------|-------------------------------|
| a. tackling—metaphor | b. shrouded—metaphor | c. like a grey blanket—simile |
| d. bathed—metaphor | e. heart—metaphor | f. like a snail—simile |

B EXCLAMATION!

Discuss exclamatory sentences. Explain that quite often a verb is left out (but implied), e.g. What an extraordinary thing (has occurred)!

1. Rewrite the following statements as exclamatory sentences.

Note that pupils may change the words; this is permissible as long as the meaning is not changed.

- a. What a peculiar child!
- b. What a stinking bin!
- c. What funny things children are! (How funny children are!)
- d. What an incredible story! (His story was incredible! What a story—incredible!)
- e. The whole house! Burnt to the ground!
- f. Brilliant child! (What a child! Brilliant!)

C COLLECTIVE NOUNS

- | | | |
|----------------------|----------------------|--------------------|
| a bunch of grapes | a bouquet of flowers | a bundle of sticks |
| a chain of mountains | a clump of trees | a cluster of stars |
| a flight of stairs | a gang of labourers | a group of islands |

D PARTS OF SPEECH

Pupils will not need to give such a full description as below. They need only identify the part of speech.

1. Identify the parts of speech italicized in the following sentences. Use your dictionary for help.

- a. daily: adverb telling us more about the verb *used*
- b. sensible: adjective describing *names*
- c. pride: abstract noun
- d. profound: adjective describing *meditation*
- e. singular: adjective describing *name*
- f. you: pronoun standing in place of the noun (the reader)
- g. needs: verb (transitive; object, a name)
- h. always: adverb qualifying the verb *is*
- i. and: conjunction joining two related sentences to make a compound sentence
- j. fancier: comparative adjective showing the particular names are more extravagant
- k. at: preposition expressing the point when something happens

Lesson Plans

For detailed suggestions, refer to the end of the teaching guide.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and understand a poem
- To practise reading skills
- To practise comprehension skills

Task	Time
1. Reading and discussion of the poem and understanding of the unfamiliar words.	15 min
2. Exercise A, Question 1 should be attempted.	15 min
3. Continue with Exercise A, Question 2 should be attempted.	10 min

LESSON 2

Textbook Time: 40 min

Aims:

- To develop oral skills
- To examine the difference between synonyms
- To use metaphors (and revise similes)

Task	Time
1. Begin with Exercise B, Questions 1 and 2 should be discussed, using dictionaries when needed.	10 min
2. Continue with Exercise C, Similes, Question 1.	15 min
3. Exercise C, Metaphors, Questions 1, 2, and 3 should be attempted. The sentences for Question 1 can be given for homework after a brief discussion.	15 min

LESSON 3

Textbook Time: 40 min

Aims:

- Oral practise of polite language
- To develop directed writing skills

Task	Time
1. Continue with Exercise D, Questions 1 and 2.	15 min
2. Exercise E should be attempted.	20 min
3. Review the lessons taught so far.	5 min

LESSON 4

Workbook Time: 40 min

Aims:

- To revise similes and metaphors
- To convert statements into exclamations
- Practice of collective nouns
- To identify various parts of speech

Task	Time
1. Exercise A should be attempted.	10 min
2. Exercise B should be attempted.	10 min
3. Exercise C should be attempted.	10 min
4. Exercise D should be attempted.	10 min

This extract is taken from the famous novella *The Strange Case of Dr Jekyll and Mr Hyde*. Stevenson's descriptions are detailed and the language, which has been adapted for this audience, is formal so be sure to discuss the events with the pupils to check their understanding. The pupils need to have a good understanding of the characters and events so discuss the comprehension questions while reading or before writing.

For more information about Robert Louis Stevenson: www.wikipedia.org/wiki/Robert_Louis_Stevenson or www.robert-louis-stevenson.org/

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- a. 'Nearly a year later'
- b. The two men involved in the crime were the victim, Sir Danvers Carew, and the criminal, Mr Hyde. The maid did not like Mr Hyde. The maid admired the old gentleman for his 'very pretty manner of politeness' and his face, which to her 'seemed so innocent and full of kindness'.
- c. An ape.
- d. Mr Utterson is a lawyer.
- e. Mr Utterson 'quailed' when he heard about the crime and saw the weapon. He looks serious and feels gloomy. Pupils will need to look up the word quailed to know that what it means - to feel or show fear or apprehension.
- f. She is described as an older woman who had 'an evil face, smoothed by hypocrisy; but her manners were excellent'. She has a flash of hateful joy on her face when she realises that Mr Hyde might be in trouble. Pupils should talk about the key lines of description and what they reveal about her.
- g. It would be difficult for the Inspector and Mr Utterson to find Mr Hyde because 'few people knew him' and he had no family, had never been photographed, had not been seen often and was described in wildly different ways by those who had seen him.
- h. 'ransacked'
- i. The Carew Murder Case is a narrated text. Provide another end to the story.
Pupils may use their imagination and come with a creative end to the story. The endings can be discussed in the class as a class activity.

This question is more difficult. Discuss it first.

- j. Pupils may pick out and comment on any three examples from the details about the witness and state what they reveal about her character. The maid is sensitive but she also seems to be dramatic and to have a vivid imagination. It appears that she may be prone to exaggeration and perhaps, after some time, she views the incident as somewhat exciting. Some suggestions:
she was fanciful - fanciful means over-imaginative and unrealistic
(she) fell into a dream of musing - deep thought! is this likely?

with streaming tears, when she narrated that experience - suggests she exaggerates the impact and enjoys telling this dramatic story but it could be that it had a big impact on her
never had she felt more at peace with all men or thought more kindly of the world - on a normal evening? another example of her being fanciful?

At the horror of these sights and sounds, the maid fainted. - she is sensitive to the violence (perhaps)

It was two o'clock when she came to herself and called for the police. - is she practical?

While reading: Pupils will pick out a few sentences - there are many to choose from and the choices can be discussed.

Challenge: Dr Jekyll and Mr Hyde are the same person but the other characters do not know this at this point in the novel. Can you find any details that connect Jekyll and Hyde?

2. Answer the following with reference to context.

a. *And then, all of a sudden he broke out in a great flame of anger..*

- i. Mr Hyde
- ii. Sir Danvers Carew
- iii. Not according to the witness
- iv. like that of a madman, with ape-like fury (excessive)

b. *'This will make a deal of noise.'*

- i. Inspector Newcomen of Scotland Yard
- ii. Mr Utterson
- iii. He means that it will cause a sensation and be talked about and written about in the news. This is because the victim is an important man - **Sir** Danvers Carew.

B WORKING WITH WORDS

1. Use the following words and expressions in sentences of your own.

Discuss first. Ask the pupils to try and bring out the meaning of the keyword in the sentences they write. Technically, 'He is an ambitious man' is correct; however, pupils might be more adventurous and try to write something like this: 'The man's eyes lit up when he heard his boss was leaving; now was the time to realise his life's ambition.'

2. Find a word or an expression in the story that is exactly the same of those in the list below. When you have found the correct words, use them in sentences of your own.

- | | | |
|------------|--------------|-----------|
| a. musing | b. shattered | c. solemn |
| d. stature | e. luxury | f. ember |

Pupils should make up their own sentences.

3. What do you think is meant by each of the following proverbs?.

Pupils should try to write their own definitions first. Then find the correct ones in the list in Ex. 4. (The meanings are in brackets and relate to Ex. 4.)

- | | |
|--|-------------------------------|
| a. All work and no play makes Jack a dull boy. | (d. One should... alone) |
| b. As you make your bed so must you lie in it. | (b. Each one... actions) |
| c. Honesty is the best policy. | (f. In the long run...) |
| d. Don't make a mountain out of a molehill. | (e. Don't treat... important) |
| e. Don't put the cart before the horse. | (a. We should deal...order) |
| f. Half a loaf is better than no bread. | (c. We should be thankful...) |

4. Write a brief explanation about what you think each proverb given on previous page means. Then look at the clues below to see if your explanation is correct. (The clues below are not in the correct order.)

See above.

C LEARNING ABOUT LANGUAGE

SUFFIXES

1. Add the suffixes **-ed**, **-ing**, and **-ence** to the following words.

transferred, transferring, transference; inferred, inferring, inference; deferred, deferring, deference; conferring, conferred, conference; referred, referring, reference

2. Add **-ly** to form adverbs

Note that adverbs are related to adjectives and generally have the same meaning. Most of the adverbs formed in this way are adverbs of manner. Not all adverbs ending in **-ly** are adverbs of manner. Some are adverbs of degree, e.g. extremely, slightly, absolutely, perfectly, considerably, enormously. Some adverbs ending in **-ly** are those of time, duration or frequency, e.g. presently, briefly, weekly. And finally, there are adverbs of place, e.g. locally, internationally. (There are others!)

Note also that there are spelling changes when **-ly** is added to form an adverb.

necessarily	naughtily	satisfactorily	merrily
angrily	cosily	voluntarily	cheerily
ordinarily	happily	noisily	temporarily

3. Add **-ous** to make adjectives

luxurious	furious	mysterious	injurious
industrious	melodious	glorious	

4. Think of suitable nouns which the adjectives above could describe.

Pupils will come up with their own nouns.

e.g. luxurious fittings/furniture/accommodation; furious invaders/men/householders; mysterious case/story/circumstances...

Share the findings.

D LISTENING AND SPEAKING

Look at the lists of words given on the next page. Discuss the meanings of the words. Choose a word from each list that is most similar in meaning to the word in capital letters. Practice using the two words in sentences that explain the meaning of the word. Then choose a word from each list that has the opposite meaning to the word in capital letters. Practice using the two words in sentences that explain the meaning of the word.

Join another pair or group and compare your responses. Take turns to explain what each word means and whether it has the same or opposite meaning capital letters.

Speak in full sentences using Standard English.

Pupils should work in pairs but a class discussion and sharing of different sentences can be done at the end of the activity.

Witness - same as bystander; opposite to participant

Solemn - same as serious; opposite to light-hearted

Ferocity - same as barbarity; opposite to tenderness

Accosted - same as approached; opposite to ignored

E COMPOSITION

Use the details from the story and your imagination to write a newspaper report about the Carew Murder Case.

Discuss the framework first. Pupils should use the framework to plan and make notes before they begin. These newspaper articles could be used for an interesting class display.

PROJECT

Most scientists are not like the one in this story! Find out about a real scientist and present your information to others. Include a short biography, their key scientific achievement(s) and contribution(s) to science and any other relevant information.

This is a simple independent research project. Give pupils guidance on how you would like the information to be presented – a simple fact-file or poster would be best.

Workbook: pages 40-45

A. MORE ABOUT SUFFIXES

1. Try to add *-able* or *-ible* to the following to form adjectives. Check each word in your dictionary.

- | | |
|------------------------|------------------------------|
| a. remedy—remediable | b. deduce—deducible |
| c. express—expressible | d. digest—digestible |
| e. convert—convertible | f. comprehend—comprehensible |
| g. access—accessible | h. apply—applicable |
| i. return—returnable | j. sense—sensible |
| k. imagine—imaginable | l. pass—passable |
| m. cure—curable | n. defend—defensible |
| o. laugh—laughable | p. manage—manageable |
| q. import—importable | r. inflame—inflammable |

2. Add the suffix *-able*, *-ment*, *-less*, *-ful*, or *-ing* to the following.

- | | |
|------------------------------|----------------------------|
| a. argument, arguing | b. agreement, agreeing |
| c. lovable, loveless, loving | d. comfortable, comforting |
| e. hopeless, hopeful, hoping | f. purposeless, purposeful |
| g. foreseeable, foreseeing | h. purchasable, purchasing |
| i. determinable, determining | j. handling |

B WORDS—WRITE THEM RIGHT

1. Check the correct spellings.

The words that do not need to be corrected have been underlined.

- | | | | | |
|-------------|-------------------|-------------|------------------|------------------|
| a. deceive | b. release | c. perceive | d. <u>exceed</u> | e. belief |
| f. reveal | g. grief | h. leave | i. <u>sneeze</u> | j. <u>sleeve</u> |
| k. treat | l. <u>succeed</u> | m. chief | n. conceit | o. seize |
| p. reprieve | q. <u>fleet</u> | r. wreath | s. weasel | t. achieve |

2. Look up the following words in a good dictionary.

Overworked words. Discuss the words with the pupils and look up the meanings in a dictionary. Frightful means dreadful, shocking, revolting, ugly. The slang usage has come to mean 'very great'. The word is overworked. Bring home to the pupils that choosing the correct word is important.

3. Rewrite the following using more suitable words or phrases in place of the italicised words.

- Before the party we were (very, so, most, extremely) busy.
- The play was (extremely, most) dull. (Leaving out 'dull' we could use tedious, slow-moving, monotonous, gloomy, boring.)
- She sang (out of tune, hoarsely, incredibly, raucously).
- He painted his car a (flashy, garish, bright, showy, gaudy) red.
- She is a/n (very, extremely, most, exceptionally) attractive girl. (She is a beauty.)

C PUNCTUATION

1. Punctuate the following. (10 commas are missing)

- The children, of course, had a wonderful time.
- Those children who did well, passing the test, were given sweets.
- At last, however, all was ready.
- For months they studied and argued upon the problem, repeatedly making calculations.
- Then, twenty minutes afterwards, it was Naila's turn again.
- Years later, when Aaquib met the young man who had written it, he was asked what he thought of the story.

Find commas in other pieces of writing. See how they are used.

D BESIDE AND BESIDES

Oral work with the examples given.

1. Use beside or besides to complete the following sentences.

- | | | | |
|-----------|------------|-------------------|-----------|
| a. beside | b. Besides | c. Beside, beside | d. beside |
| e. beside | f. besides | g. besides | h. beside |

E EVEN, BUT NOT ODD

Read and discuss the text.

1. Discuss the following in class.

- Even Saima began to cry when I told her this. (Saima was not expected to cry; but she did, too, just like the others.)
- Saima even began to cry when I told her this. (Saima was so effected by the news that she began to cry, in addition to showing other forms of anguish.)
- Saima began to cry even when I told her this. (Saima cried, regardless of what else I said to her.)
- Saima began to cry when I told her even this. (Saima is a real cry baby; this trivial piece of news, too, made her cry.)

2. Use the adverbs even, merely and only in sentences of your own.

Pupils will write their own sentences.

Discuss the sentences; bring out the meaning of each.

They are merely children; how can you expect them to do any more?

They merely came to see us; they wanted nothing more.

She is an only child.

They only say that they like us; they don't really mean it.

They only have some bread at home; there is no other food there.

Only they have some bread at home; the others do not have anything!

Lesson Plans

For detailed suggestions, refer to the end of the teaching guide.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and understand an extract from a classic novella
- To develop comprehension skills

Task	Time
1. Reading and understanding the text.	25 min
2. Exercise A, Question 1 and Challenge should be attempted. Question 2 –the task should be given for homework.	15 min

LESSON 2

Textbook Time: 40 min

Aims:

- To develop vocabulary by using given words and expressions in sentences
- To understand the meanings of some proverbs
- To form adverbs and adjectives by adding suffixes to given words

Task	Time
1. Begin with Exercise B, Questions 1 and 2 should be attempted.	20 min
2. Continue with Exercise B, Questions 3 and 4 can be briefly discussed and attempted. Unfinished work can then be given for homework.	10 min
3. Exercise C, Questions 1, 2, 3 and 4 should be attempted.	10 min

LESSON 3

Textbook Time: 40 min

Aims:

- To develop listening and speaking skills
- To develop directed writing skills

Task	Time
1. Exercise D should be attempted.	15 min
2. Exercise E should be attempted.	20 min
3. Recap the lessons taught so far. Set the Project as homework.	5 min

LESSON 4

Workbook Time: 40 min

Aims:

- To add suffixes to given words
- To form compound words
- To encourage the use of the dictionary

Task	Time
1. Begin with Exercise A, Questions 1 and 2 should be attempted.	10 min
2. Exercise B, Questions 1 and 2 should be attempted.	15 min
3. Continue with Exercise B, Questions 3 and 4 to be attempted.	15 min

LESSON 5

Workbook Time: 40 min

Aims:

- To use the comma correctly
- To differentiate between besides and beside
- To use even, merely, and only in sentences

Task	Time
1. Begin with Exercise C.	10 min
2. Exercise D to be attempted.	10 min
3. Exercise E, Questions 1 and 2 to be attempted.	15 min
4. Recap the learning points of the unit.	5 min

Test—1

Workbook: pages 46-54

A COMPREHENSION

1. Read this passage about the experiences of Charles Plumb, a US Navy Pilot during the war in Vietnam.

Pay special attention to the way in which the pupils read out the pieces of conversation. Do they make clear who is speaking and what the speaker's feelings are?

2. Answer the following questions.

- They did not have any specific topic to discuss. They talked amiably of this and that (meaning they spoke about many things, nothing in particular).
- He was reminded by a stranger who recognized him in the restaurant, that he (the stranger) had packed Plumb's parachute.
- Plumb's jaw dropped in surprise, and he stared in utter amazement. Feelings of fear and horror welled up in his mind, his throat became dry, and then he was overwhelmed with a feeling of gratitude that this man had packed a parachute that had saved his life during the war.
- The man's friendly and relaxed manner put him at ease.
- Yes. The words 'overwhelmed with a feeling of sheer gratitude' tell us this.

3. Using one word or a short phrase explain the meaning of the following words as they are used in the passage:

- ordinary: usual, regular, normal
- amiably: warmly, good-naturedly, pleasantly, cordially
- long-forgotten: from the past, deep-rooted
- beam: to smile broadly
- chute: short (informal) word for parachute

B TEXTBOOK QUESTIONS (PROSE)

1. Answer the following questions.

- Link Boys were boys who would, for a fee, carry a torch in front of people at night to light their way before the introduction of streetlamps in London.
- Clarkman was the owner of a bookstore. He agreed to employ Grace during the school vacation in *The Story of an Invitation*.
- She fainted.
- Black Beauty's mother thought hunting was a foolish sport; she was talking to Black Beauty and the other horses in the field.
- Nigar Johar is the first woman in the history of the Pakistan Army to reach the rank of lieutenant general.

2. Reference to context

- a. This is an observation made by Inspector Newcomen in *The Carew Murder Case*. He is speaking to Mr Utterson, the lawyer, about Mr Hyde. He is saying this because Mr Hyde's housekeeper seems pleased that Mr Hyde is in trouble with the police, and because he is the suspect in the murder case.
- b. Grace writes these words in a letter to Bertha in *The Story of an Invitation*. She is telling Bertha that Aunt Meg is going to adopt her. She is joyful because she had no relatives and she would have had a hard summer, working at Clarkman's, if Bertha's Aunt had not offered to have her to stay.
- c. This was written by a German tourist who visited London and was amazed by the street lamps that had been introduced there. He wrote it after seeing them for the first time. It is from *Light in the Night*.

C TEXTBOOK QUESTIONS (POETRY)

1. In which poems are the following mentioned?

- | | |
|------------------------------------|----------------------|
| a. tail perpendicular | The Naming of Cats |
| b. troublesome doctor | Adventures of Isabel |
| c. recognitions of familiar people | No! |
| d. ineffable effable | The Naming of Cats |
| e. a somersaulting giraffe | Moon wind |

2. Reference to context. Answer the questions about these lines of poetry.

- a. From *The Naming of Cats* by T. S. Eliot
- b. woman
- c. Plato, Admetus, Electra and Demeter

D WORKING WITH WORDS

1. What are the feminine forms of the following?

- | | | |
|------------------|-----------------|----------------------|
| a. heir/heirress | b. host/hostess | c. landlord/landlady |
|------------------|-----------------|----------------------|

2. What are the metaphors and similes in the following?

- a. as brave as a lion. (simile)
- b. bathed us (metaphor)
- c. as thin as rakes (simile)
- d. like the wind (simile)
- e. thundered (metaphor)

3. Use idiomatic expressions with put.

- a. The rumour ... was *put about* by his cousin. (*circulated*)
- b. ...he *put across* the sad events. (*communicated*)
- c. ...*put by* a little money every month. (*saved*)
- d. ...*put away* a whole loaf...! (*consumed*)

4. Give meanings for the following.

- a. marquee: a large tent
- b. muzzle: nose and mouth of an animal

- c. odious: hateful
- d. ravenous: extremely hungry

5. Give synonyms for the following.

- a. illuminated/lit up
- b. coax/persuade
- c. arrears/debts
- d. drowsiness/sleepiness

E LANGUAGE

1. Form adverbs from the following adjectives.

- a. happily
- b. clumsily
- c. bravely
- d. wholly

2. Underline the pronouns; say what they stand for.

- a. he/Mr Malik
- b. it/the tomato
- c. them/the children

3. Rewrite the following sentences correctly.

- a. She *believes* that ghosts haunt the house.
- b. *Do* your friends *belong* to the swimming club?
- c. *I see* him coming round the corner right now.
- d. I *have* two houses; one in PECHS and the other in Nazimabad.
- e. She *fears/is frightened of* snakes and scorpions.

4. Why are the sentences above incorrect?

Pupils may just write that the verbs are those of the senses—thinking, possession—which do not normally occur in the present continuous tense.

- a. *believe* is a verb of thinking: not normally used in the present continuous tense.
- b. *are* is used with *belonging*, *do* is used with *belong*; *belong* is a verb of possession: not normally used in the present continuous tense.
- c. *see* is a verb of the senses: not normally used in the present continuous tense.
- d. *have* is a verb of possession: not normally used in the present continuous tense.
- e. *fear* is a verb expressing feeling: not normally used in the present continuous tense.

5. Fill in the blanks with the correct form of the verbs given. Use either the simple present tense or the present continuous tense.

- a. ...seldom *swims* because she *suffers* from asthma.
- b. ...she *starts* out at seven and *arrives* at work on time.
- c. ...he *is working* at... he *works* every year.

6. Use the verb and the tense and complete the sentences.

- a. The weather *was looking* ominous.
- b. The children *are reading* a comic.
- c. He *rode* a tall horse yesterday.
- d. Ramiz and Bilal *have taken* all the books away.
- e. Her mother *will bring* her here tomorrow.

F LISTENING AND SPEAKING

1. Use these words in oral sentences of your own.

Pupils will compose their own oral sentences.

2. Make oral sentences beginning with the following.

Pupils will compose their own oral sentences.

3. Read the following words aloud. Be careful to stress the correct syllable in each word.

in - di - ca - tion

re - cog - ni - tion

fa - mil - iar

lo - co - mo - tion

af - ter - noon

4. Combine two words in A and B to form a compound epithet. Use the epithet to describe a suitable noun in C.

all-night party

mosquito-infested swamp

tear-filled eyes

blue-throated thrush

cloud-covered sky

sharp-witted boy

G COMPOSITION

Write a short story based on the photograph.

Pupils should use the stimuli in the photograph: a boy, looking at a man (obviously not a gardener) watering plants, metal chair, lawn, paved path, pots, hedge with bushes, conservatory, large windows, wicker seats inside... conversation? Pupils should then use the words and ideas presented to be as creative as possible and make up a story.

Lesson Plans

For detailed suggestions, refer to the end of the teaching guide.

LESSON 1

Workbook Time: 40 min

Aims:

- To revise the previous eight units
- To assess reading skills
- To assess comprehension skills
- To assess the ability to write answers in correct grammatical structures
- To assess vocabulary

Task	Time
1. Exercise A, Question 1 to be attempted.	20 min
2. Continue with Exercise A. Questions 2 and 3 should be attempted.	20 min

LESSON 2

Workbook Time: 40 min

Aims:

- To recall characters from the previous 8 units
- To assess comprehension skills
- To assess vocabulary

Task	Time
1. Continue with Exercise B.	20 min
2. Exercise C, Questions 1 and 2 should be attempted.	15 min
3. Exercise D, Question 1	5 min

LESSON 3

Workbook Time: 40 min

Aims:

- To assess use of metaphors, similes, idioms
- To assess vocabulary
- To assess use of pronouns, adverbs, adjectives
- To assess grammatical accuracy
- To assess tenses and verbs

Task	Time
1. Exercise D, Questions 2 - 5 should be attempted.	20 min
2. Exercise E should be attempted.	20 min

LESSON 4

Workbook Time: 40 min

Aims:

- To assess speaking skills
- To assess directed writing skill

Task	Time
1. Exercise F should be attempted.	20 min
2. Exercise G should be attempted.	20 min

The Listeners

A mysterious poem written by Walter de la Mare. The reader is left with many questions and a mystery to solve as best they can.

Suggestions and answers

A UNDERSTANDING THE POEM

1. Answer the following questions.

- a. The action in the poem take place at night in a forest outside a house. It is obviously not the modern day because the Traveller travels by horse.
- b. The phrase 'leaf-fringed sill' tells us that the plants around the house have overgrown.
- c. The word 'turret' in line 5 of the poem suggests that this house is quite big and grand.
- d. 'An air' is shaken and stirred by the Traveller's shouts.
- e. The lines that tell us that the Traveller had made a promise that he would come to the house are: 'Tell them I came, and no one answered,/That I kept my word,'
- f. The word 'silence' is repeated at the beginning and end of the poem. It reinforces the lack of sound due to there being no one there.
- g.

i. the door - moonlit	ii. the Traveller's eyes - grey	iii. the turf - dark
iv. the forest floor - ferny	v. the house - lone	vi. the hoofs - plunging
vii. the sill - leaf-fringed	viii. the sky - starred and leafy	
- h. The words evoke a spooky, haunted feel. There is a possibility of paranormal or supernatural occurrences. The atmosphere is tense and gives goosebumps.

These questions are more difficult. Discuss them first.

- i. Pupils can pick out a range of details that work together to create a creepy atmosphere. Some suggestions: repetition of 'Is there anyboy there?'; the sudden flight of the bird; 'no head from the leaf-fringed sill/Leaned over and looked into his grey eyes' - saying no one looked makes us imaging him being watched; 'a host of phantom listeners' - seems to suggest there are ghosts/imagined listeners; the house is described as 'lone', 'empty', 'shadowy' and 'still' - creepy; 'world of men' - raises the question, are there other worlds?; dark stair; 'felt...their strangeness' - creepy feeling; 'the listeners'/'they' - conveys the impression of a ghostly/imagined, silent observer...
- j. Some suggestions:

Character(s)	What we know about them	Evidence from the poem
The Traveller	<i>A man, travelling by horse. Wants to see the people who lived in the house. Lonely and confused</i>	<i>'The Traveller', 'his horse' 'he smote upon the door a second time' 'Lonely' 'perplexed'</i>

The listeners	<i>Are they ghosts or imagined? From a different world? Not like the man</i>	<i>'Phantom' 'thronging the faint moonbeams on the dark stair/That goes down to the empty hall' They hear 'that voice from the world of men' 'their strangeness'</i>
Them (line 27)	<i>The Traveller has promised to come to them. They are not there now.</i>	<i>'Tell them I came..../That I kept my word.'</i>

2. What is the rhyme scheme of the poem?

36 lines structured by an abcb rhyme scheme. If the pupils check carefully, they might notice that stone and gone do not rhyme - this creates an unsettled/unresolved feeling at the end of the poem that reflects the subject matter.

3. Which sentence most accurately describes the form and viewpoint of this poem?

i. Sentence (i) describes it.

4. Answer the following with reference to context.

a. *But only a host of phantom listeners*

That dwelt in the lone house then

Stood listening in the quiet of the moonlight

To that voice from the world of men:

i. ghosts or people the Traveller imagines

ii. The poet makes the listeners seem like real people by describing them using verbs - they 'dwelt' in the house and they 'stood listening' - which makes us imagine their actions.

iii. The Traveller.

B WORKING WITH WORDS

EPITHETS

1. Use a word from each column and a noun of your choice to create some compound epithets. Example: ice-strewn pavement

More examples: honey-coloured hair

sugar-coated pill (metaphorically or literally)

jewel-encrusted dress

2. Think of suitable compound epithets to describe the following: There are plenty of options: thinly-populated city, free-standing vase, long-neck bottle, beetle-eating monster, newly-born calf, shore-bound sailor.

SPELLING

Discuss the text and the examples.

3. a. Add suffixes to the following:

-able: recognizable, excitable, comparable, mistakable, notable, preservable, presumable. (measurable)

-ment: encouragement, inducement, involvement, statement, management, requirement, excitement. (measurement, arrangement)

b. Some of the words below can take two of these suffixes:

-ing, -ful, -ous: measuring, comparing, ridiculing, ridiculous, nervous, disgracing, disgraceful, tasting, tasteful, resourceful, arranging, dissolving, spiteful, famous, hoping, hopeful.

c. Add the suffix *-ous* or *-able* to the following.

Pupils should use a dictionary, if in doubt, not consult you or a friend!

advantageous	outrageous	famous	spacious	gracious
gorgeous	courageous	nervous		
endurable	traceable	refusable	manageable	movable
excusable	damageable	replaceable	debatable	changeable

4. Compound nouns are formed by joining two or more words together to form a noun.

- dragonfly, babysitter, policewoman, moonlight, lighthouse, seashore, alarm clock, blackberry, notebook, skyscraper, toothpaste.
- dragonflies, babysitters, policewomen, lighthouses, seashores, alarm clocks, blackberries, notebooks, skyscrapers, toothpastes.

C LEARNING ABOUT LANGUAGE

Give other examples of the future continuous tense.

1. Change the following sentences given in the present continuous tense into the future continuous tense. Add a suitable time-phrase to each sentence.

- They *will be making* cakes in the kitchen *this afternoon*.
- She *will be taking* the dog for a walk *in the morning*.
- I *will not be working* in the hospital *next week*.
- I *will be travelling* around the world on a motorcycle *next year*.
- The children *will be singing and dancing* in the rain *now*.

D LISTENING AND SPEAKING

1. With a classmate, read the poem again and come up with a list of ten questions that you could ask about it. Be creative. Write the questions down.

Pupils should work in pairs but before they begin read 1 and 2 and the example.

2. Work with another pair and take turns to ask each other the questions and give answers to them. You might have to use your imagination!

Pupils should use the guidelines for questions but can ask about anything. Make sure the questions are being framed correctly. It is not so easy to frame questions, apart from the more obvious ones. The clever questions will take time to answer. Those that involve comparisons, for which the poem has to be double-checked, are the questions required.

E COMPOSITION

Choose a mysterious setting, or use the one in the poem, and write an atmospheric description of it. Describe the place in detail and choose your words carefully to make your reader feel spooked!

Read the example and talk about it. Pupils should make a plan before they start to write.

Workbook: pages 55-60

A VERBS: SINGULAR OR PLURAL, PAST OR PRESENT?

1. Fill in the blanks with *is, are, was, or were*. Have fun!

- | | | | |
|-----------------|-----------------|---------------------|-----------------|
| a. ... are ... | b. ... is ... | c. ... were ... | d. ... is ... |
| e. ... were ... | f. ... is ... | g. ... was ... | h. ... were ... |
| i. ... is ... | j. ... were ... | k. ... are/were ... | l. ... was ... |
| m. ... is ... | n. ... was ... | o. ... is ... | p. ... are ... |
| q. ... is ... | | | |

Note: For words such as *committee* and *police* where the sense implied is 'committee members' or 'policemen', then the plural form should be used. Where the words are treated as referring to the group (the police force, the executive committee) as a *whole*, then the singular form should be used. e.g. The Police (force) is understaffed. The Committee is of the opinion that more holidays should be granted.

2. Make up oral sentences.

Pupils will make up their own sentences. Check to see if the verb is being used in the correct form.

3. Which sentence is correct in each case, (i) or (ii)?

Discuss this.

4. Make up two sentences with these collective nouns as subjects.

After pupils have composed their sentences, discuss what they have written. Have they used *is/was*? Have they used *are/were*? Why?

B VOCABULARY

Discuss the text.

1. Read the following.

Discuss the sentences but do not use the expressions in 2. below. The pupils can work this out for themselves.

2. Rewrite the sentences above using the idiomatic phrases.

- Uncle Smith's visits to the South are *few and far between*.
- Richard and Jessie are a *free and easy* couple.
- I think we should spend the money and buy a new car *for better or for worse*.
- Lady Macbeth wanted to become Queen of Scotland *by fair means or foul*.
- The children looked *high and low* for their small kitten.
- The weaker team was beaten *fair and square*.
- We spent an enjoyable day on the island, but when it was time to go we found the boat missing; we were left *high and dry*!

3. Match the following.

- | | | | |
|------------------|-----------------|-----------------|----------------|
| dead and buried | great and small | meek and mild | null and void |
| past and present | rich and poor | right and wrong | safe and sound |
| spick and span | | | |

Use the phrases in sentences. Ask the pupils to look up the expression 'spick and span'. It means 'clean; bright; fresh'.

C SPELLING

1. Rewrite the words correctly.

Ask the pupils to check the correct spellings in the dictionary and to write out the words correctly. Check that they remember the spellings, by giving them dictation.

attendant	humourist	ancestor	accompany
immigrant	descendant	allotment	application
assassination	buffalo	mantelpiece	exaggerate

2. Add *-ed*, *-ing*, *-y*, or *-er* to the following.

mimic : mimicked, mimicking, mimicry

frolic : frolicked, frolicking

panic : panicked, panicking, panicky

traffic : trafficked, trafficking, trafficker

3. Why is the word *Arctic* not governed by the rule above?

Arctic does not take any of the suffixes. It is not a verb.

Lesson Plans

For detailed suggestions, refer to the end of the teaching guide.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and understand a narrative poem
- To develop comprehension skills

Task	Time
1. Reading and understanding of the text.	20 min
2. Exercise A, Questions 1 and 2 should be attempted.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To identify the rhyming scheme of the poem
- To add suffixes to verbs to form adjectives
- To complete sentences using similes
- To change sentences from present continuous tense to future continuous tense

Task	Time
1. Continue with Exercise A, Questions 3 and 4 should be attempted.	15 min
2. Exercise B, Epithets, Questions 1 and 2 to be attempted.	15 min
3. Exercise B, Spelling Questions 3 and 4 to be attempted. This should be completed as homework.	10 min

LESSON 3

Textbook Time: 40 min

Aims:

- To change sentences from present continuous tense to future continuous tense
- To extend listening and speaking skills
- To carry out research on a given topic

Task	Time
1. Complete Exercise C	10 min
2. Exercise D, Questions 1 and 2 should be attempted.	15 min
3. Attempt Exercise E.	15 min

LESSON 4

Workbook Time: 40 min

Aims:

- Further practice with verbs—singular, plural, past, present
- To identify the words as singular or plural
- To make sentences in present continuous and future continuous tenses

Task	Time
1. Recap the lessons taught so far.	10 min
2. Begin with Exercise A, Questions 1, 2, 3, and 4.	30 min

LESSON 5

Workbook Time: 40 min

Aims:

- To develop vocabulary; use of idiomatic phrases
- More practice of spellings

Task	Time
1. Continue with Exercise B, Questions 1, 2, and 3 to be attempted.	15 min
2. Exercise C to be attempted.	15 min
3. A brief recap of the learning points of the unit.	10 min

A story about a man's desire to fulfil a life-long ambition, and the tension this brings about in the relationship he has with his wife. His obsession with his 'pipe dream' brings about a fatal result!

Use the opportunity to discuss restaurants in general.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- a. The site had not been developed because everyone had assumed it was part of the adjacent park. It belonged to an old lady who probably had no need for it.
- b. The site had been badly neglected. Where the house once stood, there was only a heap of rubble. Three or four walls still remained; these too were in danger of crumbling. There were large heaps of debris on the ground. Bricks, stone slabs, rotten bits of wood with protruding nails, broken glass, and twisted, rusting metal, along with heaps of smashed tiles, were widely strewn around the area, covered by a thick undergrowth of thorn shrubs and grasses.
- c. Aamer earned his livelihood by dealing in brass. His work involved hard bargaining and selling his wares which he carried on his bicycle.
- d. Maham's reaction was to say 'yes' and offer no other comment. She had heard him voice his plans before, and these had usually come to nothing. She took what he said in good humour, and laughed it off, because she was resigned to this state of affairs.
- e. Aamer had found a place (the vacant plot) to build his café and knew who the owner was; the money was in the bank; the deposit was secure; the owner had assured him that he could pay the rest in his own time.
- f. Aamer felt relieved that he had told his wife about his plans for the café. He had kept this to himself for a long time, and had felt the strain, but he was now comfortable in himself because Maham could now help him achieve his goal.

This question is more difficult. Discuss it first.

- g. Aamer was both a dreamer and a practical man. He had had many plans before, and nothing had come of them. On his bicycle that morning he was still dreaming about what the café would become and how people would enjoy visiting it and eating there. On the other hand, he had gone about the business of finding the owner and securing the money to buy the property, so in this respect he had been practical.
- h. Guide the pupils to understand what effective words or phrases and have them pick those words or phrases on their own from the text.
- i. Pupils may use a thesaurus to find simple or more commonly used words to replace the words taken from the passage above.

While reading: Lines like, 'I really mean it this time.' from Aamer suggest that he has had lots of plans like this. This is reinforced by Maham, 'suspecting that he was getting carried away by his fancies.' Pupils can find a few other pieces of evidence in the passage.

Challenge: Pupils can make up a happy ending or any other alternative ending. Share their ideas in class.

2. Select the best answer.

- a. iv. only the birds ate the mulberries
- b. iii. she made fun of them because they were fanciful and unattainable dreams.

3. Reference to context

- a. *Simply a quiet resignation.*
 - i. The statement was made about Maham, Aamer's wife.
 - ii. Maham showed her resignation by not commenting or laughing at Aamer's comments, because she had long given up hope of a change in their circumstances.
 - iii. The sentence is not a complete sentence because it does not have a subject. We do not know what has this resignation from the sentence. We know it is Maham because of the sentence that follows it.
- b. *All the final negotiations and visits to the bank could be undertaken with greater ease and peace of mind.*
 - i. The statement was made about Aamer's dealings to acquire the property.
 - ii. All this might now be possible because all the groundwork (finding out about the property, dealing with the owner and the bank) had already been done, and finally Maham had been informed.
 - iii. The reasons for further negotiations and visits to the bank were for Aamer to finalise the deal and realize his goal of building a café.

B WORKING WITH WORDS

1. Here are some words you may find useful when you visit a restaurant. If you don't know the meaning of a word, look it up in a dictionary; then use it in a sentence of your own.

Pupils will write their own sentences.

2. Find these words in your dictionary and use them in sentences.

Pupils will write their own sentences.

subscribe: write one's name at the bottom of a document make or promise a contribution engage to take a newspaper for a certain time

suburb: outlying district of a city

substitute: make a person or thing take the place of another

subsequent: following an event

subdue: bring into subjection; discipline; conquer

subordinate: of minor importance (adj), put into lower position (vb)

C LEARNING ABOUT LANGUAGE

MORE VERBS

1. Note whether the underlined verb is indicating an action or a state.

- a. is - state; are being - action
- b. has - possession; rest - action
- c. see - sense; seeing - action
- d. appears - perception; appearing - action

2. Use two verbs from each column in the table above in sentences of your own. Use them as state verbs. Pupils will make sentences using their own words.

COMPARISON

Discuss the text and examples of the comparative and superlative forms for adjectives. Introduce other adjectives, too.

3. Write out the three forms.

happy	happier	happiest
talkative	more talkative	most talkative
depressed	more depressed	most depressed
quiet	quieter	quietest
lonely	lonelier	loneliest
few	fewer	fewest
clever	cleverer	cleverest
hopeless	more hopeless	most hopeless
shabby	shabbier	shabbiest
rugged	more rugged	most rugged

4. Explain why the following sentences are incorrect.

- 'Most' is not needed. *Perfect* cannot be bettered.
- Cannot have anything 'blacker than black'. Black *is* black.
- 'Most' is not needed. *Unique* means the only one.
- 'Weightless' means without weight.
- 'Most' is not needed. *Faultless* means without fault.
- 'Most' is not needed. *Illegal* cannot be compared; we cannot have something more illegal or less illegal.

D LISTENING AND SPEAKING

It is a good idea to bring to class a few menus from local restaurants. Pupils may work in pairs and use these to ask new questions and give answers.

E COMPOSITION

Pupils may work in pairs or in small groups. They should first discuss an advertising 'campaign'. How best could they make the café known to a great section of society? What media would they use? How would they design the advertising material? What would they include? How would they make it as attractive as possible?

Workbook: pages 61-68

A NOUNS AS ADJECTIVES

Discuss the explanation. Show how the meaning changes if the hyphen is put in a different place. Ask pupils to make up their own hyphenated adjectives to describe various nouns.

1. Use the following in sentences of your own.

Discuss the expressions. Note that they are used as adjectives to describe something else, e.g. home-made bread, jam, pickle; brick-coloured floors, furniture, car; moon-shaped face, earrings, eyes; mist-covered mountains, valleys, playing fields.

2. Can you think of nouns used as adjectives?

Pupils should try to think of their own words.

water cooler, camel trainer, chip shop, computer screen, etc.

3. Add nouns (used as adjectives) to the following.

Examples:

- a. flower garden b. floor tile c. plant root
- d. animal cage e. light house f. glass window

4. Now add nouns to the following adjectives.

Examples:

- a. garden plant b. post box c. dress material
- d. fluid gold e. mask dance f. book jacket

B COMPARATIVE AND SUPERLATIVE ADJECTIVES

1. Write sentences using the following adjectives. Use them in the form suggested in brackets.

Pupils will write their own sentences.

- a. most b. topmost c. better d. littlest e. worse f. most beautiful

C WORD CHAINS

Encourage the pupils to make their own lists.

Here are some examples:

garden chair, chair cushion, cushion cover, cover photograph, photograph frame, frame wood, wood box, box handle.

glass house, house roof, roof window, window curtain, curtain ring, ring metal, metal tray, tray shelf.

back street, street name, name board, board lettering, lettering ink, ink stain, stain removal, removal van.

master key, key question, question master, master plan, plan office, office manager, manager division, division secretary.

D THE CAFÉ

1. Study the menu.

Study the menu and ask questions. Is the food expensive? What kind of café or restaurant might this be? Where might it be found?

2. Now sort out the menu under clear headings; include the prices.

Soups

<u>Item</u>	<u>Price</u>
onion	35.00
tomato	25.00
chicken corn	50.00

Main Dish (Veg.)

<u>Item</u>	<u>Price</u>
vegetable rice	90.00
boiled egg	10.00
egg masala	35.00
peas and cheese	40.00
rice (plain)	40.00
egg salad	25.00
vegetable curry	42.00
Main Dish (Non-Veg.)	

<u>Item</u>	<u>Price</u>
mutton biryani	80.00
chops (mutton)	70.00
tandoori chicken	105.00
mutton curry	65.00
chicken curry	50.00
fish cutlets	140.00
fish curry	160.00
fried prawns	180.00

Sweets

<u>Item</u>	<u>Price</u>
fruit salad	45.00
cake	30.00
ice cream	25.00
custard	12.00
halwa	20.00

Drinks

<u>Item</u>	<u>Price</u>
tea	10.00
coffee	25.00
lime juice	15.00
lassi	22.00
mango juice	20.00

Bread

<u>Item</u>	<u>Price</u>
chapati	4.00
puri	12.00
toast	5.00
bread	3.50
naan	5.00

Can't be put in any of the lists: pickle 3.00

3. Answer the following questions.

- fried prawns: Rs 180.00
- pickle. It is not a soup, a main dish, a sweet, a drink, or a bread.
- d. e. Pupils will give their own answers.
- No. They come to more than Rs 110. (Rs 145).

E QUESTION TAGS

You may do some oral work for this page and the next by asking questions and asking the pupils to complete them with a question tag.

1. Which question tags would you use with the following?

- she isn't—is she?
- they're new—aren't they?
- she didn't—did she?
- you won't—will you?
- we're not—are we?
- they ought to—oughtn't they?
- she wasn't—was she?
- I have—haven't I?
- she shouldn't - should she?

2. Complete the following sentences using question tags.

- You didn't know he was ill, did you?
- If you did know, you would have visited him, wouldn't you?
- Rehan has a new car, hasn't he?
- I don't think you've seen it, have you?
- This picnic is fun, isn't it?

- f. They all came, didn't they?
- g. You aren't going now, are you?
- h. The fun has only just started, hasn't it?
- i. I suppose we could have gone to see a film, couldn't we?
- j. You shouldn't have said that to him, should you?
- k. We're all going to the film, aren't we?
- l. I'm going too, aren't I? (am I not?)

3. Rewrite the following correctly.

In each case, the verbs do not agree. Further notes are given in brackets.

- a. You won't come late, will you? (Negative followed by a negative is incorrect.)
- b. He didn't come, did he? (Tag should relate to the subject, he.)
- c. You are angry because it is raining, aren't you? (Tag should relate to the subject, not the object.)
- d. Her parents weren't at the play, were they? (*Parents* is plural: the verb *was* is singular.)
- e. The girl cannot cook, can she? (*cannot* is in the present tense; *could* refers to the past.)
- f. He didn't commit the crime, did he? (Double negatives: didn't/didn't)
- g. You have kept my money safe, haven't you? (Tag does not refer back to the subject *You*.)

Lesson Plans

For detailed suggestions, refer to the end of the teaching guide.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and understand a short story
- To develop comprehension skills

Task	Time
1. Reading and discussion of the text and understanding of the unfamiliar words.	30 min
2. Exercise A, attempt Questions 1, 2, and Challenge. Any unfinished work to be given as homework.	10 min

LESSON 2

Textbook Time: 40 min

Aims:

- To use the prefix 'sub'
- To identify comparative and superlative forms

Task	Time
1. Continue with Exercise A, Question 3 to be attempted.	10 min
2. Exercise B to be attempted. The sentences should be given for homework.	10 min
3. Attempt Exercise C, Questions 1 and 2.	10 min
4. Continue with Exercise C, Questions 3 and 4.	10 min

LESSON 3

Textbook Time: 40 min

Aims:

- To develop oral skills
- To develop directed writing skills

Task	Time
1. Attempt Exercise D.	15 min
2. Exercise E should be attempted.	20 min
3. Recap the lessons taught so far.	5 min

LESSON 4

Workbook Time: 40 min

Aims:

- To use nouns as adjectives
- To enhance vocabulary; to form word chains

Task	Time
1. Exercise A, Questions 1 to 4 and Exercise B should be attempted.	20 min
2. Exercise C should be attempted.	15 min
3. Exercise D should be discussed and continued in the next lesson.	5 min

LESSON 5

Workbook Time: 40 min

Aims:

- To identify grammatical mistakes
- To answer questions based on a restaurant menu
- To practise question tags

Task	Time
1. Complete unfinished tasks from the previous lesson.	15 min
2. Exercise E, Questions 1, 2, and 3 should be attempted.	20 min
3. Revise the learning points of the unit.	5 min

London's Summer Morning

A remarkable piece of work. Here, the poet is creating a visual picture of a busy city in the early morning. The sights, sounds and smells are conveyed by the poet's well-chosen words and phrases. Note how she has not used rhyme but keeps a steady pace through the regular metre of the poem. Get the pupils to count the beats in the lines. The poet describes the movement and sounds of the different people, mostly workers, in London. The poem was written long ago; pupils could compare the list of people in the poem with a list of who they would hear early in the morning in a busy city in Pakistan.

The poet uses long descriptions, lines which spill over from one to the next, and the mid-line pauses. This structure reflects the busy scene and the overlapping of the actions and sounds as heard and imagined by the poet who has just woken up!

Read the poem aloud a number of times to enjoy it.

Suggestions and answers

A UNDERSTANDING THE POEM

1. Answer the following questions.

- a. Pupils will list at least 5. Discuss a range. Make sure you cover the ones in bold as the pupils will need to have an understanding of them for E. **chimney-boy - cleans chimneys, housemaid - domestic work**, dustman - a collector/remover of domestic refuse, ashes, etc., driver - for the horse drawn hackney-carriages, waggons and carts, tinman - a tinsmith (sales and repairs of tin items), trunk-maker - makes trunks, knife-grinder - sharpens knives and tools, cooper - makes wooden barrels, fruit/vegetable vendor - sells fruit/vegetables, shop keeper - sells goods, apprentice - someone who is learning a trade from a skilled employer, neat girl - a maid or servant, **lamp-lighter - lights, and takes care of, the oil lamps**, pot-boy - a youth employed to serve drinks or clear up/wash up in an inn, **old-clothes-man - a person who deals in second-hand clothes**, porter - a door or gatekeeper, poet - writes poems.
- b. summer, sultry, hot
- c. Look at lines 27–32. the lamp-lighter. Trimming the lamps - filling them with oil, checking the wicks, cleaning the lamps. The pot-boy is yelling.
- d. According to the last two lines of the poem, the 'poor poet' 'wakes to paint the summer morning' - wakes up and writes a poem.

These questions are more difficult. Discuss them first.

The poet has painted a picture with words, creating a vivid image of a busy city full of sounds and sights.

- e. Pupils will work with a classmate to collect a list of words and phrases in the poem which help the reader imagine the sounds of the city. Busy sounds, noisy, shrilly bawls his trade, the milk-pail rattles, tinkling bell proclaims, din, noisy (again) squeaking, cries...fill the air, humming insects, yells discordant, cries in tone monotonous.

Alliteration: use of the same sound to begin a number of words that are close together

Onomatopoeia: words that sound like the things they are or that they describe

- f. Pupils should discuss their choices (above) and state which they think are most effective, and which are onomatopoeic.
- g. Pupils will find two examples of alliteration in the poem and write them in their book. They should copy the lines carefully and underline the letter that has been repeated. They should notice the use of S in the first sentence (and less so in the second sentence); V in 'vegetable-vendors...varied'; and other examples. S, T, and P are also used in other lines/sentences/sections of the poem.
- h. bawls, rattles, tinkling, squeaking, humming

2. Reference to context

- a. *Now pastry dainties catch the eye minute
Of humming insects, while the limy snare
Waits to enthrall them.*
 - i. catch, snare, enthrall
 - ii. they are for sale to anyone who can afford to buy them
 - iii. It is likely that many of them are caught in the 'limy snare' - the insect trap.
- b. *the old-clothes-man cries
In tone monotonous, while sidelong views
The area for his traffic, now the bag
Is slyly opened, and the half-worn suit
(Sometimes the pilfered treasure of the base
Domestic spoiler), for one half its worth,
Sinks in the green abyss.*
 - i. The old-clothes-man is shouting to get the attention of people who might wish to buy the clothes he has for sale.
 - ii. He does not seem to be an honest man!

B WORKING WITH WORDS

SPELLING

1. Read the list of words below.

Words that are not known should be checked in a dictionary (e.g. decanter, flagon). (a)
The words are all containers or receptacles of one kind or another. (b and c)
Pupils may think of more receptacles/containers: tank, pot...

2. Make a table with three columns in your notebook.

They follow the form:

word	word + ful	word + fuls
spoon	spoonful	spoonfuls

Note the difference:

- i. There were three spoons full of salt on the table.
 - ii. There were three spoonfuls of salt on the table.
- In i. There were three spoons on the table, and each was filled with salt.
In ii. The amount of salt put onto the table (not now contained in the spoon itself) was three spoonfuls.

Suffixes

3. Add *-ish* or *-y* to the following.

funny	whitish	biggish	streaky	dopey	blackish
jumpy	runny	greyish	shiny	greenish	waxy
icy	bluish/blueish	yellowish (yellowy)	edgy	pinkish (pinky)	
velvety	reddish (ruddy)	misty			

Can you add other words to the list above?

Ask the pupils to add the names of more colours: purple, bronze, orange, tan, vermilion, silver, gold, maroon, mauve...

C LEARNING ABOUT LANGUAGE

Fill in the blanks with the appropriate form of the word given.

- a. cruelty b. cruel c. cruelly
- a. honesty b. honest c. honestly
- a. ignorance b. ignorant c. ignorantly
- a. wit b. witty c. wittily
- a. business b. busy c. busily
- a. rudeness b. rude c. rudely

D LISTENING AND SPEAKING

ROLE PLAY

Work in a pair. One of you is a shopkeeper and one of you is the customer. You have ten minutes to think of and write a short conversation between the two characters. Use the time to practise questions and answers, and to create short, smooth dialogues.

Read some of the conversations written by your classmates and show them yours.

E COMPOSITION

1. Choose any two characters from above and make a chart for each of the two on a sheet of paper.

Guide the pupils into answering this question as part of class activity.

2. Write a description of one of the characters and how they spend their day.

The pupils will need to use their understanding of the poem and their imaginations.

Workbook: pages 69-73

A ABSTRACT NOUNS

1. Rewrite the sentences. Abstract nouns.

- a. The salesman was upset by the housewife's *anger*.
- b. The king was amazed by the woman's *beauty*.
- c. The voters were influenced by the politician's *importance*.
- d. The visitor was impressed by the clerk's *efficiency*.
- e. The doctor was distressed by the patient's *anxiety*.
- f. The traveller was worried by the donkey's *stubbornness*.

B WORD BUILDING: PARTS OF SPEECH

There are many words that each root word can be made into. Make a game of this by seeing who can get the most words in a set time. Share the responses. An example: dramatic, undramatic, dramatically, dramatist, melodrama, docudrama

C FINE, EXPRESSIVE ADJECTIVES

Put the adjectives in the order that you think sounds the best.

1. Discuss the adjectives. The sequences given below are not necessarily the only ones possible.

- | | |
|-----------------------------------|---|
| a. young, active, general manager | b. hideous, yellow, broken finger-nails |
| c. large, grey, portable TV set | d. rich, fat, unemployed son |
| e. long, bushy, white, whiskers | |

D ADJECTIVES TO ADVERBS

1. Change the following adjectives into adverbs.

- a. bright : brightly
- b. gentle : gently
- c. brilliant : brilliantly
- d. foolish : foolishly
- e. perilous : perilously

Pupils will write their own sentences.

E READING WITH RHYTHM

Try reading the lines clearly and quickly.

Pupils should try a few times.

F PRONUNCIATION

Can you find rhyming words? Don't invent new words!

- | | | | |
|-------------|------------|------------|-------------|
| a. feather | b. another | c. toast | d. believed |
| weather | mother | roast | relieved |
| leather | brother | coast | deceived |
| e. returned | f. laughed | g. sparrow | h. stony |
| adjourned | shaft | marrow | phoney |
| spurned | daft | narrow | bony |
| i. harvest | j. Sydney | k. shrunk | l. rough |
| darkest | kidney | drunk | stuff |
| | bad knee | monk | tough |

Pupils will come up with their own words. Discuss whether or not they are all rhyming words.

Lesson Plans

For detailed suggestions, refer to the end of the teaching guide.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and understand a poem and analyse it
- To answer questions based on the poem
- To develop comprehension skills

Task	Time
1. Reading and understanding of the unfamiliar words.	15 min
2. Attempt Exercise A, Question 1. The questions may already have been discussed during the explanation. You can add more questions if required.	15 min
3. Continue Exercise A, Question 2.	10 min

LESSON 2

Textbook Time: 40 min

Aims:

- To develop vocabulary
- To use the appropriate form of the given words
- To identify abstract nouns, adjectives and adverbs

Task	Time
1. Continue with Exercise B, Questions 1, 2, and 3.	15 min
2. Exercise C should be attempted.	10 min
3. Continue with Exercise C. If the work cannot be completed in class, the task can be given for homework.	15 min

LESSON 3

Textbook/Workbook Time: 40 min

Aims:

- To develop role-playing skills
- To develop directed writing skills—descriptive writing

Task	Time
1. Begin with Exercise D. ten minutes of planning should precede the written work.	20 min
2. Complete Exercise E.	20 min

LESSON 4

Workbook Time: 40 min

Aims:

- To change adjectives into their abstract noun form
- To use root words to make other words
- To practise adjectives
- To form adverbs from adjectives
- To practise the correct pronunciation of some unusual words

Task	Time
1. Exercise A to be completed.	15 min
2. Continue with Exercise B.	15 min
3. Exercise C should be attempted. This can be finished for homework.	10 min

LESSON 5

Workbook Time: 40 min

Aims:

- To form adverbs from adjectives
- To practise the correct pronunciation of some unusual words

Task	Time
1. Exercise D should be attempted.	10 min
2. Continue with Exercise E.	15 min
3. Continue with Exercise F.	15 min

Pupils should be told that *The Machine Stops* is a science fiction story written in 1909. It was voted one of the best novellas up to 1965 and has remained popular. (It is a novella because it has no chapters or parts, and is slightly longer than a short story.) It is set in a post-apocalyptic world where humanity lives underground and relies on a giant machine to provide their needs. In it, Forster seems to have predicted new technologies such as the Internet and instant messaging. The extract provides an excellent opportunity to talk about the role technology plays in modern life. If you can read the novella before the lesson, you will be able to share other details about this world with the pupils, such as the fact that babies are also brought up by the Machine, away from their mothers in public nurseries.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- Maria is a woman and Kuno is her son.
- Maria is due to deliver her lecture on 'Music during the Australian Period' in 5 minutes.
- In a mechanical chair. People do not move about independently in this world.
- Maria doesn't want to travel in the airship because she dislikes 'seeing the horrible brown earth, and the sea, and the stars in the dark.' She also says she 'gets no ideas in an airship.' She is separate from the real world because the world outside the Machine is contaminated.
- Kuno says that he wants to speak to his mother not through the wearisome Machine. Maria is shocked that he says something negative about the Machine.
- The rooms are small, hexagonal and lit by 'a soft radiance' which can be turned up or down; they have some kind of ventilation system (not windows); music is played in them; each room contains a chair and a reading desk and lots of buttons and switches with which the occupant can call for food, music, clothing, a hot or cold bath (the bath rises out of the floor) or a bed; there are also speaking tubes and communication buttons so that she can talk to people (or 'isolate' herself).

This question is more difficult. Discuss it first.

- Pupils should use evidence from the passage to support what they say. Overall, Maria is more obedient and unquestioning, and seems to accept life in the Machine without question. Maria views Kuno's personality as 'odd' because he questions the Machine and wants to do things contrary to the spirit of the Machine, such as going to the surface of the Earth.

While reading: Pupils should discuss their thoughts about this. Is it enough to only speak to people we are close to via telephone or video call? Most people would also want to see people they are particularly close to face to face.

Challenge: This task involves collecting information from the passage and then making a judgement. Pupils will need to list the details first. The Machine controls all aspects of life. If Maria is a typical adult, the Machine has not made her very healthy! Maria does not seem to question the Machine and views it positively. Kuno feels differently. The comprehension questions will prepare the pupils for this challenge question.

2. Answer the following with reference to context.

- a. *And in the armchair there sits a swaddled lump of flesh—a woman, about five feet high, with a face as white as a fungus.*
 - i. Maria
 - ii. She is wrapped up (like a baby); she is not very fit and it seems like she does not move around much.
 - iii. It conveys the impression that she is pale, overweight, unhealthy looking/shapeless, and perhaps somewhat unattractive. A good exercise here would be to get students to look up the key words and talk about the meanings they convey.
- b. *Maria's next move was to turn off the isolation switch, and all the accumulations of the last three minutes burst upon her. The room was filled with the noise of bells, and speaking-tubes.*
 - i. When Maria has finished speaking to Kuno.
- c. *She knew several thousand people, in certain directions human communication had advanced enormously.*
 - i. Maria communicates with the people she knows through speaking tubes and screens (blue plates). People no longer meet up in person. They communicate about 'ideas' - from the examples given, these are not particularly complicated.
 - ii. The author seems to imply that human communication has NOT advanced in other directions by the use of the phrase 'in certain directions'. This suggests that although Maria is in contact with several thousand people through the use of advanced technology, such as the speaking tubes, there is something missing. The Machine ignores the finer details of communication.
 - iii. Pupils should be encouraged to reflect on what makes effective and rewarding communication. Maria's world's ways of communication do not include face-to-face interaction and seem to rely on small (not particularly interesting) soundbites of information being shared by many people. Humans are sociable creatures and Maria's world's Machine seems to have isolated each human away from all others...
- d. *The clumsy system of public gatherings had been long since abandoned; neither Maria nor her audience stirred from their rooms.*
 - i. What is meant by the following phrases:
 - System of public gatherings - refers to face to face meetings which, in the world of the story, no longer happen
 - Stirred from their rooms - this means 'moved out of their rooms' - in the world of the story, everyone stays in their own room all the time
 - ii. Pupils should attempt this on their own. The old way of meeting face to face was considered awkward and difficult and no longer happened; Maria, and everyone else, never left their rooms.
- e. *His image in the blue plate faded.*
'Kuno!'
He had isolated himself.
 - i. Kuno isolates himself when his mother tries to dissuade him from visiting the surface of the Earth because she feels that it goes against the Machine.
 - ii. In the story 'isolated himself' means that Kuno has turned on the isolation knob in his room so that no one can speak to him through the speaking tubes or through the 'blue plate'.
 - iii. She feels lonely after this.

B WORKING WITH WORDS

SIMILES

Discuss the text.

1. **Complete the following; see if you can think of any new comparisons apart from the obvious ones which you have read before.**

Pupils will make up their own comparisons.

C LEARNING ABOUT LANGUAGE

CONJUNCTIONS

1. **Underline the conjunctions in the passage below.**

and, but, or, because, after, yet, nor

2. **Use coordinating and subordinating conjunctions in sentences of your own.**

Pupils will make up sentences using their own words

INVERTED COMMAS

3. **Punctuate the following, using inverted commas where necessary.**

Note the use of double inverted commas here, because there are quotes within quotes.

- a. Doctor Livingstone explored ‘Darkest Africa’.
- b. “They can’t come tomorrow,” she said sadly.
- c. “But his comments were not necessary,” he pointed out.
- d. “Have you read ‘Charlie and the Chocolate Factory’?” he inquired.
- e. ‘Exit’ is really a Latin word which means ‘he goes out’.
- f. “Did you shout, ‘Get out!’?” she asked.
- g. ‘Parlez vous Francais?’ he asked, in a very posh accent.
- h. ‘The Mountain Lion’ by D. H. Lawrence is a fine poem.
- i. “Whatever it is,” he said, “I intend to find out.” (or “Whatever it is he said, I intend to find out.”)

4. **Write the following passage using correct punctuation.**

E. M. Forster wrote ‘The Machine Stops’ in 1909. Forster also wrote ‘Howard’s End and a Room with a View’. Those novels are set in the time they were written; whereas the machine stops is a short science-fiction story set in the future. It seems that Forster predicted the future because the story contains details which have now come true! In the early 1900s, people didn’t have digital technology, computers or the Internet; radio and telephones were not widely used. One reviewer said, “It’s as if he was raising questions about the impact of technology on humans and this is something we need to think about.” Perhaps we should consider the following: are humans going to lose their connection to the real world because we rely on machines?

D LISTENING AND SPEAKING

TALKING ABOUT TECHNOLOGY.

1. Work with a classmate. Ask five questions, from the list below, to which your classmate can give answers. Then let your classmate ask five questions to which you may give answers.

2. For class discussion.

Are all modern technological developments good? Debate this point with two teams speaking for and against the idea. Pupils will need a little time to draw together their ideas.

E COMPOSITION

After the pupils have written their own versions, ask them to read the novella to find out what happens.

Workbook: pages 74-77

A INVERTED COMMAS

1. Punctuate the sentence in three different ways.

- a. That nasty Majid said, 'He is not here.'
- b. 'That nasty Majid,' said he, 'is not here!'
- c. 'That nasty!' Majid said. 'He is not here.'

2. Rewrite the following inserting the necessary punctuation.

Pupils should use double and single quotation marks.

The teacher asked Salman for a sentence using the word 'I'.

"I is..." began Salman.

"No, not I is. You should say I am," she said firmly.

"All right," he said, "I am the ninth letter in the alphabet!"

(The teacher was obviously concerned about his grammar, but he was right in the first instance!)

B TO RISE OR TO RAISE?

Read the following sentences.

Discuss the meaning of each sentence.

1. Look up the words *rise* and *raise* in your dictionary.

Write down the first meaning for each word.

Ask the pupils to look in a dictionary.

Note that *rise* is an intransitive verb (vi); it does not need an object, whereas *raise* is a transitive verb (vt), and must have an object.

We rise in the morning. (v.i. object: none)

Adults raise children. (v.t. object: children)

2. Write five sentences of your own.

Pupils will make up their own sentences, check that these are correct.

C SEA FEVER

1. Find the poem *Sea Fever* in an anthology of poems. Read it.

Read the whole poem if you can.

2. Consult your dictionary and find out how many words contain the word *sea*. Write them down here.

Consult the Concise Oxford Dictionary or another good dictionary for a full list.

3. Write definitions for the following. (Your dictionary will help.)

- a. foam: collection of small bubbles formed in liquid by agitation
- b. wave: ridge of water between two depressions
- c. ripple: small wave
- d. roller: long swelling wave
- e. breaker: heavy ocean wave breaking on coast
- f. swell: heaving of sea with waves that do not break
- g. tidal wave: wave following Sun and Moon from east to west and causing tides

D IDIOMS OF THE SEA

1. Can you match the expressions in A with the meanings in B?

- a. to be out of one's depth
- b. to be in deep water
- c. to be at sea
- d. to be at the helm
- e. to put to sea
- v. to be engaged in a task that is too difficult
- iv. to be in difficulties
- ii. to be confused
- i. to be in command
- iii. to start on a sea voyage

2. Use the expressions in column A in sentences of your own.

Pupils should try to write interesting sentences.

e.g. Asim is out of his depth as far as mathematics is concerned; he finds it all too difficult.

The boys are in deep water again; this is the third time they have been late this week.

Shayma is all at sea; she cannot decide whether or not to return to Pakistan.

The principal has been at the helm for over a decade.

The captain put to sea at dawn, long before the townsfolk had woken.

REFLEXIVE PRONOUNS

3. Look up these words and write the meanings.

emphasis (n): stress laid on words

emphasize (v): lay stress upon

Some explanation may be required. Give further examples.

Lesson Plans

For detailed suggestions, refer to the end of the teaching guide.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and understand an excerpt from a novella
- To develop comprehension skills

Task	Time
1. Reading of the text and understanding and appreciating the events.	20 min
2. Exercise A, Questions 1 and 2 should be attempted. Unfinished should be given for homework.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To develop vocabulary (similes)
- To revise punctuation

Task	Time
1. Check through responses to Exercise A.	10 min
2. Attempt Exercise B, Question 1.	15 min
3. Attempt Exercise C, Question 1 and 2. Questions 3 and 4 can be given as homework.	15 min

LESSON 3

Textbook Time: 40 min

Aims:

- To improve listening and speaking skills
- To develop directed writing skills

Task	Time
1. Exercise D should be attempted.	20 min
2. Attempt Exercise E.	20 min

LESSON 4

Workbook Time: 40 min

Aims:

- To revise punctuation
- To develop vocabulary; to encourage the use of the dictionary

Task	Time
1. Exercise A to be attempted.	10 min
2. Exercise B, Questions 1, 2, and 3 to be attempted.	10 min
3. Exercise C, Questions 1, 2, and 3 to be attempted.	15 min
4. Recap the lessons taught so far.	5 min

LESSON 5

Workbook Time: 40 min

Aims:

- To enhance vocabulary; to encourage the use of the dictionary
- To use reflexive pronouns correctly

Task	Time
1. Exercise D to be attempted.	20 min
2. Exercise D, Reflexive Pronouns, Questions 1, 2, and 3 to be attempted.	15 min
3. Recap the lessons taught.	5 min

This is a story about life in a remote community. It is also a story about fairness, what makes a good leader, and 'headcraft' - using the brain! The style is interesting and conveys the characters' ways of speaking well.

A COMPREHENSION

1. Answer the following questions.

- a. The story of Keesh is remembered from one generation to the next through storytelling.
- b. The author means that the boy is thirteen years old. His people's way of measuring years is in suns; because they are so far north it is dark for half the year and light for the other half so the sun rises and sets once a year.
- c. Bok was Keesh's father. He was killed by a polar bear while trying to kill it in order to feed his people during a time of famine.
- d. Keesh's complaint at the council was that he was not getting a fair share of the meat; the portion he and his mother received was often tough and old.
- e. The men reacted to Keesh's statements in the council meeting by shouting at him to go to bed because he was only a child. They felt that he should not have been complaining.
- f. Keesh resolved to go out hunting by himself and to share his kill fairly. He wanted to ensure that all were provided for: 'no widow nor weak one shall cry in the night'.
- g. Keesh needed to sleep for twenty hours because he had been out hunting for the first time: he had travelled out along the shoreline and killed a she-bear and two half-grown cubs.
- h. Bim and Bawn were sent to follow Keesh to find out if he was using witchcraft when hunting the bears because the council could not understand how he was so successful at it.
- i. Ugh-Gluk taxed Keesh with the accusation to his face that he was using witchcraft.
- j. Keesh's 'headcraft' was clever thinking, an inventive idea, that allowed him to hunt successfully.

These questions are more difficult. Discuss them first.

- k. We get the impression that life was hard because of the reference to a time of famine. It also seems hard because the people depend on hunting to get food; hunting is physically demanding and dangerous. Also, it would be dark for half the year and the lack of light, cold temperatures and bad weather would make life hard.
- l. Keesh's hunting method is described in detail towards the end of the story. Pupils can describe other methods of hunting (on horseback; with bow and arrows; hunting with dogs/guns; trapping...) - most involve striking the animal from afar or using another animal to attack and weaken it. Keesh's method involves weakening the animal from the inside.

While reading: Pupils should discuss Keesh's skills, fairness and actions and explore why they would make him a good chief. They should also consider any factors that might not make him a good chief.

Challenge: The author makes the story sound as if it is being spoken rather than written by using lots of phrases and structures that someone telling a story would use; using repeated phrases and ideas (look at the opening and the ending), and by using lots of dialogue. Get pupils to pick out phrases that sound like they are being spoken by the storyteller.

2. Choose the best answer.

- a. ' ... and the air is filled with flying white ... ' This refers to
 - ii. snow in the wind.
- b. Keesh decided to go hunting in order to
 - iii. feed himself and his mother and ensure all got meat.
- c. The means by which Keesh killed animals was by
 - iii. headcraft.
- d. Keesh sent a reply to the council to say his igloo was large and comfortable in order to
 - i. make them come to him (and thereby show his power).

B WORKING WITH WORDS

IDIOMS

1. Match the following idioms with the meanings given below.

- | IDIOMS | MEANINGS |
|-------------------------------|--|
| i. it (all) boils down to ... | e. in short ... |
| ii. to iron out differences | c. to smooth over an argument or quarrel |
| iii. to leave well alone | b. not to interfere with something |
| iv. to mind one's Ps and Qs | f. to be very polite and careful about what one says or does |
| v. to split hairs | d. to make distinctions that are too small to be important or of value |
| vi. to rain cats and dogs | a. to rain heavily |

C LEARNING ABOUT LANGUAGE

ADJECTIVE PHRASES

1. Which of the following groups of words are phrases?

These are phrases:

c., e., f., g.

The others are all complete sentences.

The others contain a finite verb, so they are clauses.

2. Make up adjective phrases to describe the following; be careful not to include a finite verb.

Examples:

- | | |
|--------------------------------------|---------------------------------------|
| a. a sock on the right foot | b. a table in the kitchen |
| c. the grasshopper in the garden | d. a radio made of plastic |
| e. a friend in need | f. the school in front of the college |
| g. the alphabet written on the board | h. the telephone inside the booth |
| i. an uncle on my father's side | j. a tiger in the wild |

3. Rewrite the following by replacing the adjectives (given in italics) by adjective phrases of similar meaning.

- a. The tunnel *under the ground* was full of water.
- b. A well *without a bottom* was found in the garden.
- c. My father was the teacher *of English*.

- d. Abdul worked in a cafe *by the roadside*.
- e. Gerry is an artist *from Canada*.
- f. The gentleman *with a beard* is an acrobat.
- g. The peak *in the distance* is Mt Everest.
- h. Mr Shah is a man *of some strength*.
- i. A ghost *with no head* haunts that country house.
- j. The *driver of* the lorry parked his vehicle on the street.

D LISTENING AND SPEAKING

PRACTISING QUESTIONS IN THE PRESENT PERFECT TENSE

Pupils may work in small groups. Discuss the examples first.

1. **Cut a sheet of paper into about 30 small squares. Copy the words in the list given on the next page on to the pieces of paper. (Write down one word on each piece. You may add any other verbs that you can think of. Use the root form of the verb, not the past tense or some other form.)**

read see brush eat visit clean take write show buy change
get learn think find give sell start go finish speak teach

Pupils can add more verbs (in the root form).

2. **Place the pieces of paper face down in the middle of the group. Take turns to select one piece of paper each. Read the word. Then make a question in the perfect present tense.**

Use one of the following words in your question and possibly another in the answer:

yet just ever already never recently
now always seldom forever often

E COMPOSITION

There was much doubt and discussion. The men could not believe that the boy Keesh, single-handed, had accomplished so great a marvel.

Use the idea given above to write a dialogue between some of the men and women in Keesh's village.

Talk about what the villagers might have said about Keesh, his hunting methods, his treatment by the headman and others, his witchcraft, his future in the village, his mother...

Pupils should use the characters in the story, but introduce other names too. Remind them how to write in the form of a play or dialogue, as per the example (but with the characters they choose).

Workbook: pages 78-80

A MORE ABOUT ADJECTIVE PHRASES

Discuss the explanation.

1. **Pick out the adjective phrases in the following, and say which nouns they modify. (Follow the examples given above.)**
 - a. The adjective phrase of our neighbour's singing tells us more about the noun sound.
 - b. The adjective phrase of rotten tomatoes tells us more about the noun basket.

- c. The adjective phrase bought in the supermarket tells us more about the noun bread.
- d. The adjective phrase at the bus-stop tells us more about the noun man.
- e. The adjective phrase in the playground tells us more about the noun teacher.
- f. The adjective phrase of colourful portraits tells us more about the noun painter.

B THE PRESENT PERFECT TENSE

1. Read this page carefully. Discuss what you have read.

Go through the text carefully. Use additional examples to illustrate the perfect tense. Pupils can make up their own sentences as shown in the examples at the bottom of the page.

2. Answer the following questions.

- a. No, my father has never driven a car at 160 kilometres per hour.
- b. I have already opened this book.
- c. I have already begun Book 7.
- d. I have just written the answer to question d.
- e. No, I haven't answered question g yet.
- f. Yes, I have visited my grandparents recently.
- g. No, I have already read yesterday's newspaper.
- h. No, I don't think I have ever bought a car.
- i. No, we have not completed this exercise yet. We have just completed question i.
- j. I have just read page 65.

C AESOP'S FABLES

Pupils will write their own stories. Show them how the story may be made more interesting through the use of conversation, adverbs, adjectives, and adjectival phrases. Discuss the moral of the story.

Can the pupils think of other stories with a moral?

For more about Aesop, see: <http://en.wikipedia.org/wiki/Aesop>

For Aesop's fables, see: <http://www.aesopfables.com>

Lesson Plans

For detailed suggestions, refer to the end of the teaching guide.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and understand a story written as if it is being spoken
- To develop comprehension skills

Task	Time
1. Reading and understanding of the text.	20 min
2. Complete Exercise A, Questions 1 and 2.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To match idioms with their meanings
- To learn about adjective phrases

Task	Time
1. Complete Exercise B.	10 min
2. Complete Exercise C, Questions 1 and 2.	15 min
3. Begin Exercise C, Question 3. Pupils can complete it for homework	15 min

LESSON 3

Textbook Time: 40 min

Aims:

- To practise forming questions in the present perfect tense
- To revise adjectival phrases

Task	Time
1. Attempt Exercise D.	15 min
2. Attempt Exercise E.	15 min
3. Begin Workbook Exercise A.	10 min

LESSON 4

Workbook Time: 40 min

Aims:

- Further practice of the present perfect tense
- To develop directed writing skills—story writing

Task	Time
1. Exercise B, Questions 1 and 2 should be attempted.	15 min
2. Attempt Exercise C. Unfinished work can be completed as homework.	15 min
3. Recap the concepts taught and learnt.	10 min

Home and Love

You might like to pose the question: What do you consider the most important things in life? Listen to what the pupils might come up with. Money? Property? Friends? Education? They will have lots of suggestions. Lead on to explaining that the poet here has chosen Home and Love.

For more information about Robert William Service: http://en.wikipedia.org/wiki/Robert_W._Service
<http://www.robertwservice.com/>

Suggestions and answers

A UNDERSTANDING THE POEM

1. Answer the following questions.

- a. Home and Love
- b. They are small; they have four letters each; there are no words more tenderly complete; angels do not use any sweeter words.
- c. Home without love is bitterness; love without home is often pain; they will not do alone, but have to go together.
- d. 'hand in glove'
- e. The poet says that those who have both, whether they are poor or not, ought to sing the whole day long. The words will make their song divine.
- f. i. angel ii. home iii. poor iv. gain v. love

These questions are more difficult. Discuss them first.

- g. Pupils will give their own views. Collect a range of responses.
- h. Pupils will give their own views. Collect a range of responses.

2. Reference to context

- a. *When angels talk in Heaven above*
Whatever they talk about, the poet says that they cannot have any words sweeter than home and love.
- b. *Somehow they travel hand and glove:*
 - i. They go together as a pair.
 - ii. The words Home and Love.
- c. *And if you've both...*
 - i. Home and Love.
 - ii. You should sing the whole day long, and these words will make your song divine.

RHYME AND METRE

3. What is the rhyming scheme of the poem?

ababcdcd

4. Do all the lines have the same number of syllables or beats? How many are there in each line?

Pupils should count out the syllables in each line.

1. 88888984 2. 88888884 3. 88888984

ALLITERATION

Discuss the effectiveness of alliteration and look for examples in the poems the pupils have already read in the student book.

5. Find uses of alliteration in the following:

- a. mother made marmalade
- b. Peter Piper posted parcel
- c. drifted dreamily; white water
- d. Sarah Simon slid slowly slope; bouncing boulders
- e. Many men women marched; towards town together

6. Make up a few sentences.

Pupils may compose some amusing sentences, hopefully.

B WORKING WITH WORDS

1. Can you complete the following?

- | | | |
|-----------------------|-----------------------|--------------------------|
| a. bed and breakfast | b. as green as grass | c. slow and steady |
| d. part and parcel | e. as fit as a fiddle | f. as cool as a cucumber |
| g. as slow as a snail | h. rack and ruin | i. the more the merrier |
| j. bag and baggage | k. as good as gold | l. head over heels |
| m. rhyme and reason | n. safe and sound | |

2. Complete the following by writing the opposites.

- | | |
|--------------------|-----------------------------|
| a. home and away | b. sweet and sour or bitter |
| c. love and hate | d. loss and profit (gain) |
| e. wide and narrow | f. day and night |
| g. heaven and hell | h. above and below |

SPELLING/SPEECH PRACTICE

3. Add -ed to the following.

The stress is on the:

first syllable	second syllable	third syllable
ransomed	accustomed	corresponded
vomited	deferred	
straightened	admitted	
credited	regretted	
offered	rebelled	
dripped	preferred	
	occurred	
	permitted	

Ask the pupils to add other words to each column above. They might also add the words, in 2. below, to the table above.

4. Add -ed to the following.

signalled	pedalled	totalled	compelled	modelled
propelled	paralleled	panelled	distilled	excelled
shovelled	dialled	controlled	labelled	rivalled

C LEARNING ABOUT LANGUAGE

Discuss how we use the word 'when' in instances where simultaneous actions are taking place. Note that the same tense may be used. (*When I am doing my work, my brother is usually sleeping. When I was working, my brother was sleeping.*)

More often, two tenses are used. (*When I am working, my brother sleeps. When I was working, my brother slept. He was sleeping when I came home.*)

WHEN

1. Complete the following sentences in your own words:

Pupils will use their own words.

SIMULTANEOUS ACTION

2. Make up sentences using the key words.

Some alternatives are given in brackets. Discuss the differences in meaning.

1. The dog was leaving the kennel just as we entered the garden.
(The dog left the kennel just as we were entering the garden.)
2. While the older children were painting pictures, the younger ones slept.
3. The musicians started playing as he walked into the room.
(The musicians started playing as he was walking into the room.)
4. As they were putting on their shoes, it began to rain.
5. Shazia and Naima studied the menu while the waiter was clearing the next table.
(Shazia and Naima were studying the menu while the waiter was clearing the next table.)
6. When he was crossing the road, he fell and hurt himself.

D LISTENING AND SPEAKING

Home is more important than love.

Holding a debate. Pupils should be given the task of organising and conducting this by themselves.

E COMPOSITION

This should be a purely objective piece, followed by a personal view at the end.

Workbook: pages 83-88

A SIMULTANEOUS ACTION

Revise what was read in the student book.

1. Use the key words (when, while, as) to make up sentences.

Pupils will make up their own sentences. Examples may be found below. Note that the first few utilize very few words; the later sentences utilize all the words and many more.

- a. The electricity failed just as the party was beginning.
- b. While the guests were arriving, the musicians disappeared into thin air!
- c. As soon as the moon rose in the sky, sweet songs filled the air.
- d. As the ducks entered the cool water of the lake, the sun came out to warm them up.
- e. While the children hid behind the bushes and in the trees, Faiz cut a large slice of the cake and proceeded to eat it.
- f. When the angry policeman took out his little black notebook and began writing down the names, the boys ran away.
- g. When the train arrived at the platform, the guard appeared and began to blow his whistle and wave a red flag.
- h. While my mother was making some cakes in the kitchen last Wednesday, the oven caught fire and the whole house filled with smoke.

B PRESENT PARTICIPLES

Discuss the text, and give further examples of the present participle used as an adjective and a verb.

1. Underline the present participles. Say whether they are used as verbs (or parts of verbs), or adjectives.

- a. 1. creeping—verb telling us what the boy is doing 2. sleeping—adjective describing 'snake'
- b. 1. waiting—part of the verb 'were waiting' in the past continuous tense
- c. 1. advancing—adjective describing 'soldiers' 2. waiting—adjective describing 'villagers'

2. Join the following sentences in the way described on pages 84-85.

- a. Slamming the door behind him, the man stalked off angrily.
- b. Meandering through the vast plain, the river eventually reached the coast.
- c. Passing by the shop, the men looked at the display in the window.
- d. Not meaning to stay long, Shakeel left the party at 9 p.m.
- e. Working out that it would take twelve hours to climb the mountain, the climbers left at dawn.

C ALLITERATION

Read the whole poem to the pupils.

1. You can make up some phrases which contain alliteration.

These are only examples; the pupils will make up their own.

- | | | |
|------------------|--------------------|-------------------------------|
| a. twenty twins | b. portly porters | c. ugly umbrellas |
| d. active actors | e. costly costumes | f. tricky tricksters/trousers |

2. Now supply suitable adjectives for the following nouns.

- | | | |
|----------------------|---------------------|--------------------------|
| a. big baskets | b. bouncing babies | c. dainty dancers |
| d. elegant elephants | e. filthy factories | f. shell-shocked sheikhs |

3. Write three words on this pattern:

adj + n + v (adjective + noun + verb)

- | | |
|------------------------------|--------------------------|
| a. amazing athletes attended | b. red radishes rotting |
| c. young yaks yelling | d. fat fathers following |
| e. twelve twines twisting | f. morning meal melting |

4. Write complete sentences in which all the words begin with the same letter.

- a. New notes never number ninety-nine.
- b. Few fellows find famous families feuding.
- c. Those thinkers thought themselves thrifty.
- d. Some students seldom save stamps.
- e. Has Hamid had his hand horribly hammered?

D PHONICS

Make two lists according to how the 'th' sound is pronounced.

<i>the</i> sound	<i>tooth</i> sound
that	mathematics
those	thirty
their	theory
thee	thrill
together	thought
though	bath
bathe	thanks
weather	fourth
bother	thing

E 'TH' CROSSWORD

Answers Across

1. throat
3. tooth
5. thirty
7. thousand
8. thief
10. mathematics
14. Earth
15. theory
16. thermometer

Answers Down

2. thy
3. thou
4. that
6. them
7. tether
8. thee
9. father
11. mother
12. there
13. scythe

Lesson Plans

For detailed suggestions, refer to the end of the teaching guide.

LESSON 1

Textbook Time: 40 min

Aims:

- To read, understand, and discuss a poem
- To develop comprehension skills

Task	Time
1. The poem should be read and discussed. During reading several words related to the poem can be explained.	20 min
2. Exercise A, Questions 1 and 2 should be attempted. Many of the questions may already have been discussed. Further Questions 1 and 2 on rhyme and metre. Unfinished tasks can be given as homework.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To identify alliteration (revision)
- To develop vocabulary
- More rules of spellings—words with stresses on different syllables are spelt differently when suffixes are added to them
- To write sentences describing simultaneous action (homework)

Task	Time
1. Continue with Exercise A—Alliteration, Questions 5 and 6.	10 min
2. Exercise B, Questions 1 and 2.	10 min
3. Exercise B—spelling/oral practice, Questions 3 and 4.	15 min
4. Exercise C should be discussed and the task can then be given for homework.	5 min

LESSON 3

Textbook Time: 40 min

Aims:

- To develop listening and speaking skills by encouraging the students to take part in a class debate
- To practise persuasive speaking techniques
- To develop directed writing skills—report writing

Task	Time
1. Continue with Exercise D.	20 min
2. Exercise E should be attempted.	15 min
3. Recap the learning points of the unit so far.	5 min

LESSON 4

Workbook Time: 40 min

Aims:

- To practise tenses
- To identify present participles

Task	Time
1. Attempt Exercise A, Questions 1.	15 min
2. Attempt exercise B. complete any unfinished work for homework.	20 min
3. A brief recap of the learning points of the lessons.	5 min

LESSON 5

Workbook Time: 40 min

Aims:

- Revision and practice of alliteration
- To practise phonics 'th'
- To develop vocabulary

Task	Time
1. Begin with Exercise C. Questions 1 to 4.	25 min
2. Explain Exercises D and E. Begin D and complete both for homework.	15 min

An interesting piece, and very expertly constructed. The quiet confidence and assurance of the young boy, Nicholas, is brought out superbly.

The pupils may need to read the story through a few times to fully understand the language. In this piece they will have to read between the lines to fully appreciate the humour and irony of some of the statements. Remember that the author was writing over a hundred years ago. He is considered a master of the short story.

For more about the author and a list of titles: <http://en.wikipedia.org/wiki/Saki>

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- a. The aunt decided to send the children to Jagborough to punish Nicholas. Nicholas was not included in the party because he had put a frog in his breakfast bread-and-milk.
- b. When any one of the children fell from grace the aunt was in the habit of organizing a treat for the other children.
- c. When all the children had done something wrong the aunt would tell them of a wonderful circus in the area, to which, of course, she would not be taking them as they had misbehaved.
- d. Nicholas got the better of his aunt when the other children set off on their expedition, by not showing any disappointment. He was cheerful; his girl-cousin was crying and his brother's boots were too tight.
- e. The aunt thought to herself that Nicholas was determined to get into the gooseberry garden because she had told him not to. She expected he would enter the garden.
- f. Nicholas made many trips into the front garden to make his aunt believe he wanted to get into the gooseberry garden. The aunt spent so much time in the garden because she did not want Nicholas to get past her and into the gooseberry garden.
- g. Nicholas spent his time in the lumber room gazing at all the lumber and weaving stories around the tapestry.

This question is more difficult. Discuss it first.

- h. Pupils can search through the story and discuss a number of examples. You could assign different groups one of the four headings each and then get them to feedback. There will be some crossover. Here are a few suggestions:
 - i. Nicholas does a bunch of naughty things such as putting a frog in his bread-and-milk himself and refusing to eat it later, stealing the key for the lumber-room, and refusing to recuse his aunt from the rainwater tank. He acts this way because he is stubborn and believes he is smarter than the older, wiser people and does all the naughty things just so he could enter the lumber-room.
 - j. The answer depends on pupils' perspective of the aunt and how they would have handled the situation by imagining themselves to be in the aunt's situation.
 - i. his intelligence - seeing through his aunt's attempt to make him feel like he is missing out

- ii. his creativity - coming up with a plan to distract his aunt; creating a story out of the pictures on the tapestry
- iii. his imagination - putting a frog in his bread-and-milk!; imagining events on the tapestry
- iv. his dislike of authority - proving the older, wiser, better people wrong; telling his aunt that Bobby had told her twice about his boots...;

While reading: No, Nicholas knew his aunt was not really the Evil One.

Challenge: Pupils will make their own selections and give reasons for them.

2. Reference to context

- a. *The dramatic part of the incident was that there really was a frog in Nicholas' basin of bread-and-milk.*
 - i. That morning, at the breakfast table.
 - ii. Nicholas had refused to eat his bread-and-milk on the seemingly frivolous ground that there was a frog in it. His aunt had told him that he was not to talk nonsense; he continued to describe the colour and markings of the alleged frog.
 - iii. Nicholas' sin was discussed at great length; then his cousins and his brother were taken to Jagborough sands, but he had to stay at home.
 - iv. Only Nicholas believed he was telling the truth. He knew it was true, because he had put the frog in the bowl himself.
- b. *'He told you twice, but you weren't listening.'*
 - i. Nicholas is speaking to his aunt.
 - ii. That Bobby's boots were hurting him because they were too tight.
 - iii. She changed the subject, because she could not admit that she had been wrong. (She had not listened to Bobby and she was now not prepared to listen to Nicholas telling her that she often did not listen to important things.)

B WORKING WITH WORDS

1. Use the following words and expressions in sentences.

Some help may be required. Discuss each word/phrase before the pupils attempt to write the sentences.

2. Rewrite the sentences.

Alternative phrases may be used.

- a. His cousin's aunt, who insisted in styling herself his aunt also, had hastily invented the Jagborough expedition in order to impress on Nicholas the delights that he had justly forfeited by his disgraceful conduct at the breakfast table.
- b. Having thoroughly confirmed and fortified her suspicions, Nicholas slipped back into the house and rapidly put into execution a plan of action that had long germinated in his brain.

PRONOUNS

3. Use the pronouns **this, that, these, and those** in sentences of your own.

Pupils are encouraged to create sentences using these pronouns in their own words.

4. Underline the demonstrative pronouns. Is it singular or plural, describing something near or far?

These - plural, near

This - singular, near

That - singular, far

Those - plural, far

5. Use the pronouns each other and one another in sentences of your own.

Pupils will create sentences of their own.

6. Write down all the pronouns you can make with the words above. Then use a few in sentences of your own

Pupil will list down all the pronouns according to the given example and then create sentences of their own.

C LEARNING ABOUT LANGUAGE

ABSTRACT NOUNS

Recall what has been learn about abstract nouns and use the words in sentences.

1. Find at least ten abstract nouns in the story.

disgrace, grace, growth, pleasure, expectations, flawlessness, reasoning, elation, depravity, possibilities, silence, circumstance, detention, tightness, etc.

2. Substitute an adjective for each noun, rewriting each phrase.

- | | | | |
|-----------------------|--------------------|------------------------|----------------------|
| a. the happy child | b. the proud king | c. the patient patient | d. the rude customer |
| e. the patient doctor | f. the holy priest | g. the long story | h. the high mountain |

3. Rewrite the following.

- The injured horse did not run in the race.
- The dark-haired boy is my cousin.
- They felt pity for the penniless/poor man.
- His extraordinary explanation did not help us at all.
- The underwater cave was full of beautiful coral.

D LISTENING AND SPEAKING

Tic Tac Toe and Conditional forms

Play the game as described!

Consult the list at the end of the student book.

E COMPOSITION

This should not be a simple description of the environment. If in a workshop various tools are seen, what pictures or memories do these conjure up? A saw might lead one to think about a beautiful tree being felled. Ask the pupils to use their imagination.

Workbook: pages 89-90

A ABSTRACT NOUNS

1. Which of the following pass this test? (Tick the words which cannot be seen, heard, tasted, smelt, or touched.)

- | | | | |
|------------|----------|------------|---------------|
| a. bravery | b. shame | e. fear | i. rudeness |
| j. peace | k. trust | l. freedom | m. relaxation |

2. Fill in the blanks with abstract nouns from the list.

- | | | |
|-------------------------------|-------------------------|------------------------|
| a. peace | b. feelings, friendship | c. compassion, comfort |
| d. skill, dexterity, artistry | e. sadness, anger | |

B THE PAST IS PERFECT

Read the following paragraph from *The lumber room*.

Explain with additional examples if necessary. The text is simple enough.

1. Study the table.

Discuss and ask pupils to make oral sentences.

2. Combine the ideas below and frame sentences of your own. In each sentence use the past perfect tense and the simple past.

Pupils will make up their own sentences.

Examples:

- By the time I reached my cousin's house for the party, the guests had eaten all the food and left.
- By the time his aunt received the letter from the Governor, her husband had died.
- They had already run away by the time the police arrived.
- They had not eaten, but said they were not hungry. (They were hungry although they had not eaten.)
- After he had recognized his uncle he said, 'Hello.'
- When they had fixed the appointment, they went on holiday.

C VOCABULARY

Pupils may be asked to make up appropriate sentences (orally) with the relevant key words, e.g. 'Can someone please help me get out of this quicksand!' he gasped, as he sank even further. NOT 'Come here,' he gasped. The second sentence does not help us to understand the word 'gasped'!

1. Choose words from the box below and fill in the space given on the next page beside each definition.

example: said in answer: replied

- | | |
|--|---|
| a. said with surprise: exclaimed | b. said with a stammer: stuttered |
| c. said as if with a mouth full of water: spluttered | d. said with unhappiness or tiredness: sighed |
| e. said as if straining for breath: gasped | f. said very softly: whispered |
| g. said very briefly: grunted | h. said in a low, angry voice: growled |
| i. said angrily and sharply: snapped | j. said in a deep, gruff voice: barked |
| k. said in a loud, rumbling voice: thundered | l. said in a high-pitched voice: shrieked |
| m. said scornfully and sarcastically: sneered | n. said in a hoarse voice: croaked |
| o. said in agreement: agreed | |

Pupils can make up whole sentences using the words in the list. They should use appropriate ideas in the sentence to match the 'said' word used.

Lesson Plans

For detailed suggestions, refer to the end of the teaching guide.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and appreciate a short story
- To increase vocabulary
- To practise comprehension skills

Task	Time
1. Reading and understanding of the difficult words.	15 min
2. Explain Questions 1 and 2 of Exercise A. Some of these questions may have been discussed already. Exercise should be given for homework.	25 min

LESSON 2

Textbook Time: 40 min

Aims:

- To develop vocabulary
- To revise abstract nouns and adjectival phrases
- To make sentences using 'as though'

Task	Time
1. Exercise B, Questions 1 and 2 should be attempted. Questions 3, 4, 5, and 6 can be given as homework.	15 min
2. Continue with Exercise C, Questions 1, 2, and 3 should be attempted.	20 min
3. Exercise D should be attempted. If the work cannot be completed in this lesson, it should be continued in the next lesson.	5 min

LESSON 3

Textbook Time: 40 min

Aims:

- To develop listening and speaking skills
- To develop directed writing skills

Task	Time
1. Complete work from the previous lesson; Question 2 can be given for homework.	20 min
2. Exercise E should be briefly discussed before proceeding with the written work. Unfinished work from this lesson can be continued in the next lesson.	20 min

LESSON 4

Textbook/Workbook Time: 40 min

Aims:

- To complete the work from the previous lesson
- To revise nouns
- To increase vocabulary

Task	Time
1. Complete work from the previous lesson.	10 min
2. Workbook—Exercise A, Questions 1 and 2 should be attempted.	10 min
3. Continue with Exercise B, Questions 1 and 2 should be attempted.	15 min
4. Exercise C—the task should be given for homework.	
5. Recap the learning points of the unit.	5 min

This story is based on the author's own experiences and so it provides a good basis to discuss autobiographies. It is a first person account full of interesting detail and description that creates a clear picture of the tramp's way of travelling. The extract is from *The Autobiography of a Super-Tramp*.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- Winter (the end of this season). The snow is still deep and the mornings and evenings cold, and there is still much ice and snow on the track.
- It was a steam train - it steamed into the station (also it has a whistle, a fireman and engineer - put together, these things indicate that it was a steam train).
- The small stations the slow train stopped at are described as being 'insignificant'. This means 'unimportant'.
- The author and his companion knew that the train was shortly going to arrive at the station because 'passengers were already pacing the platform, the luggage was placed in readiness, and a number of curious people, having nothing else to do, had assembled here to see the coming and going of the train.'
- Davies allowed his companion to jump on the train first because he had a maimed hand.
- A 'blind baggage car' means that the end nearest to the engine on that car/carriage had no door on it so if the men could climb on it no one would be able to see them or get to them.
- Some details indicate that Davies does blame the man for the accident. Davies says that the man stood 'thoughtlessly irresolute on the step, leaving no room' for him (which suggests the action was not intentional) but then adds that he moved 'very deliberately' which suggests that he believes the man was being slow intentionally.

This question is more difficult. Discuss it first.

- We do not know why the man jumping on the train before the author hesitated. Pupils can suggest reasons. His hesitation is described as 'thoughtlessly irresolute' (perhaps he was unsure/ undecided). If the man had not hesitated, Davies would have boarded the train and left Renfrew. he would not have lost his foot and may never have written this story!

While reading: It seems like an unusual thing to do when his foot has just been cut off! Perhaps he was in shock. Newspaper stories often focus on a sensational detail to attract readers.

Challenge: Discuss the statement 'For whoever saw Pity make the same speed as Fear' – do we react more quickly when we are frightened or when we feel pity? The author has used capital letters to personify these abstract nouns.

2. Explain what is meant by the groups of words italicized in the following sentences.

- slipped out* (to sneak out of a place unnoticed) / *took possession of* (took ownership of (temporarily, in this case!))

- b. *With this object* (with this as our goal)
- c. *no time to lose* (need to hurry as fast as possible)
- d. *pulled slowly out* (departed)
- e. *to clear the step* (move aside)
- f. *came short of* (did not reach/almost got there)
- g. *looked me over* (inspect/examine quickly)

B WORKING WITH WORDS

1. Use the following words and expressions in sentences.

Some help may be required. Discuss each word/phrase before the pupils attempt to write the sentences.

SPELLING

2. Add the suffixes *-ed* and *-ment* to the following.

An opportunity to revise suffixes.

measured/measurement

encouraged/encouragement

engaged/engagement

refined/refinement

required/requirement

settled/settlement

C LEARNING ABOUT LANGUAGE

ADVERB PHRASES

Read the notes and examples. This is an opportunity to revise and develop understanding of adverbs.

1. Find the adverbial phrases in the following.

- a. at a slow speed (whistled how? no answer—pulled out how?)
- b. in an upright position (sitting how?)
- c. at last (think when?)
- d. in the local press (caused where?)
- e. in readiness (placed how?)
- f. with great courage (faced how?)

2. Replace the italicized phrases with adverbs of similar meaning.

a. immediately/now

b. eventually

c. courageously

d. wholeheartedly

e. everywhere

f. patiently

D LISTENING AND SPEAKING

REPORTING

Pupils will work in pairs. Before they begin, emphasize the need for speed and the need to make the questions relevant and important. They can use details from the story as well as their imaginations. When the pairs read out their interviews, get peers to offer constructive criticism: two things they did well and one thing that could be improved. Take a vote to decide which team had the best questions, which one had the best answers and which report would make the most sensational reading in the next day's newspaper.

E COMPOSITION

Pupils will need to use the layout conventions for a formal letter, as well as the appropriate language. They should use the instructions to make a brief plan before they begin.

Workbook: pages 94-96

A SAY IT COLOURFULLY: ADVERBIAL PHRASES

Expand the following into fuller, more interesting sentences.

Pupils may write more interesting sentences!

- a. The horses pulled the cart *up the steep slope*.
- b. The women wept *with great bitterness*.
- c. *After the rough games* they played a quieter game.
- d. *With greater speed* the hunter loaded his rifle.
- e. *For this reason* she was sad.
- f. He wrote *with incredible skill*.
- g. *After the summer holidays*, he went away.

B WORKING WITH WORDS

1. Write sentences to show the difference between the words.

Pupils will make up their own sentences. The correct meanings are given below.

- a.
 - i. always happening; frequently, without cessation
 - ii. connected, uninterrupted in time or space
- b.
 - i. regular, precise; observing all the rules
 - ii. of the past or an earlier period
- c.
 - i. with certainty; safely
 - ii. confined, fastened, safe against attack
- d.
 - i. accurately, without exception or deviation
 - ii. harshly, vigorously, violently; making great demands on skill, endurance, etc.

2. With the help of your dictionary, define the following words. They are all connected with trains and railways.

- a. locomotive: A powered railway vehicle used for pulling trains.
- b. carriage: Any of the separate sections of a train that carry passengers.
- c. siding: A short track at the side of and opening on to a railway line, used chiefly for shunting or stabling trains.
- d. points: A junction of two railway lines, with a pair of linked tapering rails that can be moved laterally to allow a train to pass from one line to the other.
- e. gauge: The distance between the rails of a line of railway track.
- f. depot: A place where trains, or other vehicles, are housed and maintained and from which they are dispatched for service.
- g. terminus: The end of a railway or other transport route, or a station at such a point; a terminal.
- h. buffer: A pair of shock-absorbing pistons projecting from a cross-beam at the end of a railway track or on the front and rear of a railway vehicle.

3. Fill in the blanks with words from the box.

Pupils should use their dictionaries to look up words they do not know the meaning of.

- a. indifferent, interfered
- b. advantage, maimed
- c. relinquished
- d. persuaded
- e. irresolute
- f. assistance, convey
- g. sensation

C SO, YOU THINK YOU KNOW YOUR LIMBS?

Pupils should try to label as many parts as they can. Accept plausible alternatives.

thumb, knuckle, index finger, fingernail, middle finger, ring finger, little finger, knuckle

arm, hand/fist

palm, thumb, finger, wrist

bicep, wrist, triceps, elbow, forearm

foot, ball of the foot, arch, heel

ankle, shin, calf, knee, thigh

foot, toenail, toes

heel

Lesson Plans

For detailed suggestions, refer to the end of the teaching guide.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and appreciate an extract from an autobiography
- To increase vocabulary
- To practise comprehension skills

Task	Time
1. Reading and understanding of the difficult words.	35 min
2. Explain Questions 1 and 2 of Exercise A. Some of these questions may have been discussed already. Exercise should be given for homework.	5 min

LESSON 2

Textbook Time: 40 min

Aims:

- To develop vocabulary
- To revise suffixes, using -ed and -ment
- To learn about adverb phrases

Task	Time
1. Exercise B, Questions 1 and 2 should be attempted. Some sentences can be given for homework.	15 min
2. Continue with Exercise C, Questions 1 and 2.	15 min
3. Recap the concept taught and learnt by the students.	10 min

LESSON 3

Textbook Time: 40 min

Aims:

- To develop listening and speaking skills - reporting
- To develop directed writing skills

Task	Time
1. Exercise D should be attempted.	20 min
2. Exercise E should be briefly discussed before proceeding with the written work.	20 min

LESSON 4

Workbook Time: 40 min

Aims:

- To use adverbial phrases
- To develop vocabulary
- To make sentences demonstrating the meanings of the words given

Task	Time
1. Exercise A, Question 1 should be attempted.	10 min
2. Continue with Exercise B, Questions 1, 2, and 3 should be attempted. Unfinished work should be completed for homework.	20 min
3. Exercise C—the task should be given for homework.	5 min
4. Recap the learning points of the unit.	5 min

Test—2

Workbook: pages 97-104

A COMPREHENSION

1. Read this passage about the experiences of the Wright brothers, who were pioneers in the field of aviation. (Your teacher will ask you to read a passage aloud.)

Pupils may be asked to read any paragraph, not the whole piece. Listen for fluency and expression, and whether or not punctuation is observed.

2. Answer the following questions.

- a. The new machine would have a petrol-driven engine and screw propellers.
- b. They thought it would be an easy matter.
- c. They found that general information about propellers was not very extensive, so they had to learn as much as they could and find out much more for themselves.
- d. The weather was becoming cold and wintry and they wanted to be home for Christmas.
- e. ii. wanted to prove that they had taken the machine up in the air.
- f. slightly
- g. iii. desired

B TEXTBOOK QUESTIONS

1. Answer the following questions.

- a. His aunt had decided to deny him the trip to the seaside because of his disgraceful conduct at the breakfast table that morning. He had put a frog in his basin of bread-and-milk.
- b. Pupils should give some of the following information: The rooms are small, hexagonal and lit by 'a soft radiance' which can be turned up or down; they have some kind of ventilation system (not windows); music is played in them; each room contains a chair and a reading desk and lots of buttons and switches with which the occupant can call for food, music, clothing, a hot or cold bath (the bath rises out of the floor) or a bed; there are also speaking tubes and communication buttons so that she can talk to people (or 'isolate' herself).
- c. He killed a mother bear with its cubs.
- d. Aamer
- e. The men and women of the village built his igloo because he provided them with meat.

2. Who is being described in the following?

- a. Keesh, in 'The Story of Keesh'.
- b. The aunt, in 'The Lumber Room'.
- c. Kuno and Maria, in 'The Machine Stops'.
- d. Aamer, in 'Aamer's Café'.
- e. Bobby, in 'The Lumber Room'.
- f. The narrator, in 'A Voice in the Dark'.

C TEXTBOOK QUESTIONS (POETRY)

1. Answer the following questions.

- Home without Love is bitterness; Love without Home is often pain. No! each alone will seldom do; Somehow they travel hand and glove.
- The traveller asks the listeners to pass on the following message to them:
'Tell them I came, and no one answered, /That I kept my word,'
- In the poem, London's Summer Morning, the poet wakes up from 'busy dreams, /To paint the summer morning.' (To write a poem about all the 'busy sounds' that can be heard on a summer's morning.)
- There is no wind; candles shiver out, a giant marquee booms and flounders, a squall of hens and cabbages knocks you off your feet, a sheet of pond clouts you with a frog, a camp of caravans squawks and takes off, a ferris wheel bounds along the skyline.

2. Reference to context

- London's Summer Morning by Mary Robinson.
- din, noisy, cries
- There is lots of traffic (horse-drawn) and there are lots of people working at noisy jobs and shouting to sell their goods.
- The poet, in bed.

D WORKING WITH WORDS

1. Give synonyms for the following words.

- | | |
|--------------------------------------|--|
| a. abyss/chasm (gulf, pit) | b. alongside/beside (flanking) |
| c. gently/softly (quietly, smoothly) | d. shaft/pole (handle, rod) |
| e. glimpse/sight (glance, peek) | f. spray/spurt (spew, scatter, squirt) |

2. Punctuate the following, starting each new speech on a separate line.

'Will there be strawberry jam for tea?' asked Nicholas innocently.

'Certainly there will be,' said the aunt, privately resolving that Nicholas should have none of it.

'Now I know that you are the Evil One and not aunt,' shouted Nicholas gleefully.

3. Add the suffixes -ment and -ing to the following, where possible.

- measurement, measuring
- encouragement, encouraging
- replacement, replacing
- hoping
- argument, arguing

E LEARNING ABOUT LANGUAGE

1. For each word in the sentence below say what part of speech it is and what its function is.

It¹ rose² quickly³ for⁴ (a few)⁵ feet⁶.

- A pronoun standing in place of a noun; it is the subject of the sentence, but we don't know what it is; perhaps a rocket.
- An intransitive verb. The simple past tense of *rise*. It tells us about the action being performed by the subject 'it'.

- c. An adverb of manner, telling us how the subject 'rose'
- d. A preposition indicating how long something lasts or extends
- e. A few is an adjective qualifying 'feet'.
- f. A noun, the plural of foot

2. Mention two uses for inverted commas. Give an example of each use.

Here are all the uses:

- a. to show the exact words of a speaker—direct speech
- b. to show the title of a story, book, poem, etc.
- c. to call attention to a particular name or nickname
- d. to indicate single words, phrases, sentences which have been used by someone else
- e. to show foreign words, slang, or made up words.

3. Change the following from the present continuous tense to the future continuous tense. Add a suitable time-phrase to each sentence.

- a. I am not going to be (I will not be) sleeping this afternoon!
- b. They will be asking (are going to be asking) the policeman for directions in ten minutes.
- c. Shabir will be brushing (is going to be brushing) his horse's coat this evening.

4. Give three examples of abstract nouns.

Pupils will give their own responses.

- a. imagination b. width c. beauty

5. Complete the following sentences.

Pupils will give their own examples.

- a. The bankers persuaded us to invest *in* the company.
- b. Just as we *entered the building*, *birds flew up into the air*.
- c. When they were coming round the *corner*, *they saw the birds*.
- d. Besides Amber, *two others were chosen to take part in the play*.
- e. It continued to shake even *after we let go of it*.

F LISTENING AND SPEAKING

Tick the true statements, after the reading is over.

The passage is on page 136 at the end of the workbook.

The correct statements are:

- e. The enemy aircraft were bombers.
- g. Butch loved flying and engaging with the enemy.
- h. The fleet was unprotected and in great danger.
- i. Butch could not attack the second lot of bombers because his guns had jammed.
- k. Butch was awarded the Congressional Medal of Bravery.

G COMPOSITION

Write about an experiment of your own.

Objective writing, preferably using the passive voice rather than the active.

Lesson Plans

For detailed suggestions, refer to the end of the teaching guide.

LESSON 1

Workbook Time: 40 min

Aims:

- To assess reading and comprehension skills
- To assess written grammatical accuracy

Task	Time
1. Exercise A, Question 1 to be attempted.	20 min
2. Exercise A, Question 2 to be attempted.	15 min
3. To read over and check the answers.	5 min

LESSON 2

Workbook Time: 40 min

Aims:

- To revise the previous units
- To recall characters from the previous units
- To assess sentence construction
- To assess punctuation

Task	Time
1. Exercise B to be attempted to assess sentence structure; to assess comprehension and memory.	15 min
2. Exercise C, Questions 1 and 2 to be attempted.	15 min
3. Exercise D, Questions 1 and 2 to be attempted.	10 min

LESSON 3

Workbook Time: 40 min

Aims:

- To assess the understanding of grammatical terms
- To assess knowledge of grammatical concepts taught
- To assess directed writing skills

Task	Time
1. Continue with Exercise D, Question 3 to be attempted.	5 min
2. Exercise E, Questions 1 to 4 to be attempted.	15 min
3. Continue with Exercise F.	10 min
4. Continue with the writing activity in Exercise G. This can be completed in the next lesson.	10 min

The Lake Isle of Innisfree

A well-liked and much-quoted poem with some memorable phrases

For more information about Yeats:

http://en.wikipedia.org/wiki/William_Butler_Yeats

For a picture of Innisfree Isle, on Lough (Lake) Gill in County Sligo in Ireland, see:

<http://www.lookaroundireland.com/scenicinteractive/loughgill.htm>

Suggestions and answers

A UNDERSTANDING THE POEM

1. Answer the following questions.

- The poet finds the peace and loneliness of Innisfree attractive.
- The peace and tranquillity will come 'dropping slow, dropping from the veils of the morning to where the cricket sings.'
- Midnight is a glimmer, noon is a purple glow; evening is full of the sound of linnets going to roost.
- Alliteration. The poet has used the sound of 'l': lake, lapping, low, which also resembles the sound of water against the stones. He has also used the 's' sound: sounds and shore. The line is easy to read; it rolls off the tongue.
- Apart from the bees in the 'bee-loud glade', and the song of crickets, and the sound of the linnet's wings, the poet looks forward to hearing the lake water lapping with low sounds by the shore.

These questions are more difficult. Discuss them first.

- The poet imagines the simple joys of the countryside, growing vegetables and gathering honey. Nine is not important; perhaps he will have twelve bean-rows! Pupils will say what they would have had.
- 'Pavements grey' expresses the drabness of city streets. The poet is obviously not so happy in the city. This contrasts with warm sounds and positive descriptions, such as the 'glow' of noon in Innisfree.
- His soul; his inner being. Pupils may consider this and give their own responses.

2. What is the rhyme scheme of the poem?

ABAB

3. Give examples of alliteration from the poem.

hive for the honey bee; live alone in the bee-loud glade; lake water lapping with low sounds by the shore; glimmer...glow; hear...hear't's core...

4. Reference to context

And I shall have some peace there, for peace comes dropping slow

- Innisfree

- ii. The poet will be on his own in nature. He describes the changing light and the natural sounds and sights that bring him a feeling of peace.
- iii. The phrase 'dropping slow' means that peace will come to him gradually. A feeling of peace will come 'dropping from the veils of the morning' - the morning mist. The speaker finds peace from being in nature, living a simple life, alone, in a beautiful place.
- iv. He is looking for peace because he lives in a city, where, 'standing on the roadway, or on the pavements grey' makes him yearn for the peace of the special place described in the poem. The word grey has negative connotations of drabness, and 'roadway' and 'pavement' convey the impression of a hard, harsh, man-made environment. The contrast to his descriptions of the place where he finds peace shows that he clearly prefers being away from the city.

5. Read «No!» by Thomas Hood again (page 24). Discuss the similarities and differences between «No!» and «The Lake Isle of Innisfree» with your classmates.

Divide the students in two groups. One group can write down the similarities and the other group can work on the differences. And a discussion can take place between the groups.

B WORKING WITH WORDS

1. There midnight's all a glimmer

glimmer: i. (v) to emit a faint or intermittent light

That misty evening we could see the lights of the city glimmering in the distance.

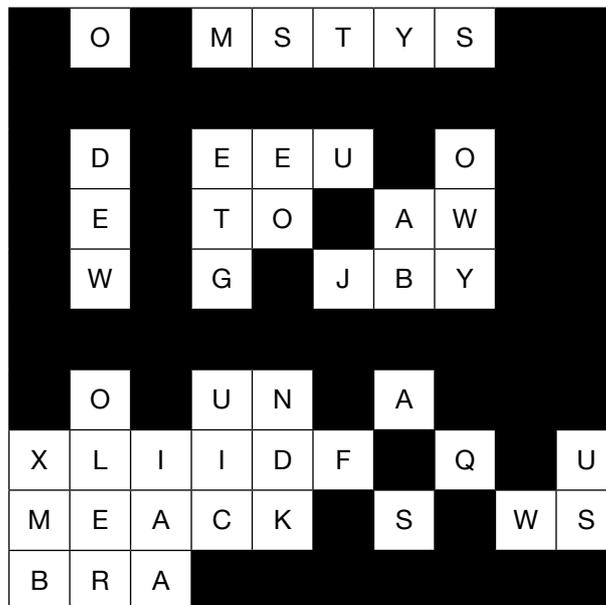
ii. (v) to be present faintly or in only a small amount.

Hope still glimmered in his mind.

Also used as a noun. (The glimmer came from a torch under the blanket. He showed not a glimmer of understanding.)

2. Find these words in the word square; then use them in sentences of your own. Note that the letters of the words may be in any direction!

Pupils will make up their own sentences. Make sure they actually look up the words in a dictionary first. There are subtle differences between some of the words.



3. What are the following and how are they different?

Again, requiring dictionary work! Pupils should find out, then report their findings by using the words in oral sentences to bring out the differences in meaning.

C LEARNING ABOUT LANGUAGE

PREPOSITIONS

Revise what the pupils know about the use of prepositions and their function in a sentence.

1. The prepositions in the sentences above show a relationship between two words. Can you tell, in each case, which words these are?

- a. boy—tree b. toys—grass c. tractor—tree
d. we—museum e. jug—handle; jug—cupboard

2. How many prepositions can you find in the poem? What are they?

to, of, for, in, for, from, of, to, of, for, with, by, on, on, in

3. Fill in the blanks with the correct prepositions.

- a. along b. up, in c. out of d. on
e. into/through f. from, of g. over h. in, near
i. around j. through, in/during

4. Complete the following phrases.

- a. by hook or by crook b. at any rate c. on the whole
d. on the other hand e. to his heart's content f. for the most part
g. under the weather h. in black and white i. for dear life
j. out of sight, out of mind k. on top of the world l. in spite of
m. between you and me n. to all appearances o. by no means
p. by any chance

D LISTENING AND SPEAKING

I've never been to Innisfree!

Practise the present perfect and simple past tense.

The talkative ones will have a lot to say. Make sure the ones who do not talk so much use this opportunity to have their say.

E COMPOSITION

Think about tranquillity, peace and solitude, and grand views of the countryside. On the other hand, think of the hustle and bustle, noise and fumes, lights and sounds of the city. Weigh up the differences.

Workbook: pages 105-108

A PREPOSITIONS

1. Complete the following sentences by adding a preposition.

Allow the pupils to do this on their own, and then check results. Discuss the mistakes made, if any.

- a. at, on b. for, at c. of d. for e. with, in, at
f. in g. by h. on, on i. about, for j. of

k. for, in, to

l. to, for

m. with, for

n. with, for

B WE'VE NOT BEEN PLAYING

Illustrate the use of the present perfect simple and continuous tenses by giving further examples. The questions, 'What has X done?' and 'What has X been doing?' will elicit the correct responses.

1. Compare these sentences.

Discuss.

2. Complete the sentences by adding the correct tense of the verb given. And since or for where necessary.

- a. The mechanic *has been mending* cars for twenty years and he *has* just *fixed* my car.
- b. The man *has been talking* for half an hour but we *haven't understood* a word he *has said*.
- c. She *has been living* in Karachi for nine years but she *has decided* to move now.
- d. She *has had* the tortoise *since* January and it *has* always *lived* in the garden.
- e. They *have been playing* the radio for three hours. It *has been driving* me mad. (It has driven me mad!)
- f. The workers *have been painting* the house for two weeks, but they *have not finished* it yet.

C METAPHORS

1. Read the poem, *The Lake Isle of Innisfree*, again.

The lines may be discussed.

2. There are three metaphors which you can easily recognize. Write them down here.

- a. peace comes 'dropping'.
- b. the morning has 'veils'.
- c. heart has a 'core' where he 'hears'.

3. Pick out the figure of speech and name it.

- a. The soldiers fought like *braves*—bravely: simile
- b. 'wall' of humans: metaphor
- c. like the wind: simile
- d. as quiet as a church mouse: simile
- e. 'crowned' by success: metaphor
- f. 'hammered': metaphor

4. Use the following in sentences of your own, i. as a literal expression and ii. as a metaphor.

- i. literal meaning
- ii. metaphorical meaning

Examples only.

- a. i. The barber snipped off all the split hairs, which looked very ragged.
ii. If they don't split hairs, a lot more work will be done.
- b. i. She took a leap in the dark and fell off the boat.
ii. He took a leap in the dark, investing all his money in the new company.
- c. i. The flaming torch was carried by the fastest runner.
ii. He was flaming after the meeting because they had not listened to him.
- d. i. She noticed that the iron had lost its magnetic quality.

- ii. Their performance was magnetic; we could have listened to the music for hours.
- e. i. The corn was roasted on the fire.
- ii. The walkers, roasted and tired, welcomed the arrival of dusk.

Lesson Plans

For detailed suggestions, refer to the end of the teaching guide.

LESSON 1

Textbook Time: 40 min

Aims:

- To complete Exercise G from the previous lesson
- To read and discuss a popular poem
- To develop comprehension skills

Task	Time
1. Complete Exercise G from Workbook—Test 2.	10 min
2. Reading and discussion of the poem, and explanation of the unfamiliar words.	15 min
3. Exercise A, Questions 1, 2, and 3 to be attempted. If the exercise cannot be completed in this lesson, it should be completed as homework.	15 min

LESSON 2

Textbook Time: 40 min

Aims:

- To enhance vocabulary using the dictionary to identify shades of meanings
- A detailed study of prepositions

Task	Time
1. Continue with Exercise A, Question 4. Question 5 can be discussed as a class activity.	5 min
2. Continue with Exercise B, Questions 1 and 3 should be attempted. Question 2 should be given for homework.	15 min
3. Exercise C, Questions 1, 2, 3, and 4 to be attempted.	20 min

LESSON 3

Time: 40 min

Aims:

- To develop listening and speaking skills
- Further practice of present perfect and simple past tenses
- To develop directed writing skills

Task	Time
1. Exercise D to be attempted.	20 min
2. In Exercise E, a discussion should precede written work.	20 min

LESSON 4

Workbook Time: 40 min

Aims:

- To practise prepositions
- To use the present perfect and present perfect continuous tenses
- To identify metaphors

Task	Time
1. Exercise A should be attempted.	10 min
2. Continue with Exercise B.	15 min
3. Exercise C, Questions 1 and 2 should be attempted.	10 min
4. Recap the lesson taught so far.	5 min

LESSON 5

Workbook Time: 40 min

Aims:

- To identify metaphors, similes, and literal comparisons
- To make sentences using given words as metaphors and in their literal sense

Task	Time
1. Exercise C, Question 3 should be attempted.	15 min
2. Continue with Exercise C, Question 4.	15 min
3. Recap the learning points of the unit.	10 min

Discuss shopping expeditions with the pupils. Do they go shopping? Where? What do they buy? What kinds of shops do they like visiting? How do different shops display their goods? What do they think about shopping malls, supermarkets, street stalls, and department stores?

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- a. The comparison makes the lady smile because the Cottage Industries and a department store (or at least a well-organised one) are nothing like each other.
- b. The display in the shop is ostentatious because it is bright and colourful, and contains things old and new, elaborate and ornate. It is very “showy”.
- c. A labyrinth is a maze, and the shop was like one too. It was a place in which the shopper could easily get lost and not be able to find the way out.
- d. While in the aisles, the lady’s mind is full with thoughts, plans, reminiscences, images, colours, sounds, and smells. These thoughts are inspired by the things she can see around her.
- e. The cashier gives the lady some stamps in lieu of change.
- f. The lady describes the system as being ‘an in between system’, one which is neither one kind nor another.
- g. The lady decides not to enter the shoe section because 1. the system (choosing downstairs, paying upstairs, collecting downstairs) is too complicated, and 2. the sunshine, sugarcane juice, and the street outside seem far more attractive.
- h. The lady becomes exasperated in the shoe shop because she wants a pair of shoes that will fit. The shopkeeper, however, keeps trying to persuade her that all the ill-fitting shoes will fit her in time.
- i. The shopkeeper tells the lady that the shoes are ‘y’export quality’ to convince her (delude her into thinking) that they are well made and better than the ones sold locally.

This question is more difficult. Discuss it first.

- j. Pupils will give their own opinions. Collect a range of views.

While reading: The lady is happy. She places her feet in such a way as to be able to admire her new chappals as she goes along in the rickshaw. She also turns the movement and sound into the rhythm for a ditty she begins to sing.

Challenge: The system that operates in the Cottage Industries as a ‘bit of an in-between system’ one which is neither one kind nor another. Pupils should discuss how this is the case. They can make suggestions as to how the system could be improved.

2. Reference to context

- a. *But these are ... What do I do with these?*
 - i. The lady says this to the man at the cash desk upstairs in the shop.

- ii. She is surprised and speaks her thought out loud but realises that the man who has given them to her knows what they are so she does not need to say it to him.
 - iii. He tells her that they are stamps. He doesn't answer her question.
 - iv. She is a bit irritated.
- b. *My heels drag along the ground, and I begin to imagine I'm taking root and almost belong—system or no system.*
- i. She is trying to get the full feel of her comfortable new chappals.
 - ii. to the country; she is not from the city or the country, but her new chappals make her feel she is part of the environment.
 - iii. the system she has just had experience of in the Cottage Industries store.
- c. *I don't know where I'm going but I'm on my way.*
- i. on a card that she sees being sold from a cart.
 - ii. She does, because she has just had an experience that is summed up nicely on the card. She feels it is appropriate and she buys the card.

B WORKING WITH WORDS

1. What is the difference? Use the words in sentences of your own.

Pupils will write their own sentences. They should look up the meanings, if in doubt. Before they start, you might like to dictate the words and ask them to write down the words; after checking that the spelling is correct, they can find definitions before composing their sentences.

2. Use the following words in sentences of your own: once as a noun (or adjective) and once as a verb.

Pupils will write their own sentences. Ask them to share their sentences with the others by reading them aloud. Note, when this is being done, that they should pronounce the words properly; the pronunciation changes, e.g. elaborate (adj) eLABoret; elaborate (v) eLABorate'. conduct (n) CON'duct; conduct (v) con'DUCT.

C LEARNING ABOUT LANGUAGE

1. Comment on the language (grammar) in the following.

Note that while reporting speech, the sentences can be ungrammatical if the speaker actually uses those words. However, in strictly grammatical terms, the sentences are incorrect.

- a. There is no proper subject. It would be best to get her... (The sentence requires an impersonal subject 'It is best'.)
- b. Incomplete verb (no auxiliary). Do you want these? Or better still, 'Would you like these?'
- c. No need for 'You'. No use of definite article.
'Please pay at the cash desk,' she tells me.
- d. No need for 'you'. (It is also in the wrong place.) No need for repetition of 'please': 'Please, do come in' may be used for emphasis.
- e. Incomplete sentences. No verbs. 'These shoes are of export quality.' 'They are of the very best quality.' 'They are very fine.'

Outside send quality = Export quality

EXPRESSING THE FUTURE

Discuss the explanation and the examples, and work out some other examples with the pupils, before they start the written exercise.

2. Fill in the blanks in the sentences below.

- | | | |
|----------------|-----------------------------|----------------|
| i. closes | ii. is going to bake | iii. are going |
| iv. meets | v. shall write/will receive | vi. addresses |
| vii. is coming | viii. is leaving | |

3. Make up your own sentences about the future.

The sentences written by the pupils may be different; the formation of the verb, however, should be as follows.

- | | | |
|----------------------------|---------------------|------------------|
| i. is ploughing | ii. films | iii. will settle |
| iv. is/are going to answer | v. shall/will shock | vi. is seeing |

D LISTENING AND SPEAKING

1. Practice these questions and answers with a partner.

Are you going to go soon?	I shall in a little while.
Will it rain tomorrow?	I don't know if it will.
Are they going to iron their shirts later?	They probably will.
Are you watching the film on television tonight?	I definitely will be.
Is the meeting going to be held today?	No. It is taking place tomorrow.
Are you staying at the Sheraton when you go on holiday?	I am hoping we will.
Will we win the lottery this month?	I doubt that we will.

2. Make up oral sentences with the following.

Make sure the pupils are using the contracted forms.

E COMPOSITION

Ask the pupils to try and write a piece giving details, but also with some humour in it.

Workbook: pages 109-112

A EXPRESSING THE FUTURE

Discuss the information given.

1. Use the future continuous to answer the following questions.

Pupils will give their own answers.

- | | |
|--|--|
| a. At this time tomorrow I shall be... | b. In an hour's time I shall be... |
| c. This evening my family will be... | d. Next year... will be teaching me English. |
| e. On Sunday I will be... | |

2. Make up sentences; use the future continuous.

- Mr. Habib will be visiting the dentist at 3 o'clock on 6th October. (Mr Habib will be at the dentist's at 3 p.m. on 6th October.)
- Mr. Habib will be meeting the manager on 8 October. (Mr Habib will be having a meeting with the manager at 10 a.m. on Wednesday.)
- Mr. Habib will be in Quetta on 12th October.

B SEE INTO THE FUTURE

1. Study the table. Make oral sentences from it. Then read about Mr Usman's house.

Discuss the table, the text, and the building schedule.

Ask questions like those on page 111.

2. Use the future perfect tense and write complete answers.

- Yes, the contractor will have started work by the 6th.
- The contractor will have installed the windows by the 7th.
- Yes, the builders will have started the electricity work by the 8th.
- Yes, (No,) I think the contractor will (not) have completed the roof by the end of the first week.
- No, Mr Usman will not have visited the site by Thursday the 8th.
- No, the electricians will not have finished the wiring by the time of Mr Usman's visit.
- Yes, the plasterers will have begun their work by the 12th (because they finish on the 13th.)
- No, they will not have plastered all the walls by 3 p.m. on the 13th.
- Yes, the painters will have painted the inside of the house by the 16th.
- No, Mr Usman will not have arrived for the opening ceremony by 10 a.m. on the 17th.
- Mr Usman will have moved into his house on or shortly after the 17th.

C YOU MUST DO THIS!

Use *must*, *mustn't*, or *needn't* in the blank spaces.

- | | | | |
|------------|------------------|------------|------------|
| a. needn't | b. must, needn't | c. needn't | d. Must |
| e. needn't | f. needn't | g. mustn't | h. mustn't |

D ROBERT ROWLEY

Pupils should say the lines a few times and try to do so without making a mistake.

Lesson Plans

For detailed suggestions, refer to the end of the teaching guide.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and understand a narrative
- To develop comprehension skills
- To improve reading skills
- To develop observational skills

Task	Time
1. Read the story and explain the difficult words.	20 min
2. Continue with Exercise A, attempt Question 1. Some of these questions may have been discussed. Each pupil should be given a chance to participate. The task can then be given for homework.	10 min
3. Begin with Exercise A, Question 2. Discuss. The task can then be given for homework.	10 min

LESSON 2

Textbook Time: 40 min

Aims:

- To enhance vocabulary
- To use given words as nouns, adjectives or verbs
- Using the correct grammatical expression for future tense

Task	Time
1. Exercise B, Question 1 should be given as home assignment.	10 min
2. Exercise B, Question 2 to be attempted.	10 min
3. Exercise C, 1 and 2 should be attempted. If the exercise cannot be completed in this lesson it should be continued in the next one.	20 min

LESSON 3

Textbook Time: 40 min

Aims:

- To develop listening and speaking skills
- To introduce contractions
- To develop directed writing skills

Task	Time
1. Complete work from the previous lesson.	10 min
2. Exercise D, Question 1 to be attempted. Question 2 can be given as home work after a brief discussion.	10 min
3. Exercise E should be attempted.	20 min

LESSON 4

Workbook Time: 40 min

Aims:

- Further practice of the future continuous tense
- To write statements in the future perfect tense
- To write sentences using must, mustn't and needn't

Task	Time
1. Attempt Exercise A, Questions 1 and 2.	15 min
2. Continue with Exercise B, Questions 1 and 2 to be attempted.	15 min
3. Exercise C, the task should be given for homework.	
4. Recap the learning points of the unit.	10 min

The Daffodils

Wordsworth must have been highly impressed with the daffodils that he saw while walking by Ullswater on a spring day. He was so inspired that he wrote a poem of great beauty and charm. It has survived long after the poet's death in 1850. Are your pupils sufficiently inspired (not to say talented) to create a masterpiece of their own? If they are not inspired, perhaps they might like to visit: <http://www.youtube.com/watch?v=IKej4AHnyHO&feature=related> where they can see and hear a rap version of the poem (with altered lyrics). Only if they are not inspired by Wordsworth himself! (At the very least they will get to see some daffodils.)

Also see: <http://www.golakes.co.uk/>

Suggestions and answers

A UNDERSTANDING THE POEM

1. Answer the following questions.

- a. 'I wandered lonely as a cloud', is the simile in the first verse and in the second verse it is, 'Continuous as the stars that shine'.
- b. He likes to wander on his own. He loves the countryside, and knows about the beauties of nature.
- c. The poet sees a crowd, a host of golden daffodils, fluttering and dancing in the breeze, continuous as stars, stretching along the bay. There are ten thousand daffodils, tossing their heads. The poet likens the daffodils to a crowd of people.
- d. The sight of all the golden daffodils makes the poet happy.
- e. The mood is different in the fourth verse. It is thoughtful and quiet. He is describing what he feels.
- f. His heart is not really dancing. The poet feels it is because he is happy. This is a metaphor.
- g. Wordsworth's point of view in his poem is one of wonder and awe towards the beauty of nature, specifically the sight of a field of daffodils. The poem is an expression of the joy that he felt upon encountering the daffodils. Wordsworth conveys this through vivid imagery and sensory language. He uses descriptive words such as "golden" and "fluttering" to describe the daffodils, and the repetition of the phrase "a host, of golden daffodils" emphasizes the abundance of the flowers. He also uses similes, such as "I wandered lonely as a cloud" to convey the sense of isolation and then the sudden burst of joy upon seeing the daffodils.
- h. Wordsworth has used imagery to evoke the picture of dancing daffodils in these verses, 'Fluttering and dancing in the breeze', and 'Tossing their heads in a sprightly dance'.

These questions are more difficult. Discuss them first.

- i. 'Inward eye which is the bliss of solitude' refers to our ability to think of things and picture them in our mind when we are on our own. This power to recollect can bring us great joy.
- j. Pupils will give their own ideas and opinions. Collect a range.

2. Read the poem a number of times. What is the main idea in the poem?

Have the pupils read the poem out loud and focus on specific words and stanzas that describe what the poem is about.

3. Comparing Daffodils with *The lake isle of Innisfree*.

Both poems are about the effect that nature has on the poet, and more importantly on the soul or inner being of the poet. They both describe nature, and because of the medium (poetry) they contain concentrated and vivid images, which have a lasting effect not only on the poet but on the reader as well. They describe what can be seen and heard, and both imply even more (what can be *sensed* otherwise); the senses (and sensibilities) of the reader are thereby excited.

Pupils could go through one poem at a time and pick out: a. the physical descriptions of nature (the things the poet sees); b. the sounds that are heard; c. the effect these things have on the poet (what they mean to the poet); d. the general impression created.

When they have noted some points under these categories, they can discuss what they have found.

4. Figurative language / Literary devices in the poem «The Daffodils»:

Imagery: Verses or phrases that give the reader a mental picture. Example: 'A host of golden daffodils / Beside the lake, beneath the trees'. Alliteration: repetition of consonant sounds in the same verse/ phrase. Example: 'Beside the lake, beneath the trees', 'And dances with the daffodils'.

Simile: comparison of two dissimilar things using the words 'like' or 'as'. Examples: 'lonely as a cloud', 'Continuous as the stars'.

Personification: dancing is a human quality. The daffodils are dancing against the breeze and waves. These verses are personification of flowers: 'Tossing their heads in sprightly dance', 'Out-did the sparkling waves in glee'.

PERSONIFICATION

Some explanation and discussion is necessary.

5. Say which abstract noun or inanimate object is being personified.

- Justice is being personified. It is being shown as being blind.
- The moon is treated like a person. She is 'stepping out'. The clouds form her 'mantle' and she is 'smiling'.
- The ship is referred to as 'She'.
- The car is referred to as 'She'.
- Necessity is called a mother.
- The Earth is personified as a mother.

B WORKING WITH WORDS

1. Do you know the difference in meaning between the words in each pair?

wandered—went from place to place without purpose

wondered—was full of amazement

vales—valleys

Wales—Country—part of United Kingdom

crowd—a large group of people

crowed—gave a joyful cry

way—road, track

whey—watery part of milk

heart—organ for pumping blood round the body

hart—male red deer

2. Use the words above in sentences of your own.

Pupils will write their own sentences.

3. Look up these words in your dictionary. How is each one pronounced?

The pupils may find it difficult to follow the pronunciation scheme used in their dictionaries. With practice and constant reference this task should be get easier.

DAF'fodil MAR'gin SPRIGHT'ly JOC'und PEN'sive SOL'itude

4. Which words in the poem are used to describe the following?

sprightly dance jocund company inward eye golden daffodils pensive mood

5. Make a table as shown below and list the unfamiliar words in column 1. Jot down the clues from the context of your unfamiliar words in column 2, and then try to guess the meaning in column 3. Finally, use a dictionary to look up the meaning and write that in the last column.

Pupils can make a table and choose unfamiliar words of their own and follow the instructions.

C LEARNING ABOUT LANGUAGE

SEMI-MODAL VERBS

1. Answers depend on the students.
2. Answers depend on the students.

THE SEMICOLON

3. Insert semicolons where required in the following sentences.

- a. The old man arrived at night; he ate a hearty meal; he lay down to sleep; and he never woke up in the morning.
- b. The monsoon has now arrived: it will rain every day.
- c. Mr George, physics teacher; Mrs Adil, chemistry teacher; Mr Ahmed, mathematics teacher; and four other teachers will attend the conference.
- d. Abid, I know, was there; his brother Ahad was not.
- e. You have been late three times; however, I will give you one more chance to come on time.

D LISTENING AND SPEAKING

FOOLISH QUESTIONS OR CLEVER ONES?

1. **Ask someone these questions. But before you do that, try to work out clever answers to these questions yourself. The questions are based on the many different meanings a word or phrase can have. Remember, they are tricky questions; so don't give the obvious answer!**
 - a. A house cannot jump.
 - b. because their horns don't work (don't make a sound)
 - c. because he is alive in Karachi
 - d. you would have the four egg you had taken
 - e. All of them.
 - f. You would get into trouble; you would have to find a big parking space for it!
2. **Make some more questions of this kind. Ask your friends the questions and let them try to give good (and funny) answers!**

Pupils should try to make up their own foolish/clever questions.

E COMPOSITION

Pupils might like to first make a list of the words they could possibly use with the subject they have chosen.

Workbook: pages 113-117

A FIGURATIVE LANGUAGE

1 and 2. List plant words.

- a. The hunters stalked the wounded tiger for many miles.
- b. The lame man stumped into the branch manager's office and threatened to shoot him.
- c. When the thief heard the dog bark he put the blade away but remained rooted to the spot.
- d. Shazia was blooming after her holiday.
- e. The electrician fell off the chair and broke his limbs! He was changing a bulb at the time.
- f. The boy went up to the elephant and pricked its trunk with a needle. The elephant thought that that was the last straw. (The boy has turned over a new leaf now.)
- g. 'There is not a grain of truth in his statement,' said the judge as he rose from his chair.
- h. The doctor examined the patient, felt his pulse, looked at his palms, and pronounced him fit.

B PERSONIFICATION

1. Find examples of personification in the lines.

Discuss the lines. Note that various things are spoken of as if they are human or bear human qualities. This is personification. Look also for metaphors and similes, and words used in an idiomatic way.

- a. The poet in a. and b. is speaking about Autumn;
bosom-friend, maturing sun, conspiring, how to load and bless
run (idiomatic)
- b. Thee, sitting careless on a granary floor, thou
Thy hair soft-lifted
- c. Here the poet is speaking of Death. (Note the capital!)
Death, be not proud,
callèd (the accent is so that the word is pronounced as two syllables, not one, in order to keep the metre).
thee
Mighty and dreadful
thou
- d. Thou (Death)
slave to fate, chance, kings and desperate men
(You live with) poison, war, and sickness,

2. Find out how the following are referred to:

- a. night/she b. a country/she c. a ship/she
- d. a car/she e. the Mississippi river/he (cf. Old man river)

3. Try to make up two sentences of your own using personification.

Pupils will make up their own sentences.

e.g. As the car raced at a great rate down the road, death *stared* the occupants in the face.
Sorrow *overshadowed* the whole family after the loss of their dear friend.

C NOT ALL JOKES

1. Can you explain why the following are funny?

- There is a play on the word *foul*=bad, *fowl*=bird.
- The play is on the word *turns*. Here the car could a. be turning round the corner to go into a garage or b. physically turning into (becoming) a garage.
- The play is on the word *fast*, meaning a. speed and b. abstaining from food (fasting).
- There are thousands of letters (and parcels, postcards, etc.) in a post-office. The play is on the word *letters*.
- The play is on the word *bowl*, meaning i. a dish ii. throwing a ball at a batsman, as in cricket. In the answer there is a play on the word *box*. i. horsebox = a vehicle or container for transporting/housing a horse, ii. to fight with gloves.

2. What is so funny?

The teacher is saying that *s/he* is an idiot, because *s/he* is the one who opens her/his mouth.

The word *rolls* means i. bread rolls, ii. to turn over (used as a verb). If you take the second meaning, the sentence becomes funny.

3. Say the lines quickly and clearly, then work out which part is which and write down its part of speech.

- | | | | | |
|---------|---------|---------|---------|---------|
| a. noun | b. verb | c. verb | d. noun | e. verb |
| f. noun | g. verb | h. verb | i. noun | j. verb |
| k. noun | | | | |

4. Use the given expressions in the following sentences. Change tense or add words where necessary.

- The horse fell at the water jump and the jockey fell flat on his back.
- I can't get him to reach the high notes; he always sings flat.
- The drinks at the party were supposed to be fizzy but they went flat.
- Javid has no money left at the end of the month; he borrows from me because he usually flat broke.
- With one blow the man was knocked flat on the ground.
- The car accident was caused because of a flat tyre.
- I'm afraid you'll have to give Mr. Thomas a flat refusal. Tell him to apply for a job somewhere else.
- His jokes always fall flat because he can never remember the last line.
- Please tell him flat that I don't want to see him here again.
- It was a most boring party; the conversation was flat.

Lesson Plans

For detailed suggestions, refer to the end of the teaching guide.

LESSON 1

Textbook Time: 40 min

Aims:

- To read the poem with the correct rhythm and stress
- To practise comprehension skills

Task	Time
1. Read the poem; discuss the unfamiliar words and the main theme of the poem.	20 min
2. Attempt Exercise A, Question 1 should be attempted. If time permits Question 2 can be started and continued in the next lesson.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To discuss and analyse the poem
- To introduce the concept of personification
- To develop vocabulary—homonyms
- To pronounce words correctly

Task	Time
1. Continue with Exercise A, Question 2.	10 min
2. Exercise A, Questions 3 and 4 to be attempted.	15 min
3. Exercise B should be explained and discussed during the lesson. Questions 1, 3, and 4 can be worked on in class, Questions 2 and 5 can be given for homework.	15 min

LESSON 3

Textbook Time: 40 min

Aims:

- To learn about semicolons
- To develop thinking, speaking and listening skills
- To develop directed writing skills

Task	Time
1. Continue Exercise C.	15 min
2. Exercise D to be attempted.	10 min
3. Exercise E to be attempted.	15 min

LESSON 4

Workbook Time: 40 min

Aims:

- To use figurative speech
- To practise personification
- To identify and understand puns

Task	Time
1. Attempt Exercise A.	15 min
2. Continue with Exercise B, Questions 1 to 3.	20 min
3. Exercise C, Questions 1 and 2 should be attempted. Question 3 should be set as homework.	5 min

This is a story by Roald Dahl. It has been abridged. The story contains a lot of slang words and expressions that the author has used to convey exactly how the hitch-hiker speaks. It might be useful to read the notes provided at the end of the story before reading the story. As well as writing many books for children, Dahl wrote a number of short stories, for adults and children.

For more information about Roald Dahl and his wonderful books, visit: www.roalddahl.com

How does the hitch-hiker try to excuse his profession?

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- a. The words in the first paragraph of the story that tell us that the owner of the car is rich are: 'new car' - we could also the key descriptions of that car which clearly convey that it must have been an expensive purchase: big BMW, genuine soft leather, electrically operated (windows and sunroof).
- b. The driver stops for the hitch-hiker because he 'always stopped for hitch-hikers' because he used to hitch-hike himself and hated it when drivers pretended not to see him.
- c. He was a small ratty-faced man with grey teeth. His eyes were dark and quick and clever, and his ears were slightly pointed at the top. He had a cloth cap on his head and he was wearing a greyish-coloured jacket with enormous pockets.
- d. The driver stops questioning the hitch-hiker because he remembered how irritated he used to get in his hitch-hiking days when drivers kept asking him questions. He used to hate it.
- e. The hitch-hiker's reason for thinking that the driver was a good writer was that he was driving an expensive car, that he would not be able to afford if he was not successful in his work.
- f. The hitch-hiker manages to coax the driver into driving faster by asking what the car can 'do flat out' and then encouraging him to prove that it could actually go at 129 mph.
- g. The hitch-hiker was reluctant to reveal his profession in case the writer was a plain clothes police officer.
- h. The policeman decided to question the hitch-hiker too because he was a witness.
- i. The fingersmith first impressed the driver with his skill at rolling a cigarette very quickly.
- j. The hitch-hiker called himself a fingersmith because he felt that the word 'pickpocket' was vulgar. Also, as he was an expert, 'a professional', with his fingers (like goldsmiths and silversmiths are experts at working with gold and silver), he felt that the term fingersmith was more appropriate.
- k. The fingersmith demonstrates his skill to the driver by removing the driver's belt, shoelace and wristwatch, without him noticing.

This question is more difficult. Discuss it first.

- l. Pupils should discuss any magic tricks they have seen performed. Then they should talk about whether, when and why they think it is wrong to use such skills to take things from others.

- m. Pupils can sit in pairs and each make a list of things about both the hitch-hiker and the driver and then compare their list with their classmate and discuss the differences between the two characters.

2. Answer the following questions with reference to context.

- a. *And you ain't goin' to be 'appy, I don't think, until you've found out exactly what the answer is?*
- The hitch-hiker.
 - The writer asked him what his job was and, when he did not answer, he asked if he was ashamed of his job.
 - Yes. He went about answering the question by demonstrating his skills.
- b. They were so beautifully shaped, so slim and long and elegant ...
- The hitch-hiker's fingers.
 - They did not seem to belong to the rest of him.
 - They were amazing - quicker and cleverer than the fingers of the best piano player in the world.

B WORKING WITH WORDS

1. What are the abbreviations for the following?

m, mph, km, Dir, Dr, Mr, Ave, Sept, Mon, Asst, cert, kg, Prof, Soc

2. Rewrite the following words, inserting the missing letter(s) which are indicated by the apostrophe (').

(Note: there are some spelling changes.)

governor, I am, writing, must have, her, she will, what have, using, him, he, you have, have, hod carrier, who.

SIMILES

Discuss the comparisons in the examples.

3. By using a comparison in the form of a simile, try to make the following more vivid:

Pupils will make up their own similes.

SPELLING

Add -er, -ed, or -ing to the following words.

modelled	modelling	signalled	signalling	wheeled	wheeling
shovelled	shovelling, shoveller	labelled	labelling	cooled	cooling, cooler
enamelled	enamelling	dialled	dialling	sailed	sailing
rivalled	rivalling	keeled	keeling	feeling	feeler
cancelled	cancelling	pedalled	pedalling	funnelled	funnelling
controlled	controlling, controller	peeled	peeling, peeler		
compelled	compelling	boiled	boiling, boiler		
propelled	propelling, propeller				

CORRECTING STATEMENTS

4. Here are some statements made by the hitch-hiker. Correct the mistakes and rewrite the sentences. Can you explain why they are wrong?

Discuss the mistakes so that pupils understand which grammatical mistakes have been made. Some slang words have also been changed in these responses - why?

- a. We were caught. 'were' rather than 'was' because of the plural we; good and proper is used for emphasis to mean completely or thoroughly so we could also write 'We were thoroughly caught'. but the emphasis is not needed - one is either caught or not caught.
- b. They don't put anybody in prison for speeding. double negative
- c. But it doesn't pay to tell everything to a police office. verb agreement
- d. You writers really are nosey. The 'you' is not really needed. verb agreement plural
- e. Nobody's checking up on me. Correct.
- f. That's why I have to be extra careful. verb agreement
- g. I never take anything from a loser. double negative
- h. Or from poor people. Pupils may need to look at the preceding sentence as well to make sense of this one. Use of neither/nor. I never take anything from a loser or from poor people. The sentences are linked so the use of 'never' in the preceding sentence prevents the use of a negative in the second.

C LEARNING ABOUT LANGUAGE

STRUCTURE

1. Study the table below and read all of the examples aloud.

Pupils can go through the table thoroughly to notice the changes between direct and indirect speech. Reading them out loud can help the students understand better.

2. Change the following direct speech to indirect speech.

- a. Qassim said he worked in a bakery.
- b. The teacher explained he was writing a poem.
- c. The man said he had made a mistake.
- d. She said she visited the north last year.
- e. He said he was painting when the phone rang.
- f. Abdul said he had planned the perfect surprise but it went wrong.

EXCLAMATIONS AND SPEECH

3. Write the exclamations as statements in your book.

- a. Irfan said with disappointment that was a pity.
- b. Inaya wailed due to sadness.
- c. Zayan joyfully exclaimed how wonderful it was.
- d. There was a cry for help. / Someone called out for help.
- e. Mrs. Khan angrily shouted at him/her to hurry up.
- f. He/She screamed when he/she saw a monster.

USED TO AND USE TO

4. Rewrite the following sentences using 'used to':

- a. There was a time when I used to be a good cricketer.
- b. He used to live in that village years ago.
- c. She used to be a famous film star before the war.
- d. Rahim used to be an active club member when he was young.

- e. They used to live near Multan some years ago.
- f. He used to be a regular customer at one time.
- g. I used to be fond of eating huge meals in school.
- h. Did you never use to visit your cousins in Lahore?

D LISTENING AND SPEAKING

I used to believe, but do you?

If pupils want to express a sentence in the negative, they may avoid the 'used not to' and frame the question some other way, e.g. Were you not in the habit of...? Were you not accustomed to...? etc.

E COMPOSITION

The hitch-hiker is in a profession that most people would class as being disreputable.

Write a short account detailing some of the professions you would not like to follow later in life. Say why you would not follow these professions. In the last paragraph say what you would like to do.

Workbook: pages 119-121

A STOP! PUNCTUATE

1. Rewrite the following sentences putting in the correct punctuation.

- a. 'Me? What've I done wrong?' the rat-faced man asked.
- b. 'I'm an 'od carrier.'
- c. 'Watch out for this man,' my passenger whispered. 'Ee looks mean as the devil.'
- d. 'Perhaps there's a woman in the back having a baby and you're rushing her to hospital? Is that it?'
- e. 'Ave I done somethin' wrong?' my passenger asked.
- f. 'Lovely!' he cried.
- g. 'You write books?' he asked.
- h. 'Yes,' I said. 'Jump in.'

B VOCABULARY: RUMBLING ALONG

1. Choose the best word and fill in the blanks.

- a. The large lorry shot out of the garage and went *rumbling* down the road at 100 mph.
- b. The driver eased the sleek grey car into top gear; it was soon *gliding/cruising* along at 100 mph.
- c. Leaping into their cars, the policemen went *tearing* down the road at 100 mph.

2. Use the other words in sentences of your own.

Ask the pupils to use the other words in the box in colourful sentences of their own.

C REFLEXIVE PRONOUNS

Reflexive pronouns: Discuss the explanation.

1. Fill in the blanks with the correct reflexive pronoun.

- a. themselves
- b. himself/herself
- c. himself

- d. yourselves
- e. herself
- f. itself
- g. ourselves
- h. yourself

D MORE PEOPLE

1. See if you can write a short definition for each of the following.

- a. a broker: is a middleman in business; an agent
- b. a clerk: an officer in charge of records
- c. a contractor: undertaker of contract, especially of building
- d. a craftsman: one who practises a handicraft; a skilled person
- e. a detective: a person who investigate crimes
- f. a fishmonger: a person who sells fish
- g. a grocer: a person who sells groceries, household stores
- h. a greengrocer: a person who sells fruit and vegetables
- i. a hawker: a person who carries goods about for sale
- j. a jockey: a person who rides horses in races

2. What is the difference between the following?

- a. employer: one who employs or hires someone for work
employee: one who is employed, works for someone
- b. immigrant: a person coming *into* a country to reside
emigrant: a person *leaving* a country to live in another
- c. major: an officer in the army
miner: a person who works in a mine
- d. major: greater, the elder
minor: lesser, not yet of full age

Lesson Plans

For detailed suggestions, refer to the end of the teaching guide.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and understand a story that contains a lot of slang words and expressions
- To assess comprehension skills

Task	Time
1. Reading of the text and explanation of the unfamiliar words.	25 min
2. Attempt Exercise A, Questions 1 and 2. Some of these questions may already have been discussed during the reading. They can be asked again to reinforce comprehension. Un-finished work can be given for homework.	15 min

LESSON 2

Textbook Time: 40 min

Aims:

- To develop understanding of abbreviations
- To develop spelling skills
- To use similes
- To use correct grammar
- To practise the use of used to

Task	Time
1. Continue with Exercise B, Questions 1 and 2. The pupils should be encouraged to work on their own.	10 min
2. Exercise B, Similes, to be attempted. Spelling can be given for homework.	10 min
3. Exercise C, Questions 1 and 2 should be discussed and attempted. Unfinished work can be completed for homework.	20 min

LESSON 3

Textbook Time: 40 min

Aims:

- To practise the use of used to
- To develop listening and speaking skills
- To practise directed writing skills—report writing

Task	Time
1. Recap the previous lessons.	5 min
2. Exercise D should be attempted.	15 min
3. Exercise E should be attempted.	20 min

LESSON 4

Workbook Time: 40 min

Aims:

- To use idiomatic language flat
- To use the correct punctuation
- To enhance vocabulary
- To revise reflexive pronouns

Task	Time
1. Attempt Exercise A, Question 1.	20 min
2. Exercise B, Question 1 should be attempted.	10 min
3. Exercise C should be attempted.	10 min

LESSON 5

Workbook Time: 40 min

Aims:

- To revise professions
- To enhance vocabulary

Task	Time
1. Exercise D, Question 1 should be attempted	15 min
2. Exercise D, Question 2 should be attempted	15 min
3. Give a recap of the lesson taught so far.	10 min

The North Ship

The questions for this poem help pupils to 'dig' into the meaning of the poem. This poem does present us with questions that are not all easily answered. Are the ship's journeys metaphors for the different life paths we might take, which may be filled with ups and downs, some that bring us back home, and others that take us further away into the unknown?

Suggestions and answers

A UNDERSTANDING THE POEM

1. Answer the following questions.

- Pupils should draw a table in your book like the one below. It is a good idea to draw the column headings and fill in their answers for the first row before moving to the next one. Their answers should be in note form but with enough detail for them to use to answer the you to use them later on.

Some suggestions:

Ship	Where did it go?	What were the conditions at sea?	What happened to the ship?	Do you have any questions?
First	'turned towards the west' 'to a rich country'	Windy: 'the running sea', 'wind' Wild: 'possessed' by the wind	Came back from 'a rich country' 'happily or unhappily'	Which country? Happily?
Second	'turned towards the east'	lots of waves: 'the quaking sea' windy 'the wind hunted it like a beast'	Unable to sail properly? Captured? Did it sink? 'anchored in captivity' Came back - 'happily or unhappily'	was it trapped somewhere or did it sink? Unhappily?
Third	'drove towards the north'	Dark/deep waters - 'darkening sea' Still 'no breath of wind came forth' Cold 'decks shone frostily' Sea was 'unforgiving'	'went far and wide' 'rigged for a long journey'	Did it return? Where was it going?

- Talk about the meaning and use of the word 'carried'. The wind 'hunted' the second ship. The word 'quaking' in the first line of the third stanza sets up a feeling of fear. It seems like the ship is the prey and the wind is a wild animal chasing it.
- The 'north' is described in the fourth and fifth stanzas as having 'high and black' skies over 'the darkening sea'; it is cold 'frostily' and the seas and 'unfruitful' - they have no fish or other produce in them. The impression is of a bleak, dark, cold, empty, still place.

2. Talk about these questions with a classmate or as a class, then write down your own answers.

- a and b. The pupils will say who they think the narrator is, and where they think the narrator is, but they should use evidence from the poem to back up their opinions. The first stanza begins with 'I' so we might presume that the narrator is an observer on the shore. However, the 'ships go sailing by' - how would that work? How does the narrator know about their journeys? Perhaps the poem is a metaphor.
- c. This is a mystery. The poem raises questions. Is this a ghost ship?

3. Answer the following questions with reference to context.

- a. *Over the sea, the quaking sea,
And the wind hunted it like a beast*
- the third ship
 - fear
 - Which of the three statements best explains the presentation of the wind in these lines?
Explain your choice.
- The wind is presented as frightening and violent.
- b. *Into an unforgiving sea
Under a fire-spilling star*
- The sea is relentless and, as described here, is difficult and hostile. This ship does not seem to have an easy journey.
 - Pupils should give their own ideas. The fire-spilling star here is often thought to be a description of a comet. A spectacular sight. Perhaps, though the journey is hard and long, it is full of wonder.

This question is more difficult. Discuss your ideas before answering them.

4. Understanding the rhyme and repetition.

- Yes, abab.
- Notice that the poet has used the word 'sea' as the last word of the second line of every stanza - this emphasizes its importance. The poet rhymes the following words with 'sea': journey, country, captivity, frostily, and unhappily. Pupils should notice that journey is repeated.
- Pupils should find examples of repetition and try to say what they think is significant about them. Words and phrases are repeated in the poem: 'rigged for a long journey' - does this mean that the ship was prepared to not return? 'Over the sea,' 'sea' 'the wind'...

5. Paraphrase stanzas one and two of 'The North Ship'.

Pupils are encouraged to paraphrase the first two stanzas in their own words.

6. Write a poem narrating any event (real or imaginary). You may take help from 'The North Ship'.

Pupils may take inspiration from the given poem and write a creative piece of their own as part of a fun class activity. Students are encouraged to read their poems out loud in front of their classmates.

B WORKING WITH WORDS

1. Look at these words from the poem. Discuss whether they are all linked. If so, how are they linked? Are there any that shouldn't be here?

Pupils should discuss the words and sort them into lists under headings. All the words could be placed under the heading 'sailing' but other headings would not necessarily suit all of the words. Some suggestions: directions, verbs, nouns...etc., weather, parts of a ship... Pupils should come up with these or other links, and reasons why some words should not be in the list.

- a. Match the words below to their definitions and write them out in your book. Which of these could you add to the list above?

The ones in italics could be added to the list above.

lunchbox a container used to store and carry a meal

crow's nest a structure used as a look-out post, usually high up on a mast

screwdriver a tool used for turning screws

gangplank a piece of wood used as a walkaway

fruitcake a sweet treat made with berries, currants, and raisins

compass a tool that shows where magnetic north pole is

spyglass a hand-held telescope

- b. Label the picture of a ship with the words from Question 1 above. Help the students to draw a picture of a ship and use words from book 1 to label the ship.

C LEARNING ABOUT LANGUAGE

ADJECTIVES AND ADVERBS

1. Write down the adjective and adverb formed from each noun. Use the nouns in sentences of your own (you may have to change the form of some of them).

- | | | |
|---------------|------------|--------------|
| a. cowardice | cowardly | cowardly |
| b. danger | dangerous | dangerously |
| c. accident | accidental | accidentally |
| d. modesty | modest | modestly |
| e. admiration | admirable | admirably |
| f. skill | skilful | skilfully |
| g. simplicity | simple | simply |
| h. hurry | hurried | hurriedly |

Pupils will use the nouns in sentences of their own.

PUNCTUATION – THE APOSTROPHE

The Apostrophe

Go through the explanation and get the pupils to provide (or search texts in the book for) examples of each use.

2. Correct the mistakes.

- The elephant had a man on its back. (pronoun—its)
- The man sold buttons and hooks. (buttons/hooks—plural)
- This year's students are very clever. (year is singular)
- The letter was signed, 'Yours truly.' (pronoun—yours)
- Ours is the yellow car. (pronoun and it is followed by *is*)
- He's a good boy. (correct use of apostrophe—He is)

3. Add apostrophes to the following:

- | | | |
|----------------------|-------------------------|--------------------------------------|
| a. men's shoes | b. a dog's bones | c. heroes' rewards |
| d. the woman's coats | e. Praveen's car | f. birds' nests |
| g. the child's cart | h. ladies' blouses | i. mother's garden (only one mother) |
| j. Shaw's plays | k. policemen's whistles | l. Ameena's nose |
| m. bird's nests | | |

D LISTENING AND SPEAKING

Work with a partner. Choose two characters. They could be a father and son, mother and daughter, two friends, a boy and a shopkeeper, a beggar and a rich man, a taxi driver and a customer ... You choose! Think about a matter over which they disagree, and start an argument. How does the argument begin? How does it proceed? How does it end? Make some brief notes in the form of a plan. Do not use any violent or swear words!

Act out the argument.

E COMPOSITION

Write a short passage about the journey of one of the ships.

Pupils should work on their own. They should plan first. They can be creative and include any events they wish to however, their focus should be on creating effective, vivid descriptions.

Workbook: pages 122-125

A ACTING BADLY

1. **Add adverbs to complete the following.**

- A man who acts with a bit of sense is acting *sensibly*.
- A man who behaves like an idiot is behaving *idiotically*.
- A person who acts in a sly, crafty way is acting *slyly/craftily*.
- A person who is acting with intelligence is behaving *intelligently*.
- A person who is acting with friendliness is acting *friendly*.

2. **Use the following in sentences of your own. First look them up in your dictionary.**

Pupils will write their own sentences. Make sure they check the meanings in a dictionary.

B WRITE IT; SAY IT

1. **Show the correct use of the apostrophe in the following. Rewrite the phrases as in the example.**

- | | |
|------------------------|-----------------------------|
| a. the two dogs' bowls | b. the two birds' feathers |
| c. somebody's head | d. anyone's eyes |
| e. everybody's money | f. the five horses' stables |

C TONGUE TWISTERS

Can you say the following quickly and clearly?

Pupils should attempt the tongue twisters a number of times.

D DESCRIPTIVE WRITING

Write a descriptive paragraph about each one.

Go through the passage carefully. Discuss the pictures one at a time. Perhaps you can write up the points on the board as they are made by the pupils. Apart from the physical appearance of each character,

can the pupils see what kind of people are portrayed? The pupils are not going to write a character assessment of the two people; but looking into that question a bit more deeply will help them to write about the physical attributes and what these may represent or resemble.

Is the man determined, domineering, angry, hard, kind, sociable? How can we tell? Is it the shape of the head, the scowl, that tells us what he might be like? Are his features soft or hard?

Is the woman young, old, shy, demure, melancholy, cheeky, retiring, fun-loving, cross? How can we tell? What does her smile tell us?

When pupils have written their descriptions ask them to read these out, so that others might look again at the faces and see in them something that they have missed.

E SUFFIXES AND FUNCTIONS

Who are the following?

- | | |
|----------------|----------------------------------|
| 1. cellist | 6. violinist |
| 2. philatelist | 7. receptionist |
| 3. dentist | 8. chemist/pharmacist |
| 4. soloist | 9. journalist/reporter/columnist |
| 5. machinist | 10. typist |

Lesson Plans

For detailed suggestions, refer to the end of the teaching guide.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and understand a poem
- To practise comprehension skills

Task	Time
1. Reading of the text and understanding of the unfamiliar words. Attempt Exercise A, Question 1 a.	20 min
2. Attempt Exercise A, Questions 1 b and c, 2, and 3.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To examine rhyme and repetition in the poem
- To expand general vocabulary
- To make adjectives and adverbs from nouns
- To use apostrophes correctly

Task	Time
1. Continue with Exercise A, Questions 4, 5, and 6.	10 min
2. Exercise B, Question 1 can be set as homework.	10 min
3. Attempt Exercise C, Question 1. Sentences can be set as homework.	10 min
4. Attempt Exercise C, Questions 2 and 3.	10 min

LESSON 3

Textbook Time: 40 min

Aims:

- To develop listening and speaking skills
- To practise descriptive writing

Task	Time
1. Continue with Exercise D.	20 min
2. Attempt Exercise E.	20 min

LESSON 4

Workbook Time: 40 min

Aims:

- More practice of adverbs
- To develop use of the apostrophe of possession
- To develop speaking skills

Task	Time
1. Begin with Exercise A, Questions 1 and 2 should be attempted.	15 min
2. Exercise B should be attempted.	10 min
3. Exercise C should be attempted.	10 min
4. Recap key learning points of the unit.	5 min

LESSON 5

Workbook Time: 40 min

Aims:

- To develop directed writing skills—descriptive writing
- To develop vocabulary
- To use the suffix -ist to form nouns to name some professionals

Task	Time
1. Exercise C should be attempted.	25 min
2. Exercise E should be attempted.	15 min

This is the opening scene from Shakespeare's shortest play, *Julius Caesar*. Pupils have the opportunity here to be introduced to one of the plays they are likely to study in greater depth in the 9th and 10th standards. The extract will familiarise the pupils with some of the language of Shakespeare, although this piece has been greatly simplified and put into modern English.

Pupils might like to be read extracts from the original, to compare the language. Their appreciation of the language used by Shakespeare will come about when they see that much of it is really poetry.

It is sufficient that the pupils get a flavour of the language. Do not expect them to understand every word and phrase.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- a. A carpenter and a cobbler.
- b. They were meant to carry the tools of their trade 'upon a working day'; they were meant to be working.
- c. Marullus misinterprets the cobbler's punning replies; and the cobbler does not answer him directly. This annoys Marullus.
- d. The cobbler tells Flavius that he leads people around the streets to 'wear out their shoes' to get himself more work. Flavius feels that the cobbler (like all other labourers) is good for one thing, and one thing only—work. He should not be walking about the streets. The cobbler realises that Flavius (and Marullus) are people of rank, but can still be made fun of. Hence the puns and the indirect answers.
- e. Marullus calls the citizens 'blocks and stones' because he feels that they are insensitive. He thinks they are fickle. At one time they supported Pompey and showed their love for him by welcoming him home to Rome with great celebration. Now they come to welcome back Caesar who 'comes in triumph over Pompey's defeated sons'.
- f. Flavius and Marullus succeed in making the citizens feel guilty for their fickleness and ingratitude, and the switching of their allegiance to Caesar, while prior to this their support was for Pompey.
- g. It is the day that Caesar is returning home to Rome after his recent triumphs in battle; it is also the feast of Lupercal, the annual feast to honour the Roman god Lupercus.

This question is more difficult. Discuss it first.

- h. Pupils will give their own views. Get them to think about what makes this opening effective and engaging.
- i. The writer decided to make Marullus and Flavius's dialogue menacing so that they could instill fears in the hearts of the commoners as the two were elected officials and claimed Caesar brought home no great conquest and accuse the commoners of forgetting the former general Pompey, whom Caesar had defeated.

This is one of Shakespeare's common techniques where he introduces minor characters such as Marullus and Flavius and a few unnamed characters as a foreshadowing of what is to happen in the rest of the play. This makes the play more interesting as it keeps the readers/audience on their toes and keeps them curious about what might happen next.

- j. Marullus and Flavius were two Roman tribunes working together towards protecting the rights of the people. This is seen when they are asking commoners why they are out on the streets and not at work in Act 1, Scene 1. Their relationship with Julius Caesar is that of hatred and fear. They believe that Caesar has done wrong by defeating Pompey, whose triumphs they once cheered so enthusiastically, and that he should be prevented from becoming a godlike tyrant.

While reading: Pompey was Caesar's enemy. We learn from Marullus that Pompey (once a great general of Rome) brought to Rome great riches from his conquests.

Challenge: They do not want anyone to celebrate Caesar's victory - they do not want him to grow more powerful. The answers to 2. e. will help here.

2. Reference to context

- a. *What dost thou with thy best apparel on?*
- Marullus
 - The citizens
 - he wants to know why they are not wearing their work clothes
- b. *'It is a trade, sir, that, I hope, I may use with a safe conscience. I am indeed, sir, a mender of bad soles.'*
- The cobbler
 - Marullus
 - The pun is in the phrases 'a mender of bad/worn soles/souls'.
 - Marullus gets very angry and calls the cobbler an 'insolent villain'.
- c. *'What conquest brings him home?'*
- Marullus says these words to the citizens of Rome.
 - Caesar
 - Caesar has just defeated Pompey's sons and has yet to arrive in the city, but 'he comes in triumph over Pompey's defeated sons'. (Pupils might easily misinterpret this question as being about Pompey.)
 - Rome
- d. *Draw them to Tiber banks, and weep your tears
Into the channel ...*
- Flavius to his countrymen
 - the river flowing through Rome
 - all the poor men of their sort
 - For their fault (of gathering to celebrate the defeat of Pompey)
- e. *'These growing feathers taken from Caesar's wing
Will make him fly an ordinary pitch (this means - will keep him firmly on the ground)*
- Flavius to Marullus.
 - 'Growing feathers' refers to the accolades and honours that are being heaped on Caesar. Caesar, like a bird, is growing feathers and becoming more powerful.
 - Flavius does not want Caesar to become too great, but to be brought down to earth and treated in an ordinary way, as any other general. He certainly does not want the people to make him into a hero.
 - Caesar might become too full of himself, if he sees the great support he has from the ordinary people of Rome.

B WORKING WITH WORDS

PUNS

Discuss puns, and refer to the ones used in the play as well.

1. What is funny about the following? Explain the play on words.

- a. waist/waste
- b. He got a calendar (which has twelve months on it) and he also got twelve months (was sent to prison for twelve months).
- c. get a taste of means to try something/taste also means flavour
- d. Rub the soap in my face/rub it in means to make someone feel even worse about something.
- e. spokesperson (the person who speaks about something)/mends or deals with spokes (of a wheel).
- f. a sieve is a strainer/and she strained herself.
- g. silk worms were turned into silk and made into a tie/the race ended in a tie.
- h. flies - verb/flies - noun

2. Try to make up your own funny statements, stories, or jokes:

Pupils might like to think of other words that have two meanings or could be mistaken for others. The difficulty lies, not in finding such words but, in trying to say something funny involving the words.

REFERENCE WORK

3. Find out what these old-fashioned words mean. Look in a dictionary, and also find the modern equivalent of each (if there is one).

hence art thou thy nay

mean'st wherefore yea about exeunt

C LEARNING ABOUT LANGUAGE

Act out the scene in class. Ask pupils to learn a few of the speeches, and speak them well.

D LISTENING AND SPEAKING

PARAPHRASING

- 1 and 2.** Have the pupils read the sentences over and over again so they understand the meaning to an extent where they can rewrite the sentence in a much simpler way using modern English. **2.** Have the students discuss their answers with another student in a group of 2 so they can see if they understand the true meaning of the dialogue.

E COMPOSITION

Pupils may work in pairs for this exercise, in order to practise their dialogue.

PROJECT

Pupils may work in pairs for this exercise, or it can be completed for homework.

Workbook: pages 126-129

A GET TENSE: REVISION

1. Fill in the blanks.

- a. am not feeling
- b. owes, thinks
- c. want, are waiting
- d. understand, owns
- e. understands, am saying, mean
- f. is ringing, am speaking, happens
- g. agrees, say, disagrees
- h. adores, comes, appreciates

B VOCABULARY

1. Write words of similar meaning (synonyms) for the words below.

- | | |
|----------------|-------------------|
| a. therefore | e. villain |
| b. inactive | f. appropriate |
| c. clothing | g. quiver |
| d. mischievous | h. ungratefulness |

C A BIG CROSSWORD

Across

1. spear
4. prize
7. owe
8. dream
11. sweet
14. ogres
15. stage
16. beads
19. creep
22. owl
23. drake
24. bared

Down

1. sand
2. edge
3. room
4. pies
5. Isle
6. exit
9. rogue
10. amend
12. water
13. eagle
16. bead
17. asia
18. some
19. club
20. ever
21. pled!

D FINALLY, HORSING AROUND

Pupils should discuss these idiomatic phrases and the picture clues to try and work out what they mean.

- a. He means that he heard it from the original source.

- b. She means that they decided suddenly.
- c. He means that it is no use trying to teach him.
- d. He means that they should wait/relax/slow down/be patient.
- e. He means that he is acting as if he is morally superior.
- f. He means that he should keep people under control and closely supervised.

Lesson Plans

For detailed suggestions, refer to the end of the teaching guide.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and understand a simplified extract from Shakespeare’s famous play Julius Caesar
- To develop comprehension skills

Task	Time
1. Reading of the text and explanation of the unfamiliar words.	25 min
2. Attempt Exercise A, Questions 1 and 2. Incomplete work can be completed as homework.	15 min

LESSON 2

Textbook Time: 40 min

Aims:

- To identify play on words
- To develop listening and speaking skills

Task	Time
1. Exercise B, Questions 1 and 2 to be attempted. Reference work to be done for homework.	15 min
2. Continue with Exercise C.	20 min
3. Recap key points.	5 min

LESSON 3

Textbook Time: 40 min

Aims:

- To develop directed writing skills—paraphrasing

Task	Time
1. Exercise D to be attempted, and shared.	20 min
2. Project, Question 1 should be attempted. Question 2 should be done as homework.	20 min

LESSON 4

Workbook Time: 40 min

Aims:

- To practise tenses
- To develop vocabulary
- Revision and practice of alliteration

Task	Time
1. Begin with Exercise A. Exercise	20 min
2. Continue with Exercise B.	15 min
3. A brief recap of the learning points of the lessons.	5 min

LESSON 5

Workbook Time: 40 min

Aims:

- To complete a crossword - thinking skills
- To develop vocabulary - understanding idiomatic phrases

Task	Time
1. Exercise C	20 min
2. Continue with Exercise D.	15 min
3. A brief recap of the learning points of the lessons.	5 min

Test—3

Workbook: pages 130-135

A COMPREHENSION

1. Read the poem below.

You may ask the pupils to read part of the poem aloud. Discuss any difficult vocabulary. There is a lovely description in the poem; and a nice message.

2. Answer the following questions.

- a. Autumn 'flung down' the seed.
- b. Spring
- c. The seed takes root by 'taking hold on the clay'.
- d. uncoiling of leaves; tiny root taking hold; sprouts new leaves
- e. The seed gets its power to grow from the 'store
- f. 'to fashion' means to make
- g. deliciously glad
- h. the bad things (ills) in his life
- i. He asks where he will be when the seed is a tall tree.

B TEXTBOOK QUESTIONS

1. Answer these questions from your student book.

- a. by taking the driver's belt, shoelace, and watch
- b. He says they are: 'Y'export quality! Very best quality. Very fine. Export quality! Outside send quality.'
- c. the train
- d. The scene was of a hunter with his dogs on a piece of framed tapestry that Nicholas had found in the lumber-room.
- e. 1,500

2. Who said the following and to whom?

- a. Maham to Aamer (Aamer's Café)
- b. The old horse to Black Beauty (Black Beauty)
- c. Bertha to Grace (The Story of an Invitation)
- d. The Hitch-hiker to the Driver (The Hitch-hiker)
- e. Flavius to the citizens (Julius Caesar)
- f. The owner of the shoe shop to the lady. (Export Quality)
- g. Keesh to the elders (The Story of Keesh)

C TEXTBOOK POETRY QUESTIONS

1. Answer the following questions.

- When the poet is in the city, he constantly hears (in his heart and soul) the lake water lapping by the shore, calling him to return to the lake isle of Innisfree.
- 'a fire-spilling star'
- Just *Home* and *Love*...
- It has a 'ferny floor' covered in grasses, and it is quiet and 'leafy'.

2. Reference to context

- Daffodils by William Wordsworth
- A host of golden daffodils dancing by a lake, beneath the trees.
- His soul; his memory
- His heart fills with pleasure and dances with the daffodils.
- The lake isle of Innisfree.

D WORKING WITH WORDS

1. Give the meaning of the following words.

- resentment feeling hurt, angry, because of an insult or injury
- opulence riches, wealth
- bide wait
- pensive thoughtful
- maimed crippled

2. Explain each of the following with an example.

a. alliteration	similar sounds repeated in a line of poetry or prose e.g. little letters, simply sweet
b. personification	inanimate and abstract things referred to as if they were human beings, e.g. Justice is blind
c. simile	a comparison, e.g. as swift as lightning, run like a hare
d. metaphor	describing something to make a comparison by saying it <i>is</i> something else (not <i>like</i> something else) e.g. iron will, ship of the desert
e. compound epithet	two words which are joined by a hyphen and which describe a noun

3. Complete the following proverbs.

- All work and no play makes Jack a dull boy.
- As you make your bed so must you lie in it.
- Honesty is the best policy.

E LEARNING ABOUT LANGUAGE

1. Give an example of each of the following.

- adverbs of time: now, then, yesterday, tomorrow
- adverbs of manner: sweetly, carefully, quietly
- adverbs of place: everywhere, home, around, here

- d. adverbs of cause: because, since, therefore, for
- e. adverbs of degree: much, quite, very, so

2. What is the name given to:

- a. prefix b. suffix

3. Put the following sentences into the future continuous tense.

- a. Tania will be editing a book.
- b. She will not be scribbling in her pad.
- c. I will be calculating how long it will take.

4. Frame sentences using the perfect past and the simple past.

Pupils will write their own sentences. For the correct form to be used, see page 134 of the workbook.

F LISTENING AND SPEAKING

1. Write down the words.

Follow the instructions and read any chosen words from the list on page 137 of the workbook. This is as much a test of correct pronunciation as one of listening and spelling.

2. Your teacher will read out each word below twice.

Remember to change the order of the words in each pair. Instructions are on page 137 of the workbook.

- a. **object** (n), **object** (v)
- b. **import** (n), **import** (v)
- c. **reject** (n), **reject** (v)
- d. **produce** (n), **produce** (v)
- e. **rebel** (n), **rebel** (v)
- f. **refuse** (n), **refuse** (v)

G COMPOSITION

Pupils should quote from the poem where appropriate.

Lesson Plans

For detailed suggestions, refer to the end of the teaching guide.

LESSON 1

Workbook Time: 40 min

Aims:

- To assess reading ability—expression, pronunciation, rhythm
- To assess comprehension skills

Task	Time
1. Exercise A, Question 1 to be attempted.	20 min
2. Continue with Exercise A; Question 2 to be attempted.	20 min

LESSON 2

Workbook Time: 40 min

Aims:

- To assess comprehension of previous work
- To recall characters from the previous units
- To assess vocabulary and expression

Task	Time
1. Exercise B, Questions 1 and 2 to be attempted.	20 min
2. Exercise C, Questions 1 and 2 to be attempted.	20 min

LESSON 3

Workbook Time: 40 min

Aims:

- To assess grammatical understanding
- To assess knowledge of poetic devices

Task	Time
1. Exercise D, Questions 1, 2, and 3 to be attempted.	20 min
2. Exercise E, Questions 1, 2, 3, and 4 to be attempted.	20 min

LESSON 4

Workbook Time: 40 min

Aims:

- To assess oral skills
- To assess spelling and aural skills
- To assess writing skills

Task	Time
1. Exercise F to be attempted.	15 min
2. Exercise G should be attempted.	20 min
3. The students should be encouraged to reread and recheck work before handing it in.	5 min

Topic	The First in Her Field	Week	3
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Class	VII	Duration	60 min
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Learning Outcomes	<p>Upon completion of this lesson, students will be able to:</p> <ul style="list-style-type: none"> • Comprehend text post reading • Write composition • Answer while and post reading • Write answers to comprehension questions • Read the text on their own • Read and understand the words to know • Understand the moral of the story • Enhance their listening and speaking skills • Enhance their writing skills • Enhance their reading skills • Work on individual tasks • Work well in group or pair tasks • Answer challenging questions on their own • Fill in the blanks as per context • Use suitable transitional devices • Collate information and discuss with friends • Conduct research using internet and books • Plan and draft a short speech • Make a flow chart • Use transitional devices to give their speech a clear structure • Discuss and compare three paragraphs from different texts • Split each paragraph into three paragraphs • Divide information into fact and opinion
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Date and Time	Content and teacher activity	Formative assessment
Day 1: 00/00/00 05 min	Settling time: As this is the third week of the term, students are still settling in. Help them out with their textbooks and notebooks. If there are any new students in the class, take the time to introduce them to their classmates and make them feel comfortable before moving on with the session.	Verbal response
10 min	Starter: Recap through questioning. Ask students the questions to see how much they remember from the previous lesson. Ask the students who were present in the previous class to help them revise and through this activity the new students will get to know what was taught the week before. Try and gauge their speaking and listening skills as well. Class presentation skills: If someone is willing to come to the front of the class and present, invite them. Start with the most confident students, however, gently move towards the shy students and encourage them to participate as well. Encourage the students to say a few points of summary on the previously discussed topic. Keep in mind that some students may be shy to participate but may have excellent listening and speaking skills. Scaffold information and make them feel comfortable enough so they may participate.	Verbal response Recall Speaking and listening skills

Date and Time	Content and teacher activity	Formative assessment
10 min	Pre-reading: A pre-reading activity is useful in securing the attention of the students through activities that lead them to the text. Prereading activities should be interesting, relevant, and fun to do. For each text, a pre-reading section has been designed. It should be used to lead a class discussion. Most pre-reading activities suggested are open-ended, i.e., they may not have a particular answer, but are useful for discussion that leads learners to the text. Use any other interesting pre-reading activities with direct relevance to the text to be taught. All the pre-reading activities contain a reading focus. The purpose of the pre-reading section is that the students read a text with that focus in mind. Ask the pre-reading question present with the text. Try to scaffold the information. Provide helpful hints and gauge if they are able to provide information on their own. Gently probe students and encourage them to participate.	Brainstorming Creative thinking

Date and Time	Content and teacher activity	Formative assessment
10 min	<p>Teacher's Resource: Answers</p> <ol style="list-style-type: none"> 1. Lt. Gen. Nigar Johar is a Surgeon General in the Pakistan Army. 2. Lt. Gen. Nigar Johar's father was an army colonel, and her uncle was also in the armed forces. 3. Lt. Gen. Nigar Johar has been part of the armed forces for the past forty years. 4. Following are the stages of Lt. Gen. Nigar Johar's academic journey: <ul style="list-style-type: none"> • In 1985, Johar was commissioned as a captain doctor and began her military service 5. Following are the different ranks of Nigar Johar prior to her current one: <ul style="list-style-type: none"> • Major • Lieutenant colonel • Colonel • Brigadier • Major general 6. As of this year only three women have been able to reach the rank of major general. 7. Nigar Johar's career did not stop at Major general, she moved onto Lieutenant colonel, making her the first woman in the history of Pakistan Army with a three-star general. As of yet she remains the only one. 8. To achieve her current status as the Surgeon general, Nigar Johar continued to at a high level while serving her post. 9. During the Covid-19 pandemic she managed the biggest military hospital in Pakistan which had the responsibility for caring for patients with the Coronavirus. 10. Nigar Johar explained that although she has had positive experience, however, she has had to face some challenges as a woman. From convincing her father to making her own place in the field. Her message for the young female generation is to find the mental strength to endure the challenges to triumph in pursuing life goals. 	

Date and Time	Content and teacher activity	Formative assessment										
10 min	<p>Reading aloud:</p> <p>Have a reading session with the students. Focus on the words that they are having difficulty in and repeat until they can read the passage without any problem.</p> <p>Post Reading:</p> <p>Fill in the following table with two personalities; first is to be Nigar Johar, you may choose the second one of your liking.</p> <table border="1" data-bbox="306 520 1230 1431"> <thead> <tr> <th data-bbox="306 520 493 675">Name(s) of the personalities</th> <th data-bbox="493 520 692 675">What are the important qualities?</th> <th data-bbox="692 520 860 675">Where is the story set?</th> <th data-bbox="860 520 1027 675">What are the characters trying to do?</th> <th data-bbox="1027 520 1230 675">What are the most important events in the story?</th> </tr> </thead> <tbody> <tr> <td data-bbox="306 675 493 1431"></td> <td data-bbox="493 675 692 1431"></td> <td data-bbox="692 675 860 1431"></td> <td data-bbox="860 675 1027 1431"></td> <td data-bbox="1027 675 1230 1431"></td> </tr> </tbody> </table> <p>HOMEWORK:</p> <p>Are you passionate about anything? What is the one thing that drives you? It is okay if you do not have a passion at the moment. People realise their dreams and passion in different stages of life. Conduct an internet research and list down the names of the late-bloomers (people who realised their dreams later in life – not at the young age).</p>	Name(s) of the personalities	What are the important qualities?	Where is the story set?	What are the characters trying to do?	What are the most important events in the story?						<p>Reading skills</p> <p>Comprehension skills</p>
Name(s) of the personalities	What are the important qualities?	Where is the story set?	What are the characters trying to do?	What are the most important events in the story?								

Date and Time	Content and teacher activity	Formative assessment
<p>Day 2: 00/00/00 20 min</p>	<p>Comprehension questions</p> <p>Comprehension questions (factual, inferential, as well as extrapolative) are meant to be used to hold a class discussion leading towards better understanding of the text. They should not be used for rote learning and memorization of facts from the text.</p> <p>Extra clues from the text / learning questions should be used during discussion to help the students grasp the context and the text better. It is always a good idea to ask the students to go back to the text to find out the facts during a class discussion.</p> <p>Comprehension questions should be done orally in a discussion mode and not in a question-answer mode.</p> <p>The students may write the answers after the oral work.</p> <p>Class Work: Comprehension</p> <p>Attempt Exercise A in class.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p> <p>Brainstorm</p> <p>Creative thinking</p> <p>Prediction</p> <p>Foreshadowing</p>
<p>20 min</p>	<p>ACTIVITY 1: TRANSITIONAL DEVICES</p> <ol style="list-style-type: none"> 1. Make the following table on the board of transitional words. 2. Explain the transitional devices / words to the students. 3. Provide different examples. 4. Ask the students to provide one example, at least. 5. Next, ask the students to prepare a twenty-minute discussion (in groups of four) where they have to use at least 13 to 15 types of transitional words that they have learned. <p>ADDITIONAL HELPFUL RESOURCES:</p> <p>TRANSITIONAL WORDS:</p> <p>Use the transitional devices / words to write the summary of the unit 'The First in her Field'.</p>	

ACTION:	TRANSITIONAL WORDS:
To add:	<ul style="list-style-type: none"> • Whereas • But • Yet • On the other hand • However • Nevertheless • On the contrary • Where • Compared to • Up against • Balanced against • Vis a vis • But • Although • Conversely • Meanwhile • After all • In contrast • Although • Although this may be true
To prove:	<ul style="list-style-type: none"> • Because • For • Since • For the same reason • Obviously • Evidently • Furthermore • Moreover • Besides • Indeed • In fact • In addition • In any case • That is
To show exception:	<ul style="list-style-type: none"> • Yet • Still • However • Nevertheless • In spite of • Despite of • Of course • Once in a while • Sometimes

The show time:	<ul style="list-style-type: none"> • Immediately • Thereafter • Soon • After a few hours • Finally • Then • Later • Previously • Formerly • First (second, etc.) • Next, and then
To repeat:	<ul style="list-style-type: none"> • In brief • As I have said • As I have noted • As has been noted
To emphasize:	<ul style="list-style-type: none"> • Definitely • Extremely • Obviously • In fact • Indeed • In any case • Absolutely • Positively • Naturally • Surprisingly • Always • Forever • Perennially • Eternally • Never • Emphatically • Unquestionably • Without a doubt • Certainly • Undeniably • Without a reservation

<p>To show sequence:</p>	<ul style="list-style-type: none"> • First • Second • Third, and so forth • Next • Then • Following this • At this time • Now • At this point • After • Afterward • Subsequently • Finally • Consequently • Previously • Before this • Simultaneously • Concurrently • Thus • Therefore • Hence • Soon
<p>To summarize or conclude:</p>	<ul style="list-style-type: none"> • In brief • On the whole • Summing up • To conclude • In conclusion • As I have shown • As I have said • Hence • Therefore • Accordingly • Thus • As a result • Consequently
<p>To give an example:</p>	<ul style="list-style-type: none"> • For example • For instance • In this case • In another case • On this occasion • In this situation • Take the case of • To demonstrate • To illustrate • As an illustration

Date and Time	Content and teacher activity	Formative assessment
20 min	<p>Class Work: Working with words:</p> <p>It is not necessary to give the meanings of all the unknown words to the students because getting the message / meaning of a text does not depend on understanding every word occurring in it. It is best not to give the meanings of the essential words to the students right away. For young students, the following approach can be used to deal with the vocabulary items occurring in a text:</p> <ul style="list-style-type: none"> • Generally, the meaning of a word is available from the context in which it occurs. Students should be trained in guessing the meaning of words using the contextual clues available. The meaning of some words can be given through pictures. For many verbs, actions can be used to show their meaning, for example, 'laughed'. <p>Activity: Working with words</p> <p>Introduce the concept of thesaurus. Teach the students how to use thesaurus in class.</p> <p>Class Work: Working with words:</p> <p>Attempt Exercise B.</p> <p>HOMEWORK:</p> <p>Practice using transitional devices.</p>	<p>Verbal Response</p> <p>Counting skills</p> <p>Writing skill</p> <p>Brainstorming</p> <p>Creative writing</p>

Date and Time	Content and teacher activity	Formative assessment
20 min	<p>Workbook Exercise:</p> <p>Workbooks are designed to support classroom learning and to provide the students an opportunity to develop their writing skills and practice their grammar. Generally filled with practice problems, with empty space after each question so that the answers can be written directly in the book.</p> <p>Workbooks ensure that the students are acquiring the required learning outcomes of the selected topic / course. Each student's learning style is different. There, merely attending the class or attempting the couple of exercises present in the textbook may not be enough for each and every student to grasp the concept. Workbooks ensure that the students get the chance to go through multiple types of exercise for the same activity but being approached in a different manner, that helps them get a better conceptual clarity.</p>	<p>Writing skill</p> <p>Independent thinking</p> <p>Revision</p> <p>Practise</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>Advantages of Workbook:</p> <ul style="list-style-type: none"> Making lessons more effective Introducing fun learning Development of independent thinking Ensuring better parent involvement To keep children engaged To help reduce screen time Practice makes perfect Enable easy revision Help in gauging student's performance Help evaluate class progress Bring a structure to the learning process <p>Workbook: Class work</p> <p>Attempt workbook exercises.</p> <p>HOMEWORK:</p> <p>Complete any incomplete work.</p>	

Date and Time	Content and teacher activity	Formative assessment
<p>Day 3: 00/00/00 15 min</p>	<p>Activity: Listening and pronunciation skills</p> <p>This activity will sharpen the students' listening and pronunciation skills, and research skills.</p> <p>Divide the class in pairs and ask one to pronounce the words and the other to listen and write them then exchange roles. They will have to collate information on Nigar Johar as well. They may choose the internet or the school or local library.</p> <p>Make sure that the students are enunciating the words and acting out the roles properly. The point of this exercise is not to check their memory or spelling, rather their speaking and listening. Move on when the students are able to speak and convey their message properly to the other party.</p>	<p>Verbal response</p> <p>Acting skills</p> <p>Pronunciation skills</p> <p>Listening skills</p> <p>Speaking skills</p> <p>Observation skills</p> <p>Research skills</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>Encourage the students to use the transitional devices to provide the speech a clear structure, but do not over do.</p> <p>Attempt Ex: D</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	

Date and Time	Content and teacher activity	Formative assessment
<p>Day 4: 00/00/00 20 min</p>	<p>Class Work: Composition Attempt Exercise E in class.</p> <p>Discuss the composition with the students and make sure that they understand the concept in detail. Provide them with everything that they may require and keep providing them assistance whenever required.</p> <p>Revise the concept of topic statement. Ask them to compare and discuss the texts provided and remind them that their argument should be backed by a clear defence, proof, and examples.</p> <p>Research:</p> <p>Conduct research on Marium Mukhtar via internet and school or local library. Provide help with the information of her life and then instruct them how to divide information between fact and opinion. Inform the students that fact is something that is indisputable and is backed by data and defense. Whereas, opinion is a view or judgement formed based on something.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p> <p>Writing skills</p> <p>Reading skills</p> <p>Speaking skills</p> <p>Listening skills</p> <p>Composition skills</p>

Date and Time	Content and teacher activity	Formative assessment
<p>05 min</p>	<p>Plenary: Ask the students the following questions:</p> <p>In one line, write what you have learned from any of the fiction books that you have read.</p>	<p>Brainstorm</p> <p>Verbal Response</p> <p>Discussion skills</p> <p>Cooperation skills</p>

<p>ASSESSMENT</p>	<p>REFLECTION</p>
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Topic	Light in the Night	Week	4
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Class	VII	Duration	60 min
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Learning Outcomes	<p>Upon completion of this lesson, students will be able to:</p> <ul style="list-style-type: none"> • Comprehend text post reading • Write composition • Answer while reading questions • Write answers to comprehension questions • Read the text on their own • Answer challenge questions • Read and understand the words to know • Understand the moral of the story • Enhance their listening and speaking skills • Enhance their writing and reading skills • Work on individual tasks • Work well in pair tasks • Answer challenge question • Learn to use dictionary on their own • Answer challenging questions on their own • Make sentences on their own • Correct the incorrect sentences • Answer the questions with reference to the context • Read sentences and note which words which are used to show a sequence • Think of a suitable adjective to go with a noun • Discuss the function of modal verbs • Identify the type of sentence • Use model auxiliary verb in the type of sentence • Use articles appropriately • Differentiate between the use of different articles, for example 'a' and 'the' • Correct the statements (using articles) • Identify the adverbs and write the type • Sort the given words into three categories: nouns, adverbs, and adjectives • Write the meanings of the given words (may use dictionary for help) • Identify nouns and pronouns in the given sentences • Play the word definition game • Collect information (conduct research)
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Date and Time	Content and teacher activity	Formative assessment
Day 1: 00/00/00 05 min	Settling time: As this is the third week of the term, students are still settling in. Help them out with their textbooks and notebooks. If there are any new students in the class, take the time to introduce them to their classmates and make them feel comfortable before moving on with the session.	Verbal response

Date and Time	Content and teacher activity	Formative assessment
10 min	Starter: Recap through questioning. Ask students the questions to see how much they remember from the previous lesson. Ask the students who were present in the previous class to help them revise and through this activity the new students will get to know what was taught the week before. Try and gauge their speaking and listening skills as well. Class presentation skills: If someone is willing to come to the front of the class and present, invite them. Start with the most confident students, however, gently move towards the shy students and encourage them to participate as well. Encourage the students to say a few points of summary on the previously discussed topic. Keep in mind that some students may be shy to participate but may have excellent listening and speaking skills. Scaffold information and make them feel comfortable enough so they may participate.	Verbal response Recall Speaking and listening skills

Date and Time	Content and teacher activity	Formative assessment
10 min	Pre-reading: A pre-reading activity is useful in securing the attention of the students through activities that lead them to the text. Prereading activities should be interesting, relevant, and fun to do. For each text, a pre-reading section has been designed. It should be used to lead a class discussion. Most pre-reading activities suggested are open-ended, i.e., they may not have a particular answer, but are useful for discussion that leads learners to the text. Use any other interesting pre-reading activities with direct relevance to the text to be taught. All the pre-reading activities contain a reading focus. The purpose of the pre-reading section is that the students read a text with that focus in mind. Ask the pre-reading question present with the text. Try to scaffold the information. Provide helpful hints and gauge if they are able to provide information on their own. Gently probe students and encourage them to participate.	Brainstorming Creative thinking

Date and Time	Content and teacher activity	Formative assessment
10 min	<p>Classroom procedure (group and pair work)</p> <p>The students should be given enough opportunities to find answers in pairs and groups and refer to the texts as many times as they want.</p> <p>After reading of the text is done, follow this sequence for the questions: i. comprehension, ii. vocabulary, and finally, iii. pronunciation.</p> <p>Focused [Group / Silent] Reading:</p> <p>After pairing the students into groups, write the following questions on the board ask the students to find out the answers after reading the chapter once.</p> <ol style="list-style-type: none"> 1. How was London before the 1700s? 2. List down the dangers that lure after dark before the 1700s. 3. What was the one measure taken by people who had to travel at night? 4. When did the streetlamps arrive on the busy streets of London and Paris? 5. Which city was the first to introduce streetlamps? 6. How were the lamps initially introduced? 7. What other solutions were offered later on? 8. What was the plus point of having streetlamps? 9. What change did London see in the 1700s? 10. When did gas lamps replace hand lamps? <p>Class discussion:</p> <p>Write the above-mentioned questions on the board and ask the students to read through the text and try to find the answers to these questions. However, ask them to be mindful and not share the answers with anyone.</p> <p>After the entire class has read through the chapter and has successfully found all the answer then as a class discuss the answers and see how many pairs have found the correct answers.</p>	<p>Reading skills</p> <p>Comprehension skills</p> <p>Silent reading skills</p> <p>Discussion skills</p> <p>Skim & scan</p> <p>Focused reading</p>

Date and Time	Content and teacher activity	Formative assessment
10 min	<p>Teacher's Resource: Answers</p> <ol style="list-style-type: none"> 1. London was much smaller. On moonlit nights people would go out and socialize, as due to lack of night lights night-time was considered dangerous. 2. Following are the dangers that lure after dark before the 1700s: <ul style="list-style-type: none"> • You could trip • You could fall and injure yourself • You could fall in the river and hence drown • You could be attacked • You could be robbed by thieves roaming in the dark • You could get lost 3. People who had to travel at night would carry lamps and the rich would hire people to carry the lamps for them. 4. By the early 1700s, busy cities, like Paris and London had streetlamps in some areas. 5. Paris was the first city to introduce streetlamps. 6. The first streetlamps of Paris were placed at the windowsills of houses. People had to relight the lamps in case they were out, or face being fined. 7. Later, many people offered their services as lamp lighters in exchange for money. 8. The streetlamps made people feel safe to travel at night and even in their homes. 9. In the 1700s, London grew rapidly in trade and manufacturing and trade. A large number of people were coming in and out of London and the city needed to stay open and entertainment was needed till late in the night. 10. In 1805, gas lamps started to be used, and hence there was a change of work for the lamp lighters. <p>Feedback: Give feedback on responses.</p>	

Date and Time	Content and teacher activity	Formative assessment																								
10 min	<p>Reading aloud:</p> <p>Have a reading session with the students. Focus on the words that they are having difficulty in and repeat until they can read the passage without any problem.</p> <p>Post-reading</p> <p>The 1700s is called The Age of Enlightenment, because freedom and equality became a prominent cause of revolution between the lower class. The age of enlightenment was followed by the Victorian Era, that lasted between 1837 to 1901. British society changed in many ways during this long period. Countries were ruled by empires, new machines were invented, literacy increased, and the population of cities increased. How do you think these changes affected the people at the time?</p> <p>If you were living in the Age of Enlightenment or the Victorian times, what would your life be like? What kind of clothes would you wear? What games would you play? What food would you eat? What would your home be like? What would you study at school?</p>	<p>Reading skills</p> <p>Comprehension skills</p>																								
	<p>Fill in the table below to compare the present times with the Age of Enlightenment and the Victorian age based on what you have learned from the unit, or you may also conduct your own research about how the people / children used to dress and live during those times.</p> <table border="1" data-bbox="280 930 1257 1297"> <thead> <tr> <th></th> <th>Present day</th> <th>Age of Enlightenment</th> <th>Victorian age</th> </tr> </thead> <tbody> <tr> <td>Food</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Games</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Clothes</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Subjects in the school</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Home</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>HOMEWORK:</p> <p>Now that you have read about different eras, which era would you will like to live in. Provide reason for your answer.</p>		Present day	Age of Enlightenment	Victorian age	Food				Games				Clothes				Subjects in the school				Home				
	Present day	Age of Enlightenment	Victorian age																							
Food																										
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Home																										

Date and Time	Content and teacher activity	Formative assessment
<p>Day 2: 00/00/00 20 min</p>	<p>Comprehension questions</p> <p>Comprehension questions (factual, inferential, as well as extrapolative) are meant to be used to hold a class discussion leading towards better understanding of the text. They should not be used for rote learning and memorization of facts from the text.</p> <p>Extra clues from the text / learning questions should be used during discussion to help the students grasp the context and the text better. It is always a good idea to ask the students to go back to the text to find out the facts during a class discussion.</p> <p>Comprehension questions should be done orally in a discussion mode and not in a question-answer mode.</p> <p>The students may write the answers after the oral work.</p> <p>Class Work: Comprehension</p> <p>Attempt Exercise A 1, 2, 3 in class.</p> <p>Challenge Question:</p> <p>Have a small discussion on 'Challenge Question'.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p> <p>Brainstorm</p> <p>Creative thinking</p> <p>Prediction</p> <p>Foreshadowing</p>

Date and Time	Content and teacher activity	Formative assessment
<p>20 min</p>	<p>ACTIVITY: ADJECTIVES</p> <p>Ask students to watch television for an hour at home paying attention to advertisements and language used in them. They should note down adjectives which have been used to describe products in the advertisements. Each student should make a list of adjectives and how they are used in sentences. In the class, ask students to share their list with each other. Students should be asked to write a few lines describing their favourite product using some new adjectives they have learnt from their friends.</p> <p>ADDITIONAL HELPFUL RESOURCE:</p> <p>EXERCISE: ADJECTIVES</p> <p>A. Fill in the blanks with suitable participles of verbs given in brackets. Choose the correct alternative.</p> <ol style="list-style-type: none"> 1. There was a _____ (creeping/crept) insect inside the glass box. 2. There is a _____ (growing/grew) concern about its safety. 3. It was an _____ (unknowing/unknown) species. 4. It was found near some _____ (burning/burnt) wood. 5. Scientists and _____ (learning/learned) men spoke about the new species at the meeting. 	

Date and Time	Content and teacher activity	Formative assessment
20 min	<p>Class Work: Working with words:</p> <p>It is not necessary to give the meanings of all the unknown words to the students because getting the message / meaning of a text does not depend on understanding every word occurring in it. It is best not to give the meanings of the essential words to the students right away. For young students, the following approach can be used to deal with the vocabulary items occurring in a text:</p> <ul style="list-style-type: none"> • Generally, the meaning of a word is available from the context in which it occurs. Students should be trained in guessing the meaning of words using the contextual clues available. The meaning of some words can be given through pictures. For many verbs, actions can be used to show their meaning, for example, 'laughed'. <p>Class Work: Working with words:</p> <p>Attempt Exercise B 1, 2, 3.</p> <p>HOMEWORK:</p> <p>Practice using dictionary.</p>	<p>Verbal Response</p> <p>Counting skills</p> <p>Writing skill</p> <p>Brainstorming</p> <p>Creative writing</p>

Date and Time	Content and teacher activity	Formative assessment
<p>Day 3: 00/00/00</p> <p>20 min</p>	<p>ACTIVITY 1: WORD FORMATION</p> <ol style="list-style-type: none"> 1. Divide the class into five or six small teams. 2. Create a small list of the common suffixes used to create nouns from adjectives and verbs. 3. Also, carefully create a list of words—verbs and adjectives—to which these suffixes could be attached in order to get nouns. 4. Create small flash cards, each of which will show one verb or adjective to be used in conjunction with the suffixes. These cards should remain with you. 5. Each team will receive a copy of the list of suffixes. 6. For the game, you will read aloud one word and one team will field that word. The team will have to select an appropriate suffix from the list and create a noun from the verb or adjective that has been read out. 7. For a correct answer, award the team full credit. Keep checking off the words on your word list once you have called out the word 	<p>Writing skill</p> <p>Brainstorming</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>ACTIVITY 2: ARTICLES</p> <ol style="list-style-type: none"> 1. Divide the class into five teams. 2. Each team should prepare a list of ten sentences. It is important that the sentences are short. Five of these should have an article and the other five should be without an article. Tell them to make correct as well as incorrect sentences. 3. Write the following two examples on the board: <ul style="list-style-type: none"> • Anees dislikes playing the cricket. (incorrect) • We would like to ask a question. (correct) 4. For the game, a member of one team will read out one sentence and the team next in sequence would have to say whether the article has been used or omitted correctly. 5. The responding team could thus say 'correct' or 'incorrect'. But if they say 'incorrect', they will have to give the correct version of the sentence to score a point. 6. If you keep negative scoring, you should allow the responding team to choose to pass the question to the next team which, if it gives the correct answer, should be given the full score. <p>ACTIVITY 3: ADVERBS</p> <ol style="list-style-type: none"> 1. Prepare a stack of cards and on each one write a verb in bold letters. 2. Divide the class into five small teams. The stack of cards will pass from one team to another, face down, and each time, one member will shuffle the cards and pull one out. 3. He/she will show the verb to the class and then, in consultation with the other team members, add an appropriate adverb to it to qualify it. For example, if a team member draws a card with 'clean' written on it, she/he could say, 'clean carefully' or use another appropriate adverb such as 'cleaned slowly'. 	

Date and Time	Content and teacher activity	Formative assessment
	<p>ADDITIONAL HELPFUL RESOURCES: REVISION</p> <p>EXERCISE 1: AUXILIARY</p> <p>Complete the dialogue with suitable modals and the verbs given in brackets.</p> <p>Neil: It is the D-day, Kevin. The show (1) _____ (start) at five in the evening.</p> <p>Kevin: (2) _____ you _____ (come) to pick me up, Neil?</p> <p>Neil: OK, I will. (3) _____ we _____ (meet) at 4 p.m. sharp?</p> <p>Kevin: That's too early, Neil. The programme (4) _____ (begin) at 6 p.m. if I remember correctly.</p> <p>Neil: You (5) _____ (check) the invitation card. They (6) _____ (stage) the first item at six after the preliminaries.</p> <p>Kevin: (7) _____ you _____ (mind) if I come a little later, Neil?</p> <p>Neil: Why? We (8) _____ (miss) the first part of the programme. It (9) _____ (take) half an hour to reach the venue, you know.</p> <p>Kevin: OK, I (10) _____ (get) ready by 4 o'clock.</p> <p>EXERCISE 2: ARTICLES</p> <p>Read the dialogue. Fill in the blanks with suitable articles.</p> <p>Amir: It's (1) _____ beautiful day. Let's play (2) _____ game. I have (3) _____ orange coloured ball.</p> <p>Aleem: Ok. Come on, Amir, take (4) _____ ball. Look, I am throwing it.</p> <p>Amir: Wait. Can't you see (5) _____ child? Let her get across.</p> <p>Aleem: Why? She should walk fast. I am not waiting for (6) _____ child.</p> <p>Amir: She's (7) _____ small child, Aleem. Remember we're playing on (8) _____ lane. If you throw (9) _____ ball now, it might hit her. Oh, no, Aleem, don't.</p> <p>Aleem: Why are you crying, child? (10) _____ ball didn't hit you. Stop crying. Go home. Luckily she is not hurt.</p> <p>Amir: Are you all right, child? That won't do, Aleem. What did you do? You threw (11)</p>	

Date and Time	Content and teacher activity	Formative assessment
	<p>_____ ball and frightened (12) _____ child. You should say sorry straightaway. That's (13) _____ least you can do for your mistake.</p> <p>Aleem: I'm so sorry, child.</p> <p>EXERCISE 3: ADVERBS</p> <p>A. Fill in the blanks with suitable words given in brackets.</p> <ol style="list-style-type: none"> 1. Sonia speaks English _____ whereas Tehreem writes _____. (legibly / fluently) 2. My grandfather walks _____ while grandmother ambles along _____. (slowly / fast) 3. His father gave him a few coins _____ but David looked at him _____. (happily / disappointedly) 4. The boy works _____ and his essay is _____ written. (hard / well) 5. Please come _____ now or wait _____ for some time. (in / outside) 6. He is _____ prepared for the test whereas his friend is _____ busy with other things. (rather / fully) 7. I think you are _____ right but your neighbour is _____ mistaken. (altogether / partly) 8. The man _____ makes mistakes but _____ admits them. (often / seldom) 9. _____ he has not understood the problems other people face, _____. (unfortunately / probably) 10. _____ it was a minor mishap. _____ no one was hurt. (luckily / thankfully) 	

Date and Time	Content and teacher activity	Formative assessment
	<p>EXERCISE 4: WORD FORMATION</p> <p>Complete the sentences using the correct form of the words given in brackets. Add suitable suffix from the following: -some, -ful, -ment, -able, -ity, -ty, -ly, -age.</p> <ol style="list-style-type: none"> 1. It was an _____ performance by the dancer. (awe) 2. She is _____ a great dancer. (true) 3. She claims to be of great _____. (line) 4. All _____ measures have been taken. (safe) 5. This dress looks _____ bad. (awe) 6. I depend on your _____ in this matter. (judge) 7. It is not permanent; it is _____ any time. (change) 8. I was struck by the of the _____ two incidents. (similar) 9. The principle of _____ is followed here. (equal) 10. My grandfather has some _____ in walking. (difficult) 	

Date and Time	Content and teacher activity	Formative assessment
20 min	<p>Class Work: Attempt Exercise C 1, 2, 3 in class.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p> <p>HOMEWORK: Practise auxiliary verbs.</p>	

Date and Time	Content and teacher activity	Formative assessment
20 min	<p>Workbook Exercise:</p> <p>Workbooks are designed to support classroom learning and to provide the students an opportunity to develop their writing skills and practice their grammar. Generally filled with practice problems, with empty space after each question so that the answers can be written directly in the book.</p> <p>Workbooks ensure that the students are acquiring the required learning outcomes of the selected topic / course. Each student's learning style is different. There, merely attending the class or attempting the couple of exercises present in the textbook may not be enough for each and every student to grasp the concept. Workbooks ensure that</p>	<p>Writing skill</p> <p>Independent thinking</p> <p>Revision</p> <p>Practise</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>the students get the chance to go through multiple types of exercise for the same activity but being approached in a different manner, that helps them get a better conceptual clarity.</p> <p>Advantages of Workbook:</p> <ul style="list-style-type: none"> • Making lessons more effective • Introducing fun learning • Development of independent thinking • Ensuring better parent involvement • To keep children engaged • To help reduce screen time • Practice makes perfect • Enable easy revision • Help in gauging student's performance • Help evaluate class progress • Bring a structure to the learning process <p>Workbook: Class work Attempt workbook exercises.</p> <p>HOMEWORK: Complete any incomplete work.</p>	

Date and Time	Content and teacher activity	Formative assessment
<p>Day 4: 00/00/00 15 min</p>	<p>Activity: Listening and pronunciation skills</p> <p>This activity will sharpen the students' listening and pronunciation skills.</p> <p>Divide the class in pairs and ask one to pronounce the words and the other to listen and write them then exchange roles.</p> <p>Make sure that the students are enunciating the words and acting out the roles properly. The point of this exercise is not to check their memory or spelling, rather their speaking and listening. Move on when the students are able to speak and convey their message properly to the other party.</p> <p>Attempt Ex: D</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p> <p>Acting skills</p> <p>Pronunciation skills</p> <p>Listening skills</p> <p>Speaking skills</p> <p>Observation skills</p>

Date and Time	Content and teacher activity	Formative assessment
<p>Day 5: 00/00/00 20 min</p>	<p>Class Work: Composition</p> <p>Attempt Exercise E in class.</p> <p>Discuss the composition with the students and make sure that they understand the concept in detail. Provide them with everything that they may require and keep providing them assistance whenever required.</p> <p>Encourage students to think creatively to develop their own similes and metaphors. Guide them to differentiate between the two while making sentences.</p> <p>Follow the instructions in the textbook.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p> <p>Writing skills</p> <p>Reading skills</p> <p>Speaking skills</p> <p>Listening skills</p> <p>Composition skills</p>

Date and Time	Content and teacher activity	Formative assessment
<p>05 min</p>	<p>Plenary: Ask the students the following question: Write 5 top tips/golden rules for getting a good grade?</p>	<p>Brainstorm</p> <p>Verbal Response</p> <p>Discussion skills</p> <p>Cooperation skills</p>

<p>ASSESSMENT</p>	<p>REFLECTION</p>
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Topic	Black Beauty	Week	5
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Class	VII	Duration	60 min
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Learning Outcomes	<p>Upon completion of this lesson, students will be able to:</p> <ul style="list-style-type: none"> • Comprehend text post reading • Write composition • Answer while reading question • Write answers to comprehension questions • Read the text on their own • Read and understand the words to know • Understand the moral of the story • Enhance their listening and speaking skills • Enhance their writing skills • Enhance their reading skills • Work on individual tasks • Work well in pair tasks • Answer challenge question • Learn to use dictionary on their own • Answer challenging questions on their own • Answer the questions with reference to context • Provide the meanings of the given phrases with the help of a dictionary • Identify and categorize the gender nouns • Identify the linking verbs • Identify the verbs indicating actions • Differentiate between linking and non-linking verbs • Use the linking verbs in sentences • Replace verbs with phrasal verbs • Use phrasal verbs in sentences • Convey opinions on a particular topic and have solid argument to back-up opinion • Discuss with partner about a given topic • Write a short composition • Write an argumentative essay while providing support for their argument
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Date and Time	Content and teacher activity	Formative assessment
Day 1: 00/00/00 05 min	Settling time: As this is the third week of the term, students are still settling in. Help them out with their textbooks and notebooks. If there are any new students in the class, take the time to introduce them to their classmates and make them feel comfortable before moving on with the session.	Verbal response

Date and Time	Content and teacher activity	Formative assessment
10 min	Starter: Recap through questioning. Ask students the questions to see how much they remember from the previous lesson. Ask the students who were present in the previous class to help them revise and through this activity the new students will get to know what was taught the week before. Try and gauge their speaking and listening skills as well. Class presentation skills: If someone is willing to come to the front of the class and present, invite them. Start with the most confident students, however, gently move towards the shy students and encourage them to participate as well. Encourage the students to say a few points of summary on the previously discussed topic. Keep in mind that some students may be shy to participate but may have excellent listening and speaking skills. Scaffold information and make them feel comfortable enough so they may participate.	Verbal response Recall Speaking and listening skills
10 min	Pre-reading: A pre-reading activity is useful in securing the attention of the students through activities that lead them to the text. Prereading activities should be interesting, relevant, and fun to do. For each text, a pre-reading section has been designed. It should be used to lead a class discussion. Most pre-reading activities suggested are open-ended, i.e., they may not have a particular answer, but are useful for discussion that leads learners to the text. Use any other interesting pre-reading activities with direct relevance to the text to be taught. All the pre-reading activities contain a reading focus. The purpose of the pre-reading section is that the students read a text with that focus in mind. Ask the pre-reading question present with the text. Try to scaffold the information. Provide helpful hints and gauge if they are able to provide information on their own. Gently probe students and encourage them to participate.	Brainstorming Creative thinking

Date and Time	Content and teacher activity	Formative assessment
10 min	<p>Classroom procedure (group and pair work)</p> <p>The students should be given enough opportunities to find answers in pairs and groups and refer to the texts as many times as they want.</p> <p>After reading of the text is done, follow this sequence for the questions: i. comprehension, ii. vocabulary, and finally, iii. pronunciation.</p> <p>Focused [Group / Silent] Reading:</p> <p>After pairing the students into groups, write the following questions on the board ask the students to find out the answers after reading the chapter once.</p> <ol style="list-style-type: none"> 1. Who is the speaker in the story? 2. Where does the story start? 3. What was the commotion a sign of? 4. Which animal was caught by the hunters? 5. What happened to the rest of the herd? 6. What happened to the two hunters? <p>Class discussion:</p> <p>Write the above-mentioned questions on the board and ask the students to read through the text and try to find the answers to these questions. However, ask them to be mindful and not share the answers with anyone.</p> <p>After the entire class has read through the chapter and has successfully found all the answer then as a class discuss the answers and see how many pairs have found the correct answers.</p>	<p>Reading skills</p> <p>Comprehension skills</p> <p>Silent reading skills</p> <p>Discussion skills</p> <p>Skim & scan</p> <p>Focused reading</p>

Date and Time	Content and teacher activity	Formative assessment
10 min	<p>Teacher's Resource: Answers</p> <ol style="list-style-type: none"> 1. The main speaker in the story is a horse. 2. The story starts in the early spring, in the middle of a field. 3. The commotion was the sign of an animal being caught by a hunter. 4. A hare was caught by the hunters. 5. The rest of the herd managed to escape. 6. One hunter fell into a pond, the other fell and broke his neck. <p>Feedback: Give feedback on responses.</p>	

Date and Time	Content and teacher activity	Formative assessment
10 min	<p>Reading aloud: Have a reading session with the students. Focus on the words that they are having difficulty in and repeat until they can read the passage without any problem.</p> <p>While reading: Inferring vocabulary Ask the students to read the text individually and highlight unfamiliar words in the text, guess their meaning using context clues, and check their conjectures against a reliable dictionary. Finally, use them in their own sentences as a part of their daily usage. Keeping a vocabulary notebook is also a viable reading strategy to broaden mental lexicon.</p>	<p>Reading skills Comprehension skills</p>

Date and Time	Content and teacher activity				Formative assessment																												
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Words</th> <th style="width: 25%;">Contextual clues</th> <th style="width: 25%;">Inferred meaning</th> <th style="width: 25%;">Dictionary meaning</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>	Words	Contextual clues	Inferred meaning	Dictionary meaning																												
Words	Contextual clues	Inferred meaning	Dictionary meaning																														
<p>HOMEWORK: Read the story and summarise the text.</p>																																	

Date and Time	Content and teacher activity	Formative assessment
<p>Day 2: 00/00/00 20 min</p>	<p>Comprehension questions Comprehension questions (factual, inferential, as well as extrapolative) are meant to be used to hold a class discussion leading towards better understanding of the text. They should not be used for rote learning and memorization of facts from the text. Extra clues from the text / learning questions should be used during discussion to help the students grasp the context and the text better. It is always a good idea to ask the students to go back to the text to find out the facts during a class discussion. Comprehension questions should be done orally in a discussion mode and not in a question-answer mode. The students may write the answers after the oral work.</p> <p>Class Work: Comprehension Attempt Exercise A 1, 2 in class.</p> <p>Challenge Question: Have a small discussion on 'Challenge Question'.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p>	<p>Verbal response Brainstorm Creative thinking Prediction Foreshadowing</p>

Date and Time	Content and teacher activity	Formative assessment
<p>20 min</p>	<p>ACTIVITY: DID YOU MEAN THIS?</p> <ol style="list-style-type: none"> 1. Ask the students to say sentences at random. 2. Write the sentences on the board. 3. Alter a few words to make the sentences a bit more difficult. 4. Write at least 50 sentences. 5. Ask the students to find the correct meaning as per the context and write it in their notebook. 6. Check the meanings after everyone has done their work. <p>ADDITIONAL HELPFUL RESOURCES: EXERCISE: VOCABULARY Read the groups of words given below. Out of the four words given one is an antonym. Pick the odd one out.</p> <ol style="list-style-type: none"> 1. solemn, formal, ceremonious, informal 2. adamant, obstinate, submissive, inflexible 3. cheerful, joyful, despondent, happy 4. friendly, amiable, affectionate, surly 5. deride, acclaim, extol, praise 6. eccentric, strange, balanced, queer 7. casual, enthusiasm, passion, ardor 8. delight, charm, disgust, excite 9. modest, conceited, humble, unassuming 10. reduce, lower, curtail, enlarge 	

Date and Time	Content and teacher activity	Formative assessment
20 min	<p>Class Work: Working with words:</p> <p>It is not necessary to give the meanings of all the unknown words to the students because getting the message / meaning of a text does not depend on understanding every word occurring in it. It is best not to give the meanings of the essential words to the students right away.</p> <p>For young students, the following approach can be used to deal with the vocabulary items occurring in a text:</p> <ul style="list-style-type: none"> • Generally, the meaning of a word is available from the context in which it occurs. Students should be trained in guessing the meaning of words using the contextual clues available. The meaning of some words can be given through pictures. For many verbs, actions can be used to show their meaning, for example, 'laughed'. <p>Class Work: Working with words:</p> <p>Attempt Exercise B 1, 2.</p> <p>HOMEWORK:</p> <p>Practice using conjunctions.</p>	<p>Verbal Response</p> <p>Counting skills</p> <p>Writing skill</p>

Date and Time	Content and teacher activity	Formative assessment
<p>Day 3: 00/00/00</p> <p>20 min</p>	<p>ACTIVITY: PHRASAL VERBS</p> <ol style="list-style-type: none"> 1. You will need a list of as many phrasal verbs as there are students in your class. 2. Write out the phrasal verbs on small pieces of paper or small cards and for each also write out its meaning on a separate strip of paper. 3. For the game, you will distribute all the cards carrying phrasal verbs to some students in the class and you will distribute the paper strips carrying the meaning of those phrasal verbs to the remaining students. 4. It is important to keep the two groups separate and not let them interact before you have explained the rules of the game. 5. The task of the students is to form pairs in such a way that the phrasal verbs on the cards are correctly matched with their meanings on the paper strips. 6. The first three correctly formed pairs should be awarded prizes. 	<p>Writing skill</p> <p>Brainstorming</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>ADDITIONAL HELPFUL RESOURCES:</p> <p>EXERCISE: GENDER NOUN</p> <p>Change the gender of the nouns and pronouns in the following sentences.</p> <ol style="list-style-type: none"> 1. Their uncle worked for a news agency until he retired last year. 2. I asked the waiter to give us a menu, and he just ignored me. 3. The tigress was so brave, she fought the jackals off for her children. 4. My brother loves watching films during his free time. 5. The priest made us realise the power of prayer and commitment. 6. The con-man made his living by tricking and robbing people. 7. They kept a pet gander who lived for a very long time. 8. His mother takes care of the cooking and cleaning in the house. 9. My cousin decided to go abroad for her college education. 10. The actor forgot his lines during his performance. 	
	<p>EXERCISE: VERBS</p> <p>Fill in the blanks and complete the following sentences with the most suitable form of the verbs given in brackets.</p> <ol style="list-style-type: none"> 1. They _____ (organise) this function at the Town Hall on 16th of next month. 2. Tomorrow _____ (be) Sunday. 3. We _____ (devote) some time for practice on holidays. 4. Shehla _____ (read) a lot of books in her leisure time. 5. Look, she _____ (sit) in that room with her brother. 6. Both of them _____ (read) novels now. 7. I _____ (go) by school bus every day. 8. But I _____ (go) with my friend in his car tomorrow. 9. We _____ (come) back soon. 10. She _____ (get) some time to discuss the matter with them. 	

Date and Time	Content and teacher activity	Formative assessment										
	<p>EXERCISE: PHRASAL VERBS</p> <p>Fill in the gaps with suitable phrasal verbs given in the box in appropriate tense.</p> <table border="1" data-bbox="280 358 1011 445"> <tr> <td>take off</td> <td>tumble off</td> <td>hurry off</td> <td>get off</td> <td>ran into</td> </tr> <tr> <td>peel off</td> <td>switch off</td> <td>fly off</td> <td>fall off</td> <td>jump off</td> </tr> </table> <ol style="list-style-type: none"> 1. The cat _____ the windowsill as soon he opened the shutters. 2. The books are lying on the floor. They have _____ the shelf. 3. Remember to _____ the fan before you leave the room. 4. He _____ to the gate as soon as he heard the bell. 5. Take the town bus and _____ at the railway station. 6. He _____ his best friend at the airport. 7. The plane _____ at the right time yesterday. 8. Jamal _____ the ladder and broke his leg. 9. Aleem _____ the outer skin before cutting the potato into pieces. 10. The birds _____ at the sound of the barking dog. 	take off	tumble off	hurry off	get off	ran into	peel off	switch off	fly off	fall off	jump off	
take off	tumble off	hurry off	get off	ran into								
peel off	switch off	fly off	fall off	jump off								

Date and Time	Content and teacher activity	Formative assessment
20 min	<p>Class Work: Attempt Exercise C 1, 2, 3, 5 in class.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p> <p>HOMEWORK: Complete exercise 4, 6.</p>	

Date and Time	Content and teacher activity	Formative assessment
20 min	<p>Workbook Exercise:</p> <p>Workbooks are designed to support classroom learning and to provide the students an opportunity to develop their writing skills and practice their grammar. Generally filled with practice problems, with empty space after each question so that the answers can be written directly in the book.</p> <p>Workbooks ensure that the students are acquiring the required learning outcomes of the selected topic / course. Each student's learning style is different. There, merely attending the class or attempting the couple of exercises present in the textbook may not be enough for each and every student to grasp the concept. Workbooks ensure that the students get the chance to go through multiple types of exercise for the same activity but being approached in a different manner, that helps them get a better conceptual clarity.</p> <p>Advantages of Workbook:</p> <ul style="list-style-type: none"> • Making lessons more effective • Introducing fun learning • Development of independent thinking • Ensuring better parent involvement • To keep children engaged • To help reduce screen time • Practice makes perfect • Enable easy revision • Help in gauging student's performance • Help evaluate class progress • Bring a structure to the learning process <p>Workbook: Class work</p> <p>Attempt workbook exercises.</p> <p>HOMEWORK:</p> <p>Complete any incomplete work.</p>	<p>Writing skill</p> <p>Independent thinking</p> <p>Revision</p> <p>Practise</p>

Date and Time	Content and teacher activity	Formative assessment
Day 4: 00/00/00 15 min	<p>Activity: Listening and pronunciation skills</p> <p>This activity will sharpen the students' listening and pronunciation skills.</p> <p>Divide the class in pairs and ask one to pronounce the words and the other to listen and write them then exchange roles.</p> <p>Make sure that the students are enunciating the words and acting out the roles properly. The point of this exercise is not to check their memory or spelling, rather their speaking and listening. Move on when the students are able to speak and convey their message properly to the other party.</p> <p>Attempt Ex: D.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	Verbal response Acting skills Pronunciation skills Listening skills Speaking skills Observation skills
Day 5: 00/00/00 20 min	<p>Class Work: Composition</p> <p>Attempt Exercise E in class.</p> <p>Discuss the composition with the students and make sure that they understand the concept in detail. Provide them with everything that they may require and keep providing them assistance whenever required.</p> <p>Encourage students to think creatively to develop their own similes and metaphors. Guide them to differentiate between the two while making sentences.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	Verbal response Writing skills Reading skills Speaking skills Listening skills Composition skills

Date and Time	Content and teacher activity	Formative assessment
05 min	<p>Plenary: Ask the students the following question:</p> <p>Create a poster to illustrate the spelling strategy you have learnt</p>	Brainstorm Verbal Response

ASSESSMENT	REFLECTION
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Topic	The Story of an Invitation	Week	6
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Class	VII	Duration	60 min
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Learning Outcomes	<p>Upon completion of this lesson, students will be able to:</p> <ul style="list-style-type: none"> • Comprehend text post reading • Write composition • Answer while reading question • Write answers to comprehension questions • Read the text on their own • Read and understand the words to know • Understand the moral of the story • Enhance their listening and speaking skills • Enhance their writing skills • Enhance their reading skills • Work on individual tasks • Work well in pair tasks • Talk about the author of the story • Understand and talk about the moral of the story • Answer challenge question • Answer challenging questions on their own • Make sentences on their own • Answer questions with reference to the context • List down the sequence of events to trace the elements of a story • Complete the crossword by solving the clues • Organize the given phrases and clauses into three columns: phrase, subordinating clause, and main clause • Label subject and predicate in the given sentences • Discuss and label the given sentences as simple or compound • Identify and label the sentences as: declarative, interrogative, exclamatory, imperative • Make their own sentences: declarative, interrogative, exclamatory, imperative • Talk about different tenses • Ask questions regarding a given topic, use the provided words • Map the elements of the story • Write a biography • Use elements of the story to write the biography • Conduct meaningful research to write the biography • Imagine a scenario and act accordingly
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Date and Time	Content and teacher activity	Formative assessment
Day 1: 00/00/00 05 min	<p>Settling time:</p> <p>As this is the third week of the term, students are still settling in. Help them out with their textbooks and notebooks. If there are any new students in the class, take the time to introduce them to their classmates and make them feel comfortable before moving on with the session.</p>	Verbal response
10 min	<p>Starter:</p> <p>Recap through questioning. Ask students the questions to see how much they remember from the previous lesson. Ask the students who were present in the previous class to help them revise and through this activity the new students will get to know what was taught the week before. Try and gauge their speaking and listening skills as well.</p> <p>Class presentation skills:</p> <p>If someone is willing to come to the front of the class and present, invite them. Start with the most confident students, however, gently move towards the shy students and encourage them to participate as well. Encourage the students to say a few points of summary on the previously discussed topic.</p> <p>Keep in mind that some students may be shy to participate but may have excellent listening and speaking skills. Scaffold information and make them feel comfortable enough so they may participate.</p>	Verbal response Recall Speaking and listening skills
10 min	<p>Pre-reading:</p> <p>A pre-reading activity is useful in securing the attention of the students through activities that lead them to the text. Prereading activities should be interesting, relevant, and fun to do. For each text, a pre-reading section has been designed. It should be used to lead a class discussion.</p> <p>Most pre-reading activities suggested are open-ended, i.e., they may not have a particular answer, but are useful for discussion that leads learners to the text. Use any other interesting pre-reading activities with direct relevance to the text to be taught. All the pre-reading activities contain a reading focus. The purpose of the pre-reading section is that the students read a text with that focus in mind.</p> <p>PRE-READING TASK 1:</p> <p>Ask the pre-reading question present with the text. Try to scaffold the information. Provide helpful hints and gauge if they are able to provide information on their own.</p> <p>PRE-READING TASK 2:</p> <p>What are the attributes or virtues of a true friend? List at least five adjectives to describe a friend.</p> <p style="padding-left: 40px;">Thereafter complete the sentence— If I had a friend like Grace I would ... Keep the following points in my mind: Any one thing that you would do for your friend like Grace. Do you have a friend like Grace? They do not have to be in the same situation, they may need any sort of help or maybe just for you to be there for them.</p> <p>Share your answers with the class.</p> <p>Gently probe students and encourage them to participate.</p>	Brainstorming Creative thinking

Date and Time	Content and teacher activity	Formative assessment
10 min	<p>Teacher's Resource: Answers</p> <ol style="list-style-type: none"> 1. Bertha and Grace attended the same boarding school. 2. Bertha was bright and cheery with a pleasant personality, whereas Grace grave and a quiet girl who was always dressed in mourning. 3. Grace's ant who had raised her, had recently passed away. 4. Bertha had a very pleasant effect on Grace, and they soon became good friends. 5. The story starts when the exams are about to end and in a week's time the students would head back to their homes. 6. Aunt Meg invites Bertha and her cousins over for the holidays. 7. Grace was going to spend her holidays working at the Clarkmans' bookstore. She needed to earn money to pay for her tuition and winter clothes. 8. Bertha, after much contemplation, asks Aunt Meg to invite Grace instead of her. 9. No, Grace was extremely apprehensive, but she did not want to spend her vacations working at a bookstore so she took a chance. 10. Grace became a delightful guest at Aunt Meg's. Aunt Meg did not have a child of her own and have always wanted to adopt one. After spending the vacation, she offers to adopt Grace and Grace obliges. <p>Feedback: Give feedback on responses.</p>	

Date and Time	Content and teacher activity	Formative assessment
10 min	<p>Reading aloud:</p> <p>Have a reading session with the students. Focus on the words that they are having difficulty in and repeat until they can read the passage without any problem.</p> <p>Post-reading</p> <p>Analysing a theme: Making decisions</p> <p>In The story of an invitation, we see Bertha undertaking a decision. Each of the three characters mentioned (Bertha, Grace, and Aunt Meg) make decisions throughout the story. One of the most crucial decisions comes from Bertha that jumpstarts the cycle and begins the entire situation.</p> <p>This story presents a good opportunity for some practice in decision making.</p> <p>Activity:</p> <p>Connecting literature to real-life situations</p> <p>Select 5-6 students for this activity. For the most productive outcome, avoid choosing students with similar personalities. Seat them around a table in front of the classroom. The other students are to observe the group.</p> <ul style="list-style-type: none"> • Announce a problem on which the group must make a decision. For example, what kind of classroom activity to have next week, or where to have next year's school picnic? • Give the group five minutes to think about the problem. Then, ask them to answer the questions, taking turns: <ol style="list-style-type: none"> 1. What is the problem? Here it is important to guide students to express their understanding of the problem in clear, specific words. 2. What possible solutions can be used? Encourage students to identify 2 or 3 possible solutions to the problem. For example, listing 3 different activities or 3 picnic spots. 3. Which solution do you prefer? Why? Students would be likely to base their initial response on their subjective preferences, i.e. choose their favourite picnic spot, or a classroom activity that they are particularly good at. Encourage them to state their preferences at this stage. 4. For each solution, what will be the result (good or bad) for you? For the other members of the group? This is the most crucial step of the activity where students focus on consequences of their decisions. They also learn that they are responsible for how their choices affect other members of the group. 5. Now that you have heard possible solutions from other group members, which solution should be selected? Why? Ideally, students should modify their preferences at this point because they have developed an empathy for other students. 	<p>Reading skills</p> <p>Comprehension skills</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>As students respond to this question, help them to express their understanding of other people's interests and how they can balance those interests with their own to arrive at a decision.</p> <p>The purpose of this activity is to enable students to understand a problem and explore possible solutions. They will also learn to reflect on the biases that drive them to prefer their initial solutions. Next, they learn to look at things from the perspective of other people who will be affected by their decision and modify their initial position.</p> <p>HOMEWORK: What would you have done had you been at Bertha's place?</p>	

Date and Time	Content and teacher activity	Formative assessment
<p>Day 2: 00/00/00 20 min</p>	<p>Comprehension questions</p> <p>Comprehension questions (factual, inferential, as well as extrapolative) are meant to be used to hold a class discussion leading towards better understanding of the text. They should not be used for rote learning and memorization of facts from the text.</p> <p>Extra clues from the text / learning questions should be used during discussion to help the students grasp the context and the text better. It is always a good idea to ask the students to go back to the text to find out the facts during a class discussion.</p> <p>Comprehension questions should be done orally in a discussion mode and not in a question-answer mode.</p> <p>The students may write the answers after the oral work.</p> <p>Class Work: Comprehension</p> <p>Attempt Exercise A 1, 2, 3 in class.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p> <p>Brainstorm</p> <p>Creative thinking</p> <p>Prediction</p> <p>Foreshadowing</p>

Date and Time	Content and teacher activity	Formative assessment
20 min	<p>ADDITIONAL HELPFUL RESOURCE:</p> <p>EXERCISE: PHRASES AND CLAUSES Read these sentences. Decide whether the italicised group of words are phrases (P) or Clauses (C). Identify them and write P or C.</p> <p>1. When I was reading a detective novel at night, I heard a strange sound outside. _____</p> <p>2. The lady lost her documents through sheer negligence. _____</p> <p>3. While my brother was helping mother in cooking, my sister was helping father in cleaning the car. _____</p> <p>4. In spite of all his degrees, he lacks common sense. _____</p> <p>5. The man lost his job because of his own incompetence. _____</p> <p>6. They could reach in time because their driver knows the way to the venue. _____</p> <p>7. Haris and Anas could play the match despite their injuries. _____</p> <p>8. They have sent word because they wanted some workers urgently. _____</p> <p>9. They have to prepare the ground for the next match on Sunday. _____</p> <p>10. Their sports teacher was present whereas their parents could not come. _____</p>	

Date and Time	Content and teacher activity	Formative assessment
20 min	<p>Class Work: Working with words: It is not necessary to give the meanings of all the unknown words to the students because getting the message / meaning of a text does not depend on understanding every word occurring in it. It is best not to give the meanings of the essential words to the students right away. For young students, the following approach can be used to deal with the vocabulary items occurring in a text:</p> <ul style="list-style-type: none"> • Generally, the meaning of a word is available from the context in which it occurs. Students should be trained in guessing the meaning of words using the contextual clues available. The meaning of some words can be given through pictures. For many verbs, actions can be used to show their meaning, for example, 'laughed'. <p>Class Work: Working with words: Attempt Exercise B 1, 2.</p> <p>HOMEWORK: Practice using phrases.</p>	Verbal Response Counting skills Writing skill Brainstorming Creative writing

Date and Time	Content and teacher activity	Formative assessment
<p>Day 3: 00/00/00 20 min</p>	<p>ACTIVITY: KINDS OF SENTENCES AND CLAUSES</p> <p>Write a simple sentence on the board, e.g. The garden was beautiful. Ask a student volunteer to underline the verb in the sentence (was). Explain that the sentence has one verb, and tells us only one thing about the garden (it was beautiful) so we say it is a simple sentence made up of one clause. Write on the board a compound sentence e.g. The house was splendid and the garden was beautiful. Ask students to identify the verbs and elicit that this sentence contains two verbs, and two clauses and tells us two things. Also explain that each clause makes sense on its own – the clauses are of equal importance. Introduce the terms coordinate clause and compound sentence. Write on the board a complex sentence, e.g. The garden, which was lovingly cared for and contained many interesting plants, was beautiful. Again, ask students to identify the verbs and then the clauses and write the clauses on the board. (The garden was beautiful; ii. which was lovingly cared for; iii. contained many interesting plants;) Ask the students to identify the most important piece of information in the sentence and explain that this is the only clause that can stand alone; introduce the term main/principal clause. Point out that the other clauses provide more information about the garden but do not make complete sense on their own; introduce the terms subordinate/dependent clause and complex sentence. Point out that in a compound sentence, the clauses are of equal importance, but a complex sentence has one main clause and the other clauses are of lesser importance/subordinate. Explain briefly that, as with phrases, there are different types of clause, (noun, adjectival and adverbial).</p> <p>ADDITIONAL HELPFUL RESOURCES:</p> <p>EXERCISE: SENTENCES, PHRASES, AND CLAUSES</p> <p>Say which of the underlined groups of words are phrases and which clauses.</p> <ol style="list-style-type: none"> 1. Rehan ate a hearty meal, but Saniya drank only a glass of water. 2. There was a crowd of people at the airport waiting to welcome the victorious team. 3. Where did you see this wonderful sight? 4. There is a bowl with a goldfish on the table. 5. You must listen to this story which has been written by my brother. 	<p>Writing skill Brainstorming</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>6. You must learn how to drive or you have to depend on a driver. </p> <p>7. This wooden table must be quite old. </p> <p>8. If you do not listen to me, you will be in trouble. </p> <p>9. Julius Caesar was one of the greatest Roman generals. </p> <p>10. Mother showed me a letter which was written by her grandfather. </p> <p>EXERCISE: TYPES OF SENTENCES</p> <p>Read the following and identify the sentences as (question, statement, instruction, exclamatory).</p> <p>1. A lift is a device that carries people or goods up and down inside tall buildings. _____</p> <p>2. Generally people use the lift to go to higher floors in an office or apartment. _____</p> <p>3. What a wonderful equipment a lift is! _____</p> <p>4. A lift has mechanical, electrical, and electronic components. _____</p> <p>5. Don't you think these parts are susceptible to wear and tear? _____</p> <p>6. Maintenance of lift conveying equipment is of utmost importance. _____</p> <p>7. Do not enter the lift once the doors start moving towards each other. _____</p> <p>8. Make sure that the door is closed securely. _____</p> <p>9. How fast the lift moves up or down! _____</p> <p>10. The word 'elevator' is used in American English to mean a lift. _____</p>	

Date and Time	Content and teacher activity	Formative assessment
	<p>EXERCISE: SUBJECT AND PREDICATE Separate the subject and the predicate in the following sentences.</p> <ol style="list-style-type: none"> The Bengal Tiger is an endangered animal. The boy who lived in that building plays for the state football team. Cozy and snug was that warm little bed at the lodge. The money plant is an indoor house plant that produces a lot of oxygen. Farah, please open the window. Of all the teachers in school, she is my favourite. The teacher with the soft voice retired from school last month. We missed the movie screening last week. Rida, give me that glass from the table. I met my grandmother at the railway station. <p>EXERCISE: KINDS OF SENTENCE (COMPOUND) State what kind of sentence each of the following is—simple, complex or compound.</p> <ol style="list-style-type: none"> This poem, written by William Wordsworth, describes some daffodils seen by him one day. London is the capital of England and Paris is the capital of France. Ramiz, who is my friend, is a very good swimmer. Some people like tea, some prefer coffee. You should lie down because you look very ill. Have you ever seen a black rose? This house, where a famous man once lived, has now been turned into a museum. Listen to this music which was composed by the great Mozart. If you walk along this street, you will see many shops that sell only old books and magazines. The spider invited the fly into her parlour. 	

Date and Time	Content and teacher activity	Formative assessment
20 min	<p>Class Work: Attempt Exercise C 1, 2, 3, 4 in class.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p> <p>HOMEWORK: Practise types of sentences.</p>	
20 min	<p>Workbook Exercise: Workbooks are designed to support classroom learning and to provide the students an opportunity to develop their writing skills and practice their grammar. Generally filled with practice problems, with empty space after each question so that the answers can be written directly in the book.</p> <p>Workbooks ensure that the students are acquiring the required learning outcomes of the selected topic / course. Each student's learning style is different. There, merely attending the class or attempting the couple of exercises present in the textbook may not be enough for each and every student to grasp the concept. Workbooks ensure that the students get the chance to go through multiple types of exercise for the same activity but being approached in a different manner, that helps them get a better conceptual clarity.</p> <p>Advantages of Workbook:</p> <ul style="list-style-type: none"> • Making lessons more effective • Introducing fun learning • Development of independent thinking • Ensuring better parent involvement • To keep children engaged • To help reduce screen time • Practice makes perfect • Enable easy revision • Help in gauging student's performance • Help evaluate class progress • Bring a structure to the learning process <p>Workbook: Class work Attempt workbook exercises.</p> <p>HOMEWORK: Complete any incomplete work.</p>	<p>Writing skill Independent thinking Revision Practise</p>

Date and Time	Content and teacher activity	Formative assessment
Day 4: 00/00/00 15 min	<p>Activity: Listening and pronunciation skills</p> <p>This activity will sharpen the students' listening and pronunciation skills. Divide the class in pairs and ask one to pronounce the words and the other to listen and write them then exchange roles.</p> <p>Make sure that the students are enunciating the words and acting out the roles properly. The point of this exercise is not to check their memory or spelling, rather their speaking and listening. Move on when the students are able to speak and convey their message properly to the other party.</p> <p>Attempt Ex: D.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p>	Verbal response Acting skills Pronunciation skills Listening skills Speaking skills Observation skills
Day 5: 00/00/00 20 min	<p>Class Work: Composition</p> <p>Attempt Exercise E in class.</p> <p>Discuss the composition with the students and make sure that they understand the concept in detail. Provide them with everything that they may require and keep providing them assistance whenever required.</p> <p>Remind the students that following are the elements of story writing:</p> <ul style="list-style-type: none"> Setting Character Plot Conflict Resolution / Conclusion <p>Feedback: Give feedback on responses and correct any answer if required.</p>	Verbal response Writing skills Reading skills Speaking skills Listening skills Composition skills Mind mapping skills Brain storming skills Discussion skills Group work
05 min	<p>Plenary: Ask the students the following question: Write dictionary definitions for new terms learnt today.</p>	Brainstorm Verbal Response

ASSESSMENT	REFLECTION
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Topic	Aamer's Cafe	Week	7
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Class	VII	Duration	60 min
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Learning Outcomes	<p>Upon completion of this lesson, students will be able to:</p> <ul style="list-style-type: none"> • Comprehend text post reading • Write composition • Answer while reading question • Write answers to comprehension questions • Read the text on their own • Read and understand the words to know • Understand the moral of the story • Enhance their listening and speaking skills • Enhance their writing skills • Enhance their reading skills • Work on individual tasks • Talk about the author of the story • Work well in pair tasks • Answer challenge question • Answer more challenging questions on their own • Make sentences on their own • Choose the best answer • Answer the questions with reference to the context • Talk about restaurant diction • Find specific words from a dictionary • Identify whether the marked words indicate action or a state • Write three forms of adjectives • Explain why the given sentences are correct • Complete the incomplete sentences • Make their own advertising campaign • Create leaflets • Know how to persuade
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Date and Time	Content and teacher activity	Formative assessment
Day 1: 00/00/00 05 min	<p>Settling time:</p> <p>As this is the third week of the term, students are still settling in. Help them out with their textbooks and notebooks. If there are any new students in the class, take the time to introduce them to their classmates and make them feel comfortable before moving on with the session.</p>	Verbal response

Date and Time	Content and teacher activity	Formative assessment
10 min	<p>Starter:</p> <p>Recap through questioning. Ask students the questions to see how much they remember from the previous lesson. Ask the students who were present in the previous class to help them revise and through this activity the new students will get to know what was taught the week before. Try and gauge their speaking and listening skills as well.</p> <p>Class presentation skills:</p> <p>If someone is willing to come to the front of the class and present, invite them. Start with the most confident students, however, gently move towards the shy students and encourage them to participate as well. Encourage the students to say a few points of summary on the previously discussed topic. Keep in mind that some students may be shy to participate but may have excellent listening and speaking skills. Scaffold information and make them feel comfortable enough so they may participate.</p>	<p>Verbal response</p> <p>Recall</p> <p>Speaking and listening skills</p>
10 min	<p>Pre-reading:</p> <p>A pre-reading activity is useful in securing the attention of the students through activities that lead them to the text. Prereading activities should be interesting, relevant, and fun to do. For each text, a pre-reading section has been designed. It should be used to lead a class discussion.</p> <p>Most pre-reading activities suggested are open-ended, i.e., they may not have a particular answer, but are useful for discussion that leads learners to the text. Use any other interesting pre-reading activities with direct relevance to the text to be taught. All the pre-reading activities contain a reading focus. The purpose of the pre-reading section is that the students read a text with that focus in mind.</p> <p>Ask the pre-reading question present with the text. Try to scaffold the information. Provide helpful hints and gauge if they are able to provide information on their own.</p> <p>Gently probe students and encourage them to participate.</p>	<p>Brainstorming</p> <p>Creative thinking</p>

Date and Time	Content and teacher activity	Formative assessment
<p>10 min</p> <p>10 min</p>	<p>Classroom procedure (group and pair work)</p> <p>The students should be given enough opportunities to find answers in pairs and groups and refer to the texts as many times as they want.</p> <p>After reading of the text is done, follow this sequence for the questions: i. comprehension, ii. vocabulary, and finally, iii. pronunciation.</p> <p>Focused [Group / Silent] Reading:</p> <p>After pairing the students into groups, write the following questions on the board ask the students to find out the answers after reading the chapter once.</p> <ol style="list-style-type: none"> 1. What is the name of the hotel the boy and his grandmother are staying at? 2. Where is hotel magnificent situated? 3. Where were the boy and his grandmother initially headed? 4. What did the grandmother gift the boy as a consolation prize? 5. How would the boy play with the mice? 6. What was the name of the hotel's manager? 7. How were the mice discovered in the hotel? 8. Was the hotel animal friendly? 9. How were the mice's stay negotiated? 10. What was the boy's dream? <p>Class discussion:</p> <p>Write the above-mentioned questions on the board and ask the students to read through the text and try to find the answers to these questions. However, ask them to be mindful and not share the answers with anyone.</p> <p>After the entire class has read through the chapter and has successfully found all the answer then as a class discuss the answers and see how many pairs have found the correct answers.</p>	<p>Reading skills</p> <p>Comprehension skills</p> <p>Silent reading skills</p> <p>Discussion skills</p> <p>Skim & scan</p> <p>Focused reading</p>

Date and Time	Content and teacher activity	Formative assessment
10 min	<p>Teacher's Resource: Answers</p> <ol style="list-style-type: none"> 1. The name of the hotel in which the boy and his grandmother are staying at is called Hotel Magnificent. 2. Hotel magnificent is situated in Bournemouth. 3. The boy and his grandmother were initially headed to Norway. 4. The grandmother gifted two white mice to her grandson as a consolation prize. 5. The boy used to teach tricks to white mice. 6. The hotel's manager's name was Mr Stringer. 7. The housemaid found the mice scuttering under the bedsheets. 8. No, Mr Stringer wanted to get the mice out of his hotel. 9. Grandmother outsmarted the manager and managed to negotiate. 10. The boy dreamt to have his own mice circus one day. <p>Feedback: Give feedback on responses.</p>	

Date and Time	Content and teacher activity	Formative assessment									
10 min	<p>Reading aloud: Have a reading session with the students. Focus on the words that they are having difficulty in and repeat until they can read the passage without any problem.</p> <p>While reading Think-pair-share Ask the students will read the given text individually. While reading the text, students will try to track textual details to find the following.</p> <table border="1" data-bbox="300 571 1219 1270"> <thead> <tr> <th colspan="3" data-bbox="300 571 1219 623">Aamer's Cafe</th> </tr> <tr> <th data-bbox="300 623 603 706">Who are the main characters?</th> <th data-bbox="603 623 956 706">Where does the action take place?</th> <th data-bbox="956 623 1219 706">What is the main idea of the text?</th> </tr> </thead> <tbody> <tr> <td data-bbox="300 706 603 1270"></td> <td data-bbox="603 706 956 1270"></td> <td data-bbox="956 706 1219 1270"></td> </tr> </tbody> </table> <p>Inform the students that they will highlight all details that point to the above-mentioned areas and share their answers with a partner. Ask the pairs to share their highlighted excerpts and discuss those excerpts with the class.</p> <p>HOMEWORK: Ask if anyone in the class has made any business or future? It is okay if they do not have one at the point.</p>	Aamer's Cafe			Who are the main characters?	Where does the action take place?	What is the main idea of the text?				Reading skills Comprehension skills
Aamer's Cafe											
Who are the main characters?	Where does the action take place?	What is the main idea of the text?									

Date and Time	Content and teacher activity	Formative assessment
<p>Day 2: 00/00/00 20 min</p>	<p>Comprehension questions</p> <p>Comprehension questions (factual, inferential, as well as extrapolative) are meant to be used to hold a class discussion leading towards better understanding of the text. They should not be used for rote learning and memorization of facts from the text.</p> <p>Extra clues from the text / learning questions should be used during discussion to help the students grasp the context and the text better. It is always a good idea to ask the students to go back to the text to find out the facts during a class discussion.</p> <p>Comprehension questions should be done orally in a discussion mode and not in a question-answer mode.</p> <p>The students may write the answers after the oral work.</p> <p>Class Work: Comprehension</p> <p>Attempt Exercise A 1, 2, 3 in class.</p> <p>Challenge Question: Have a small discussion on 'Challenge Question'.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p>	<p>Verbal response Brainstorm Creative thinking Prediction Foreshadowing</p>
<p>20 min</p>	<p>Class Work: Working with words:</p> <p>It is not necessary to give the meanings of all the unknown words to the students because getting the message / meaning of a text does not depend on understanding every word occurring in it. It is best not to give the meanings of the essential words to the students right away. For young students, the following approach can be used to deal with the vocabulary items occurring in a text:</p> <ul style="list-style-type: none"> • Generally, the meaning of a word is available from the context in which it occurs. Students should be trained in guessing the meaning of words using the contextual clues available. The meaning of some words can be given through pictures. For many verbs, actions can be used to show their meaning, for example, 'laughed'. <p>Class Work: Working with words: Attempt Exercise B 1, 2.</p> <p>HOMEWORK: Complete any incomplete work.</p>	<p>Verbal Response Counting skills Writing skill Brainstorming Creative writing</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>ADDITIONAL HELPFUL RESOURCES:</p> <p>EXERCISE: VERBS III: HAVE</p> <p>Fill in the blanks with appropriate forms of have.</p> <ol style="list-style-type: none"> 1. Do you a minute to talk to us? 2. The shopkeeper did not any candles. 3. When I was a child, I a pet fish. 4. First we will watch a movie, and then we dinner. 5. Please ask Mr Riaz if he any paper clips. 6. The Principal announced that we a basketball match next week. 7. I am not hungry because I a huge breakfast this morning. 8. My brother just finished his exams. 9. The doctor told her that she should a lot of green vegetables. 10. She a birthday party next Sunday. <p>EXERCISE: ADJECTIVES: DEGREES OF COMPARISON</p> <p>Fill in the blanks with the correct forms of the adjectives given in brackets.</p> <ol style="list-style-type: none"> 1. Sameer says that for him summer vacation is the time of the year. (happy) 2. An ant looks tiny, but it has strength than we think. (much) 3. Akbar is said to be the of all Mughal emperors. (great) 4. Who is, you or your brother? (old) 5. This is the building in the city. (tall) 6. Islamabad is now the city in Pakistan. (expensive) 7. When I come home from school, my dog gives me a welcome. (warm) 8. Saud is the student in our class. (young) 9. This year, the annual day celebrations were than that of last year. (colourful) 10. The king wanted to build a palace than any in the world. (large) 	

Date and Time	Content and teacher activity	Formative assessment
<p>Day 3: 00/00/00 20 min</p>	<p>ACTIVITY 1: VERBS: THE -ING FORM</p> <ol style="list-style-type: none"> 1. Write on the board a sentence in each of the continuous tense forms, e.g. Mary is doing her homework. Mary was doing her homework. Mary will be doing her homework. 2. Ask a student to underline in one colour the present participle (-ing form) of the verb in each sentence (doing). Ask students to identify the tense of each of the sentences and elicit that it is the tense of the helping verb to be that indicates the tense of the verb; underline is, was, and will be in the second colour. 3. Explain that the continuous tenses are made up of the correct tense of the verb to be and the present participle. Write a few more examples on the board and underline the whole verb in each of them, e.g. Yusuf will be waiting by the bus stop. Next write on the board a sentence containing a present participle used as an adjective, e.g. The waiting crowd grew restless. 4. Underline the present participle and elicit that in this sentence the participle is not connected to the verb (grew,); instead it is providing information about the crowd and is being used as an adjective; underline the noun in the third colour. 5. Write a few more examples on the board and ask the students to identify and underline the adjective and noun it is qualifying in each of them. <p>ACTIVITY 2: VERBS: HAVE</p> <ol style="list-style-type: none"> 1. Demonstrate the use of have/has on the board with proper structure. 2. Write 'I have _____, but he/she has _____' on the board. 3. Tell the students to use this sentence structure to make sentences. 4. Correct the students wherever necessary and guide them in making appropriate sentences. <p>ACTIVITY 3: ADJECTIVES: DEGREES OF COMPARISON</p> <ol style="list-style-type: none"> 1. Take chart papers and divide each in two columns 'home' and 'school'. 2. Divide the class into groups. Each group will have 4–7 students. 3. Give each group the prepared chart. 4. Ask the groups to list 10 adjectives to describe their home and 10 adjectives to describe their school in the respective columns. 5. Ask them to compare the home with school using the comparative and superlative form of the adjectives listed in the columns. <p>Monitor and guide the students in using correct degrees of adjectives.</p>	<p>Writing skill Brainstorming</p>

Date and Time	Content and teacher activity	Formative assessment
20 min	<p>Class Work: Attempt Exercise C 1, 2, 3, 4 in class.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p> <p>HOMEWORK: Practise adjectives.</p>	<p>Writing skills</p> <p>Thinking skills</p> <p>Critical thinking skills</p>
20 min	<p>Workbook Exercise:</p> <p>Workbooks are designed to support classroom learning and to provide the students an opportunity to develop their writing skills and practice their grammar. Generally filled with practice problems, with empty space after each question so that the answers can be written directly in the book.</p> <p>Workbooks ensure that the students are acquiring the required learning outcomes of the selected topic / course. Each student's learning style is different. There, merely attending the class or attempting the couple of exercises present in the textbook may not be enough for each and every student to grasp the concept. Workbooks ensure that the students get the chance to go through multiple types of exercise for the same activity but being approached in a different manner, that helps them get a better conceptual clarity.</p> <p>Advantages of Workbook:</p> <ul style="list-style-type: none"> • Making lessons more effective • Introducing fun learning • Development of independent thinking • Ensuring better parent involvement • To keep children engaged • To help reduce screen time • Practice makes perfect • Enable easy revision • Help in gauging student's performance • Help evaluate class progress • Bring a structure to the learning process <p>Workbook: Class work</p> <p>Attempt workbook exercises.</p> <p>HOMEWORK:</p> <p>Complete any incomplete work.</p>	<p>Writing skill</p> <p>Independent thinking</p> <p>Revision</p> <p>Practise</p>

Date and Time	Content and teacher activity	Formative assessment
<p>Day 4: 00/00/00 15 min</p>	<p>Activity: Listening and pronunciation skills</p> <p>This activity will sharpen the students' listening and pronunciation skills. Divide the class in pairs and ask one to pronounce the words and the other to listen and write them then exchange roles.</p> <p>Make sure that the students are enunciating the words and acting out the roles properly. The point of this exercise is not to check their memory or spelling, rather their speaking and listening. Move on when the students are able to speak and convey their message properly to the other party.</p> <p>Attempt Ex: D.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p> <p>Acting skills</p> <p>Pronunciation skills</p> <p>Listening skills</p> <p>Speaking skills</p> <p>Observation skills</p>
<p>Day 5: 00/00/00 20 min</p>	<p>Class Work: Composition</p> <p>Attempt Exercise E in class.</p> <p>Discuss the composition with the students and make sure that they understand the concept in detail. Provide them with everything that they may require and keep providing them assistance whenever required.</p> <p>Discuss the power of persuasion with the students and how it is used in different advertisements and brochures.</p> <p>Some techniques of persuasion used in advertisements are as follows:</p> <ul style="list-style-type: none"> • Rhetorical questions • Personal anecdotes • Inclusive language • Targeted audience • Emotive language • Certain celebrity ambassador • Repetition • Exaggeration • Statistics • Use of personal pronouns, etc. <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p> <p>Writing skills</p> <p>Reading skills</p> <p>Listening skills</p> <p>Composition skills</p> <p>Mind mapping skills</p> <p>Brain storming skills</p> <p>Discussion skills</p> <p>Group work</p>

Date and Time	Content and teacher activity	Formative assessment
05 min	Plenary: Ask the students the following question: List 3 things you found out/learnt today.	Brainstorm Verbal Response

ASSESSMENT	REFLECTION
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Topic	The Machine Stops	Week	8
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Class	VII	Duration	60 min
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Learning Outcomes	<p>Upon completion of this lesson, students will be able to:</p> <ul style="list-style-type: none"> • Comprehend text post reading • Write composition • Answer while reading question • Write answers to comprehension questions • Read the text on their own • Read and understand the words to know • Understand the moral of the story • Enhance their listening and speaking skills • Enhance their writing skills • Enhance their reading skills • Work on individual tasks • Talk about the author of the story • Work well in pair tasks • Answer challenge question • Answer more challenging questions on their own • Answer reference to the context questions • Understand and identify similes • Complete the incomplete similes • Underline the conjunctions • Use coordinating and subordinating conjunctions in sentences of your own • Understand the proper use of inverted commas in text • Punctuate the given sentences / passage using correct punctuation • Conduct a discussion on technology with classmates • One point discussion will be done as a whole class • Write their own opinion on the ending of the passage
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Date and Time	Content and teacher activity	Formative assessment
<p>Day 1: 00/00/00</p> <p>05 min</p>	<p>Settling time:</p> <p>Ask the students to settle down and share if they have any difficulty or if they have not understood from the previous lesson. Ask them to take out their textbooks and notebooks.</p>	<p>Verbal response</p>
<p>10 min</p>	<p>Starter:</p> <p>Recap through questioning. Ask students the questions to see how much they remember from the previous lesson. Ask the students who were present in the previous class to help them revise. Ask the everyone and gently probe and encourage the students to provide answers. Try and gauge their speaking and listening skills as well.</p> <p>Class presentation skills:</p> <p>If someone is willing to come to the front of the class and present, invite them. Start with the most confident students, however, gently move towards the shy students and encourage them to participate as well. Encourage the students to say a few points of summary on the previously discussed topic.</p> <p>Keep in mind that some students may be shy to participate but may have excellent listening and speaking skills. Scaffold information and make them feel comfortable enough so they may participate.</p>	<p>Verbal response</p> <p>Recall</p> <p>Speaking and listening skills</p>

Date and Time	Content and teacher activity	Formative assessment																					
10 min	<p>Pre-reading:</p> <p>A pre-reading activity is useful in securing the attention of the students through activities that lead them to the text. Prereading activities should be interesting, relevant, and fun to do. For each text, a pre-reading section has been designed. It should be used to lead a class discussion.</p> <p>Most pre-reading activities suggested are open-ended, i.e., they may not have a particular answer, but are useful for discussion that leads learners to the text. Use any other interesting pre-reading activities with direct relevance to the text to be taught. All the pre-reading activities contain a reading focus. The purpose of the pre-reading section is that the students read a text with that focus in mind.</p> <p>PRE-READING TASK 1:</p> <p>Ask the pre-reading question present with the text. Try to scaffold the information. Provide helpful hints and gauge if they are able to provide information on their own.</p> <p>PRE-READING TASK 2:</p> <p>The weather affects our life in different ways. A change of weather can be a great boon at times. A sudden spell of rain, for example, can give us a new opportunity to go out and play. But for someone who was looking forward to going for a walk, it can be a spoiler. Similarly, a strong breeze can be the reason for someone to go sailing but may force someone with a cold to stay indoors.</p> <p>Kuno's mother had fungus like skin because of lack of ventilation and natural sunlight. Discuss different advantages and disadvantages of different extremes of weather.</p> <p>Think of the good and bad ways in which the weather affects you. Complete the table below and share your answers with your friend.</p> <table border="1" data-bbox="300 1249 1179 1618"> <thead> <tr> <th>Weather</th> <th>Good effects</th> <th>Bad effects</th> </tr> </thead> <tbody> <tr> <td>Sunny</td> <td>Can play in the park</td> <td>People feel hot and sweaty</td> </tr> <tr> <td>Rainy</td> <td></td> <td></td> </tr> <tr> <td>Windy</td> <td></td> <td></td> </tr> <tr> <td>Snowy</td> <td></td> <td></td> </tr> <tr> <td>Chilly</td> <td></td> <td></td> </tr> <tr> <td>Cloudy</td> <td></td> <td></td> </tr> </tbody> </table> <p>Gently probe students and encourage them to participate.</p>	Weather	Good effects	Bad effects	Sunny	Can play in the park	People feel hot and sweaty	Rainy			Windy			Snowy			Chilly			Cloudy			Brainstorming Creative thinking
Weather	Good effects	Bad effects																					
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Date and Time	Content and teacher activity	Formative assessment
10 min	<p>Classroom procedure (group and pair work)</p> <p>The students should be given enough opportunities to find answers in pairs and groups and refer to the texts as many times as they want.</p> <p>After reading of the text is done, follow this sequence for the questions: i. comprehension, ii. vocabulary, and finally, iii. pronunciation.</p> <p>Focused [Group/Silent] Reading:</p> <p>After pairing the students into groups, write the following questions on the board ask the students to find out the answers after reading the chapter once.</p> <ol style="list-style-type: none"> 1. Describe the room in the first scene of the story. 2. What sort of noise was heard in the room? 3. What kind of furniture is present in the room? 4. Is the room empty? 5. Describe the appearance of the inhabitant of the room. 6. Why do you think the woman's skin was as white as a fungus? Give your best guess after re-reading the first page of the passage. 7. What breaks the rhythm of her peace? 8. What kind of relationship does this woman and Kuno have? 9. What is Kuno's request? 10. Does Kuno's mother comply to his request? 	<p>Reading skills</p> <p>Comprehension skills</p> <p>Silent reading skills</p> <p>Discussion skills</p> <p>Focused reading</p> <p>Brainstorming</p> <p>Skim & scan</p> <p>Group work</p>
10 min	<p>Class discussion:</p> <p>Write the above-mentioned questions on the board and ask the students to read through the text and try to find the answers to these questions. However, ask them to be mindful and not share the answers with anyone.</p> <p>After the entire class has read through the chapter and has successfully found all the answer then as a class discuss the answers and see how many pairs have found the correct answers.</p>	

Date and Time	Content and teacher activity	Formative assessment
10 min	<p>Teacher's Resource: Answers</p> <ol style="list-style-type: none"> 1. A small, hexagonal shaped room, much like a bee cell. The room has no lights but is radiating with a dull light. There is no ventilation or fresh air. 2. There is no musical instrument present and yet the room was buzzing with music. 3. There was a bed, an armchair, and a reading desk present in the room. 4. No, the room has one occupant – a woman. 5. The woman was about five feet high; her face was white as a fungus. 6. The woman's face was white as a fungus probably because of the lack of sunlight. 7. The woman receives a call from someone called Kuno. 8. Kuno is this woman's son. 9. Kuno wants his mother to visit him. 10. No, Kuno's mother was too set in the new setting of the machine age and did not want to change. <p>Feedback: Give feedback on responses.</p>	

Date and Time	Content and teacher activity	Formative assessment																
10 min	<p>Reading aloud: Have a reading session with the students. Focus on the words that they are having difficulty in and repeat until they can read the passage without any problem.</p> <p>WHILE READING</p> <p>Think-pair-share</p> <p>Students will read the given text individually. While reading the text, students will try to track textual details to find the following.</p> <table border="1" data-bbox="300 571 1248 1624"> <thead> <tr> <th data-bbox="300 571 692 623"></th> <th data-bbox="692 571 884 623">Think</th> <th data-bbox="884 571 1040 623">Pair</th> <th data-bbox="1040 571 1248 623">Share</th> </tr> </thead> <tbody> <tr> <td data-bbox="300 623 692 934">Who are the main characters?</td> <td data-bbox="692 623 884 934"></td> <td data-bbox="884 623 1040 934"></td> <td data-bbox="1040 623 1248 934"></td> </tr> <tr> <td data-bbox="300 934 692 1317">Where does the action take place?</td> <td data-bbox="692 934 884 1317"></td> <td data-bbox="884 934 1040 1317"></td> <td data-bbox="1040 934 1248 1317"></td> </tr> <tr> <td data-bbox="300 1317 692 1624">What is the main idea of the text?</td> <td data-bbox="692 1317 884 1624"></td> <td data-bbox="884 1317 1040 1624"></td> <td data-bbox="1040 1317 1248 1624"></td> </tr> </tbody> </table> <p>Students will highlight all details that point to the above mentioned areas and share their answers with a partner. Teacher can ask pairs to share their highlighted excerpts and discuss those excerpts with the c</p>		Think	Pair	Share	Who are the main characters?				Where does the action take place?				What is the main idea of the text?				<p>Reading skills</p> <p>Comprehension skills</p> <p>Discussion skills</p> <p>Close reading skills</p>
	Think	Pair	Share															
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Date and Time	Content and teacher activity	Formative assessment
<p>Day 2: 00/00/00</p> <p>20 min</p>	<p>Comprehension questions</p> <p>Comprehension questions (factual, inferential, as well as extrapolative) meant to be used to hold a class discussion leading towards better understanding of the text. They should not be used for rote learning and memorization of facts from the text.</p> <p>Extra clues from the text / learning questions should be used during discussion to help the students grasp the context and the text better. It is always a good idea to ask the students to go back to the text to find out the facts during a class discussion.</p> <p>Comprehension questions should be done orally in a discussion mode and not in a question-answer mode.</p> <p>The students may write the answers after the oral work.</p> <p>Class Work: Comprehension</p> <p>Attempt Exercise A 1, 2 in class.</p> <p>Challenge Question:</p> <p>Have a small discussion on 'Challenge Question'.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p> <p>Brainstorm</p> <p>Creative thinking</p> <p>Prediction</p> <p>Foreshadowing</p>

Date and Time	Content and teacher activity	Formative assessment										
20 min	<p>ACTIVITY 1: CONJUNCTIONS</p> <p>1. Type out ten complex sentences with subordinating conjunction that belong to any of the following categories:</p> <ol style="list-style-type: none"> subordinators of time subordinators of place subordinators of reason subordinators of purpose subordinators of condition subordinators of contrast subordinators of comparison subordinators of result subordinators of manner <p>2. You could have a mix of sentences so that two to three sentences might belong to one category. Your mix might also exclude one of the categories.</p> <p>3. For the game, first write out the nine categories on the board. Then tell the teams that they will be given ten strips of paper with ten complex sentences. They will have to do two things:</p> <ol style="list-style-type: none"> underline the subordinating conjunction in each sentence say to which category each subordinating clause belongs <p>4. This will be a timed challenge and once the allotted time is up, the teams will be awarded points on two aspects:</p> <ol style="list-style-type: none"> have they underlined the subordinating conjunctions correctly? (half credit, if they have) have they categorised the subordinating clause correctly? (half credit, if they have) <p>5. Depending upon how many sentences the teams get correct on both of the above counts, award points. The team with the highest points wins.</p> <p>ADDITIONAL HELPFUL RESOURCE:</p> <p>WORKSHEET 1: CONJUNCTION</p> <p>Fill in this short paragraph with suitable conjunctions given below.</p> <table border="1" data-bbox="300 1452 1155 1622"> <tbody> <tr> <td>after</td> <td>even though</td> <td>whereas</td> <td>but</td> <td>and</td> </tr> <tr> <td>or</td> <td>when</td> <td>till</td> <td>in spite of</td> <td>although</td> </tr> </tbody> </table>	after	even though	whereas	but	and	or	when	till	in spite of	although	<p>Verbal Response</p> <p>Writing skill</p> <p>Brainstorming</p> <p>Creative writing</p>
after	even though	whereas	but	and								
or	when	till	in spite of	although								

Date and Time	Content and teacher activity	Formative assessment
	<p>1. One day Mansoor _____ his friends were playing on the ground.</p> <p>2. _____ the boys were running, he fell on to a rock.</p> <p>3. His friend was worried about him _____ the other boys wanted to continue to play.</p> <p>4. The boy could be taken to the medical room _____ to the class.</p> <p>5. The injury appeared to be only skin-deep _____ it was bleeding.</p> <p>6. _____ the attendant applied some antiseptic, the boys sat on a bench.</p> <p>7. They waited there _____ the doctor came back.</p> <p>8. _____ Mansoor put up a brave face, his friend could sense his discomfort.</p> <p>9. _____ his hand was bandaged, he felt the pain.</p> <p>10. _____ the school bus being crowded, Moonis found a seat for himself.</p> <p>WORKSHEET 2: SIMILE</p> <p>Directions: Identify the things that are being compared in each simile and explain what the simile is expressing in literal language.</p> <p>1. His eyes are as hazel as a nut. _____ (is / are) being compared to _____ _____.</p> <p>2. The city streets were twanging like a harp. _____ (is / are) being compared to _____ _____.</p> <p>3. The traffic warden hollers out, "Stop!" loud as thunder. _____ (is / are) being compared to _____ _____.</p> <p>4. Her face went white as snow upon seeing her parents. _____ (is / are) being compared to _____ _____.</p> <p>5. The photocopied papers smell fresh as the fresh spring morning air. _____ (is / are) being compared to _____ _____.</p>	

Date and Time	Content and teacher activity	Formative assessment
	<p>Class Work: Working with words:</p> <p>It is not necessary to give the meanings of all the unknown words to the students because getting the message / meaning of a text does not depend on understanding every word occurring in it. It is best not to give the meanings of the essential words to the students right away. For young students, the following approach can be used to deal with the vocabulary items occurring in a text:</p> <ul style="list-style-type: none"> • Generally, the meaning of a word is available from the context in which it occurs. Students should be trained in guessing the meaning of words using the contextual clues available. The meaning of some words can be given through pictures. For many verbs, actions can be used to show their meaning, for example, 'laughed'. <p>Attempt Exercise B 1, 2, 3.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	

Date and Time	Content and teacher activity	Formative assessment
<p>Day 3: 00/00/00 15 min</p>	<p>ACTIVITY: TEACHING PUNCTUATION</p> <p>Ask students to work in pairs. Give them 2 slips of papers featuring the following extracts to read paying specific attention to the use of punctuation in both extracts.</p> <p>“The practical thing was to find rooms in the city, but it was a warm season, and I had just left a country of wide lawns and friendly trees, so when a young man at the office suggested that we take a house together in a commuting town, it sounded like a great idea....”</p> <p>Taken from The Great Gatsby by F. Scott Fitzgerald</p> <p>“The practical thing was to find rooms in the city. It was a warm season. I had just left a country of wide lawns and friendly trees. A young man at the office suggested that we take a house together in a commuting town. It sounded like a great idea.”</p> <p>Students have to discuss what they think about sentence construction and how effectively the message is conveyed in both extracts. Ask them to report their opinions on both extracts. Generate a discussion about how extract 2 appears simplistic and at times ineffective in expression compared to extract 1. Explain the use of punctuations in both extracts and how extract 2 has deleted all causal relationships within the write-up. Now, take away the slip having extract 1. Ask students to work on their own to combine sentences and improve the passage using appropriate punctuation marks.</p>	<p>Writing skill Brainstorming Creative thinking skills</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>ADDITIONAL HELPFUL RESOURCES:</p> <p>INVERTED COMMAS:</p> <p>Read the following statements and questions and add speech marks / inverted commas where required.</p> <ol style="list-style-type: none"> 1. Haris asked his mum Can I have desert before dinner? 2. Katherine said I will not go to school today. 3. Class seven said We will sing the National Anthem in the opening ceremony. 4. Jen and Jess said Yum, I love ice cream when they saw the ice cream truck. 5. Felix asked his mum May I go to the movies? <p>Class Work: Learning about Language Attempt Ex: C 1, 2.</p> <p>Homework: Complete any incomplete work.</p>	

Date and Time	Content and teacher activity	Formative assessment
10 min	<p>Workbook Exercise:</p> <p>Workbooks are designed to support classroom learning and to provide the students an opportunity to develop their writing skills and practice their grammar. Generally filled with practice problems, with empty space after each question so that the answers can be written directly in the book.</p> <p>Workbooks ensure that the students are acquiring the required learning outcomes of the selected topic / course. Each student's learning style is different. There, merely attending the class or attempting the couple of exercises present in the textbook may not be enough for each and every student to grasp the concept. Workbooks ensure that the students get the chance to go through multiple types of exercise for the same activity but being approached in a different manner, that helps them get a better conceptual clarity.</p> <p>Advantages of Workbook:</p> <ul style="list-style-type: none"> • Making lessons more effective • Introducing fun learning • Development of independent thinking • Ensuring better parent involvement • To keep children engaged • To help reduce screen time • Practice makes perfect • Enable easy revision • Help in gauging student's performance • Help evaluate class progress • Bring a structure to the learning process <p>Workbook: Class work Attempt workbook exercises.</p> <p>HOMEWORK: Complete any incomplete work.</p>	<p>Writing skill</p> <p>Independent thinking</p> <p>Revision</p> <p>Practise</p>

Date and Time	Content and teacher activity	Formative assessment
<p>Day 4: 00/00/00</p> <p>15 min</p>	<p>Activity: Listening and pronunciation skills</p> <p>This activity will sharpen the students' listening and pronunciation skills.</p> <p>Divide the class in pairs and ask one to pronounce the words and the other to listen and write them then exchange roles.</p> <p>Make sure that the students are enunciating the words properly. The point of this exercise is not to check their memory or spelling, rather their speaking and listening. Move on when the students are able to speak and convey their message properly to the other party.</p> <p>Class Work: Attempt Ex: D.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p> <p>Role play</p>
<p>Day 5: 00/00/00</p> <p>20 min</p>	<p>Class Work: Composition</p> <p>Attempt Exercise E in class.</p> <p>Discuss the composition with the students and make sure that they understand the concept in detail. Provide them with everything that they may require and keep providing them assistance whenever required.</p> <p>Feedback: Give feedback if required.</p> <p>Homework: Complete any incomplete work.</p>	<p>Verbal response</p> <p>Writing skills</p> <p>Reading skills</p> <p>Speaking skills</p> <p>Listening skills</p> <p>Composition skills</p>
<p>05 min</p>	<p>Plenary: Ask the students the following questions: Write in one line what have you learned from life, as of yet.</p>	<p>Brainstorm</p> <p>Written Response</p>

<p>ASSESSMENT</p>	<p>REFLECTION</p>
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Topic	The Story of Keesh	Week	9
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Class	VII	Duration	60 min
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Learning Outcomes	<p>Upon completion of this lesson, students will be able to:</p> <ul style="list-style-type: none"> • Comprehend text post reading • Write composition • Answer while reading question • Write answers to comprehension questions • Read the text on their own • Read and understand the words to know • Understand the moral of the story • Enhance their listening and speaking skills • Enhance their writing skills • Enhance their reading skills • Work on individual tasks • Talk about the author of the story • Work well in pair tasks • Answer challenge question • Answer more challenging questions on their own • Choose the best answer • Identify and use Idioms • Match the given Idioms with their respective meanings • Identify the Adjective phrases • Identify which of the given groups of the words are phrases • Make adjective phrases to describe the given words • Rewrite the given sentences by replacing the adjectives with adjective phrases of similar meanings • Practise questions in the present tense • Write dialogues on the given topic
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Date and Time	Content and teacher activity	Formative assessment
Day 1: 00/00/00 05 min	Settling time: Ask the students to settle down and share if they have any difficulty or if they have not understood from the previous lesson. Ask them to take out their textbooks and notebooks.	Verbal response

Date and Time	Content and teacher activity	Formative assessment
10 min	<p>Starter:</p> <p>Recap through questioning. Ask students the questions to see how much they remember from the previous lesson. Ask the students who were present in the previous class to help them revise. Ask the everyone and gently probe and encourage the students to provide answers. Try and gauge their speaking and listening skills as well.</p> <p>Class presentation skills:</p> <p>If someone is willing to come to the front of the class and present, invite them. Start with the most confident students, however, gently move towards the shy students and encourage them to participate as well. Encourage the students to say a few points of summary on the previously discussed topic.</p> <p>Keep in mind that some students may be shy to participate but may have excellent listening and speaking skills. Scaffold information and make them feel comfortable enough so they may participate.</p>	<p>Verbal response</p> <p>Recall</p> <p>Speaking and listening skills</p>
10 min	<p>Pre-reading:</p> <p>A pre-reading activity is useful in securing the attention of the students through activities that lead them to the text. Prereading activities should be interesting, relevant, and fun to do. For each text, a pre-reading section has been designed. It should be used to lead a class discussion.</p> <p>Most pre-reading activities suggested are open-ended, i.e., they may not have a particular answer, but are useful for discussion that leads learners to the text. Use any other interesting pre-reading activities with direct relevance to the text to be taught. All the pre-reading activities contain a reading focus. The purpose of the pre-reading section is that the students read a text with that focus in mind.</p> <p>Ask the pre-reading question present with the text. Try to scaffold the information. Provide helpful hints and gauge if they are able to provide information on their own.</p> <p>Gently probe students and encourage them to participate.</p>	<p>Brainstorming</p> <p>Creative thinking</p>

Date and Time	Content and teacher activity	Formative assessment
10 min	<p>Teacher's Resource: Answers</p> <ol style="list-style-type: none"> 1. The central character of the story is Keesh. 2. The most famous hunter of the clan was Keesh's father. 3. Keesh's father was killed during hunting a giant he-bear for the tribe. 4. The clan started to forget about Keesh and his mother and they started to get less and less food supply. 5. Keesh decided to join the council meeting and speak for his mother and himself, although he was only a child. Upon being challenged he decided to hunt and bring food for the clan. 6. Keesh managed to become a successful hunter and brought lots of food back home. 7. Keesh became a local celebrity, his mother was treated differently as well. Keesh demanded a new and bigger igloo to be made for his mother and him as he spends all his time hunting. His wish was complied to. 8. No, the elders accused him of witch craft and sent young men to spy after him. 9. The young spies reported that Keesh apparently picks a fight with the bear and then feeds them some sort of medicine that makes them weak / sick. Then Keesh follows them for two to three days until the bear is completely exhausted and unable to move or defend itself. Then Keesh puts the animal out of its misery and kills the animal. 10. The council orders Keesh to come to them, however, Keesh refuses to visit instead invites them to his place. To which the council complies. <p>Feedback: Give feedback on responses.</p>	

Date and Time	Content and teacher activity	Formative assessment
<p>Day 2: 00/00/00</p> <p>20 min</p>	<p>Comprehension questions</p> <p>Comprehension questions (factual, inferential, as well as extrapolative) are meant to be used to hold a class discussion leading towards better understanding of the text. They should not be used for rote learning and memorization of facts from the text.</p> <p>Extra clues from the text / learning questions should be used during discussion to help the students grasp the context and the text better. It is always a good idea to ask the students to go back to the text to find out the facts during a class discussion.</p> <p>Comprehension questions should be done orally in a discussion mode and not in a question-answer mode.</p> <p>The students may write the answers after the oral work.</p> <p>Class Work: Comprehension Attempt Exercise A 1, 2 in class.</p> <p>Challenge Question: Have a small discussion on ‘Challenge Question’.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p> <p>Brainstorm</p> <p>Creative thinking</p> <p>Prediction</p> <p>Foreshadowing</p>
<p>20 min</p>	<p>ACTIVITY 1: IDIOMS</p> <ol style="list-style-type: none"> 1. Make a list of ten common or well-known idioms. 2. Type these out in slightly bigger point-size on the computer in such a way that there is a blank line between each idiom—you will have to cut each idiom out in the form of strips. Ensure that the idiom does not run into two lines but finishes in one line. 3. Once you have the sheet(s) with the list of idioms, make photocopies of it equal to the number of teams you plan to make in class. So if you have five teams, make five copies. 4. Now cut out the idioms as paper strips, one sheet at a time. Leave the other sheets aside. 5. Once you have the individual idioms, cut each idiom into two parts. For example, if you have the idiom, ‘Make hay while the sun shines’, you could cut it into: ‘Make hay while’ and ‘the sun shines’. 6. In this way, you will have all the idioms cut into two parts and now you should mix up all these parts together. Then, put these strips neatly into an envelope. In this way, prepare five envelopes for five teams. 7. The team members should take out all the strips from their envelopes and spread them out on the desk. They will be required to join together the correct parts so that ten complete and correct idioms are formed. 8. The first team to make all the idioms correctly will be winner. However, there should not be any errors in any of the idioms. 	<p>Verbal Response</p> <p>Writing skill</p> <p>Brainstorming</p> <p>Creative writing</p>

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	<p>ADDITIONAL HELPFUL RESOURCE: IDIOMS</p> <p>Match the phrases in list A with their meaning in list B. Write them against the idioms.</p> <p>List A</p> <p>1. to live by one's wits = _____</p> <p>2. to call to witness _____</p> <p>3. to keep up the good work = _____</p> <p>4. to give in kind _____</p> <p>5. be out of one's mind = _____</p> <p>6. to give oneself airs = _____</p> <p>7. to carry the weight of the world on one's shoulders _____</p> <p>8. to get out on the wrong side of bed = _____</p> <p>9. to pull/make a long face _____</p> <p>10. have a hand in something = _____</p> <p>11. to come to grief _____</p> <p>List B</p> <table border="1" data-bbox="280 996 1214 1286"> <tbody> <tr> <td>(i) to testify</td> <td>(vii) arrogant</td> </tr> <tr> <td>(ii) not be in one's right mind</td> <td>(viii) to be ill humoured</td> </tr> <tr> <td>(iii) match as good as one gets</td> <td>(ix) to carry on</td> </tr> <tr> <td>(iv) to be unhappy or sad</td> <td>(x) cause difficulty or have a mishap</td> </tr> <tr> <td>(v) involved in an activity</td> <td>(xi) to provide for oneself by cunning</td> </tr> <tr> <td>(vi) to feel heavy with responsibility or troubles</td> <td></td> </tr> </tbody> </table>	(i) to testify	(vii) arrogant	(ii) not be in one's right mind	(viii) to be ill humoured	(iii) match as good as one gets	(ix) to carry on	(iv) to be unhappy or sad	(x) cause difficulty or have a mishap	(v) involved in an activity	(xi) to provide for oneself by cunning	(vi) to feel heavy with responsibility or troubles		
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<p>Day 3: 00/00/00</p> <p>15 min</p>	<p>ADDITIONAL HELPFUL RESOURCES: ADJECTIVE PHRASES</p> <p>State whether the underlined phrases in the sentences are noun phrases, adjective phrases, or adverb phrases:</p> <ol style="list-style-type: none"> 1. The play was not all that bad. 2. Both of her younger sisters are still in college. 3. Her new dress was really expensive but very beautiful. 4. This works out really well for now. 5. We drove very slowly and carefully through the snowstorm. 6. Ali's room had wallpaper that was yellow with stripes. 7. We finished school in no time. 8. With a bright vibrant look, his suit drew everyone's attention. 9. I wore one of my father's old ties to school. 10. Everyone put their hands together when they announced the winner. <p>Class Work: Learning about Language Attempt Ex: C 1, 2, 3.</p> <p>Homework: Complete any incomplete work.</p>	<p>Writing skill Brainstorming Creative thinking skills</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>Class Work: Working with words:</p> <p>It is not necessary to give the meanings of all the unknown words to the students because getting the message / meaning of a text does not depend on understanding every word occurring in it. It is best not to give the meanings of the essential words to the students right away. For young students, the following approach can be used to deal with the vocabulary items occurring in a text:</p> <ul style="list-style-type: none"> • Generally, the meaning of a word is available from the context in which it occurs. Students should be trained in guessing the meaning of words using the contextual clues available. The meaning of some words can be given through pictures. For many verbs, actions can be used to show their meaning, for example, 'laughed'. <p>Attempt Exercise B 1.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p>	

Date and Time	Content and teacher activity	Formative assessment
10 min	<p>Workbook Exercise:</p> <p>Workbooks are designed to support classroom learning and to provide the students an opportunity to develop their writing skills and practice their grammar. Generally filled with practice problems, with empty space after each question so that the answers can be written directly in the book.</p> <p>Workbooks ensure that the students are acquiring the required learning outcomes of the selected topic / course. Each student’s learning style is different. There, merely attending the class or attempting the couple of exercises present in the textbook may not be enough for each and every student to grasp the concept. Workbooks ensure that the students get the chance to go through multiple types of exercise for the same activity but being approached in a different manner, that helps them get a better conceptual clarity.</p> <p>Advantages of Workbook:</p> <ul style="list-style-type: none"> Making lessons more effective Introducing fun learning Development of independent thinking Ensuring better parent involvement To keep children engaged To help reduce screen time Practice makes perfect Enable easy revision Help in gauging student’s performance Help evaluate class progress Bring a structure to the learning process <p>Workbook: Class work</p> <p>Attempt workbook exerciss.</p> <p>HOMEWORK:</p> <p>Complete any incomplete work.</p>	<p>Writing skill</p> <p>Independent thinking</p> <p>Revision</p> <p>Practise</p>

Date and Time	Content and teacher activity	Formative assessment
<p>Day 4: 00/00/00</p> <p>15 min</p>	<p>Activity: Listening and pronunciation skills</p> <p>This activity will sharpen the students' listening and pronunciation skills.</p> <p>Divide the class in pairs and ask the students to conduct the activity on their own. Keep an eye on the students to see how they are carrying on, however, let them take charge.</p> <p>Make sure that the students are enunciating the words properly and making the questions correctly. The point of this exercise is not to check their speaking and listening and most importantly their question making skills in a particular tense. Move on when the students are able to speak and convey their message properly to the other party.</p> <p>Class Work: Attempt Ex: D.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p> <p>Role play</p>
<p>Day 5: 00/00/00</p> <p>20 min</p>	<p>Activity: Dialogue Writing</p> <p>Rules for Dialogue Writing:</p> <ol style="list-style-type: none"> 1. Each speaker gets a new paragraph 2. What is said by the characters goes inside the inverted commas 3. Each paragraph, except for the start of the chapter or scene break, is indented 4. Long speeches, with several paragraphs, do not have end quotations 5. Use single inverted comma when the character quotes someone else 6. Focus on the important information, skip the small talk 7. Cut out greetings 8. Keep your dialogue brief and impactful 9. Make each character unique <p>Basic mistakes to avoid:</p> <ol style="list-style-type: none"> 1. Long dialogue paragraphs 2. Use a character's name repeatedly 3. Dumping information through dialogue 4. Repetitive dialogue 5. Repetitive dialogue styles <p>Discuss the composition with the students and make sure that they understand the concept in detail. Provide them with everything that they may require and keep providing them assistance whenever required.</p> <p>Class Work: Composition</p> <p>Attempt Exercise E in class.</p> <p>Feedback: Give feedback if required.</p> <p>Homework: Complete any incomplete work.</p>	<p>Verbal response</p> <p>Writing skills</p> <p>Reading skills</p> <p>Speaking skills</p> <p>Listening skills</p> <p>Composition skills</p>

Date and Time	Content and teacher activity	Formative assessment
05 min	Plenary: Ask the students the following questions: Write the dictionary definitions of new terms learnt today.	Brainstorm Written Response

ASSESSMENT	REFLECTION
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Topic	The Lumber-Room	Week	10
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Class	VII	Duration	60 min
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Learning Outcomes	<p>Upon completion of this lesson, students will be able to:</p> <ul style="list-style-type: none"> • Comprehend text post reading • Write composition • Answer while reading question • Write answers to comprehension questions • Read the text on their own • Read and understand the words to know • Understand the moral of the story • Enhance their listening and speaking skills • Enhance their writing skills • Enhance their reading skills • Work on individual tasks • Talk about the author of the story • Work well in pair tasks • Answer challenge question • Answer more challenging questions on their own • Answer the following with reference to the context • Use the given expressions in sentences of their own • Use pronouns 'this, that, these, or those' • Use pronouns to write sentences of their own • Rewrite the sentences using words from the story • Identify and use demonstrative pronouns • Identify reciprocal pronouns • Identify whether the demonstrative pronouns are singular or plural • Use abstract nouns • Find ten abstract nouns in the story • Revise adjective phrases • Revise conditional sentences verbally • Discuss a particular scene from the story • Revise and discuss predictions • Write a description
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Date and Time	Content and teacher activity	Formative assessment
Day 1: 00/00/00 05 min	Settling time: Ask the students to settle down and share if they have any difficulty or if they have not understood from the previous lesson. Ask them to take out their textbooks and notebooks.	Verbal response
10 min	Starter: Recap through questioning. Ask students the questions to see how much they remember from the previous lesson. Ask the students who were present in the previous class to help them revise. Ask the everyone and gently probe and encourage the students to provide answers. Try and gauge their speaking and listening skills as well. Class presentation skills: If someone is willing to come to the front of the class and present, invite them. Start with the most confident students, however, gently move towards the shy students and encourage them to participate as well. Encourage the students to say a few points of summary on the previously discussed topic. Keep in mind that some students may be shy to participate but may have excellent listening and speaking skills. Scaffold information and make them feel comfortable enough so they may participate.	Verbal response Recall Speaking and listening skills
10 min	Pre-reading: A pre-reading activity is useful in securing the attention of the students through activities that lead them to the text. Prereading activities should be interesting, relevant, and fun to do. For each text, a pre-reading section has been designed. It should be used to lead a class discussion. TASK: Old places often have fascinating stories associated with them. People love to let their imaginations run wild and create legends around such places. In The Lumber-Room, Nicholas tries to uncover a story about a ghost. What kind of stories do you think might be associated with these places? <ul style="list-style-type: none"> • An ancient castle • An old factory • A forest 	Brainstorming Creative thinking

Date and Time	Content and teacher activity	Formative assessment
	<p>Compare your story ideas with your friend's ideas. Which of your ideas would make for a good adventure story?</p> <p>Most pre-reading activities suggested are open-ended, i.e., they may not have a particular answer, but are useful for discussion that leads learners to the text. Use any other interesting pre-reading activities with direct relevance to the text to be taught. All the pre-reading activities contain a reading focus. The purpose of the pre-reading section is that the students read a text with that focus in mind.</p> <p>Ask the pre-reading question present with the text. Try to scaffold the information. Provide helpful hints and gauge if they are able to provide information on their own.</p> <p>Gently probe students and encourage them to participate.</p>	

Date and Time	Content and teacher activity	Formative assessment
10 min	<p>Classroom procedure (group and pair work)</p> <p>The students should be given enough opportunities to find answers in pairs and groups and refer to the texts as many times as they want.</p> <p>After reading the text is done, follow this sequence for the questions: i. comprehension, ii. vocabulary, and finally, iii. pronunciation.</p> <p>Focused [Group/Silent] Reading:</p> <p>After pairing the students into groups, write the following questions on the board ask the students to find out the answers after reading the chapter once.</p> <ol style="list-style-type: none"> 1. Why was Nicholas in disgrace? 2. What was Nicholas' reason for not eating his breakfast? 3. Was there a frog in Nicholas' bowl of milk? How did it get there? 4. What was the repercussion of his antics? 5. What was Nicholas' aunt plan? 6. Did the aunt's plan work on Nicholas? 7. What was Nicholas' retort? 8. How did the events of the day unfold? 9. How dd aunt escape his detention? 	<p>Reading skills</p> <p>Comprehension skills</p> <p>Silent reading skills</p> <p>Discussion skills</p> <p>Focused reading</p> <p>Brainstorming</p> <p>Skim & scan</p> <p>Group work</p>
10 min	<p>Class discussion:</p> <p>Write the above-mentioned questions on the board and ask the students to read through the text and try to find the answers to these questions. However, ask them to be mindful and not share the answers with anyone.</p> <p>After the entire class has read through the chapter and has successfully found all the answer then as a class discuss the answers and see how many pairs have found the correct answers.</p>	

Date and Time	Content and teacher activity	Formative assessment
	<p>Teacher's Resource: Answers</p> <ol style="list-style-type: none"> 1. Nicholas was in disgrace because he refused to eat his breakfast in the morning. 2. Nicholas was adamant that there was a frog in his bowl of milk. 3. Yes, there was in fact a frog in his bowl of milk. Nicholas put the frog there. 4. Nicholas' cousins' aunt made up an expedition for the cousins and his younger brother. He was not supposed to take part in it as he was in disgrace. 5. Nicholas' aunt wanted him to feel sorry about his actions and realize that he was missing out on a fun activity. 6. The aunts' tactics did not work on him. Nicholas did not want to visit Jagborough in the first place. 7. Nicholas retorted that Bobby will not enjoy as his shoes do not fit him and he is in pain. 8. The following events took place: <ul style="list-style-type: none"> • Nicholas managed to lock aunt in the rainwater tank without placing any blame on himself. • The tide was too high for the children to play in the sand. • Bobby's shoes were so tight that he made the entire trip miserable not only for himself but the rest of them as well. 9. The kitchen aid found the aunt after thirty-five minutes of being stuck. <p>Feedback: Give feedback on responses.</p>	

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15 min	<p>Reading aloud:</p> <p>Have a reading session with the students. Focus on the words that they are having difficulty in and repeat until they can read the passage without any problem.</p> <p>POST READING</p> <p>Analysing genre: Adventure fiction</p> <p>The story Lumber-Room belongs to the adventure fiction genre. Adventure fiction stories became popular during the nineteenth century as large numbers of children, especially boys, learnt how to read at school. Writers began writing stories specially to excite and interest young school-going boys. Many girls also read and enjoyed these stories. Treasure Island, The Adventures of Tom Sawyer, and The Swiss Family Robinson are some of the earliest examples of children’s adventure fiction. When reading adventure fiction, students should learn to focus on the following elements:</p> <p>Students can be asked to draw comparisons between themselves and the protagonist. They can be asked to explain why the protagonist responds to situations the way he does. They can also be asked to imagine how they would respond in the same situations.</p> <ul style="list-style-type: none"> • Extraordinary settings: The adventure fiction story is almost always set in an unusual setting, outside of the ordinary world of a young child, where he or she may be always protected by a parent or guardian. Removing this protection is essential before the child can embark on an adventure. An excursion trip, getting lost, and the death of a parent are some of the events that set the pace for an exciting adventure. In some cases, the protagonist may even be transported to the realm of fantasy and science fiction to make the adventure more exciting. <p>Students can be asked to describe the setting and how it is different to the normal environment of the protagonist, e.g.</p> <p>mother gives food/have to make own food; brother to play with/no friends or family, etc.</p> <ul style="list-style-type: none"> • Fast-paced plot: In The Lumber-Room, the action takes place at a fast pace. The main characters are decisive and waste no time devising plans and acting upon them. Events unfold quickly and there is much action as opposed to description and character study. This creates excitement within the plot and the readers find themselves immersed within the action. 	<p>Reading skills</p> <p>Comprehension skills</p> <p>Discussion skills</p> <p>Close reading skills</p>

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	<p>• Heroic characters: Children’s adventure fiction features one or more heroic characters. Many times, the hero is a young boy rather than an adult, who represents the aspirations of the reader to engage in an exciting adventure and display bravery. At the end of the adventure, the heroes are rewarded with glory, praise, or wealth.</p> <p>Students can be asked to mark the major plot twists while reading the story. For each plot point, they can be asked to project the implications for the other characters and theme.</p> <p>• Themes: Adventure fiction stories cover a range of themes including:</p> <p>Survival: The protagonists find themselves alone in a strange place, and have to produce their own means for food, shelter, and safety. Example: The Swiss Family Robinson.</p> <p>Danger: The protagonist may have to overcome some kind of danger to their life or their loved ones. Example: Kidnapped.</p> <p>Physical action: The protagonist may have to perform demanding tasks such as climbing a mountain or fighting villains. Example: Treasure Island.</p> <p>Mystery: There may be a mystery or secret for the protagonist to solve. Example: Harry Potter and the Chamber of Secrets.</p> <p>Crime: Occasionally, the protagonist may find themselves during some criminal activity that they may try to expose. Example: The Mystery of Smugglers Cove.</p> <p>ACTIVITY:</p> <p>a. Based on your reading of The Lumber-Room, fill in the columns below to analyse the genre.</p> <table border="1" data-bbox="280 1116 1241 1752"> <thead> <tr> <th data-bbox="280 1116 499 1384">What are the important qualities of the main characters?</th> <th data-bbox="502 1116 705 1384">Where is the story set?</th> <th data-bbox="708 1116 879 1384">What are the characters trying to do?</th> <th data-bbox="882 1116 1038 1384">What are the most important events in the story?</th> <th data-bbox="1042 1116 1241 1384">How do the characters solve the mystery?</th> </tr> </thead> <tbody> <tr> <td data-bbox="280 1388 499 1752"></td> <td data-bbox="502 1388 705 1752"></td> <td data-bbox="708 1388 879 1752"></td> <td data-bbox="882 1388 1038 1752"></td> <td data-bbox="1042 1388 1241 1752"></td> </tr> </tbody> </table>	What are the important qualities of the main characters?	Where is the story set?	What are the characters trying to do?	What are the most important events in the story?	How do the characters solve the mystery?						
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	<p>b. Imagine you are writing an adventure story about a young girl. Fill in the table for your story.</p> <table border="1" data-bbox="284 302 1235 658"> <thead> <tr> <th data-bbox="284 302 501 484">What are the important qualities of the main characters?</th> <th data-bbox="501 302 699 484">Where is the story set?</th> <th data-bbox="699 302 879 484">What are the characters trying to do?</th> <th data-bbox="879 302 1070 484">What are the most important events in the story?</th> <th data-bbox="1070 302 1235 484">How do the characters solve the mystery?</th> </tr> </thead> <tbody> <tr> <td data-bbox="284 484 501 658"></td> <td data-bbox="501 484 699 658"></td> <td data-bbox="699 484 879 658"></td> <td data-bbox="879 484 1070 658"></td> <td data-bbox="1070 484 1235 658"></td> </tr> </tbody> </table>	What are the important qualities of the main characters?	Where is the story set?	What are the characters trying to do?	What are the most important events in the story?	How do the characters solve the mystery?						
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<p>Day 2: 00/00/00</p> <p>20 min</p>	<p>Comprehension questions</p> <p>Comprehension questions (factual, inferential, as well as extrapolative) are meant to be used to hold a class discussion leading towards better understanding of the text. They should not be used for rote learning and memorization of facts from the text.</p> <p>Extra clues from the text / learning questions should be used during discussion to help the students grasp the context and the text better. It is always a good idea to ask the students to go back to the text to find out the facts during a class discussion.</p> <p>Comprehension questions should be done orally in a discussion mode and not in a question-answer mode.</p> <p>The students may write the answers after the oral work.</p> <p>Class Work: Comprehension</p> <p>Attempt Exercise A in class.</p> <p>Challenge Question:</p> <p>Have a small discussion on ‘Challenge Question’.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p> <p>Brainstorm</p> <p>Creative thinking</p> <p>Prediction</p> <p>Foreshadowing</p>

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20 min	<p>ADDITIONAL HELPFUL RESOURCE</p> <p>Identify whether the underlined pronouns are demonstrative, interrogative, or relative.</p> <ol style="list-style-type: none"> 1. Out of these books, which one is more interesting? 2. Have you seen a cat which has brown stripes and grey eyes? 3. That is the poster which was made by Rija. 4. I found the bag that I was looking for. 5. This is the place where I found the chain. <p>Class Work: Working with words:</p> <p>It is not necessary to give the meanings of all the unknown words to the students because getting the message / meaning of a text does not depend on understanding every word occurring in it. It is best not to give the meanings of the essential words to the students right away. For young students, the following approach can be used to deal with the vocabulary items occurring in a text:</p> <ul style="list-style-type: none"> • Generally, the meaning of a word is available from the context in which it occurs. Students should be trained in guessing the meaning of words using the contextual clues available. The meaning of some words can be given through pictures. For many verbs, actions can be used to show their meaning, for example, 'laughed'. <p>Attempt Exercise B.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	<p>Verbal Response</p> <p>Writing skill</p> <p>Brainstorming</p> <p>Creative writing</p>
20 min	<p>ADDITIONAL HELPFUL RESOURCES</p> <p>Underline the correct option for each of the following nouns.</p> <ol style="list-style-type: none"> 1. Closet (concrete/abstract) 2. Memory (concrete/abstract) 3. Jealousy (concrete/abstract) 4. Cloud (concrete/abstract) 5. Peace (concrete/abstract) <p>Find the abstract nouns in these sentences.</p> <ol style="list-style-type: none"> 1. She has the ability to overcome any difficult tasks. 2. He needs to learn how to control his anger. <p>Class Work: Learning about Language</p> <p>Attempt Ex: C.</p> <p>Homework:</p> <p>Complete any incomplete work.</p>	<p>Writing skill</p> <p>Brainstorming</p> <p>Creative thinking skills</p>

Date and Time	Content and teacher activity	Formative assessment
<p>Day 3: 00/00/00</p> <p>10 min</p>	<p>Workbook Exercise:</p> <p>Workbooks are designed to support classroom learning and to provide the students an opportunity to develop their writing skills and practice their grammar. Generally filled with practice problems, with empty space after each question so that the answers can be written directly in the book.</p> <p>Workbooks ensure that the students are acquiring the required learning outcomes of the selected topic / course. Each student's learning style is different. There, merely attending the class or attempting the couple of exercises present in the textbook may not be enough for each and every student to grasp the concept. Workbooks ensure that the students get the chance to go through multiple types of exercise for the same activity but being approached in a different manner, that helps them get a better conceptual clarity.</p> <p>Advantages of Workbook:</p> <ul style="list-style-type: none"> • Making lessons more effective • Introducing fun learning • Development of independent thinking • Ensuring better parent involvement • To keep children engaged • To help reduce screen time • Practice makes perfect • Enable easy revision • Help in gauging student's performance • Help evaluate class progress • Bring a structure to the learning process <p>Workbook: Class work</p> <p>Attempt workbook exercises.</p> <p>HOMEWORK:</p> <p>Complete any incomplete work.</p>	<p>Writing skill</p> <p>Independent thinking</p> <p>Revision</p> <p>Practise</p>

Date and Time	Content and teacher activity	Formative assessment
20 min	<p>ACTIVITY: CONDITIONAL SENTENCES</p> <ol style="list-style-type: none"> 1. Divide the class into five teams and provide each team with chart paper, some sketch pens, and scissors. 2. Every member of the team must write one conditional sentence. The teams must ensure that they have a mix of the different types of conditional sentences. 3. Check the sentences to ensure that they are grammatically correct. 4. The teams should then write out their sentences neatly on chart paper and cut them out in the form of strips. 5. Then, they should cut each sentence into half so that the main clause and the 'if' clause are separate. 6. Thus, if the sentence is: We would not have missed the bus if we had started early from home. It should be cut into the following two parts: We would not have missed the bus if we had started early from home. 7. Tell the students to carefully keep the two parts separate. 8. Have two boxes ready on your desk—one to collect all the main clauses and one to collect all the 'if' clauses. Ask the teams to carefully drop the clauses into the right boxes. 9. Mix the two boxes well. 10. Now ask two members of each team to come up again. One should pick out five main clauses, and one should pick out five 'if' clauses. 11. For the game, the teams will take turns reading out one main clause at a time. The other teams will have to see if they have the 'if' clause that fits correctly with the main clause to complete the conditional sentence. 12. When a team responds with an 'if' clause, check with the team that had originally written the sentence if the answer is correct. Award points accordingly. 13. The team with the highest score will win the game. 	<p>Verbal response Role play</p>

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	<p>Activity: Listening and pronunciation skills</p> <p>This activity will sharpen the students' listening and pronunciation skills.</p> <p>Divide the class in pairs and ask the students to conduct the activity on their own. Keep an eye on the students to see how they are carrying on, however, let them take charge.</p> <p>Make sure that the students are enunciating the words properly and making the questions correctly. The point of this exercise is not to check their speaking and listening and most importantly their question making skills in a particular tense. Move on when the students are able to speak and convey their message properly to the other party.</p> <p>Class Work:</p> <p>Attempt Ex: D.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	

Date and Time	Content and teacher activity	Formative assessment																									
<p>Day 4: 00/00/00 50 min</p>	<p>Activity: How to write descriptive writing</p> <p>Explain that descriptive writing focuses on extensive details to create an accurate, realistic mental picture of the thing being described. In the worksheet below, select one person (e.g., a teacher, a driver, a photographer, etc.) and one place (e.g. a school, a laboratory, a museum, etc.) which you will describe in detail.</p> <table border="1" data-bbox="296 472 810 644"> <thead> <tr> <th>Person</th> <th>Place</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table> <p>Identify the sensory descriptions based on the five senses to describe your chosen items. Next, choose one metaphor and one simile to describe each item.</p> <table border="1" data-bbox="296 756 954 1083"> <thead> <tr> <th></th> <th>Person</th> <th>Place</th> </tr> </thead> <tbody> <tr> <td>Sight</td> <td> </td> <td> </td> </tr> <tr> <td>Sound</td> <td> </td> <td> </td> </tr> <tr> <td>Touch</td> <td> </td> <td> </td> </tr> <tr> <td>Smell</td> <td> </td> <td> </td> </tr> <tr> <td>Simile</td> <td> </td> <td> </td> </tr> <tr> <td>Metaphor</td> <td> </td> <td> </td> </tr> </tbody> </table> <p>Now, write a paragraph describing each item. Arrange your details in a logical sequence. Which aspects of the person or place would you notice first?</p> <p>Person: _____</p> <p>Place: _____</p> <p>Activity: Composition</p> <p>Discuss the composition with the students and make sure that they understand the concept in detail. Provide them with everything that they may require and keep providing them assistance whenever required.</p> <p>Class Work: Composition</p> <p>Attempt Exercise E in class.</p> <p>Feedback:</p> <p>Give feedback if required.</p> <p>Homework:</p> <p>Complete any incomplete work.</p>	Person	Place				Person	Place	Sight			Sound			Touch			Smell			Simile			Metaphor			<p>Verbal response</p> <p>Writing skills</p> <p>Reading skills</p> <p>Speaking skills</p> <p>Listening skills</p> <p>Composition skills</p>
Person	Place																										
	Person	Place																									
Sight																											
Sound																											
Touch																											
Smell																											
Simile																											
Metaphor																											

Date and Time	Content and teacher activity	Formative assessment
10 min	Plenary: Ask the students the following questions: Draw a character cloud with key vocabulary to sum up the main points about the character.	Brainstorm Written Response

ASSESSMENT	REFLECTION
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Topic	A Voice in the Dark	Week	11
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Class	VII	Duration	60 min
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Learning Outcomes	<p>Upon completion of this lesson, students will be able to:</p> <ul style="list-style-type: none"> • Comprehend text post reading • Write composition • Answer while reading question • Write answers to comprehension questions • Read the text on their own • Read and understand the words to know • Understand the moral of the story • Enhance their listening and speaking skills • Enhance their writing skills • Enhance their reading skills • Work on individual tasks • Talk about the author of the story • Work well in pair tasks • Answer challenge question • Answer more challenging questions on their own • Answer the following with reference to the context • Explain the meaning of the italicised words • Use the given words and phrases in sentences of their own • Add suffixes • Revise the rules of adding suffixes • Use adverb phrases • Role-play • Be a reporter for the day • Write a formal letter
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Date and Time	Content and teacher activity	Formative assessment
Day 1: 00/00/00 05 min	<p>Settling time:</p> <p>Ask the students to settle down and share if they have any difficulty or if they have not understood from the previous lesson. Ask them to take out their textbooks and notebooks.</p>	Verbal response
10 min	<p>Starter:</p> <p>Recap through questioning. Ask students the questions to see how much they remember from the previous lesson. Ask the students who were present in the previous class to help them revise. Ask the everyone and gently probe and encourage the students to provide answers. Try and gauge their speaking and listening skills as well.</p> <p>Class presentation skills:</p> <p>If someone is willing to come to the front of the class and present, invite them. Start with the most confident students, however, gently move towards the shy students and encourage them to participate as well. Encourage the students to say a few points of summary on the previously discussed topic.</p> <p>Keep in mind that some students may be shy to participate but may have excellent listening and speaking skills. Scaffold information and make them feel comfortable enough so they may participate.</p>	Verbal response Recall Speaking and listening skills
10 min	<p>Pre-reading:</p> <p>A pre-reading activity is useful in securing the attention of the students through activities that lead them to the text. Prereading activities should be interesting, relevant, and fun to do. For each text, a pre-reading section has been designed. It should be used to lead a class discussion.</p> <p>TASK:</p> <p>Before teaching the text, identify different examples of nonfiction such as newspapers, how-to manuals, newsletters, etc. compared to fiction works such as a storybook. Explain the purpose of a non-fiction work, i.e., to educate, inform, or explain.</p> <p>Most pre-reading activities suggested are open-ended, i.e., they may not have a particular answer, but are useful for discussion that leads learners to the text. Use any other interesting pre-reading activities with direct relevance to the text to be taught. All the pre-reading activities contain a reading focus. The purpose of the pre-reading section is that the students read a text with that focus in mind.</p> <p>Ask the pre-reading question present with the text. Try to scaffold the information. Provide helpful hints and gauge if they are able to provide information on their own.</p> <p>Gently probe students and encourage them to participate.</p>	Brainstorming Creative thinking

Date and Time	Content and teacher activity	Formative assessment
10 min	<p>Classroom procedure (group and pair work)</p> <p>The students should be given enough opportunities to find answers in pairs and groups and refer to the texts as many times as they want.</p> <p>After reading the text is done, follow this sequence for the questions: i. comprehension, ii. vocabulary, and finally, iii. pronunciation.</p> <p>Focused [Group/Silent] Reading:</p> <p>After pairing the students into groups, write the following questions on the board ask the students to find out the answers after reading the chapter once.</p> <ol style="list-style-type: none"> 1. Where is the story set? 2. Where were the main characters of the story at the beginning? 3. When did the characters slip out of the waiting room? 4. What was there characters' objective? 5. What was the one thing that was in the characters' favor? 6. How far was the next station? 7. What happened to one of the main characters? 8. How did the foot get severed? 9. Did the character feel any pain? 10. What happened in the end? 	<p>Reading skills</p> <p>Comprehension skills</p> <p>Silent reading skills</p> <p>Discussion skills</p> <p>Focused reading</p> <p>Brainstorming</p> <p>Skim & scan</p> <p>Group work</p>
10 min	<p>Class discussion:</p> <p>Write the above-mentioned questions on the board and ask the students to read through the text and try to find the answers to these questions. However, ask them to be mindful and not share the answers with anyone.</p> <p>After the entire class has read through the chapter and has successfully found all the answer then as a class discuss the answers and see how many pairs have found the correct answers.</p>	

Date and Time	Content and teacher activity	Formative assessment
	<p>Teacher's Resource: Answers</p> <ol style="list-style-type: none"> 1. The story is set in a train station. 2. At the beginning of the story the characters were in a town called Renfrew. 3. The characters slip out of the waiting room twenty minutes before the train was about to arrive. 4. The character's object was to suddenly appear from a hiding place and leap on the step of this car, and from that place to the platform. 5. As the day was coming to an end, the darkness was in their favour. 6. The next station was fifty miles away. 7. While attempting to get on the train, one of the main characters' one foot was severed from his ankle. 8. The foot may have gotten severed while he was being dragged several yards as he held on to the bar of the train. 9. No, he did not feel any pain. 10. A doctor was called and the patient (with the severed foot) was placed in the waiting room. <p>Feedback: Give feedback on responses.</p>	

Date and Time	Content and teacher activity	Formative assessment						
10 min	<p>Reading aloud:</p> <p>Have a reading session with the students. Focus on the words that they are having difficulty in and repeat until they can read the passage without any problem.</p> <p>POST READING</p> <p>Think-pair-share</p> <p>Students read the given text individually. While reading the text, students will try to track textual details to find the following patterns.</p> <ul style="list-style-type: none"> • Does the main character (or any character) show signs of growth, maturity, or change? • Where does the action take place? • Which dialogues or details give information about a situation or a character? • Identify the key subject matter by paying attention to what has been emphasised most in the text. <p>Students highlight specific excerpts in the text that are related to the above-mentioned areas and share their answers with a partner. The teacher can ask pairs to share their highlighted excerpts and discuss those excerpts with the class.</p> <table border="1" data-bbox="284 998 1061 1481"> <thead> <tr> <th data-bbox="284 998 539 1048">THINK</th> <th data-bbox="539 998 829 1048">PAIR</th> <th data-bbox="829 998 1061 1048">SHARE</th> </tr> </thead> <tbody> <tr> <td data-bbox="284 1048 539 1481"></td> <td data-bbox="539 1048 829 1481"></td> <td data-bbox="829 1048 1061 1481"></td> </tr> </tbody> </table>	THINK	PAIR	SHARE				<p>Reading skills</p> <p>Comprehension skills</p> <p>Discussion skills</p> <p>Close reading skills</p>
THINK	PAIR	SHARE						

Date and Time	Content and teacher activity	Formative assessment
<p>Day 2: 00/00/00 20 min</p>	<p>Comprehension questions</p> <p>Comprehension questions (factual, inferential, as well as extrapolative) are meant to be used to hold a class discussion leading towards better understanding of the text. They should not be used for rote learning and memorization of facts from the text.</p> <p>Extra clues from the text / learning questions should be used during discussion to help the students grasp the context and the text better. It is always a good idea to ask the students to go back to the text to find out the facts during a class discussion.</p> <p>Comprehension questions should be done orally in a discussion mode and not in a question-answer mode.</p> <p>The students may write the answers after the oral work.</p> <p>Class Work: Comprehension</p> <p>Attempt Exercise A in class.</p> <p>Challenge Question:</p> <p>Have a small discussion on 'Challenge Question'.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p> <p>Brainstorm</p> <p>Creative thinking</p> <p>Prediction</p> <p>Foreshadowing</p>

Date and Time	Content and teacher activity	Formative assessment
<p>Day 3: 00/00/00 15 min</p>	<p>ACTIVITY: SUFFIX</p> <ol style="list-style-type: none"> 1. Divide the class into five or six small teams. 2. Create a small list of the common suffixes used to create nouns from adjectives and verbs. 3. Also, carefully create a list of words—verbs and adjectives—to which these suffixes could be attached in order to get nouns. 4. Create small flash cards, each of which will show one verb or adjective to be used in conjunction with the suffixes. These cards should remain with you. 5. Each team will receive a copy of the list of suffixes. 6. For the game, you will read aloud one word and one team will field that word. The team will have to select an appropriate suffix from the list and create a noun from the verb or adjective that has been read out. 7. For a correct answer, award the team full credit. Keep checking off the words on your word list once you have called out the word. <p>ADDITIONAL HELPFUL RESOURCE</p> <p>Complete the sentences using the correct form of the words given in brackets. Add suitable suffix from the following: -some, -ful, -ment, -able, -ity, -ty, -ly, -age.</p> <ol style="list-style-type: none"> 1. It was an _____ performance by the dancer. (awe) 2. She is _____ a great dancer. (true) 3. She claims to be of great _____. (line) 4. All _____ measures have been taken. (safe) 5. This dress looks _____ bad. (awe) 6. I depend on your _____ in this matter. (judge) 7. It is not permanent; it is _____ any time. (change) 8. I was struck by the _____ of the two incidents. (similar) 9. The principle of _____ is followed here. (equal) 10. My grandfather has some _____ in walking. (difficult) <p>Class Work: Working with words:</p> <p>It is not necessary to give the meanings of all the unknown words to the students because getting the message / meaning of a text does not depend on understanding every word occurring in it. It is best not to give the meanings of the essential words to the students right away. For young students, the following approach can be used to deal with the vocabulary items occurring in a text:</p>	<p>Writing skill</p> <p>Brainstorming</p> <p>Creative thinking skills</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>• Generally, the meaning of a word is available from the context in which it occurs. Students should be trained in guessing the meaning of words using the contextual clues available. The meaning of some words can be given through pictures. For many verbs, actions can be used to show their meaning, for example, 'laughed'.</p> <p>Attempt Exercise B.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p> <p>ACTIVITY: ADVERBS</p> <ol style="list-style-type: none"> 1. Prepare a stack of cards and on each one write a verb in bold letters. 2. Divide the class into five small teams. The stack of cards will pass from one team to another, face down, and each time, one member will shuffle the cards and pull one out. 3. He/she will show the verb to the class and then, in consultation with the other team members, add an appropriate adverb to it to qualify it. For example, if a team member draws a card with 'clean' written on it, she/he could say, 'clean carefully' or use another appropriate adverb such as 'cleaned slowly'. <p>ADDITIONAL HELPFUL RESOURCES</p> <p>State whether the underlined phrases in the sentences are noun phrases, adjective phrases, or adverb phrases:</p> <ol style="list-style-type: none"> 1. The play was not all that bad. 2. Both of her younger sisters are still in college. 3. Her new dress was really expensive but very beautiful. 4. This works out really well for now. 5. We drove very slowly and carefully through the snowstorm. 6. Ali's room had wallpaper that was yellow with stripes. 7. We finished school in no time. 8. With a bright vibrant look, his suit drew everyone's attention. 9. I wore one of my father's old ties to school. 10. Everyone put their hands together when they announced the winner. <p>Class Work: Learning about Language</p> <p>Attempt Ex: C.</p> <p>Homework:</p> <p>Complete any incomplete work.</p>	

Date and Time	Content and teacher activity	Formative assessment
10 min	<p>Workbook Exercise:</p> <p>Workbooks are designed to support classroom learning and to provide the students an opportunity to develop their writing skills and practice their grammar. Generally filled with practice problems, with empty space after each question so that the answers can be written directly in the book.</p> <p>Workbooks ensure that the students are acquiring the required learning outcomes of the selected topic / course. Each student's learning style is different. There, merely attending the class or attempting the couple of exercises present in the textbook may not be enough for each and every student to grasp the concept. Workbooks ensure that the students get the chance to go through multiple types of exercise for the same activity but being approached in a different manner, that helps them get a better conceptual clarity.</p> <p>Advantages of Workbook:</p> <ul style="list-style-type: none"> • Making lessons more effective • Introducing fun learning • Development of independent thinking • Ensuring better parent involvement • To keep children engaged • To help reduce screen time • Practice makes perfect • Enable easy revision • Help in gauging student's performance • Help evaluate class progress • Bring a structure to the learning process <p>Workbook: Class work</p> <p>Attempt workbook exercises.</p> <p>HOMEWORK:</p> <p>Complete any incomplete work.</p>	<p>Writing skill</p> <p>Independent thinking</p> <p>Revision</p> <p>Practise</p>

Date and Time	Content and teacher activity	Formative assessment
<p>Day 4: 00/00/00</p> <p>15 min</p>	<p>Activity: Listening and pronunciation skills</p> <p>This activity will sharpen the students' listening and pronunciation skills.</p> <p>Divide the class in pairs and ask the students to conduct the activity on their own. Keep an eye on the students to see how they are carrying on, however, let them take charge.</p> <p>Make sure that the students are enunciating the words properly and making the questions correctly. The point of this exercise is not to check their speaking and listening and most importantly their question making skills in a particular tense. Move on when the students are able to speak and convey their message properly to the other party.</p> <p>Class Work:</p> <p>Attempt Ex: D.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	
<p>Day 5: 00/00/00</p> <p>20 min</p>	<p>Activity: Teaching letter writing</p> <p>Letter writing is an essential skill. Despite the convenience of emails and text messages, letters cannot be ignored. Here is a chance to help students explore the art of letter writing and establish human connections.</p> <p>1. Familiarizing with the art of letter writing: Ask students if they have ever received a personal letter. Ask them how they felt after reading it. Following questions may act as prompts:</p> <ul style="list-style-type: none"> • What were your feelings as you received the letter? • Did the envelope, the stamps, and the handwriting grab your attention? • What were your feelings as you read the letter? • Did you read the letter over and over again? • Did you share the letter with anyone? • Have you still kept the letter safely? • Did you reply to the letter? When? Why? 	<p>Verbal response</p> <p>Writing skills</p> <p>Reading skills</p> <p>Speaking skills</p> <p>Listening skills</p> <p>Composition skills</p>

Date and Time	Content and teacher activity	Formative assessment																								
	<p>2. Classifying the types of letters: Ask the students to classify the following types of letters as formal or informal:</p> <table border="1" data-bbox="284 317 1225 795"> <tbody> <tr> <td>a</td> <td>Fan mail to a pop singer</td> <td></td> </tr> <tr> <td>b</td> <td>Letter of inquiry to a travel agency</td> <td></td> </tr> <tr> <td>c</td> <td>Letter of complaint to a restaurant</td> <td></td> </tr> <tr> <td>d</td> <td>Letter of congratulations to your sister on having a baby</td> <td></td> </tr> <tr> <td>e</td> <td>Letter to your cousin saying sorry</td> <td></td> </tr> <tr> <td>f</td> <td>Thank you letter to friend for the wonderful birthday gift</td> <td></td> </tr> <tr> <td>g</td> <td>Job application</td> <td></td> </tr> <tr> <td>h</td> <td>Letter to the editor about traffic issues in your area</td> <td></td> </tr> </tbody> </table> <p>3. Structure of formal/business letters:</p> <ul style="list-style-type: none"> • The address of the receiver is put on the left-hand side • Mention the date • Formal way of greeting or salutation should be used such as ‘Dear Sir,’ or ‘Madam,’ One may refer to the receiver as Miss, Mrs. or Mr. only if the name of that person is known • The message should be brief, clear, and succinct • Complimentary close should be written such as ‘Yours faithfully,’ or ‘Yours sincerely,’ • Signature should be included at the end • Name of sender is written beneath the signature, preferably in block letters (to make sure that the receiver knows exactly who the sender is) <p>Activity: Composition</p> <p>Discuss the composition with the students and make sure that they understand the concept in detail. Provide them with everything that they may require and keep providing them assistance whenever required.</p>	a	Fan mail to a pop singer		b	Letter of inquiry to a travel agency		c	Letter of complaint to a restaurant		d	Letter of congratulations to your sister on having a baby		e	Letter to your cousin saying sorry		f	Thank you letter to friend for the wonderful birthday gift		g	Job application		h	Letter to the editor about traffic issues in your area		
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Date and Time	Content and teacher activity	Formative assessment
	<p>Class Work: Composition</p> <p>Attempt Exercise E in class.</p> <p>Feedback:</p> <p>Give feedback if required.</p> <p>Homework:</p> <p>Activity:</p> <p>Imagine a children’s magazine running a pen-pal column. It allows its readers, strangers at first, to befriend each other. They are required to send a letter with a short introduction about themselves to be published in the magazine. Interested readers can then write to them if they want to be friends. Write a letter to this column introducing yourself and telling why someone should be your pen friend. You might want to include:</p> <ul style="list-style-type: none"> • Your name • Your age • Your family members • Your subjects at school • Your hobbies / Why you want more friends • Your favourite colour, food, books, songs, websites, vloggers • Your least favourite subjects at school 	

Date and Time	Content and teacher activity	Formative assessment
05 min	<p>Plenary: Ask the students the following questions: During a cloze exercise for your partner to fill in, leaving gaps to describe the main points about a character, plot or setting.</p>	Brainstorm Written Response

<p>ASSESSMENT</p>	<p>REFLECTION</p>
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Topic	Export Quality	Week	12
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Class	VII	Duration	60 min
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Learning Outcomes	<p>Upon completion of this lesson, students will be able to:</p> <ul style="list-style-type: none"> • Comprehend text post reading • Write composition • Answer while reading question • Write answers to comprehension questions • Read the text on their own • Read and understand the words to know • Understand the moral of the story • Enhance their listening and speaking skills • Enhance their writing skills • Enhance their reading skills • Work on individual tasks • Talk about the author of the story • Work well in pair tasks • Answer challenge question • Answer the following questions with reference to the context • Write the difference between the words in each given pair • Use the given words in sentences of their own; once as a noun then as an adjective • Comment on the grammar of the given sentences • Express the future • Make sentences of their own about the future • Make sentences of their own about the future, as directed • Practise the given questions and answers with a classmate • Practise contractions verbally • Write an informal letter
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Date and Time	Content and teacher activity	Formative assessment
Day 1: 00/00/00 05 min	Settling time: Ask the students to settle down and share if they have any difficulty or if they have not understood from the previous lesson. Ask them to take out their textbooks and notebooks.	Verbal response
10 min	Starter: Recap through questioning. Ask students the questions to see how much they remember from the previous lesson. Ask the students who were present in the previous class to help them revise. Ask the everyone and gently probe and encourage the students to provide answers. Try and gauge their speaking and listening skills as well. Class presentation skills: If someone is willing to come to the front of the class and present, invite them. Start with the most confident students, however, gently move towards the shy students and encourage them to participate as well. Encourage the students to say a few points of summary on the previously discussed topic. Keep in mind that some students may be shy to participate but may have excellent listening and speaking skills. Scaffold information and make them feel comfortable enough so they may participate.	Verbal response Recall Speaking and listening skills
10 min	Pre-reading: A pre-reading activity is useful in securing the attention of the students through activities that lead them to the text. Prereading activities should be interesting, relevant, and fun to do. For each text, a pre-reading section has been designed. It should be used to lead a class discussion. TASK: Discuss in class a type of personal, informal letter you would wish to receive right now, and one informal letter that you would never ever want to receive. What might the personal letter tell you that would make you happy? It could be something imaginative or hilarious. What would the latter be about? It could be related to any financial issues or a legal notice. Most pre-reading activities suggested are open-ended, i.e., they may not have a particular answer, but are useful for discussion that leads learners to the text. Use any other interesting pre-reading activities with direct relevance to the text to be taught. All the pre-reading activities contain a reading focus. The purpose of the pre-reading section is that the students read a text with that focus in mind. Ask the pre-reading question present with the text. Try to scaffold the information. Provide helpful hints and gauge if they are able to provide information on their own. Gently probe students and encourage them to participate.	Brainstorming Creative thinking

Date and Time	Content and teacher activity	Formative assessment
<p>10 min</p>	<p>Classroom procedure (group and pair work)</p> <p>The students should be given enough opportunities to find answers in pairs and groups and refer to the texts as many times as they want.</p> <p>After reading the text is done, follow this sequence for the questions: i. comprehension, ii. vocabulary, and finally, iii. pronunciation.</p> <p>Focused [Group/Silent] Reading:</p> <p>After pairing the students into groups, write the following questions on the board ask the students to find out the answers after reading the chapter once.</p> <ol style="list-style-type: none"> 1. Is the speaker of the story a resident of Pakistan? 2. What did the speaker miss the most about Pakistan? 3. How grand was the shop where the speaker stopped? 4. Was it easy for the speaker to decide what to get? 5. What did the speaker buy? 	<p>Reading skills</p> <p>Comprehension skills</p> <p>Silent reading skills</p> <p>Discussion skills</p> <p>Focused reading</p> <p>Brainstorming</p> <p>Skim & scan</p> <p>Group work</p>
<p>10 min</p>	<p>Class discussion:</p> <p>Write the above-mentioned questions on the board and ask the students to read through the text and try to find the answers to these questions. However, ask them to be mindful and not share the answers with anyone.</p> <p>After the entire class has read through the chapter and has successfully found all the answer then as a class discuss the answers and see how many pairs have found the correct answers.</p>	
	<p>Teacher's Resource: Answers</p> <ol style="list-style-type: none"> 1. No, the speaker of the text has moved away from Pakistan. 2. The speaker missed the loud cacophony of sounds in a bazaar, the various shopkeepers with their colourful wares decorated for display. 3. The shop was set on three floors. Its different sections, spaciouly laid out in the main thoroughfare, disappear at the sides into little labyrinths. 4. No, the speaker was distracted by the display and wanted to get everything. 5. The speaker ended up buying a pair of sandals. <p>Feedback:</p> <p>Give feedback on responses.</p>	

Date and Time	Content and teacher activity	Formative assessment																								
10 min	<p>Reading aloud:</p> <p>Have a reading session with the students. Focus on the words that they are having difficulty in and repeat until they can read the passage without any problem.</p> <p>POST READING</p> <p>Inferring vocabulary</p> <p>Students will read the text individually and highlight unfamiliar words in a text, guess their meaning using context clues, as a home-task check their conjectures against a reliable dictionary, and finally, use them in their own sentences as a part of their daily usage. Keeping a vocabulary notebook is also a viable reading strategy to broaden mental lexicon.</p> <table border="1" data-bbox="280 679 1225 948"> <thead> <tr> <th>Words</th> <th>Context clues</th> <th>Inferred meaning</th> <th>Dictionary meaning</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>	Words	Context clues	Inferred meaning	Dictionary meaning																					<p>Reading skills</p> <p>Comprehension skills</p> <p>Discussion skills</p> <p>Close reading skills</p>
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Date and Time	Content and teacher activity	Formative assessment
20 min	<p>ACTIVITY: NOUNS</p> <ol style="list-style-type: none"> 1. Divide the class into small groups of five and to each group provide a dictionary. 2. Each team has to prepare a list of five nouns. Against each noun, the team should write a small, clear, and precise definition or description of the noun. 3. For the game, a member of a team will say: It is a ... -letter word and it means ... (definition/description). 4. The answering team members will have a minute to say what the noun is. They may use their dictionary. If they can answer correctly, award them full credit. 5. Answering teams may ask for help in the form of a clue. In such a case, the questioning team will only give them the first letter of the noun. If the answering team says the noun correctly, they score half the credit. 6. If you like, you can also raise the stakes by making the rule that if the answering team asks for help in the form of a clue and is still unable to answer, then they lose half a point. This will encourage the answering teams to think hard before they risk asking for a clue. <p>ACTIVITY: ADJECTIVES</p> <ol style="list-style-type: none"> 1. Prepare a list of adjectives which are appropriate for Level 7. If you have twenty adjectives on the list, include twenty synonyms for those adjectives and also twenty antonyms. Thus, your list will have sixty adjectives in all. Mix them up well and don't tell the students how the list has been made up. 2. Also make a few flash cards with 's' (for synonym) and 'a' (for antonym) written on them. 3. Divide the class into five teams and to each team hand over two of the lists of adjectives you have made and a pair of 's' and 'a' flash card. 4. Each team will call out a word from the list and then flash either the 's' or the 'a' card. The next team will have to call out either a synonym of the word or the antonym, as demanded. 5. Teams, when answering, may or may not call out an adjective which is there on the list. That is why it is important not to tell the students that they may find the answers on the list. 6. Depending upon whether the answer given is correct, award points to the teams. The team with the highest score in the end wins. 	<p>Verbal Response</p> <p>Writing skill</p> <p>Brainstorming</p> <p>Creative writing</p>

Date and Time	Content and teacher activity	Formative assessment
<p>Day 3: 00/00/00 15 min</p>	<p>ADDITIONAL HELPFUL RESOURCES</p> <p>Identify the verbs in these sentences. State whether the actions take place in the past, the present, or the future.</p> <ol style="list-style-type: none"> 1. Amphibians evolved into reptiles. 2. Running a kitchen involves a lot of discipline and speed. 3. They will remove the debris in a couple of days. 4. The two speakers of the evening function reached early. 5. The principal and the staff are waiting for the dignitary to arrive. 6. The new teacher will teach us this topic. 7. Rahema ran a short distance to catch the bus. 8. Amir gave her a piece of advice. 9. The children always listen to her advice. 10. People these days have become very selfish. <p>Fill in the blanks with the simple future form of the verbs given in the brackets.</p> <ol style="list-style-type: none"> 1. I _____ (clean) the house tomorrow. 2. They _____ (leave) for the concert right now. 3. She _____ (respond) to your e-mail by tonight. 4. I hope that they _____ (reach) out to the orphanage by tomorrow. 5. We _____ (go) to the mall in the evening. 6. The summer sale _____ (begin) tomorrow morning. 7. The baby _____ (take) his nap, keeping us awake. 8. She _____ (buy) a new mobile tomorrow. 9. The customer care _____ (help) us, because they do not know what to do. 10. The band _____ (sing) more songs because they are tired. <p>Fill in the blanks using verbs in brackets to complete these in their future continuous form.</p> <ol style="list-style-type: none"> 1. They _____ (create) a new poster for the event soon. 2. We _____ (go) out for dinner tonight, because we made food at home. 	<p>Writing skill</p> <p>Brainstorming</p> <p>Creative thinking skills</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>3. He _____ (work) at the restaurant anymore, as he is moving to Dubai.</p> <p>4. By tomorrow, we _____ (trek) through a path full of snow on our way to Everest.</p> <p>5. I _____ (participate) in the donut-eating competition at the mall tomorrow.</p> <p>6. In the future, I hope we _____ (pollute) the environment.</p> <p>7. The dentist said that tomorrow she _____ (replace) my decayed tooth with a new one.</p> <p>8. He promised us that he _____ (fail) in his exams anymore.</p> <p>9. In the debate tomorrow I _____ (argue) against the motion.</p> <p>10. We _____ (stay) up tonight to watch the lunar eclipse.</p> <p>Class Work: Learning about Language</p> <p>Attempt Ex: C.</p> <p>Homework:</p> <p>Complete any incomplete work.</p>	

Date and Time	Content and teacher activity	Formative assessment
10 min	<p>Workbook Exercise:</p> <p>Workbooks are designed to support classroom learning and to provide the students an opportunity to develop their writing skills and practice their grammar. Generally filled with practice problems, with empty space after each question so that the answers can be written directly in the book.</p> <p>Workbooks ensure that the students are acquiring the required learning outcomes of the selected topic / course. Each student's learning style is different. There, merely attending the class or attempting the couple of exercises present in the textbook may not be enough for each and every student to grasp the concept. Workbooks ensure that the students get the chance to go through multiple types of exercise for the same activity but being approached in a different manner, that helps them get a better conceptual clarity.</p>	<p>Writing skill</p> <p>Independent thinking</p> <p>Revision</p> <p>Practise</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>Advantages of Workbook:</p> <ul style="list-style-type: none"> • Making lessons more effective • Introducing fun learning • Development of independent thinking • Ensuring better parent involvement • To keep children engaged • To help reduce screen time • Practice makes perfect • Enable easy revision • Help in gauging student's performance • Help evaluate class progress • Bring a structure to the learning process <p>Workbook: Class work Attempt workbook exercises.</p> <p>HOMEWORK: Complete any incomplete work.</p>	

Date and Time	Content and teacher activity	Formative assessment
<p>Day 4: 00/00/00 15 min</p>	<p>Activity: Listening and pronunciation skills</p> <p>This activity will sharpen the students' listening and pronunciation skills.</p> <p>Divide the class in pairs and ask the students to conduct the activity on their own. Keep an eye on the students to see how they are carrying on, however, let them take charge.</p> <p>Make sure that the students are enunciating the words properly and making the questions correctly. The point of this exercise is not to check their speaking and listening and most importantly their question making skills in a particular tense. Move on when the students are able to speak and convey their message properly to the other party.</p> <p>Class Work: Attempt Ex: D.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p>	

Date and Time	Content and teacher activity	Formative assessment
<p>Day 5: 00/00/00 20 min</p>	<p>Activity: Teaching letter writing</p> <p>Letter writing is an essential skill. Despite the convenience of emails and text messages, letters cannot be ignored. Here is a chance to help students explore the art of letter writing and establish human connections.</p> <p>Structure of informal/personal letters:</p> <ul style="list-style-type: none"> • The address of the sender is put at the top right-hand corner of the page. • The date is put under the address • Several ways of greeting informally are acceptable, depending on the relationship shared between sender and receiver: Dear Sarah, Hi Zahid, etc. • The message need not be brief • Complimentary close can be written in several ways such as ‘Love,’ ‘Lots of love,’ ‘With thanks,’ ‘See you soon’ etc. • Name of sender is written beneath the complimentary close <p>Activity: Composition</p> <p>Discuss the composition with the students and make sure that they understand the concept in detail. Provide them with everything that they may require and keep providing them assistance whenever required.</p> <p>Class Work: Composition</p> <p>Attempt Exercise E in class.</p> <p>Feedback:</p> <p>Give feedback if required.</p>	<p>Verbal response</p> <p>Writing skills</p> <p>Reading skills</p> <p>Speaking skills</p> <p>Listening skills</p> <p>Composition skills</p>
<p>05 min</p>	<p>Plenary: Ask the students the following questions: Draw a character cloud with key vocabulary to sum up the main points about the character.</p>	<p>Brainstorm</p> <p>Written Response</p>

<p>ASSESSMENT</p>	<p>REFLECTION</p>
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Topic	The Hitch-Hiker	Week	13
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Class	VII	Duration	60 min
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Learning Outcomes	<p>Upon completion of this lesson, students will be able to:</p> <ul style="list-style-type: none"> • Comprehend text post reading • Write composition • Answer while and post reading question • Write answers to comprehension questions • Read the text on their own • Read and understand the words to know • Understand the moral of the story • Enhance their listening and speaking skills • Enhance their writing skills • Enhance their reading skills • Work on individual tasks • Talk about the author of the story • Work well in pair tasks • Answer challenge question • Answer the given questions with reference to the context • Provide abbreviations. Use dictionary if required • Rewrite the given words while adding missing letters • Revise similes • Revise suffix and fix spellings • Correct statements • Change tense in indirect speech • Use 'used to' and 'use to' • Write an account
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Date and Time	Content and teacher activity	Formative assessment
Day 1: 00/00/00 05 min	Settling time: Ask the students to settle down and share if they have any difficulty or if they have not understood from the previous lesson. Ask them to take out their textbooks and notebooks.	Verbal response

Date and Time	Content and teacher activity	Formative assessment				
10 min	<p>Starter:</p> <p>Recap through questioning. Ask students the questions to see how much they remember from the previous lesson. Ask the students who were present in the previous class to help them revise. Ask the everyone and gently probe and encourage the students to provide answers. Try and gauge their speaking and listening skills as well.</p> <p>Class presentation skills:</p> <p>If someone is willing to come to the front of the class and present, invite them. Start with the most confident students, however, gently move towards the shy students and encourage them to participate as well. Encourage the students to say a few points of summary on the previously discussed topic.</p> <p>Keep in mind that some students may be shy to participate but may have excellent listening and speaking skills. Scaffold information and make them feel comfortable enough so they may participate.</p>	<p>Verbal response</p> <p>Recall</p> <p>Speaking and listening skills</p>				
10 min	<p>Pre-reading:</p> <p>A pre-reading activity is useful in securing the attention of the students through activities that lead them to the text. Prereading activities should be interesting, relevant, and fun to do. For each text, a pre-reading section has been designed. It should be used to lead a class discussion.</p> <p>TASK:</p> <p>Each one of us has a different set of qualities. Some of us are quick, while others are meticulous. Some are good at sports; others are great singers. Some enjoy company; others work better by themselves. In <i>The Hitch-Hiker</i>, we come across two strangers who meet under a weird coincidence and possess very different sets of qualities. The question we need to think about is: Does having certain qualities make one less deserving of respect?</p> <p>Different qualities are equally important and come in handy at one point or the other. We must respect those who might possess a different set of qualities than us, instead of thinking less of them or putting them down. The main point, however, is how one uses their set of qualities or area of expertise. One should always remember to not harm others or be a cause of pain/sorrow. Pair up with your friend and list down your qualities in separate columns.</p> <table border="1" data-bbox="292 1487 1233 1775"> <thead> <tr> <th data-bbox="292 1487 710 1539">My qualities</th> <th data-bbox="710 1487 1233 1539">My friend's qualities</th> </tr> </thead> <tbody> <tr> <td data-bbox="292 1539 710 1775"></td> <td data-bbox="710 1539 1233 1775"></td> </tr> </tbody> </table>	My qualities	My friend's qualities			<p>Brainstorming</p> <p>Creative thinking</p>
My qualities	My friend's qualities					

Date and Time	Content and teacher activity	Formative assessment
	<p>Teacher's Resource: Answers</p> <ol style="list-style-type: none"> 1. The speaker had just bought a new car and was driving to London. 2. It was a lovely June day. 3. The speaker saw a hitch-hiker. He stopped the car for him. 4. The speaker remembered being a hitch-hiker and no cars would stop to give him a lift. Especially big cars with empty seats. 5. The hitch-hiker was also going to London. 6. The speaker is an author. The hitch-hiker said he was a tradesman. 7. The hitch-hiker convinces the speaker to go way over the speed limit and they get caught by a policeman. 8. The policeman copied all the speaker's information and gave him a ticket and a summon. 9. The hitch-hiker reveals that he is a fingersmith. 10. A fingersmith is quick with their hand and swift with their fingers. They can pick not only wallets but intricate things and objects such as shoe-laces, watches, pocketbooks, etc., without the other person noticing. <p>Feedback: Give feedback on responses.</p>	
10 min	<p>Reading aloud:</p> <p>Have a reading session with the students. Focus on the words that they are having difficulty in and repeat until they can read the passage without any problem.</p> <p>POST READING</p> <p>Directed reading</p> <p>Directed reading is an approach to reading in the classroom that develops students' comprehension skills. It is an active approach to reading, which means that students are constantly engaged with the mental process rather than glancing over the words passively. The Hitch-Hiker is perfectly suited as a text for directed reading because it invites students to accompany the speaker as he tries to fit the pieces of the mystery of the hitch-hiker together. During a directed reading lesson, students should be encouraged to:</p>	<p>Reading skills</p> <p>Comprehension skills</p> <p>Discussion skills</p> <p>Close reading skills</p>

Date and Time	Content and teacher activity	Formative assessment								
	<ul style="list-style-type: none"> • Delve into existing knowledge • Be aware of their reasoning patterns • Articulate internal biases and assumptions • Read critically • Test and improve their understanding of the text <p>Steps to be followed:</p> <ul style="list-style-type: none"> • Identify suitable points in the text where students can pause to predict what happens next. • Explain the purpose of the directed reading exercise. • Offer prompts for slow readers. • Give an overview of the chapter and the illustrations. • Ask open-ended questions to help students state their assumptions and make some predictions about the text. • Have the students read up to the point of the marker. • The students pause and revisit their predictions to determine their accuracy. If correct, readers can follow the same line of reasoning. If not, they can correct their assumptions and revise their predictions. <p>Activity:</p> <p>As you read the chapter, fill out the table below:</p> <table border="1" data-bbox="295 1100 1246 1522"> <thead> <tr> <th data-bbox="295 1100 507 1220">Preliminary knowledge</th> <th data-bbox="507 1100 679 1220">Prediction</th> <th data-bbox="679 1100 963 1220">Main points in text</th> <th data-bbox="963 1100 1246 1220">Testing the prediction: Accept or revise?</th> </tr> </thead> <tbody> <tr> <td data-bbox="295 1220 507 1522"></td> <td data-bbox="507 1220 679 1522"></td> <td data-bbox="679 1220 963 1522"></td> <td data-bbox="963 1220 1246 1522"></td> </tr> </tbody> </table>	Preliminary knowledge	Prediction	Main points in text	Testing the prediction: Accept or revise?					
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Date and Time	Content and teacher activity	Formative assessment				
<p>Day 2: 00/00/00 20 min</p>	<p>Comprehension questions</p> <p>Comprehension questions (factual, inferential, as well as extrapolative) are meant to be used to hold a class discussion leading towards better understanding of the text. They should not be used for rote learning and memorization of facts from the text.</p> <p>Extra clues from the text / learning questions should be used during discussion to help the students grasp the context and the text better. It is always a good idea to ask the students to go back to the text to find out the facts during a class discussion.</p> <p>Comprehension questions should be done orally in a discussion mode and not in a question-answer mode.</p> <p>The students may write the answers after the oral work.</p> <p>Class Work: Comprehension</p> <p>Attempt Exercise A in class.</p> <p>Challenge Question:</p> <p>Have a small discussion on ‘Challenge Question’.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p> <p>Homework:</p> <p>‘Understanding doesn’t come from reading.’ Make two columns. Collect some points for both ideas. Then you could have a class debate on the topic.</p> <table border="1" data-bbox="292 1147 1152 1597"> <thead> <tr> <th data-bbox="292 1147 708 1234">Understanding comes from reading</th> <th data-bbox="708 1147 1152 1234">Understanding doesn’t come from reading</th> </tr> </thead> <tbody> <tr> <td data-bbox="292 1234 708 1597"></td> <td data-bbox="708 1234 1152 1597"></td> </tr> </tbody> </table>	Understanding comes from reading	Understanding doesn’t come from reading			<p>Verbal response</p> <p>Brainstorm</p> <p>Creative thinking</p> <p>Prediction</p> <p>Foreshadowing</p>
Understanding comes from reading	Understanding doesn’t come from reading					

Date and Time	Content and teacher activity	Formative assessment
20 min	<p>ACTIVITY: DETECTING ERRORS</p> <ol style="list-style-type: none"> In this game, individual students will bid for grammatically correct sentences. The highest price for a correct sentence is Rs 100. Depending upon the students' judgment of the grammatical correctness of a sentence, its price may be high or low. Thus, a sentence which is perceived as absolutely correct would carry a high price. You will need a list of sentences with varying degrees of correctness. Several of them should have no errors at all while others may have one, two, or more errors. For the game, write one sentence at a time on the board. This sentence will be up for auction, and it will be purchased by the highest bidder. Tell learners that they may use only a set number of price denominations—ten, twenty-five, fifty, seventy-five, and hundred. Depending upon whether learners assess a sentence to be correct or incorrect, they will bid for it. On your list of sentences, keep space so that you can note down the name of the learner who buys a sentence. This game rests upon the learner's ability to spot errors in sentences. The errors could be of any kind. The winner of the game is the learner who buys the maximum number of correct sentences. <p>Class Work: Working with words:</p> <p>It is not necessary to give the meanings of all the unknown words to the students because getting the message / meaning of a text does not depend on understanding every word occurring in it. It is best not to give the meanings of the essential words to the students right away. For young students, the following approach can be used to deal with the vocabulary items occurring in a text:</p> <ul style="list-style-type: none"> Generally, the meaning of a word is available from the context in which it occurs. Students should be trained in guessing the meaning of words using the contextual clues available. The meaning of some words can be given through pictures. For many verbs, actions can be used to show their meaning, for example, 'laughed'. <p>Attempt Exercise B.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	<p>Verbal Response</p> <p>Writing skill</p> <p>Brainstorming</p> <p>Creative writing</p>

Date and Time	Content and teacher activity	Formative assessment
<p>Day 3: 00/00/00 15 min</p>	<p>ACTIVITY: DIRECT AND INDIRECT SPEECH</p> <ol style="list-style-type: none"> 1. Divide the class into five small teams and give each team three strips cut out from a chart paper. Also provide the teams with sketch pens to write on the strips. 2. Ask each team to think of a creative name for itself and write the name on one side of each strip. 3. Now ask each team to write one sentence on the other side of each strip, with the following in mind: <ol style="list-style-type: none"> a. The sentence should be in indirect speech. b. There should be one error in the sentence. c. The error should relate only to the changes in indirect speech. 4. Write the following two examples on the board to illustrate these points: <ol style="list-style-type: none"> a. he asked me if I know the answer. b. he asked me if I knew the answer. <p>The second sentence is not acceptable because the error in it does not relate to indirect speech but to the article.</p> 5. Tell the teams that if they include more than one error in their sentences or an error which does not have to do with indirect speech, they will be helping the other teams score points. This will serve as a control measure. 6. Each team will now pass on its set of three strips with the sentences to the next team so that each team has another team's sentences. 7. Now each team will read out the sentences that it has, one at a time, and say where the error in it lies and what the correction should be. On doing this correctly, the team scores a point. 8. If the sentence has any other errors and the team picks that out as well, award bonus points. The team with the highest score wins. <p>ADDITIONAL HELPFUL RESOURCES</p> <p>Report the following statements using the words given in brackets.</p> <ol style="list-style-type: none"> 1. The professor said, 'We'll introduce a comprehensive course next year.' (planned) The professor _____ 2. He said, 'I don't want to comment on the recent developments.' (refused) 	<p>Writing skill Brainstorming Creative thinking skills</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>He _____ 3. Sajid said, 'I'll do a computer course and take up a job.' (intended)</p> <p>Sajid _____ 4. One of the producers said, 'Who is this talented young lady?' (wanted to know)</p> <p>One of the producers _____</p> <p>5. The director said, 'I'll give her a chance in my next venture.' (promised)</p> <p>The director _____</p> <p>Report the following.</p> <ol style="list-style-type: none"> 1. Shehla said to me, 'You have an appointment with the doctor on Monday.' 2. The officer said to him, 'Could I please see your passport?' 3. 'Why doesn't he come in time?' I asked his sister. 4. 'Please put off the lights and fans when you leave the room.' said the teacher. 5. 'Let's go to the playground,' said the monitor of the class. 6. 'Open the door', said my brother. 7. 'Use an umbrella', said my father. 8. 'Can you please lay the table?' said my mother. 9. The receptionist asked the gentleman, 'How may I help you?' 10. 'May I use the telephone?', said the visitor to her. <p>Class Work: Learning about Language</p> <p>Attempt Ex: C.</p> <p>Homework:</p> <p>Complete any incomplete work.</p>	

Date and Time	Content and teacher activity	Formative assessment
10 min	<p>Workbook Exercise:</p> <p>Workbooks are designed to support classroom learning and to provide the students an opportunity to develop their writing skills and practice their grammar. Generally filled with practice problems, with empty space after each question so that the answers can be written directly in the book.</p> <p>Workbooks ensure that the students are acquiring the required learning outcomes of the selected topic / course. Each student's learning style is different. There, merely attending the class or attempting the couple of exercises present in the textbook may not be enough for each and every student to grasp the concept. Workbooks ensure that the students get the chance to go through multiple types of exercise for the same activity but being approached in a different manner, that helps them get a better conceptual clarity.</p> <p>Advantages of Workbook:</p> <ul style="list-style-type: none"> • Making lessons more effective • Introducing fun learning • Development of independent thinking • Ensuring better parent involvement • To keep children engaged • To help reduce screen time • Practice makes perfect • Enable easy revision • Help in gauging student's performance • Help evaluate class progress • Bring a structure to the learning process <p>Workbook: Class work</p> <p>Attempt workbook exercises.</p> <p>HOMEWORK:</p> <p>Complete any incomplete work.</p>	<p>Writing skill</p> <p>Independent thinking</p> <p>Revision</p> <p>Practise</p>

Date and Time	Content and teacher activity	Formative assessment
Day 4: 00/00/00 15 min	<p>Activity: Listening and pronunciation skills</p> <p>This activity will sharpen the students' listening and pronunciation skills.</p> <p>Divide the class in pairs and ask the students to conduct the activity on their own. Keep an eye on the students to see how they are carrying on, however, let them take charge.</p> <p>Make sure that the students are enunciating the words properly and making the questions correctly. The point of this exercise is not to check their speaking and listening and most importantly their question making skills in a particular tense. Move on when the students are able to speak and convey their message properly to the other party.</p> <p>Class Work:</p> <p>Attempt Ex: D.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	
Day 5: 00/00/00 20 min	<p>Activity: Composition</p> <p>Discuss the composition with the students and make sure that they understand the concept in detail. Provide them with everything that they may require and keep providing them assistance whenever required.</p> <p>Class Work: Composition</p> <p>Attempt Exercise E in class.</p> <p>Feedback:</p> <p>Give feedback if required.</p>	Verbal response Writing skills Reading skills Speaking skills Listening skills Composition skills
05 min	<p>Plenary: Ask the students the following questions: Summarise this character/ scene/chapter in 5 bullet points.</p>	Brainstorm Written Response

ASSESSMENT	REFLECTION
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Topic	Julius Caesar	Week	14
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Class	VII	Duration	60 min
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Learning Outcomes	<p>Upon completion of this lesson, students will be able to:</p> <ul style="list-style-type: none"> • Comprehend text post reading • Write composition • Answer while reading question • Write answers to comprehension questions • Read the play on their own • Read and understand the words to know • Understand the moral of the story • Enhance their listening and speaking skills • Enhance their writing skills • Enhance their reading skills • Work on individual tasks • Talk about the author of the play • Work well in pair tasks • Answer challenge question • Read the given quotations and answer the following questions • Read the given puns and answer the given questions • Make their own funny statements • Learn to make jokes • Find out the modern equivalent for the archaic words/phrases • Skim through the play and find the phrases which create the maximum effect • Role-play in class • Ask questions as per the given scenario • Create questions as per the given scenario • Attempt project
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Date and Time	Content and teacher activity	Formative assessment
Day 1: 00/00/00 05 min	Settling time: Ask the students to settle down and share if they have any difficulty or if they have not understood from the previous lesson. Ask them to take out their textbooks and notebooks.	Verbal response
10 min	Starter: Recap through questioning. Ask students the questions to see how much they remember from the previous lesson. Ask the students who were present in the previous class to help them revise. Ask the everyone and gently probe and encourage the students to provide answers. Try and gauge their speaking and listening skills as well. Class presentation skills: If someone is willing to come to the front of the class and present, invite them. Start with the most confident students, however, gently move towards the shy students and encourage them to participate as well. Encourage the students to say a few points of summary on the previously discussed topic. Keep in mind that some students may be shy to participate but may have excellent listening and speaking skills. Scaffold information and make them feel comfortable enough so they may participate.	Verbal response Recall Speaking and listening skills
10 min	Pre-reading: A pre-reading activity is useful in securing the attention of the students through activities that lead them to the text. Prereading activities should be interesting, relevant, and fun to do. For each text, a pre-reading section has been designed. It should be used to lead a class discussion. TASK: What are the attributes or virtues of a dictator/warrior? List at least five adjectives to describe a dictator/warrior. Thereafter complete the sentence—If I were the king I dictator/warrior ... (Any one thing you would do for the people of your city.) Share your answers with the class. Most pre-reading activities suggested are open-ended, i.e., they may not have a particular answer, but are useful for discussion that leads learners to the text. Use any other interesting pre-reading activities with direct relevance to the text to be taught. All the pre-reading activities contain a reading focus. The purpose of the pre-reading section is that the students read a text with that focus in mind. Ask the pre-reading question present with the text. Try to scaffold the information. Provide helpful hints and gauge if they are able to provide information on their own. Gently probe students and encourage them to participate.	Brainstorming Creative thinking

Date and Time	Content and teacher activity	Formative assessment
<p>10 min</p> <p>10 min</p>	<p>Classroom procedure (group and pair work)</p> <p>The students should be given enough opportunities to find answers in pairs and groups and refer to the texts as many times as they want.</p> <p>After reading the text is done, follow this sequence for the questions: i. comprehension, ii. vocabulary, and finally, iii. pronunciation.</p> <p>Focused [Group/Silent] Reading:</p> <p>After pairing the students into groups, write the following questions on the board ask the students to find out the answers after reading the chapter once.</p> <ol style="list-style-type: none"> 1. Which act and scene is present as an extract? 2. How many characters are present in this scene? 3. Name the characters present in act 1, scene 1. 4. What was the occupation of the first citizen? 5. What was the occupation of the second citizen? 6. Why were the citizens gathered on the streets? 7. Were Flavius and Marullus happy about Julius Caesar's victory? 8. What was the pan of Flavius and Marullus? <p>Class discussion:</p> <p>Write the above-mentioned questions on the board and ask the students to read through the text and try to find the answers to these questions. However, ask them to be mindful and not share the answers with anyone.</p> <p>After the entire class has read through the chapter and has successfully found all the answer then as a class discuss the answers and see how many pairs have found the correct answers.</p>	<p>Reading skills</p> <p>Comprehension skills</p> <p>Silent reading skills</p> <p>Discussion skills</p> <p>Focused reading</p> <p>Brainstorming</p> <p>Skim & scan</p> <p>Group work</p>
	<p>Teacher's Resource: Answers</p> <ol style="list-style-type: none"> 1. The extract taken is Act 1, scene 1. 2. There are four characters present in this scene. 3. The characters present in act 1, scene 1 are: <ul style="list-style-type: none"> • First citizen • Second citizen • Flavius • Marullus 4. The first citizen was a carpenter by occupation. 5. The second citizen was a cobbler by occupation. 6. The citizens gathered on the streets to welcome Julius Caesar. 7. No, Flavius and Marullus were not happy about Julius Caesar's victory. 8. Flavius and Marullus planned to clear out the streets before Julius Caesar arrives. <p>Feedback:</p> <p>Give feedback on responses.</p>	

Date and Time	Content and teacher activity	Formative assessment
10 min	<p>Reading aloud: Have a reading session with the students. Focus on the words that they are having difficulty in and repeat until they can read the passage without any problem.</p> <p>WHILE READING</p> <p>Insightful annotations Ask the students to work in pairs while reading a text. Each pair is supposed to look for the following:</p> <ul style="list-style-type: none"> • How is the heading/title connected to the main text? • Which details are important about a character or a place? • Are there any details about a character that have changed by the end of the play? <p>Ask the students to mark areas that are confusing to them and write 'I wonder' or 'I don't get it' if they may. Later on, students will discuss these details with their entire class and their teacher.</p>	<p>Reading skills</p> <p>Comprehension skills</p> <p>Discussion skills</p> <p>Close reading skills</p>
<p>Day 2: 00/00/00</p> <p>20 min</p>	<p>Comprehension questions Comprehension questions (factual, inferential, as well as extrapolative) are meant to be used to hold a class discussion leading towards better understanding of the text. They should not be used for rote learning and memorization of facts from the text.</p> <p>Extra clues from the text / learning questions should be used during discussion to help the students grasp the context and the text better. It is always a good idea to ask the students to go back to the text to find out the facts during a class discussion.</p> <p>Comprehension questions should be done orally in a discussion mode and not in a question-answer mode.</p> <p>The students may write the answers after the oral work.</p> <p>Class Work: Comprehension Attempt Exercise A in class.</p> <p>Challenge Question: Have a small discussion on 'Challenge Question'.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p> <p>Homework:</p> <p>Extension activity Sit in groups. Share stories of how you had been 'punished' by your teachers or parents for doing something 'naughty'. Talk about what you think of a punishment. Make a list of some common misdeeds and what punishments you think should be meted out.</p> <p>(This task can be extended into a writing task where they can write an argumentative essay on punishment.)</p>	<p>Verbal response</p> <p>Brainstorm</p> <p>Creative thinking</p> <p>Prediction</p> <p>Foreshadowing</p>

Date and Time	Content and teacher activity	Formative assessment										
20 min	<p>ADDITIONAL EXAMPLES FOR PUN:</p> <table border="1" data-bbox="284 275 1193 731"> <thead> <tr> <th data-bbox="284 275 719 323">Pun</th> <th data-bbox="724 275 1193 323">Breakdown</th> </tr> </thead> <tbody> <tr> <td data-bbox="284 329 719 401">It is pointless to write with a broken pencil.</td> <td data-bbox="724 329 1193 401">Needless or without a point, as in broken</td> </tr> <tr> <td data-bbox="284 408 719 480">I was struggling to figure out how lightning works when it struck me.</td> <td data-bbox="724 408 1193 480">Hit in a forceful manner or a sudden realization</td> </tr> <tr> <td data-bbox="284 486 719 652">What do you get from a pampered cow? Spoiled milk.</td> <td data-bbox="724 486 1193 652">Something that lose freshness or to give someone everything in such a manner that they cannot register the concept of not having what they desire</td> </tr> <tr> <td data-bbox="284 658 719 731">She had a photographic memory, but never developed it.</td> <td data-bbox="724 658 1193 731">Grow or cause to grow or start to exist.</td> </tr> </tbody> </table> <p>WHAT MAKES A GOOD JOKE? Step 1: Content Step 2: Pace Step 3: Delivery Step 4: Always know your audience!</p> <p>WHAT ARE THE DIFFERENT ELEMENTS OF A JOKE? Much like a story, a good joke contains the following steps: Step 1: A story arc Step 2: Characters Step 3: Conflict Step 4: Resolution</p> <p>Class Work: Working with words: It is not necessary to give the meanings of all the unknown words to the students because getting the message / meaning of a text does not depend on understanding every word occurring in it. It is best not to give the meanings of the essential words to the students right away. For young students, the following approach can be used to deal with the vocabulary items occurring in a text:</p> <ul style="list-style-type: none"> • Generally, the meaning of a word is available from the context in which it occurs. Students should be trained in guessing the meaning of words using the contextual clues available. The meaning of some words can be given through pictures. For many verbs, actions can be used to show their meaning, for example, 'laughed'. <p>Attempt Exercise B. Feedback: Give feedback on responses and correct any answer if required.</p>	Pun	Breakdown	It is pointless to write with a broken pencil.	Needless or without a point, as in broken	I was struggling to figure out how lightning works when it struck me.	Hit in a forceful manner or a sudden realization	What do you get from a pampered cow? Spoiled milk.	Something that lose freshness or to give someone everything in such a manner that they cannot register the concept of not having what they desire	She had a photographic memory, but never developed it.	Grow or cause to grow or start to exist.	Verbal Response Writing skill Brainstorming Creative writing
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<p>Day 3: 00/00/00</p> <p>15 min</p>	<p>Performing a classroom play</p> <p>Julius Caesar is a play written by Shakespeare. Performing a play can help develop several important skills in students, including:</p> <ul style="list-style-type: none"> • Confidence • Creativity • Teamwork and cooperation • Writing and speaking skills • Body language • Tone of voice <p>Students can be assigned an activity to perform Julius Caesar in the classroom by choosing the cast, writing dialogues, and creating sets. Encourage students to be creative by modifying the play if they find certain parts too difficult to perform. Before performing Julius Caesar, students should do the following:</p> <ul style="list-style-type: none"> • Decide which part of the play they want to perform. • Hold auditions to select students for the roles. • Write the dialogues while editing them for simplicity and smooth action. • Set aside time for rehearsals after school. <p>When guiding students to develop a play, the teacher has to perform the following roles:</p> <ul style="list-style-type: none"> • Help students write and practice their lines and develop cues to learn them. • Guide students identify the correct points of stress and inflection in the dialogue. • Divide the play into manageable scenes by identifying transitions. • Organize rehearsals by setting apart classroom time, or by allocating separate periods. • Gather resources such as costumes, props, set pieces, and a camera to record rehearsals. <p>Activity:</p> <p>For each scene, use this organizer to develop a well-integrated play:</p> <p>Scene: _____</p> <p>Purpose: _____</p> <p>Plot: _____</p> <p>Setting: _____</p> <p>Characters: _____</p> <p>Props: _____</p> <p>Dialogues: _____</p> <p>Homework:</p> <p>Complete any incomplete work.</p>	<p>Writing skill</p> <p>Brainstorming</p> <p>Creative thinking skills</p>

Date and Time	Content and teacher activity	Formative assessment
10 min	<p>Workbook Exercise:</p> <p>Workbooks are designed to support classroom learning and to provide the students with an opportunity to develop their writing skills and practice their grammar. Generally filled with practice problems, with empty space after each question so that the answers can be written directly in the book.</p> <p>Workbooks ensure that the students are acquiring the required learning outcomes of the selected topic / course. Each student's learning style is different. There, merely attending the class or attempting the couple of exercises present in the textbook may not be enough for each and every student to grasp the concept. Workbooks ensure that the students get the chance to go through multiple types of exercise for the same activity but being approached in a different manner, that helps them get a better conceptual clarity.</p> <p>Advantages of Workbook:</p> <ul style="list-style-type: none"> • Making lessons more effective • Introducing fun learning • Development of independent thinking • Ensuring better parent involvement • To keep children engaged • To help reduce screen time • Practice makes perfect • Enable easy revision • Help in gauging student's performance • Help evaluate class progress • Bring a structure to the learning process <p>Workbook: Class work Attempt workbook exercises.</p> <p>HOMEWORK: Complete any incomplete work.</p>	<p>Writing skill</p> <p>Independent thinking</p> <p>Revision</p> <p>Practise</p>
<p>Day 4: 00/00/00</p> <p>50 min</p>	<p>Activity: Listening and pronunciation skills</p> <p>This activity will sharpen the students' listening and pronunciation skills.</p> <p>Divide the class in pairs and ask the students to conduct the activity on their own. Keep an eye on the students to see how they are carrying on, however, let them take charge.</p> <p>Make sure that the students are enunciating the words properly and making the questions correctly. The point of this exercise is not to check their speaking and listening and most importantly their question making skills in a particular tense. Move on when the students are able to speak and convey their message properly to the other party.</p> <p>Class Work: Attempt Ex: D.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p>	

Date and Time	Content and teacher activity	Formative assessment
10 min	Plenary: Ask the students the following questions: Write an important key quotation from the text on your paper or whiteboard. The class composes a comment to support the key quotation.	Brainstorm Written Response

<p>ASSESSMENT</p>	<p>REFLECTION</p>
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